

Education

Annual Report **2018–2019**

Education, Government of Alberta
June 2019
Education 2018–19 Annual Report

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Preface

The Public Accounts of Alberta are prepared in accordance with the *Financial Administration Act* and the *Fiscal Planning and Transparency Act*. The Public Accounts consist of the annual report of the Government of Alberta and the annual reports of each of the 21 ministries.

The annual report of the Government of Alberta contains the consolidated financial statements of the province and the *Measuring Up* report, which compares actual performance results to desired results set out in the government's strategic plan.

This annual report of the Ministry of Education contains the financial information of the ministry and a comparison of actual performance results to desired results set out in the ministry business plan. This ministry annual report also includes:

- the financial statements of entities making up the ministry including the Department of Education and the Alberta School Foundation Fund, for which the minister is responsible;
- the individual financial statements of the school jurisdictions presented in summary form as of their fiscal year end, August 31, 2018, in the Other Financial Information section;
- other financial information as required by the *Financial Administration Act* and *Fiscal Planning and Transparency Act*, either as separate reports or as a part of the financial statements, to the extent that the ministry has anything to report; and
- financial information relating to accountable organizations and trust funds, which includes the Alberta Teachers' Retirement Fund and school jurisdictions in the public education system (public, separate and Francophone regional authorities and charter schools).

In December 2018, government announced changes to the 2018-19 ministry annual reports. Ministry and department audited financial statements previously included in the annual report of the Ministry of Education have been replaced with the financial information of the ministry on pages 159-259.

Key information previously contained in the annual reports of each of the 21 ministries is now included in the audited consolidated financial statements of the province.

Message from the Minister



As the current Minister of Education effective May 1, 2019, I am pleased to present Alberta Education's 2018-19 Annual Report. The Ministry of Education ensures that all Alberta students have access to an excellent, world-class education. The following report details the work in Alberta's Kindergarten to Grade 12 education system over the past year.

As Minister of Education, I am focused on strengthening our education system and delivering on our campaign platform commitments. Alberta is home to some of the brightest minds in the country—from educators to trustees, and from students to their parents, it is important to maintain an open line of communication with everyone who has a role in our province's system. I am looking forward to working with stakeholders in our sector to ensure that all of our schools are welcoming, caring and respectful of diverse opinions for all children across the province.

[Original signed by]

Honourable Adriana LaGrange
Minister of Education

Management's Responsibility for Reporting

The Ministry of Education includes:

- the Alberta School Foundation Fund
- the Department of Education
- the Alberta school jurisdictions

The executives of the individual entities within the ministry have the primary responsibility and accountability for the respective entities. Collectively, the executives ensure the ministry complies with all relevant legislation, regulations and policies.

Ministry business plans, annual reports, performance results and the supporting management information are integral to the government's fiscal and strategic plan, annual report, quarterly reports and other financial and performance reporting.

Responsibility for the integrity and objectivity of the accompanying ministry financial information and performance results for the ministry rests with the Minister of Education. Under the direction of the Minister, I oversee the preparation of the ministry's annual report, including the financial information and performance results. The financial information and performance results, of necessity, include amounts that are based on estimates and judgments. The financial information is prepared using the government's stated accounting policies, which are based on Canadian public sector accounting standards. The performance measures are prepared in accordance with the following criteria:

Reliability – information used in applying performance measures methodologies agrees with the underlying source data for the current and prior years' results.

Understandability – the performance measure methodologies and results are presented clearly.

Comparability – the methodologies for performance measure preparation are applied consistently for the current and prior years' results.

Completeness – goals, performance measures and related targets match those included in the ministry's *Budget 2018*.

As deputy minister, in addition to program responsibilities, I am responsible for the ministry's financial administration and reporting functions. The ministry maintains systems of financial management and internal control which give consideration to costs, benefits, and risks that are designed to:

- provide reasonable assurance that transactions are properly authorized, executed in accordance with prescribed legislation and regulations, and properly recorded so as to maintain accountability of public money;
- provide information to manage and report on performance;
- safeguard the assets and properties of the province under ministry administration;
- provide Executive Council, The President of Treasury Board and Minister of Finance, and the Minister of Education the information needed to fulfill their responsibilities; and
- facilitate preparation of ministry business plans and annual reports required under the *Fiscal Planning and Transparency Act*.

In fulfilling my responsibilities for the ministry, I have relied, as necessary, on the executives of the individual entities within the ministry.

[Original signed by]

Dr. Curtis Clarke
Deputy Minister of Education
May 31, 2019

Results Analysis

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Ministry Overview

In 2018-19, the Department of Education strived to achieve five outcomes:

- **Outcome One:** Alberta's students are successful
- **Outcome Two:** Alberta's education system supports First Nations, Métis, and Inuit students' success
- **Outcome Three:** Alberta's education system respects diversity and promotes inclusion
- **Outcome Four:** Alberta has excellent teachers, and school and school authority leaders
- **Outcome Five:** Alberta's education system is well governed and managed

Organizational Structure

The Ministry of Education, for which the Minister of Education is accountable, consists of the Department of Education, Alberta School Foundation Fund, and arms-length school authorities. School authorities include public and separate school boards, francophone regional authorities, charter school operators, and private school operators.

These school authorities provide programs for children and students in the province's Early Childhood Services (ECS) to Grade 12 education system in accordance with the *School Act*. The information that follows in this section describes the functions and purpose of the Department of Education and the Alberta School Foundation Fund in more detail.

Department of Education

Alberta Education leads an ECS to Grade 12 education system that provides the foundation of competencies needed to prepare Alberta children and youth for lifelong success. In the 2018-19 school year, more than 725,000 children and students were registered in ECS to Grade 12 education across Alberta.

Alberta Education provides leadership, direction, and oversight in the delivery of the education system, and provides direction to school authorities to inform their planning and reporting. The department provides leadership and direction by designing and supporting the implementation of provincial curriculum for all subjects and grades, helping school authorities implement ministry programs and policies, and enabling excellence among the education system's teachers and leaders. The department provides oversight through developing legislation and policy, strengthening system assurance, and ensuring accountability for financial and performance outcomes. In approaching these responsibilities, the ministry seeks to remove systemic barriers to improve the educational outcomes of First Nations, Métis, and Inuit students.

Alberta School Foundation Fund

The Alberta School Foundation Fund receives tax revenues from municipalities based on the equalized assessment of real property in Alberta and education mill rates established by the lieutenant governor in council. These monies, for which the ministry is responsible, along with those from provincial general revenues, are allocated on a fair and equitable basis to public and separate school boards for educational costs.

Alberta Education Contact Information

For more information, phone 780-427-7219 (For toll-free access in Alberta, first dial 310-0000).

E-mail: edc.communications@gov.ab.ca

Website: www.education.alberta.ca

Key Factors Influencing Performance

Outcomes	Key Strategies	Key Factors Influencing Performance
Outcome One: Alberta's students are successful	1.1 Develop and prepare to implement revised curriculum for Kindergarten to Grade 12, in English and French, that integrates competencies in the learning outcomes, supports teachers in fostering student knowledge, ensures students have a strong foundation in literacy and numeracy in all subjects, and includes First Nations, Métis, Inuit, and Francophone perspectives and experiences.	<ol style="list-style-type: none"> 1) Developed the draft Kindergarten to Grade 4 curriculum. 2) Developed future curriculum that recognizes the contributions and perspectives of Alberta's Francophonie communities and First Nations, Métis, and Inuit perspectives, cultures, and experiences in all subjects and grades.
	1.2 Develop and implement online assessments to improve responsiveness to students' needs.	<ol style="list-style-type: none"> 1) Developed, administered, and scored provincial achievement tests and diploma exams. <ol style="list-style-type: none"> a. Student learning assessments are digitally-based provincial assessments for students in Grade 3. b. Provincial achievement tests are administered in both English and French for students in Grades 6 and 9. c. Diploma exams, in both English and French, certify the level of individual student achievement in selected Grade 12 courses.
	1.3 Continue to implement systemic actions to further support student learning and achievement in Mathematics.	<ol style="list-style-type: none"> 1) Continued supports for math by funding the mathematics bursary program for certificated teachers and current teacher-education students.

Outcomes	Key Strategies	Key Factors Influencing Performance
Outcome One: Alberta's students are successful	1.4 Provide students with more aligned support for career and life planning, post-secondary learning and employment training to deliver personalized and responsive approaches to high school completion.	<ol style="list-style-type: none"> 1) Developed a broad range of programs of study and supported local school authorities to develop courses they see an interest in among their student populations. 2) Provided guidance to stakeholders from across the education system on implementing the high school completion strategic framework. 3) Supported the participation of 17 new schools in the <i>Moving Forward with High School Redesign</i> initiative to enhance students' high school experience. 4) Provided start-up funding to over 60 school authorities to develop and implement new dual credit programming opportunities.
	1.5 Expand the school nutrition program by strategically investing in schools across the province to help prepare students for a healthy and successful future.	<ol style="list-style-type: none"> 1) Allocated \$15.5 million directly to school authorities to continue, establish, or enhance existing school nutrition programs.
	Other initiatives.	<ol style="list-style-type: none"> 1) Established the Minister's Youth Council and supported its activities. 2) Distributed the \$77 million classroom improvement fund to schools. 3) Supported international education studies and activities. 4) Supported 14 accredited international schools that serve more than 6,000 students and employ 350 Alberta certificated teachers. 5) Implemented exchange programs for teachers and students.

Outcomes	Key Strategies	Key Factors Influencing Performance
Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success	2.1 Ensure all students, teachers, and school leaders learn about First Nations, Métis, and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.	<ol style="list-style-type: none"> 1) Provided resources and supports to help educators include First Nations, Métis, and Inuit perspectives and experiences, Treaties, agreements, and the history and legacy of residential schools. 2) Continued to work under the <i>Joint Commitment to Action</i> to ensure that all Kindergarten to Grade 12 teachers receive training related to First Nations, Métis, and Inuit history and culture.
	2.2 Develop and implement provincial strategies to support K–12 Indigenous language and culture programming.	<ol style="list-style-type: none"> 1) Worked with First Nations, Métis, and Inuit stakeholders to develop and implement provincial and locally developed Indigenous language and culture programming. 2) Hosted a land-based learning symposium in partnership with NorQuest College in November 2018.
	2.3 Increase accountability for the First Nations, Métis, and Inuit funding provided to school authorities.	<ol style="list-style-type: none"> 1) Worked with Corporate Internal Audit Services to begin an audit of the self-identified First Nations student funding provided to school jurisdictions.
	2.4 Collaborate with education stakeholders, communities, and other ministries to strengthen First Nations, Métis, and Inuit education programs, policies, and initiatives.	<ol style="list-style-type: none"> 1) Strengthened First Nations, Métis, and Inuit education programs and policies that help students be successful. 2) Provided supports to interested First Nations to explore education models for providing second-level education supports. 3) Signed an education framework agreement with the four Maskwacis Cree First Nations. 4) Provided ongoing support to the Northland School Division. 5) Provided funding to support resident off-reserve students. 6) Initiated the Innovation in First Nations Education grant program.

Outcomes	Key Strategies	Key Factors Influencing Performance
Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success	2.4 Collaborate with education stakeholders, communities, and other ministries to strengthen First Nations, Métis, and Inuit education programs, policies, and initiatives.	<p>7) Implemented the principles of the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> by collaborating with partners to provide equitable services for all students and continuing to develop capacity within the department to support First Nations, Métis, and Inuit education.</p> <p>8) Ensured that First Nations, Métis, and Inuit students have equitable access to services, including social and mental health supports, by signing a memorandum of understanding on Jordan's Principle with the First Nations Health Consortium and the Government of Canada.</p> <p>9) Advised Alberta Indigenous Relations as it created Alberta's position in response to Canada's National Framework on Indigenous Rights.</p> <p>10) Celebrated National Indigenous Histories Month.</p>
Outcome Three: Alberta's education system respects diversity and promotes inclusion	3.1 Implement the Inclusive Education Framework to establish Alberta as an international leader in building an inclusive education system.	1) Developed a tool kit focused on teachers' competencies as part of implementing the inclusive education framework.
	3.2 Build an integrated early childhood development, learning and care system with Community and Social Services, Children's Services and Health by aligning programs and services to meet the needs of children and families.	<p>1) Supported the early learning certificate by developing two additional courses in the early learning certificate program on early mathematics and First Nations, Métis, and Inuit perspectives in early childhood.</p> <p>2) Supported the implementation of Alberta's early learning and care framework and provided a conditional grant to MacEwan University.</p> <p>3) Continued the ongoing monitoring of early childhood services operators.</p>

Outcomes	Key Strategies	Key Factors Influencing Performance
Outcome Three: Alberta's education system respects diversity and promotes inclusion	3.3 Ensure that all school authorities support the establishment of student organizations that respect diversity and promote a sense of belonging.	1) Ensured that school authorities supported the establishment of student organizations that respect diversity and promote a sense of belonging.
	3.4 Lead the implementation of the government's recommendations to fight racism, foster acceptance, and promote an inclusive society.	1) Established the Anti-Racism Advisory Council. 2) Supported the Anti-Racism Community Grant program. 3) Supported the government in leading anti-racism town hall meetings across Alberta. 4) Developed an anti-racism tool kit for WE schools to use in Alberta. 5) Supported partner departments in implementing actions in their areas of responsibility. 6) Developed a gender-based analysis plus framework.
	3.5 Support school authorities to proactively address chronic student absenteeism.	1) Connected school authorities with the Office of Student Attendance and Re-engagement, providing leadership and support to school authorities to address chronic absenteeism. 2) Recruited, appointed, and orientated 56 new Attendance Board members. 3) Led the Regional Collaborative Service Delivery to enhance service delivery to interested First Nations communities. 4) Released the <i>Guidelines for Supporting Students with Type 1 Diabetes in Schools</i> .
Outcome Four: Alberta has excellent teachers, and school and school authority leaders	4.1 Lead the implementation of the Professional Practice Standards in collaboration with stakeholders.	1) Developed implementation supports for the revised Teaching Quality Standard, which will come into effect on September 1, 2019.

Outcomes	Key Strategies	Key Factors Influencing Performance
Outcome Four: Alberta has excellent teachers, and school and school authority leaders	4.2 Ensure that teachers, principals, and other system leaders in Alberta schools have the capacity to meet the new Professional Practice Standards, in collaboration with stakeholders and school authorities.	1) Created a Leadership Quality Standard that describes the competencies expected of school leaders and school jurisdiction leaders, and a Superintendent Leadership Quality Standard that defines the competencies expected of Alberta school superintendents.
	4.3 Refresh the approach to assurance across the education system to ensure that students are learning successfully, and that resources are being used effectively.	1) Engaged with stakeholders to develop a common vision for assurance in education. 2) Developed an evidence-informed continuous improvement process to bring the assurance framework to life.
	4.4 Support system leaders in the effective and efficient use of technology, including preparing for the implementation of online curriculum and assessments, through the development of policies, procedures, and standards.	1) Continued to implement the Learning and Technology Policy Framework and published two online guides to further support online learning across the province.
	4.5 Encourage industry professionals to teach in career and technology programs, such as trades, culinary arts, and construction, while completing a teacher-preparation program through the Bridge-to-Teacher Certification funding program.	1) Invested \$850,000 in the bridge-to-teacher certification funding program for certificated teachers with expertise in trades. 2) Supported pre-service and current teachers through three bursary programs: the foreign-prepared teacher subsidies, the northern student teacher bursary, and the rural practicum program.
Outcome Five: Alberta's education system is well governed and managed	5.1 Ensure legislation, regulations, and policies align with government direction and are developed in consultation with stakeholders.	1) Contributed to legislation being developed across the Government of Alberta, including <i>An Act to Renew Local Democracy in Alberta</i> . 2) Revised the regulations governing the education system to ensure they were current. 3) Reviewed the use of seclusion, time out, and physical restraint in schools. 4) Contributed to the administration of Canada's national official languages programs and chaired the national Indigenous Education Committee.

Outcomes	Key Strategies	Key Factors Influencing Performance
Outcome Five: Alberta's education system is well governed and managed	5.2 Establish a collaborative approach to governance that enhances accountability for educational funding while improving student learning outcomes and well-being.	1) Funded enrolment growth for 15,000 new students, and provided funding that supported the hiring of more than 900 teachers and support staff. 2) Reviewed school fees policies and schedules for all school boards to ensure that they were aligned with the <i>School Fees and Costs Regulation</i> and the <i>School Transportation Regulation</i> .
	5.3 Monitor school boards with reserves over five per cent of their operating expenses to reinforce funding allocation.	1) Monitored school boards with reserves over five per cent of their operating expenses to make sure that the funding provided was used in classrooms.
	5.4 Plan and build modern school facilities that support student learning and well-being, are a central part of the community, and accommodate collaborative partnerships to address community needs.	1) Allocated \$736 million in consolidated capital investment to build new facilities and modernize existing schools across the province.

Discussion and Analysis of Results

Outcome One

Alberta's students are successful

Student success was achieved through developing curriculum, monitoring student progress through assessments, and other targeted strategies to address student population health and supports, such as the school nutrition program, the classroom improvement fund, and programming to support high school completion.

Developed Curriculum

Alberta's provincial Kindergarten to Grade 12 curriculum (or programs of study) is defined as what students are expected to know, understand, and be able to do in each subject and grade. While Alberta Education determines what students need to learn in provincial curriculum, teachers use their professional judgement to determine how students achieve the learning outcomes in the provincial curriculum.

In the Alberta Education 2018-21 Business Plan, the department identified curriculum delivery as a key risk to its ability to achieve its societal outcomes. It was identified that the education system may fail to create a positive future for students and for Alberta if the ministry did not deliver a revised curriculum built on a strong foundation of literacy and numeracy, and did not educate children and students in a manner that prepared them for success in both their future careers and in their communities. Since 2016, Alberta Education has been working on developing draft curriculum for Kindergarten to Grade 12, in English and French (key strategy 1.1). In 2018-19, Alberta Education drafted Kindergarten to Grade 4 (K-4) curriculum. Draft future curriculum allows students to develop literacy, numeracy, and a number of critical competencies like communication and critical thinking skills throughout grades and subjects. Alberta Education's curriculum development work also includes the release of an online curriculum platform tool (<https://new.LearnAlberta.ca>) that allows educators, parents, and guardians to interact with curriculum in ways previously not possible. The revised draft K-4 curriculum is available for review on <https://new.LearnAlberta.ca>. These initiatives cost \$9.2 million.

The draft curriculum recognizes the contributions and perspectives of Alberta's Francophonie communities and First Nations, Métis, and Inuit perspectives, cultures, and experiences in all subjects and grades. In this way, the draft curriculum meets the department's commitment to follow through on the *United Nations Declaration on the Rights of Indigenous Peoples* and *Truth and Reconciliation Commission of Canada: Calls to Action*. In addition, the department hosted professional learning opportunities with Elders and Knowledge Keepers for curriculum developers to increase their awareness and knowledge of First Nations, Métis, and Inuit perspectives and experiences and made available a First Nations, Métis, and Inuit resources lending library for developers with resources in English and French. These initiatives cost \$943,000.

Alberta Education has created a plan to support student learning and achievement in math, encourage parents and guardians to help improve their child's confidence by engaging in their child's mathematics learning, and provide professional development and training opportunities to teachers of math (key strategy 1.3). The mathematics bursary program for certificated teachers and current teacher-education students was opened to applications again in 2018-19. The bursary is intended to strengthen the knowledge, skill, and confidence of current and pre-service teachers in teaching math. It provides \$1,000 per course, to a maximum of two courses per teacher. In the past year, 190 bursaries have been approved for a total commitment of \$190,000. Starting in November 2018, students who wrote Math 30-1 and 30-2 diploma exams were required to provide written responses to some questions on their exams, allowing students to show their work and their understanding of mathematical problems. Non-calculator questions were also provided to students for both Grades 6 and 9 math provincial achievement tests in June 2018. This was the second time that non-calculator questions were administered to Grade 6 students, who displayed significant improvement in their achievement without calculators. This was the first time that non-calculator provincial achievement test questions were administered to Grade 9 students to assess whether the same improvement is evident for these students. These initiatives, including the mathematics bursary program, cost \$264,000.

The department develops a broad range of programs of study and supports local school authorities to develop courses they see an interest in among their student population. In 2018-19, the department added a new Green Certificate Program specialization in poultry production so students had more opportunities to learn about careers in agribusiness. The Green Certificate Program also offered opportunities in beekeeping and the production of beef, field crops, sheep, and swine. The program provided real-life, hands-on learning for students who worked on a farm or for students interested in the agriculture industry. The program helped students to develop the confidence, skills, and knowledge they need for their future. The province continued to invest up to \$400,000 this year to cover the course fees for students enrolled in the program. The department also developed programs of study for Arabic language arts from Kindergarten to Grade 12, and conducted analysis to recognize diversity and promote respect among teaching and learning resources to support this program of studies. Over the past year, the department began to plan for expansion of Filipino language and culture programming for students in Kindergarten to Grade 12, meeting community requests to improve Filipino language offerings in schools. These initiatives cost \$88,000.

Administered Assessments

Alberta Education administers three kinds of provincial assessment: Grade 3 student learning assessments, Grade 6 and 9 provincial achievement tests, and Grade 12 diploma exams. The department is also working towards developing and implementing online assessments to improve responsiveness to students' needs (key strategy 1.2). Alberta Education continued to encourage schools' participation in international assessments to provide public assurance that students reach high standards of performance on a global scale.

Student learning assessments are digitally-based provincial assessments that enable both parents and teachers to identify student strengths and areas for growth at the start of the school year. They are available in English and in French and improve student learning and enhance instruction (<https://www.alberta.ca/student-learning-assessments.aspx>). The Grade 3 assessment was available for administration and re-administration throughout the school year, from August 2018 to June 2019. The department also collaborated with the Alberta Regional Professional Development Consortia, which provides professional learning opportunities to educators at the local, regional, and provincial levels, to provide professional learning supports for Grade 3 assessments during the school year.

Provincial achievement tests are administered in both English and French for students in Grades 6 and 9. The tests help determine if students are learning what they are expected to learn. The tests also report to Albertans how well students have achieved provincial standards at given points in their education and assist schools, school authorities, and the province in monitoring and improving student learning. Educators administer the tests annually in May and June in English language arts, Français, French language arts, mathematics, science, social studies and on the knowledge and employability programs of study in Grade 9. French versions of all mathematics, science, and social studies tests are available for students in francophone and French immersion programs (<https://www.alberta.ca/provincial-achievement-tests.aspx>). Over the 2018-19 school year, the department developed, administered, and scored provincial achievement tests. Provincial achievement tests were administered in June 2018 and January 2019.

Diploma exams, in both English and French, certify the level of individual student achievement in selected Grade 12 courses, ensure province-wide standards of achievement are maintained, and report individual and group results. Diploma exams in social studies and English language arts consider First Nations, Métis, and Inuit perspectives and content. To better meet student needs, select diploma exams can be administered online (<https://www.alberta.ca/administering-diploma-exams.aspx>). Over the 2018-19 school year, the department developed, administered, and scored diploma exams. Diploma exams were conducted in April, June, August, and November 2018, and January 2019.

Alberta participates in various international education studies, including the Programme for International Student Assessment and the Organisation for Economic Co-operation and Development's Teaching and Learning International Survey. The Programme for International Student Assessment provides information on Alberta students' high standards of performance in mathematics, science, and reading literacy, and about school and system level factors contributing to students' success. The Teaching and Learning International Survey provides Alberta with unique information about Alberta teachers and principals' confidence in their ability to support the success of Indigenous students, teach Indigenous content, and create and support welcoming school environments for Indigenous students. Survey results can also be used as baseline data to track the impact of the introduction of Teaching Quality Standard. In 2018-19, approximately 160 schools participated in the Trends in International Mathematics and Science Study Assessment. Approximately 150 schools participated in the Pan-Canadian Assessment Program. The results for both assessments will be released in 2019.

Supported Student Success

In 2018-19, the department led the school nutrition program, championed the Minister's Youth Council, and supported high school completion and high school redesign. The department also encouraged dual credit learning to ease the transition out of school, funded classroom improvement, and led international education around the world.

The school nutrition program was expanded in the 2018-19 school year by investing in schools across the province (key strategy 1.5). The department allocated \$15.5 million directly to school authorities to continue, establish, or enhance existing nutrition programs in identified schools in the 2018-19 school year. While planning for innovation, sustainability, and capacity building, school authorities were expected to use this funding to support students with the greatest need (<https://www.alberta.ca/school-nutrition-program.aspx>). School authorities were required to demonstrate how their programs adhere to the *Alberta Nutrition Guidelines for Children and Youth*. A nutrition education component related to provincial curriculum was included as part of the program. More than 400 schools and 30,000 students received a daily nutritious meal from the school nutrition program during the 2018-19 school year, an increase from 21,500 students in 224 schools compared to the previous school year. This initiative cost \$15.7 million.

The Minister's Youth Council provides student perspectives to the department on pressing issues facing the education system. The 2018-19 Minister's Youth Council was made up of 32 junior and senior high students from all regions of Alberta. The students brought their diverse perspectives, identities, backgrounds, and interests, ranging from entrepreneurship, environmental issues, inclusion and mental health awareness, to the council. The students also came from a variety of educational backgrounds, from public school to homeschooling, in both rural and urban areas. The term of the council is 10 months, which is aligned with the school year. Three meetings are scheduled throughout the school year, in October, February, and May. Additional engagement opportunities with council members also take place throughout the year (<https://www.alberta.ca/student-engagement.aspx>). During the meetings, the students participated in activities and engagement sessions to provide valuable input on education initiatives. Topics included ongoing curriculum development, anti-racism, and the international exchange program. Listening to student voices is important to the success of Alberta's education system. When diverse student perspectives are incorporated, the entire system benefits. This initiative cost \$231,000.

To assist Alberta school authorities in increasing high school completion rates and providing students with more personalized and responsive approaches to finishing high school (key strategy 1.4), Alberta Education designed the high school completion strategic framework (<https://www.alberta.ca/high-school-completion-strategic-framework.aspx>). The department continued to provide guidance to stakeholders from across the education system, including the Alberta Teachers' Association, Alberta School Boards Association, College of Alberta School Superintendents, Alberta School Councils' Association, francophone organizations, and First Nations, Métis, and Inuit communities, to strengthen collective capacity and to increase awareness of the importance of high school completion. The department continued to support school and school authority administrations as they implemented the high school completion strategic framework and foundational principles. This support included sharing intervention best practices, supporting literacy, and providing inclusive education strategies to support student learning. The department also supported teacher collaboration, capacity building, and the development of partnerships between community agencies, post-secondary, and industry members. This initiative cost \$566,000.

A major initiative falling under the high school completion strategic framework is moving forward with high school redesign (<https://www.alberta.ca/redesigning-high-school.aspx>). Throughout this initiative, the department worked alongside school authorities and schools to support continuous improvement in each school. In the 2018-19 school year, the department approved and supported the participation of 17 new schools into the high school redesign initiative, and brought together representatives from all participating schools at the high school redesign collaborative in October 2018.

Dual credit allows Grade 10, 11, or 12 students to earn both high school credits and credits that count towards a post-secondary certificate, diploma, or degree, including first period apprenticeship opportunities (<https://www.alberta.ca/dual-credit.aspx>). Dual credit start-up funding resulted in over 60 school authorities being provided with \$3.5 million in grant funding to develop and implement new dual credit opportunities in the 2018-19 and 2019-20 school years. Proposed new dual credit opportunities represent a diverse range of occupational areas, including tourism, cooking, welding, education assistant, health care aide, aviation, agriculture, Cree language and culture, and business. In addition, some First Nations received start-up funding for their schools to support their communities. Alberta graduates of the Canadian Armed Forces' Bold Eagle employment program will receive high school credits starting in the 2018-19 school year. The Bold Eagle program is a six-week summer employment program that combines Indigenous culture learning with military training. This program creates opportunities for students to get real-life hands-on learning, obtain the credits they need to finish high school, and cultivate self-confidence, resilience, teamwork, and self-discipline. Participants start the program by learning traditional Indigenous values and teachings from Indigenous Elders, followed by a range of skills including navigation, first aid, drill, and survival. This initiative cost \$223,000.

The classroom improvement fund was extended for one more year to August 31, 2019 and was increased to \$77 million to reflect enrolment growth. School authorities submitted proposals to the department for how the funds would be used to address local needs, and all \$77 million was distributed to schools in the 2018-19 school year. In addition to hiring new staff, school boards were encouraged to consider new supports for students with complex needs.

International education includes all the programs and activities that help prepare students and teachers to communicate better with other cultures, learn more about the international community and become global citizens (<https://www.alberta.ca/international-education-program.aspx>). This year, the Think Globally Art Contest focused on the theme of celebrating diversity in Alberta. The contest closed in January 2019 and winners will be announced in fall 2019. Agreements and partnerships were also developed with foreign jurisdictions to support Alberta's education system and to strengthen Alberta's position internationally. These agreements included drafting memorandums of understanding with Ukraine, Castilla y León, Asturias, and Spain to enable an exchange of international programs and signing a bilateral agreement with the Japan Foundation to extend the current Japanese advisor agreement. Alberta Education organized and facilitated official delegation visits to Germany's education system, involving key German government and education stakeholders, and from the Netherlands' Ministry of Education. In addition, the department organized and welcomed working-level delegations from the United Kingdom, France, Spain, China, Japan, and New Zealand. The department was responsible for implementing programs to support local and visiting teachers in their second-language teaching and pedagogy, including delivering a professional development session for Spanish teachers across the province and holding an orientation for the Spanish visiting teachers program. The department also hosted a recognition ceremony for the Best Teachers of Ukrainian Language Abroad award, which was provided by the Ukrainian government. This initiative cost \$1.2 million.

Currently, Alberta has 14 international schools that serve more than 6,000 students and employ 350 Alberta certificated teachers. The Alberta Accredited International School Program continues to create sustainable and efficient opportunities to receive and maintain Alberta Education accreditation.

Alberta Education established a blended governance model with the Alberta Teachers' Association for the educator exchange program and managed the international student exchange programs. Over the past year, the department implemented the 2018 Korea-Alberta teacher exchange pilot program and issued teaching authorities for exchange teachers from Spain and Australia. It also supported the participation of 20 Alberta students in a student summer camp in China and assisted with the arrival of exchange students from Germany, Spain, and Quebec to Alberta. This initiative cost \$616,000.

Performance Measure 1.a:
Overall Achievement Test Results in Language Arts

Rationale

- Overall student achievement of standards on provincial achievement tests is a sound indicator of whether elementary and junior high students are achieving high standards in Language Arts, an important outcome for Alberta's K–12 education system.

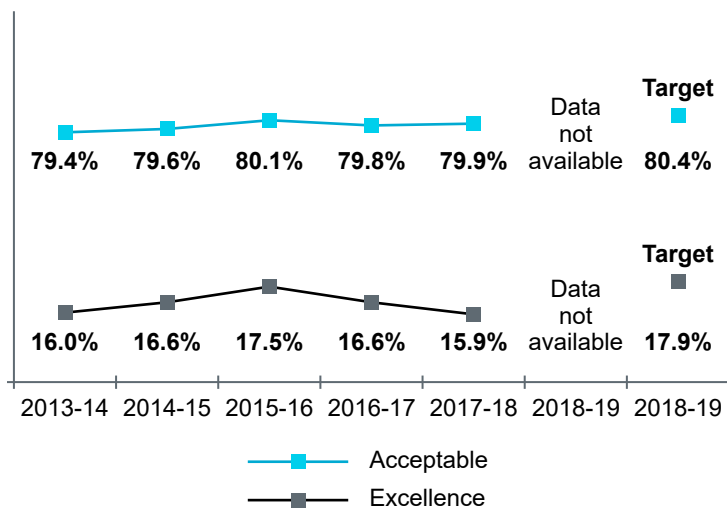
Targets

- The targets for the overall Language Arts results could not be assessed as current year data is not available.

Discussion

- Provincial assessment measure results for 2018-19 will be available in October 2019 and published in the Annual Report Update.
- Overall results in Language Arts are calculated as an average of the results in the following seven subjects weighted by the number of individuals that were enrolled:
 - » English Language Arts 6 and 9
 - » English Language Arts 9 (Knowledge and Employability)
 - » French Language Arts 6 and 9
 - » Français 6 and 9
- From 2013-14 to 2017-18, the overall proportion of students achieving the acceptable standard in Language Arts has increased over time, while the proportion achieving the standard of excellence has remained stable.
- To support student learning in core subjects, the ministry provides programs of study and implementation guides for teachers and develops or authorizes learning resources for students in all grades and subjects.

Overall Percentages of Students Who Achieved Standards on Grades 6 and 9 Provincial Achievement Tests in Language Arts



Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall Language Arts results are a weighted average based on total enrolment in Grades 6 and 9 Language Arts courses.
- Participation in Provincial Achievement Tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 155-156.

Participation Rates for Language Arts Provincial Achievement Tests *(in percentages)*

Subject	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Grade 6						
English Language Arts	90	91	91	90	91	Data not available
French Language Arts	98	98	98	96	96	
Français	97	97	98	97	98	
Grade 9						
English Language Arts	88	88	89	89	89	Data not available
English Language Arts (Knowledge and Employability)	80	82	80	80	80	
French Language Arts	97	96	97	96	96	
Français	95	95	95	97	96	
Overall Language Arts						
	89.7	89.9	90.0	89.9	90.1	Data not available

Source: Alberta Education

Notes:

- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Participation in Provincial Achievement Tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Performance Measure 1.a:**Achievement Test Results in Language Arts by Individual Subject for Students in Grades 6 and 9*****Rationale***

- Student results on provincial achievement tests in each grade and subject provide detailed information on whether elementary and junior high students are achieving high standards in Language Arts, an important outcome for Alberta's K–12 education system.

Targets

- Targets for individual Language Arts subject results were not set in the 2018-21 Business Plan.

Discussion

- Provincial assessment measure results for 2018-19 will be available in October 2019 and published in the Annual Report Update.
- Based on 2013-14 to 2017-18 data, the proportion of students achieving the acceptable standard has increased over time for English Language Arts 6 and has remained stable over time for English Language Arts 9. Results for French Language Arts 6, French Language Arts 9, and English Language Arts 9 (Knowledge and Employability) have decreased over time.
- Based on 2013-14 to 2017-18 data, the proportion of students achieving the standard of excellence has increased for English Language Arts 9 (Knowledge and Employability) and has remained stable over time for English Language Arts 6, English Language Arts 9, and French Language Arts 9. The results for French Language Arts 6 have decreased over time.
- As adult literacy studies are not conducted regularly, Grade 9 results in Language Arts are regarded as indicators of literacy. Students who achieve the acceptable standard have developed the foundational skills needed to become literate adults. As indicated above, the proportion of students at the acceptable standard has remained stable over time for English Language Arts 9 and decreased over time for French Language Arts 9.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Percentages of Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in Language Arts

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Targets 2018-19
Grade 6								
English Language Arts	excellence acceptable	17.6 81.9	19.5 82.8	20.4 82.9	18.9 82.5	17.9 83.5	Data not available	
French Language Arts	excellence acceptable	15.6 88.0	13.6 87.5	14.2 87.7	13.5 85.1	12.3 85.2		
Français	excellence acceptable	17.1 90.6	15.0 89.0	17.2 91.4	21.6 92.1	23.1 93.3		
Grade 9								
English Language Arts	excellence acceptable	15.0 76.3	14.4 75.6	15.2 77.0	14.9 76.8	14.7 76.1	Data not available	
English Language Arts (Knowledge and Employability)	excellence acceptable	3.5 62.8	4.5 63.0	6.2 59.8	5.9 58.8	5.9 55.7		
French Language Arts	excellence acceptable	11.1 86.5	10.1 85.8	10.8 83.0	11.2 83.1	9.8 81.4		
Français	excellence acceptable	17.8 86.1	20.2 88.5	26.8 86.4	26.1 88.9	22.3 82.7		
Overall Language Arts								
	excellence acceptable	16.0 79.4	16.6 79.6	17.5 80.1	16.6 79.8	15.9 79.9	Data not available	17.9 80.4

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Participation in Provincial Achievement Tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 155-156.

**Performance Measure 1.a:
Overall Achievement Test Results in Mathematics*****Rationale***

- Overall student achievement of standards on provincial achievement tests is a sound indicator of whether elementary and junior high students are achieving high standards in Mathematics, an important outcome for Alberta's K–12 education system.

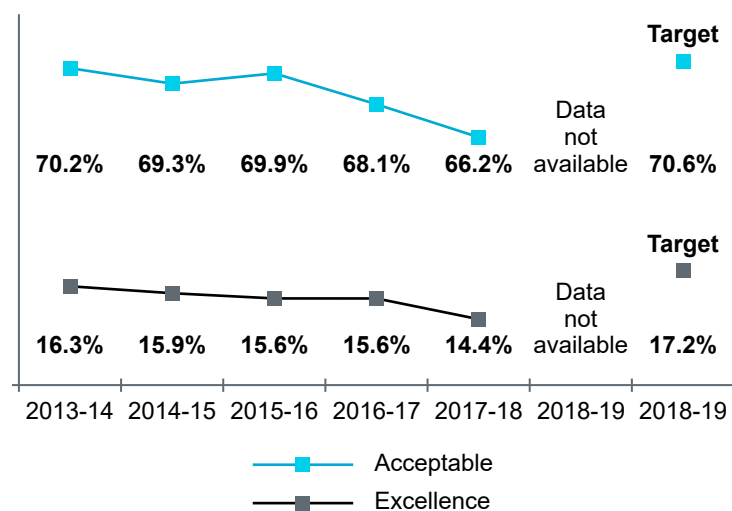
Targets

- The targets for the overall Mathematics results could not be assessed as current year data is not available.

Discussion

- Provincial assessment measure results for 2018-19 will be available in October 2019 and published in the Annual Report Update.
- Overall results in Mathematics are calculated as an average of the results in the following three subjects, weighted by the number of individuals that were enrolled:
 - » Mathematics 6
 - » Mathematics 9
 - » Mathematics 9 (Knowledge and Employability)
- From 2013-14 to 2017-18, the overall proportions of students achieving the acceptable standard and the standard of excellence in Mathematics have declined over time.
- To support student learning in core subjects, the ministry provides programs of study and implementation guides for teachers and develops or authorizes learning resources for students in all grades and subjects.

Overall Percentages of Students Who Achieved Standards on Grades 6 and 9 Provincial Achievement Tests in Mathematics



Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results are a weighted average based on total enrolment in Grades 6 and 9 Mathematics courses.
- Participation in Provincial Achievement Tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 155-156.

Participation Rates for Mathematics Provincial Achievement Tests *(in percentages)*

Subject	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Grade 6						
Mathematics	91	91	91	90	91	Data not available
Grade 9						
Mathematics	89	89	89	89	89	Data not available
Mathematics (Knowledge and Employability)	86	86	87	85	85	
Overall Mathematics						
	89.8	90.0	90.2	89.7	89.9	Data not available

Source: Alberta Education

Notes:

- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Participation in Provincial Achievement Tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Performance Measure 1.a:

Achievement Test Results in Mathematics by Individual Subject for Students in Grades 6 and 9

Rationale

- Student results on provincial achievement tests in each grade and subject provide detailed information on whether elementary and junior high students are achieving high standards in Mathematics, an important outcome for Alberta's K–12 education system.

Targets

- Targets for individual Mathematics subject results were not set in the 2018-21 Business Plan.

Discussion

- Provincial assessment measure results for 2018-19 will be available in October 2019 and published in the Annual Report Update.
- From 2013-14 to 2017-18, the proportion of students achieving the acceptable standard has decreased over time for Mathematics 9 and Mathematics 9 (Knowledge and Employability), while the proportion for Mathematics 6 has remained stable.
- From 2013-14 to 2017-18, the proportion of students achieving the standard of excellence has decreased over time for Mathematics 6 and Mathematics 9, and remained stable for Mathematics 9 (Knowledge and Employability).
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Percentages of Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in Mathematics

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Targets 2018-19
Grade 6								
Mathematics	excellence acceptable	15.4 73.5	14.1 73.2	14.0 72.2	12.6 69.4	14.0 72.9	Data not available	
Grade 9								
Mathematics	excellence acceptable	17.3 67.1	17.9 65.3	17.5 67.8	19.0 67.2	15.0 59.2	Data not available	
Mathematics (Knowledge and Employability)	excellence acceptable	14.5 63.4	14.4 60.9	13.0 61.2	13.3 57.5	13.6 57.4		
Overall Mathematics								
	excellence acceptable	16.3 70.2	15.9 69.3	15.6 69.9	15.6 68.1	14.4 66.2	Data not available	17.2 70.6

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 155-156.

Performance Measure 1.a:
Overall Achievement Test Results in Social Studies

Rationale

- Overall student achievement of standards on provincial achievement tests is a sound indicator of whether elementary and junior high students are achieving high standards in Social Studies, an important outcome for Alberta's K–12 education system.

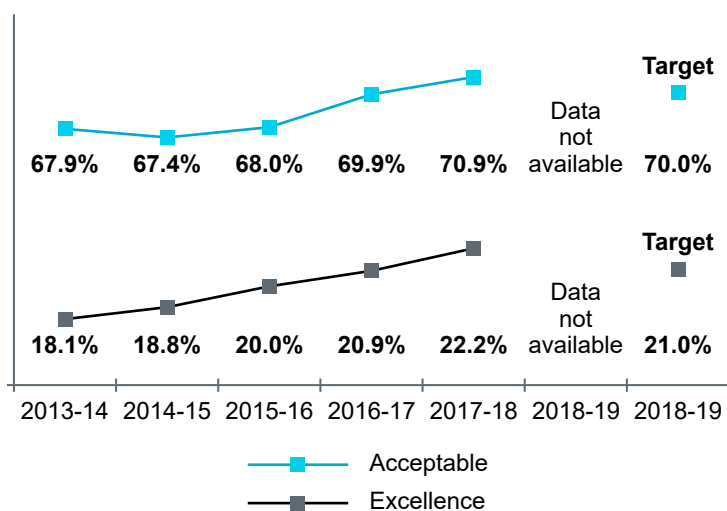
Targets

- The targets for the overall Social Studies results could not be assessed as current year data is not available.

Discussion

- Provincial assessment measure results for 2018-19 will be available in October 2019 and published in the Annual Report Update.
- Overall results in Social Studies are calculated as an average of the results in the following three subjects, weighted by the number of individuals that were enrolled:
 - » Social Studies 6
 - » Social Studies 9
 - » Social Studies 9 (Knowledge and Employability)
- From 2013-14 to 2017-18, the overall proportions of students achieving the acceptable standard and the standard of excellence in Social Studies have increased over time.

Overall Percentages of Students Who Achieved Standards on Grades 6 and 9 Provincial Achievement Tests in Social Studies



Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results are a weighted average based on total enrolment in Grades 6 and 9 Social Studies courses.
- Participation in Provincial Achievement Tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 155-156.

Participation Rates for Social Studies Provincial Achievement Tests *(in percentages)*

Subject	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Grade 6						
Social Studies	90	90	90	90	91	Data not available
Grade 9						
Social Studies	89	89	89	89	89	Data not available
Social Studies (Knowledge and Employability)	84	85	83	83	85	
Overall Mathematics						
	89.1	89.2	89.6	89.6	90.0	Data not available

Source: Alberta Education

Notes:

- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Participation in Provincial Achievement Tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Performance Measure 1.a:**Achievement Test Results in Social Studies by Individual Subject for Students in Grades 6 and 9*****Rationale***

- Student results on provincial achievement tests in each grade and subject provide detailed information on whether elementary and junior high students are achieving high standards in Social Studies, an important outcome for Alberta's K-12 education system.

Targets

- Targets for individual Social Studies subject results were not set in the 2018-21 Business Plan.

Discussion

- Provincial assessment measure results for 2018-19 will be available in October 2019 and published in the Annual Report Update.
- From 2013-14 to 2017-18, the proportion of students achieving the acceptable standard has decreased over time for Social Studies 9 (Knowledge and Employability) but has increased for Social Studies 6 and Social Studies 9.
- From 2013-14 to 2017-18, the proportion of students achieving the standard of excellence has increased over time for Social Studies 6, Social Studies 9, and Social Studies 9 (Knowledge and Employability).
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Percentages of Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in Social Studies

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Targets 2018-19
Grade 6								
Social Studies	excellence acceptable	16.6 70.4	18.1 69.8	22.0 71.4	21.7 72.9	23.2 75.1	Data not available	
Grade 9								
Social Studies	excellence acceptable	19.9 65.5	19.8 65.1	18.0 64.7	20.2 67.0	21.5 66.7	Data not available	
Social Studies (Knowledge and Employability)	excellence acceptable	10.7 61.8	11.2 57.3	11.6 58.0	12.7 56.3	14.2 55.2		
Overall Social Studies								
	excellence acceptable	18.1 67.9	18.8 67.4	20.0 68.0	20.9 69.9	22.2 70.9	Data not available	21.0 70.0

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Participation in Provincial Achievement Tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 155-156.

**Performance Measure 1.a:
Overall Achievement Test Results in Science*****Rationale***

- Overall student achievement of standards on provincial achievement tests is a sound indicator of whether elementary and junior high students are achieving high standards in Science, an important outcome for Alberta's K–12 education system.

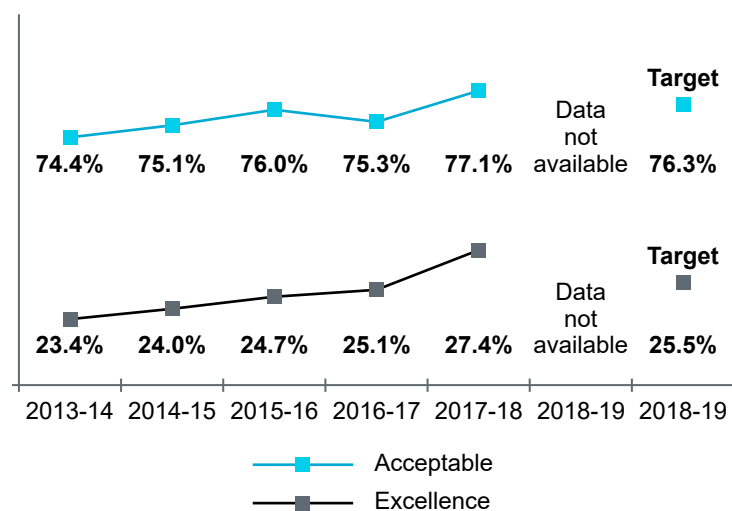
Targets

- The targets for the overall Science results could not be assessed as current year data is not available.

Discussion

- Provincial assessment measure results for 2018-19 will be available in October 2019 and published in the Annual Report Update.
- Overall results in Science are calculated as an average of the results in the following three subjects, weighted by the number of individuals that were enrolled:
 - » Science 6
 - » Science 9
 - » Science 9 (Knowledge and Employability)
- From 2013-14 to 2017-18, the overall proportions of students achieving the acceptable standard and the standard of excellence in Science have increased over time.

Overall Percentages of Students Who Achieved Standards on Grades 6 and 9 Provincial Achievement Tests in Science



Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results are a weighted average based on total enrolment in Grades 6 and 9 Science courses.
- Participation in Provincial Achievement Tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 155-156.

Participation Rates for Science Provincial Achievement Tests *(in percentages)*

Subject	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Grade 6						
Science	90	90	91	90	91	Data not available
Grade 9						
Science	90	90	90	89	90	Data not available
Science (Knowledge and Employability)	86	87	85	84	87	
Overall Science						
	89.8	90.0	90.2	89.5	90.3	Data not available

Source: Alberta Education

Notes:

- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Participation in Provincial Achievement Tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Performance Measure 1.a:

Achievement Test Results in Science by Individual Subject for Students in Grade 6 and 9

Rationale

- Student results on provincial achievement tests in each grade and subject provide detailed information on whether elementary and junior high students are achieving high standards in Science, an important outcome for Alberta's K–12 education system.

Targets

- Targets for individual Science subject results were not set in the 2018-21 Business Plan.

Discussion

- Provincial assessment measure results for 2018-19 will be available in October 2019 and published in the Annual Report Update.
- From 2013-14 to 2017-18, the proportion of students achieving the acceptable standard has remained stable for Science 9 (Knowledge and Employability), while the proportion for Science 6 and Science 9 has increased over time.
- From 2013-14 to 2017-18, the proportion of students achieving the standard of excellence has decreased for Science 9 (Knowledge and Employability), while the proportion has increased for Science 6 and Science 9.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Percentages of Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in Science

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Targets 2018-19
Grade 6								
Science	excellence acceptable	24.9 75.9	25.3 76.3	27.1 78.0	29.0 76.9	30.5 78.8	Data not available	
Grade 9								
Science	excellence acceptable	22.1 73.2	22.8 74.1	22.4 74.2	21.4 74.0	24.4 75.7	Data not available	
Science (Knowledge and Employability)	excellence acceptable	14.9 64.1	15.1 64.5	14.3 63.8	13.3 63.9	12.3 64.6		
Overall Science								
	excellence acceptable	23.4 74.4	24.0 75.1	24.7 76.0	25.1 75.3	27.4 77.1	Data not available	25.5 76.3

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Participation in Provincial Achievement Tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 155-156.

Performance Measure 1.b:

Overall Diploma Examination Results in Language Arts

Rationale

- Student results on diploma examinations are a solid indicator of whether high school students are achieving high standards.
- The Language Arts diploma examination measure is an aggregate of four Language Arts courses. This reflects a focus on fundamental literacy skills, an important outcome for Alberta's K–12 education system.

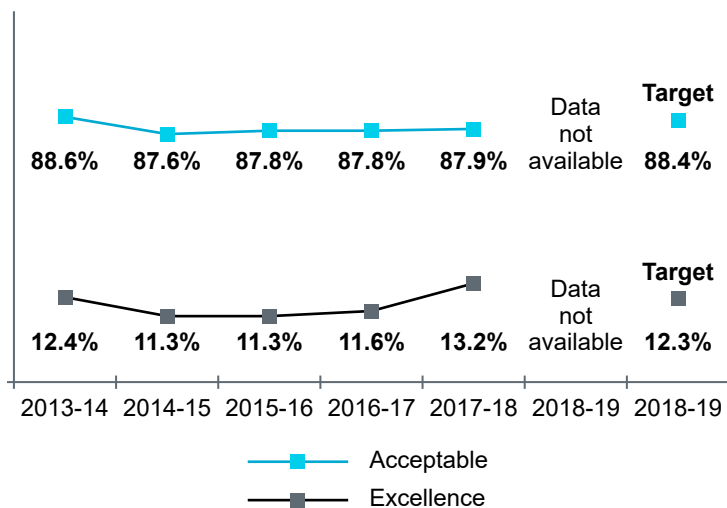
Targets

- The targets for overall Language Arts diploma examination results could not be assessed as current year data is not available.
- Provincial assessment measure results for 2018-19 will be available in October 2019 and published in the Annual Report Update.

Discussion

- The Language Arts measure is an average of the results in the following four subjects, weighted by the total number of individuals that wrote each of the exams:
 - » English Language Arts 30-1
 - » English Language Arts 30-2
 - » French Language Arts 30-1
 - » Français 30-1
- Based on 2013-14 to 2017-18 data, the overall proportion of students achieving the acceptable standard in Language Arts has decreased over time, while the proportion achieving the standard of excellence has increased.

Overall Percentages of Students Who Achieved Standards on Diploma Examinations in Language Arts



Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Language Arts are a weighted average of results for the four Language Arts subjects.
- Participation in Diploma Examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 156-157.

Percentages of Students Writing Language Arts Diploma Examinations Who Achieved Standards

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Targets 2018-19
English Language Arts 30-1	excellence acceptable	11.8 87.6	11.4 86.5	10.7 86.8	11.7 86.5	13.2 87.5	Data not available	
English Language Arts 30-2	excellence acceptable	13.1 89.8	11.2 88.6	12.3 89.1	11.4 89.5	13.1 88.0		
French Language Arts 30-1	excellence acceptable	14.6 96.6	9.9 95.5	8.7 93.8	9.4 94.7	11.0 93.8		
Français 30-1	excellence acceptable	29.2 99.3	17.1 95.3	20.3 99.3	18.6 98.1	23.0 97.4		
Overall Language Arts	excellence acceptable	12.4 88.6	11.3 87.6	11.3 87.8	11.6 87.8	13.2 87.9		12.3 88.4

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Equating of Diploma Examinations has been phased in over the past number of years making results directly comparable from year to year for the equated tests. Results are comparable for all years reported from 2013-14 to 2017-18 for English Language Arts 30-1 and 30-2, but not for French Language Arts 30-1 and Français 30-1.
- Overall results for Language Arts are a weighted average of results for the four Language Arts subjects.
- Participation in Diploma Examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 156-157.

**Performance Measure 1.b:
Overall Diploma Examination Results in Mathematics*****Rationale***

- Student results on diploma examinations are a solid indicator of whether high school students are achieving high standards.
- The Mathematics diploma examination measure is an aggregate of two courses. This measure reflects a focus on the development of mathematical reasoning and problem-solving skills, which are important outcomes for Alberta's K–12 education system.

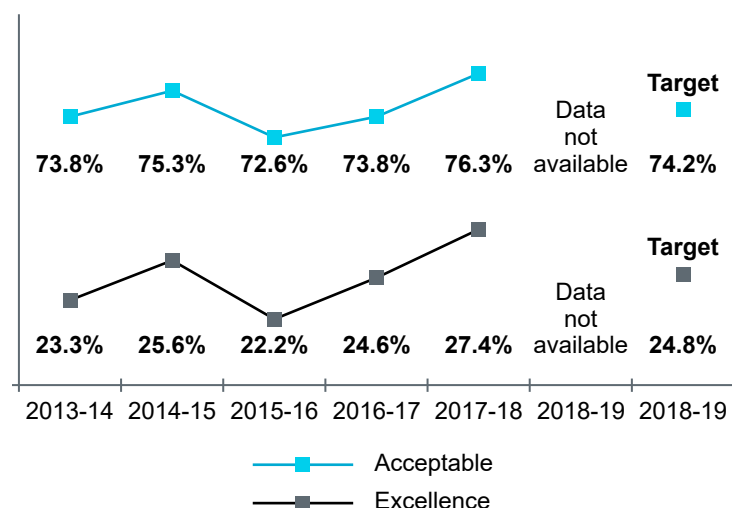
Targets

- The targets for overall Mathematics diploma examination results could not be assessed as current year data is not available.
- Provincial assessment measure results for 2018-19 will be available in October 2019 and published in the Annual Report Update.

Discussion

- The Mathematics measure is an average of the results in the following two subjects, weighted by the total number of individuals that wrote each of the exams:
 - » Mathematics 30-1
 - » Mathematics 30-2
- Caution should be exercised when interpreting results over time for Mathematics 30-1 and Mathematics 30-2, as equating was not in place until the 2016-17 school year.
- The overall proportions of students achieving the acceptable standard and the standard of excellence in Mathematics have increased since 2016-17.

Overall Percentages of Students Who Achieved Standards on Diploma Examinations in Mathematics



Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Mathematics are a weighted average of results for the two Mathematics subjects.
- Participation in Diploma Examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- Caution should be exercised when interpreting evaluations and results over time for Mathematics 30-1 and Mathematics 30-2 as equating was not in place until the 2016-17 school year. Alberta Education does not comment on province-wide trends until it has five years of equated examination data.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 156-157.

Percentages of Students Writing Mathematics Diploma Examinations Who Achieved Standards

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Targets 2018-19
Mathematics 30-1*	excellence acceptable	27.9 75.1	31.6 76.1	25.9 70.7	30.7 73.1	35.3 77.8	Data not available	
Mathematics 30-2*	excellence acceptable	15.0 71.3	15.5 73.9	16.8 75.4	15.9 74.7	16.4 74.2		
Overall Mathematics	excellence acceptable	23.3 73.8	25.6 75.3	22.2 72.6	24.6 73.8	27.4 76.3		24.8 74.2

*Caution should be exercised when interpreting results over time for Mathematics 30-1 and Mathematics 30-2 as equating was not in place until the 2016-17 school year.

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Caution should be exercised when interpreting evaluations and results over time for Mathematics 30-1 and Mathematics 30-2 as equating was not in place until the 2016-17 school year. Alberta Education does not comment on province-wide trends until it has five years of equated examination data.
- Overall results for Mathematics are a weighted average of results for the two Mathematics subjects.
- Participation in Diploma Examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 156-157.

Performance Measure 1.b:
Overall Diploma Examination Results in Social Studies

Rationale

- Student results on diploma examinations are a solid indicator of whether high school students are achieving high standards.
- The Social Studies diploma examination measure is an aggregate of two courses. This measure reflects a focus on students affirming their place as citizens in an inclusive, democratic society, an important outcome for Alberta's K–12 education system.

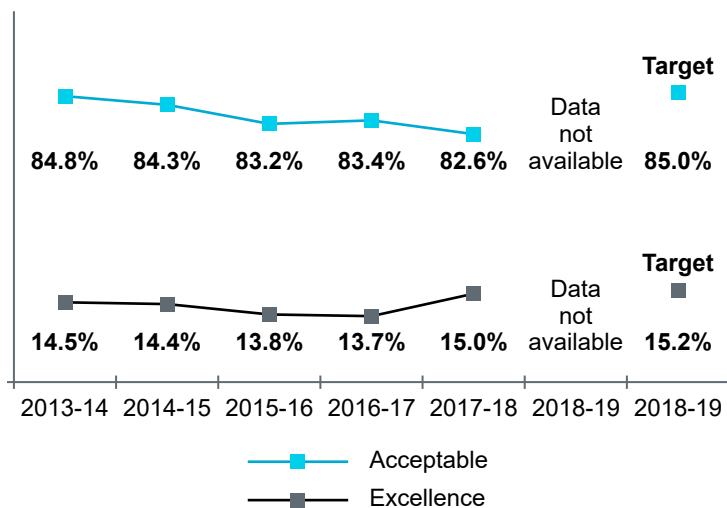
Targets

- The targets for overall Social Studies diploma examination results could not be assessed as current year data is not available.
- Provincial assessment measure results for 2018-19 will be available in October 2019 and published in the Annual Report Update.

Discussion

- The Social Studies measure is an average of the results in the following two subjects, weighted by the total number of individuals that wrote each of the exams:
 - » Social Studies 30-1
 - » Social Studies 30-2
- Based on 2013-14 to 2017-18 data, the overall proportion of students achieving the acceptable standard in Social Studies has decreased over time, while the proportion achieving the standard of excellence has increased over time.

Overall Percentages of Students Who Achieved Standards on Diploma Examinations in Social Studies



Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Social Studies are a weighted average of results for the two Social Studies subjects.
- Participation in Diploma Examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 156-157.

Percentages of Students Writing Social Studies Diploma Examinations Who Achieved Standards

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Targets 2018-19
Social Studies 30-1	excellence acceptable	14.2 85.6	16.2 87.1	14.3 84.9	14.8 86.0	17.7 86.2	Data not available	
Social Studies 30-2	excellence acceptable	14.8 83.9	12.5 81.3	13.1 81.1	12.6 80.6	12.2 78.8		
Overall Social Studies	excellence acceptable	14.5 84.8	14.4 84.3	13.8 83.2	13.7 83.4	15.0 82.6		15.2 85.0

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Equating of Diploma Examinations has been phased in over the past number of years, making results directly comparable from year to year for the equated tests. Results are comparable for Social Studies 30-1 since 2012-13, and Social Studies 30-2 since 2011-12.
- Overall results for Social Studies are a weighted average of results for the two Social Studies subjects.
- Participation in Diploma Examination was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 156-157.

**Performance Measure 1.b:
Overall Diploma Examination Results in the Sciences*****Rationale***

- Student results on diploma examinations are a solid indicator of whether high school students are achieving high standards.
- The Sciences diploma examination measure is an aggregate of four courses. This measure reflects a focus on skills and attitudes needed to solve problems and make decisions, which are important outcomes for Alberta's K–12 education system.

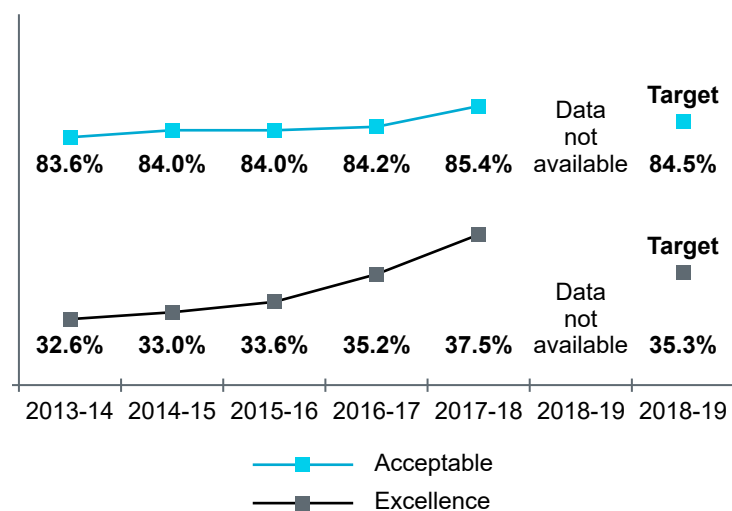
Targets

- The targets for overall Sciences diploma examination results could not be assessed as current year data is not available.
- Provincial assessment measure results for 2018-19 will be available in October 2019 and published in the Annual Report Update.

Discussion

- The Sciences measure is an average of the results in the following four subjects, weighted by the total number of individuals that wrote each of the exams:
 - » Biology 30
 - » Chemistry 30
 - » Physics 30
 - » Science 30
- Based on 2013-14 to 2017-18 data, the overall proportions of students achieving the acceptable standard and the standard of excellence in the Sciences have increased over time.

Overall Percentages of Students Who Achieved Standards on Diploma Examinations in the Sciences



Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for the Sciences are a weighted average of results for the four Science subjects.
- Participation in Diploma Examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 156-157.

Percentages of Students Writing Science Diploma Examinations Who Achieved Standards

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Targets 2018-19
Biology 30	excellence	31.8	33.0	32.4	32.3	36.6	Data not available	
	acceptable	85.2	85.8	85.1	84.2	86.6		
Chemistry 30	excellence	35.2	34.2	34.5	38.6	38.3		
	acceptable	81.5	82.1	81.5	83.1	83.6		
Physics 30	excellence	34.3	35.8	39.8	41.8	43.6		
	acceptable	83.2	83.9	85.8	85.7	86.2		
Science 30	excellence	25.4	26.6	27.6	28.4	31.5		
	acceptable	85.0	83.9	84.4	84.9	85.4		
Overall Science	excellence	32.6	33.0	33.6	35.2	37.5		35.3
	acceptable	83.6	84.0	84.0	84.2	85.4		84.5

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Equating of Diploma Examinations has been phased in over the past number of years, making results directly comparable from year to year for the equated tests. Results are comparable for Biology 30 since 2005-06, Science 30 and Chemistry 30 since 2010-11, and Physics 30 since 2013-14.
- Overall results for the Sciences are a weighted average of results for the four Science subjects.
- Participation in Diploma Examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 156-157.

Performance Measure 1.c: Diploma Examination Participation

Rationale

- Participation in four or more diploma examinations reflects the intent of the Alberta programs of study and gives appropriate emphasis to the four core subjects of Language Arts, Mathematics, the Sciences, and Social Studies, which are the foundation of basic education.

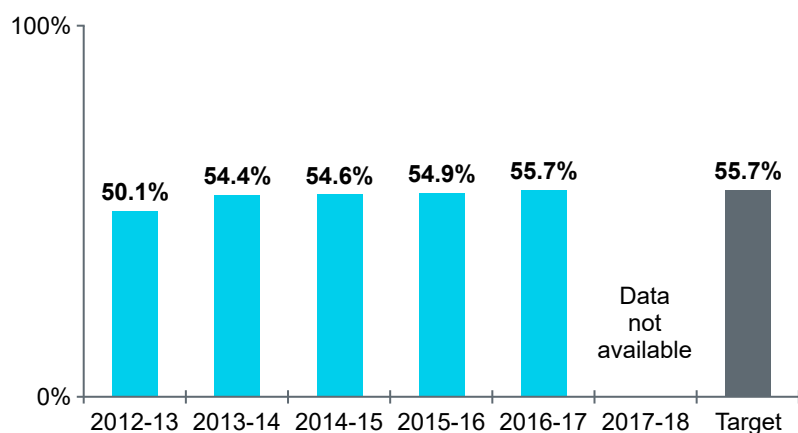
Target

- The target for diploma examination participation could not be assessed as current year data is not available.

Discussion

- Student outcome measure results for 2017-18 will be published in the Annual Report Update in October 2019.
- In 2016-17, 55.7 per cent of Alberta's high school students wrote four or more diploma examinations within three years of entering Grade 10.
- Based on 2012-13 to 2016-17 data, results have increased over time.
- The vast majority of students who have written four or more diploma examinations have taken courses in the four core subjects throughout high school. This positions them well to complete high school and enter post-secondary programs or the workplace.

Percentages of Students Writing Four or More Diploma Examinations Within Three Years of Entering Grade 10



Source: Alberta Education

Notes:

- Participation in Diploma Examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be used when interpreting the results over time.
- 2016 results for 3-year Diploma Examination participation rates have been adjusted to reflect the correction of the Grade 10 cohort.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Diploma Examination Participation Rate, page 157.

Performance Measure 1.d: Annual Dropout Rate—All students

Rationale

- The student dropout rate is an indicator of how well the needs of students at risk of not completing high school are being addressed by the K–12 education system.

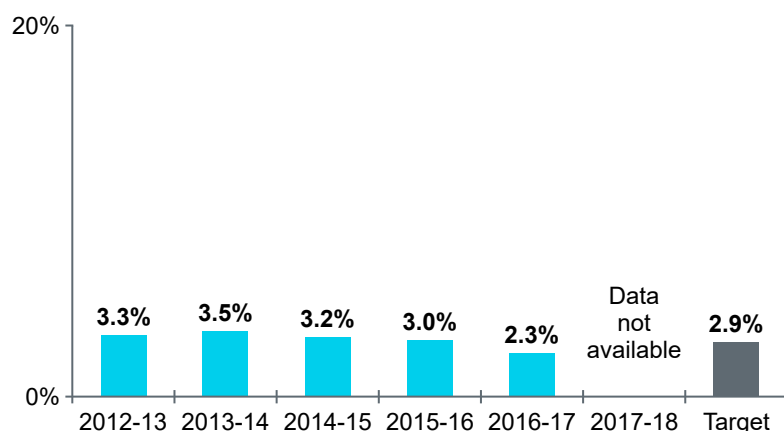
Target

- The target for dropout rate could not be assessed as current year data is not available.

Discussion

- Student outcome measure results for 2017-18 will be available in October 2019 and published in the Annual Report Update.
- Enrolment data indicate that 2.3 per cent of students aged 14-18 dropped out of school in 2016-17.
- Based on 2012-13 to 2016-17 data, the dropout rate has improved significantly over time.
- Efforts to improve high school completion rates, as well as the strategies to improve parent and community engagement, are being implemented to encourage students to complete school and help reduce their dropout rate.
- Dropping out of school may be a temporary interruption of a student's education. Of the students who dropped out in 2015-16, about 20 per cent resumed their education in 2016-17.
- Some students who do not complete high school in the basic education system do so as young adults in the adult learning system.

Annual Dropout Rates of Students Aged 14-18



Source: Alberta Education

Notes:

- Students aged 14-18 who, in the following year, are not enrolled in school (a K–12 school, an Alberta post-secondary institution or apprenticeship program) and have not completed high school are included in the annual dropout rate. For example, students aged 14-18 in 2015-16 were tracked for one year. Those who were not enrolled and had not completed are included in the 2016-17 dropout rate.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, page 152-153, for more information on the calculation of the Annual Dropout Rate.

**Performance Measure 1.e:
High School Completion*****Rationale***

- High school completion is important for entry to the labour force and post-secondary programs. While the majority of students complete high school within three years of entering Grade 10, the five-year rate recognizes that it may take more time for some students to finish high school.
- In addition to those who earn a high school diploma or certificate, Alberta's high school completion rate also includes students who enter an Alberta post-secondary institution or an apprenticeship program within five years of entering Grade 10. This acknowledges that students have completed the high school courses they need to continue their education in a post-secondary program.

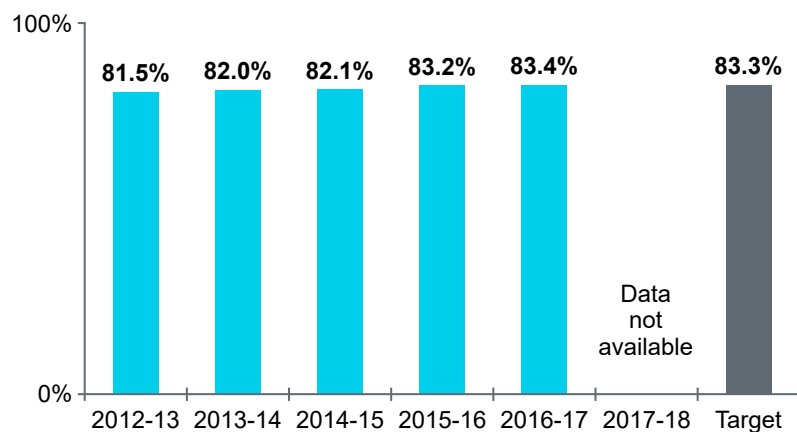
Target

- The target for high school completion rate could not be assessed as current year data is not available.

Discussion

- Student outcome measure results for 2017-18 will be published in the Annual Report Update in October 2019.
- In 2016-17, 83.4 per cent of students completed high school within five years of entering Grade 10.
- Based on 2012-13 to 2016-17 data, the high school completion rate has improved over time. This indicates that parents, students, and schools continue to recognize that high school completion is important for students' future success.
- Survey results indicate that high school students are attracted into the workforce for part time work, although the percentage of students employed appears to be declining. The percentage of Grade 12 Alberta High School students who reported being employed decreased from 53 per cent to 50 per cent, corresponding to the Grade 10 cohorts that completed in 5 years in 2012-13 and 2016-17, respectively.
- In addition, some students who do not complete high school in the ECS-12 education system do so as young adults in the adult learning system. In 2018, 94 per cent of Albertans aged 25-34 reported they had completed high school. This result has remained stable over time.

High School Completion Rate of Students Within Five Years of Entering Grade 10



Source: Alberta Education

Notes:

- Included in the calculation of high school completion rates is an estimated adjustment for attrition (i.e., students moving out of province) using Statistics Canada estimates of out-migration.
- 2016 results for 3-year High School Completion rates have been adjusted to reflect the correction of the Grade 10 cohort.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, High School Completion Rates, page 153.

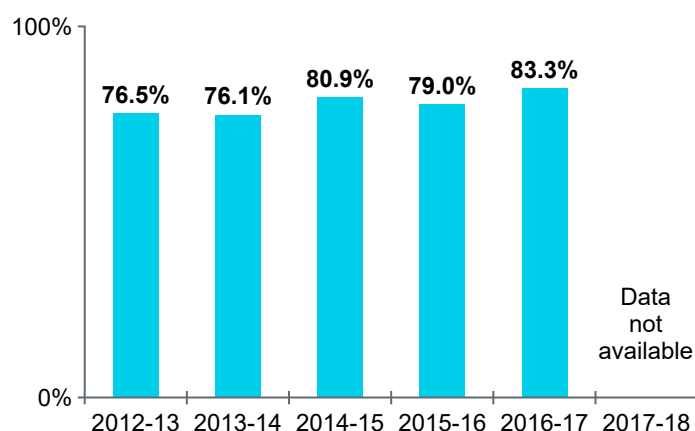
Percentages of Students Who Completed High School Within Three and Five Years of Entering Grade 10

Grade 10 Year	3 Year Rate and Year		5 Year Rate and Year	
2008-09			81.5%	2012-13
2009-10			82.0%	2013-14
2010-11	75.3%	2012-13	82.1%	2014-15
2011-12	76.5%	2013-14	83.2%	2015-16
2012-13	76.5%	2014-15	83.4%	2016-17
2013-14	78.0%	2015-16	Data not available	2017-18
2014-15	78.0%	2016-17		
2015-16	Data not available	2017-18		

Source: Alberta Education

Supplementary Information:**English as a Second Language (ESL) High School Completion**

- ESL programs help students learn English while also learning about Canadian cultural values, customs, and social expectations. The goal of ESL programs is to provide students with planned systematic instruction and support that will enable them to speak the English language fluently, further their education, and become productive and contributing members of Albertan and Canadian society. ESL programming is funded for both Canadian-born and foreign-born students.

High School Completion Rate of English as a Second Language Students Within Five Years of Entering Grade 10


Grade 10 Year	3 Year Rate and Year		5 Year Rate and Year	
2008-09			76.5%	2012-13
2009-10			76.1%	2013-14
2010-11	65.9%	2012-13	80.9%	2014-15
2011-12	65.4%	2013-14	79.0%	2015-16
2012-13	67.5%	2014-15	83.3%	2016-17
2013-14	73.7%	2015-16	Data not available	2017-18
2014-15	74.8%	2016-17		
2015-16	Data not available	2017-18		

Source: Alberta Education

Notes:

- Included in the calculation of high school completion rates is an estimated adjustment for attrition (i.e., students moving out of province) using Statistics Canada estimates of out-migration.
- 2016 results for 3-year High School Completion rates have been adjusted to reflect the correction of the Grade 10 cohort.

Performance Measure 1.f: Transition to Post-Secondary

Rationale

- Post-secondary education equips students with valuable skills and knowledge to increase their opportunities for success and full participation in society. Entering post-secondary and apprenticeship programs indicates that high school students are prepared for further education and training.

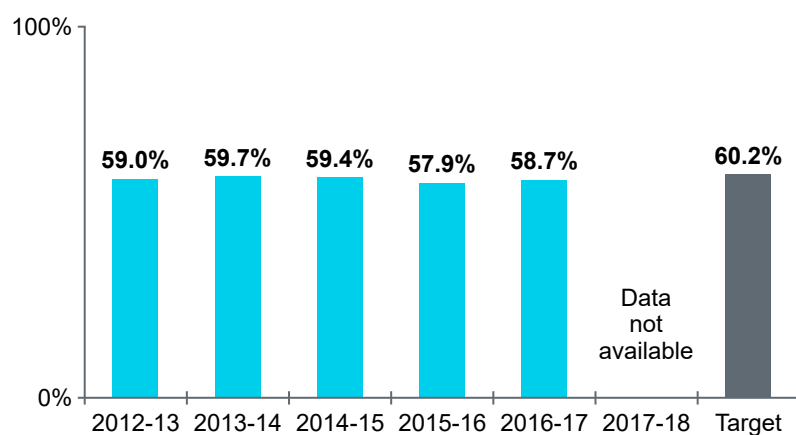
Target

- The target for post-secondary transition rate could not be assessed as current year data is not available.

Discussion

- Student outcome measure results for 2017-18 will be published in the Annual Report Update in October 2019.
- In 2016-17, 58.7 per cent of Alberta's high school students made the transition to post-secondary within six years of entering Grade 10.
- Based on 2012-13 to 2016-17 data, the six-year transition rate has been stable since 2012-13.
- The difference between the four year and six year transition rates indicates that a substantial proportion of Alberta's young people delay their entry to post-secondary programs after high school.
- The four-year rate and the six-year rate are correlated for the same grade 10 cohort and the four-year rate is thus a predictor of the six-year rate in subsequent years. Projections indicate that the six-year rate will remain between 58 and 59 per cent over the next few years.

High School to Post-Secondary Transition Rate Within Six Years of Entering Grade 10



Source: Alberta Education

Percentages of Students Who Enrol in Post-Secondary Programs Within Four and Six Years of Entering Grade 10

Grade 10 Year	4 Year Rate and Year		6 Year Rate and Year	
2007-08			59.0%	2012-13
2008-09			59.7%	2013-14
2009-10	39.7%	2012-13	59.4%	2014-15
2010-11	38.3%	2013-14	57.9%	2015-16
2011-12	37.0%	2014-15	58.7%	2016-17
2012-13	37.0%	2015-16	Data not available	2017-18
2013-14	39.3%	2016-17		
2014-15	Data not available	2017-18		

Source: Alberta Education

Notes:

- Student enrolment in a post-secondary program includes attending a publicly funded post-secondary institution in Alberta or registering in an Alberta apprenticeship program.
- The post-secondary transition rates include adjustments for attrition using estimates from Statistics Canada, and for students who attend post-secondary outside the province using estimates from the Ministry of Advanced Education.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, High School to Post-Secondary Transition Rates, page 154.

Supplementary Information: First Nations, Métis, and Inuit Student Post-Secondary Transition Rate

Discussion

- In 2016-17, 33.0 per cent of Alberta's self-identified First Nations, Métis, and Inuit high school students made the transition to post-secondary within six years of entering Grade 10.
- Based on 2012-13 to 2016-17 data, the six-year transition rate has been stable since 2012-13.
- The difference between the four-year transition rate and the six-year rate indicates that a substantial proportion of self-identified First Nations, Métis, and Inuit students delay their entry to post-secondary programs after high school.
- The six-year rate for First Nations, Métis, and Inuit students (33.0 per cent) is slightly more than half the rate for all Alberta students (58.7 per cent).
- The four-year rate and the six-year rate for First Nations, Métis, and Inuit students are highly correlated for the same Grade 10 cohort and the four-year rate is thus a reliable predictor of the six-year rate in subsequent years. Projections indicate that the six-year rate will remain between 32 and 34 per cent over the next few years.

Percentages of First Nations, Métis, and Inuit Students Who Enrol in Post-Secondary Programs Within Four and Six Years of Entering Grade 10

Grade 10 Year	4 Year Rate and Year		6 Year Rate and Year	
2007-08			33.4%	2012-13
2008-09			33.0%	2013-14
2009-10	18.9%	2012-13	33.5%	2014-15
2010-11	17.8%	2013-14	31.8%	2015-16
2011-12	17.8%	2014-15	33.0%	2016-17
2012-13	17.3%	2015-16	Data not available	
2013-14	19.3%	2016-17		
2014-15	Data not available	2017-18		

Source: Alberta Education

Supplementary Information: English as a Second Language (ESL) Student Post-Secondary Transition Rate

Discussion

- ESL programs help students learn English while also learning about Canadian cultural values, customs, and social expectations. The goal of ESL programs is to provide students with planned systematic instruction and support that will enable them to speak the English language fluently, further their education and become productive and contributing members of Albertan and Canadian society. ESL programming is funded for both Canadian-born and foreign-born students.
- In 2016-17, 62.3 per cent of ESL students made the transition to post-secondary within six years of entering Grade 10. This group's transition rate has been higher than the provincial rate for the past four years.
- The four-year rate and the six-year rate for ESL students are highly correlated for the same Grade 10 cohort and the four-year rate is thus a reliable predictor of the six-year rate in subsequent years. Projections indicate that the six-year rate will remain between 62 and 63 per cent over the next few years.

Percentages of ESL Students Who Enrol in Post-Secondary Programs Within Four and Six Years of Entering Grade 10

Grade 10 Year	4 Year Rate and Year		6 Year Rate and Year	
2007-08			60.6%	2012-13
2008-09			62.9%	2013-14
2009-10	38.0%	2012-13	61.3%	2014-15
2010-11	40.9%	2013-14	65.1%	2015-16
2011-12	30.8%	2014-15	62.3%	2016-17
2012-13	34.2%	2015-16	Data not available	2017-18
2013-14	37.1%	2016-17		
2014-15	Data not available	2017-18		

Source: Alberta Education

Performance Measure 1.g: Preparation for Citizenship

Rationale

- Parents, teachers, and students—groups that have direct experience with schools—are well positioned to assess the preparation of students for citizenship, an important outcome of the K–12 education system.

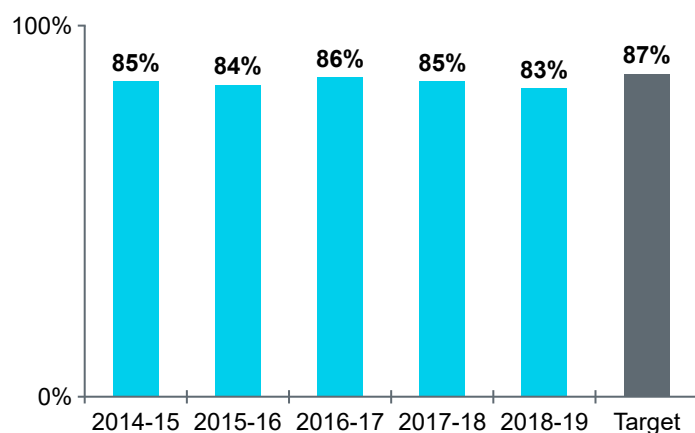
Target

- The target was not met.

Discussion

- Overall survey results in 2018-19 indicate that 83 per cent of high school students, parents, and teachers agreed that students model the characteristics of active citizenship.
- Results overall and for teachers have declined over time whereas results for high school students and parents have been stable over time.
- Teachers' results have been consistently higher than those of parents and students.
- Students' agreement that they are encouraged to participate in school activities, such as attending special events or helping in the learning commons has increased over time.
- Parent agreement that students volunteer for activities that help others; that students are encouraged to get involved in global issues, such as the environment, world hunger, and disaster relief; and students help each other has declined over time.
- Teacher agreement that students respect each other at school; students respect the diversity among people; students take responsibility for their actions; students are encouraged to get involved in global issues, such as the environment, world hunger, and disaster relief; students follow the rules; there is mutual respect between teachers and students at school; and there is mutual trust between teachers and students at school has declined over time.

Overall Agreement of High School Students, Parents, and Teachers that Students Model the Characteristics of Active Citizenship



Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Survey Results *(in percentages)*

Respondent Group	2014-15	2015-16	2016-17	2017-18	2018-19
High School Students	79	79	84	83	79
Parents (ECS–12)	85	83	85	83	83
Teachers	91	91	90	89	87
Overall Agreement	85	84	86	85	83

Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Notes:

- For all respondent groups, percentages reported are averages of agreement levels that:
 - » students help each other
 - » students follow the rules
 - » students respect each other
 - » students are encouraged to get involved in activities that help people in the community
 - » students respect the diversity among people
 - » students take responsibility for their actions
 - » students volunteer for activities that help others
 - » students are encouraged to participate in school activities, such as attending special events or helping in the learning commons (previously, the library) [prior to 2016-17, this item was: “Students are encouraged to participate in school services, such as attending special events or helping in the library” and in 2016-17, this item was “Students are encouraged to participate in school activities, such as attending special events or helping in the library”]
 - » students are encouraged to get involved in global issues, such as the environment, world hunger, and disaster relief
 - » there is mutual respect between teachers and students, and
 - » there is mutual trust between teachers and students
- Overall agreement rates are the average of agreement rates for each respondent group. See Endnote A, page 148, for information on averaging results within and across respondent groups.
- See Endnote A, pages 146-147, for information on surveys conducted for Alberta Education.

Performance Measure 1.h: Preparation for Student Success

Rationale

- Parents and teachers, together with the public, provide a broad perspective on the extent that students demonstrate attitudes, skills, knowledge, and behavior to be successful when they finish school, an important outcome of the K–12 system.

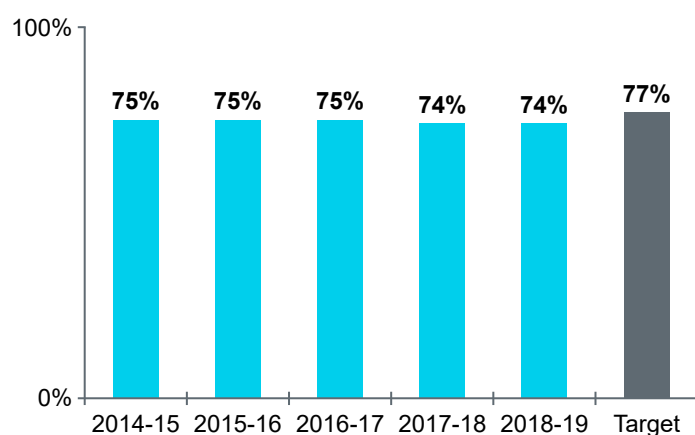
Target

- The target was not met.

Discussion

- Overall survey results in 2018-19 indicate that 74 per cent of parents, teachers, and the public were satisfied that students demonstrate attitudes, skills, knowledge, and behaviours that will make them successful when they finish high school.
- Results overall and for parents, teachers, and the public have been stable over time.
- Satisfaction levels of parents and teachers have been consistently higher than the satisfaction level of the public.
- Parent, teacher, and public satisfaction is lowest regarding high school graduates demonstrating the ability to manage money, credit and personal finances.
- Teacher satisfaction is below 50 per cent regarding high school graduates demonstrating the ability to manage money, credit and personal finances.
- Public satisfaction is below 50 per cent for the following items:
 - » Students are taught attitudes and behaviours to be successful at work when they leave school; students demonstrate attitudes and behaviours to be successful at work when they leave school; and high school graduates demonstrate the ability to manage money, credit and personal finances.
- To prepare students for success when they finish school, basic employability skills, such as working with others, critical thinking, analysis, and communication are included in all courses. Specific courses that prepare students for work also are offered, such as Career and Technology Studies (CTS) and Knowledge and Employability courses.
- Work Experience courses, dual credit courses, and the Registered Apprenticeship Program also enable many students to gain skills in the workplace while still in high school.

Overall Satisfaction of Parents, Teachers, and the Public that Students Demonstrate Attitudes, Skills, Knowledge, and Behaviours to be Successful when they Finish School



Survey Results (in percentages)

Respondent Group	2014-15	2015-16	2016-17	2017-18	2018-19
Parents (Grades 7–12)	82	81	83	82	81
Teachers	83	83	81	80	80
Public	60	60	61	60	61
Overall	75	75	75	74	74

Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Notes:

- For parent, teacher, and public groups, percentages reported are averages of satisfaction levels that:
 - » students are taught the attitudes and behaviours that will make them successful at work when they leave school
 - » students demonstrate attitudes and behaviours that will make them successful at work when they leave school
 - » students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime
 - » students' ability in demonstrating positive attitudes and behaviours
 - » students' ability to use numbers
 - » students' ability to think and solve problems
 - » students' ability to communicate
 - » students' ability to manage information from a variety of areas
 - » students' ability to be adaptable - work as an individual or within a team
 - » students' ability to learn continuously
 - » students' ability to work safely
 - » students' ability to work with others towards a common goal
 - » students' ability to participate and contribute in projects and tasks
 - » students' ability to transition effectively from school to work (e.g., adapting to workplace)
 - » students' ability to understand abstract concepts
 - » students' ability to be honest and ethical in dealing with other people

- » students' ability to be punctual and finish work on time
- » students' ability to manage money, credit and personal finances
- » students' ability to lead a group or a team
- » students' ability to help in keeping the environment clean, and
- » students' ability to make fair decisions.
- For the parent and teacher respondent groups, the following additional question is included:
 - » students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime
- In the parent survey, only parents of students in Grades 7–12 were asked the questions in this measure.
- Overall satisfaction is the average of satisfaction levels for each respondent group. See Endnote A, page 148, for information on averaging results within and across respondent groups.
- See Endnote A, pages 146–147, for information on surveys conducted for Alberta Education.

Performance Measure 1.i: Student Engagement

Rationale

- Students that are engaged in their learning are more likely to achieve academic success and complete high school. Engagement also assists in developing a positive disposition towards lifelong learning and working with others in social environments.

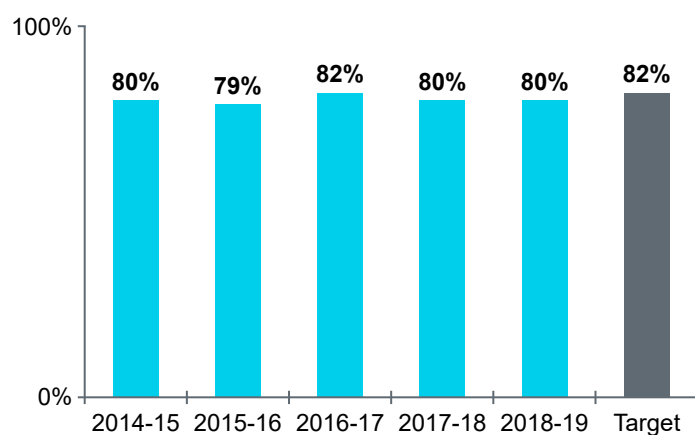
Target

- The target was not met.

Discussion

- Overall survey results in 2018-19 indicate that 80 per cent of high school students and parents agreed that students are engaged in their learning at school.
- Results overall, and for high school students and parents have been high and stable over time.
- Parents' results have been consistently higher than those of students.
- Student agreement was lowest in the following areas:
 - » hours spent by students outside of class studying and doing assignments (more than three hours);
 - » how many times students missed school other than for illness (less than four times); and
 - » extent of student involvement in decisions made at their school.

Overall Agreement of Students and Parents that Students are Engaged in their Learning at School



Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Survey Results (in percentages)

Respondent Group	2014-15	2015-16	2016-17	2017-18	2018-19
High School Students	73	72	76	73	73
Parents (ECS–12)	86	87	88	87	87
Overall Agreement	80	79	82	80	80

Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Notes:

- For high school students, the percentage reported is the average of the agreement and frequency levels for the following survey items:
 - » students are proud of their school
 - » students have a voice in decisions made at their school
 - » extent of student involvement in decisions made at their school
 - » students arrive at school ready to learn
 - » teachers give students the individual attention they require
 - » hours spent weekly outside of class studying and doing assignments (more than three hours)
 - » how often students have enjoyed completing a task that required a lot of thinking or mental effort
 - » how often students have asked questions in class or contributed to class discussions
 - » how much class work has emphasized understanding information and explaining ideas in your own words
 - » students get recognized for the positive things they do at school
 - » how many times during the school year you missed school other than for illness (less than four times), and
 - » how often during the school year you thought about dropping out of school (never)
- For parents, the percentage reported is the average of the agreement and frequency levels for the following survey items:
 - » students arrive at school ready to learn, and
 - » teachers give students the individual attention they require
- Overall agreement rates are the average of agreement rates for each respondent group. See Endnote A, page 148, for information on averaging results within and across respondent groups.
- See Endnote A, pages 146–147, for information on surveys conducted for Alberta Education.

Outcome Two

Alberta's education system supports First Nations, Métis, and Inuit students' success

The ministry supports the success of First Nations, Métis, and Inuit students by helping to improve the resources, supports, and programs provided for all students, teachers, and schools. The department also strengthens stewardship by reviewing accountability for funding and acting on its commitments under the *Truth and Reconciliation Commission of Canada: Calls to Action* and *United Nations Declaration on the Rights of Indigenous Peoples*. The department established relationships with First Nations governments, the Blackfoot Confederacy, the Confederacy of Treaty Six First Nations, Treaty 8 First Nations of Alberta, the Metis Settlements General Council, the Rupertsland Institute, the Alberta Native Friendship Centres Association, and other Indigenous organizations to ensure it understands the diverse and complex needs of First Nations, Métis, and Inuit students.

Championed Indigenous Education Initiatives

In 2018-19, Alberta Education supported First Nations, Métis, and Inuit student success by providing resources and supports so all students, teachers, and school leaders learn about First Nations, Métis, and Inuit perspectives and experiences, and by developing and supporting Indigenous language and culture programming. The department also collaborated with education stakeholders to prepare professionals to meet the new professional practice standards, coordinate capacity-building efforts, and develop a stronger understanding of promising practices for improving Indigenous student outcomes.

In Alberta, it is mandatory that all students, teachers, and school leaders learn about First Nations, Métis, and Inuit perspectives and experiences, Treaties and agreements, and the history and legacy of residential schools (key strategy 2.1). The department provided resources and supports to help educators include First Nations, Métis, and Inuit perspectives and experiences into teaching and learning practices (<https://www.alberta.ca/education-for-reconciliation.aspx>). The department worked with the Legacy of Hope Foundation, an Indigenous charitable organization whose mandate is to educate and raise awareness and understanding of the legacy of residential schools to develop digital learning and teaching resources. Together with the Legacy of Hope Foundation, the department collected footage of Elders and community members to align with current and future curriculum to ensure Indigenous content and perspectives are included in authentic and respectful ways. Through [LearnAlberta.ca](https://www.alberta.ca/learn-alberta), the department also licensed 41 videos with Indigenous content and authorized over 200 resources to support education for reconciliation. For educators, sample lesson plans were created in English for programs of study to demonstrate possible ways that First Nations, Métis, and Inuit perspectives can be brought into the classroom. These plans support the inclusion of First Nations, Métis, and Inuit perspectives, culture, experiences, Treaties and agreements, and residential school experiences and their legacies in the current Alberta programs of study. The department also revised and improved the accessibility of the professional development resource, *Walking Together: First Nations, Métis, and Inuit Perspectives in Curriculum*, which helps teachers understand the holistic nature of First Nations, Métis, and Inuit ways of knowing, provides opportunity for First Nations, Métis, and Inuit peoples to share their perspectives on topics that are important to them, and demonstrate First Nations, Métis, and Inuit perspectives in teaching and learning experiences. This initiative cost \$1 million.

In June 2016, representatives from Alberta Education, the Alberta Teachers' Association, the Alberta Association of Deans of Education, the Alberta School Boards Association, the Alberta Regional Professional Development Consortia, the College of Alberta School Superintendents, and the National Centre for Truth and Reconciliation signed the *Joint Commitment to Action* to ensure that all Kindergarten to Grade 12 teachers receive training related to First Nations, Métis, and Inuit history and culture (<https://www.alberta.ca/education-for-reconciliation.aspx>). Over the past year, under the *Joint Commitment to Action*, work began to prepare education professionals to meet the new professional practice standards, which include a new competency expectation in First Nations, Métis, and Inuit education. These standards set out clear expectations for what teachers, school leaders, and superintendents need to know about the histories, experiences, cultures, contributions, and perspectives of the First Nations, Métis, and Inuit people. This foundational knowledge is critical for education professionals to understand so they can advance reconciliation and shift thinking and attitudes. Foundational knowledge resources for this competency are now available in both English and French. In 2018-19, Alberta Education worked with its partners to conduct over 100 engagement sessions with communities, leading to over 40 new training resources. The partners provided over 80 professional learning opportunities for their members, with approximately 3,000 members participating. In addition, Alberta's teacher education programs were provided \$2 million through the innovation in teacher education grant to align their programs with the Teaching Quality Standard, particularly the competency that teachers apply foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students. This initiative cost \$50,000.

Alberta Education works with First Nations, Métis, and Inuit stakeholders to develop and implement provincial and locally developed Indigenous language and culture programming (key strategy 2.2). Alberta Education continued to coordinate the Indigenous Language Advisory Committee, comprised of educators and advocates from across the province, including Anishinabe, Blackfoot, Cree, Dene, Nakoda, Métis, and Tsuut'ina language speakers. In 2018-19, the committee provided guidance on the development and implementation of the Indigenous Languages in Education grant program. This grant program is a one-time funding initiative designed to facilitate support for early childhood education and Kindergarten to Grade 12 Indigenous language and culture programs across the province (<https://www.alberta.ca/indigenous-languages-in-education-grant-program.aspx>). The first of its kind in Canada, the grant program invested \$8 million in a total of 46 projects. The Indigenous Languages in Education grants will expand Indigenous language teacher capacity in Alberta, and fund a total of 121 learning and teaching resources. It will also create new tools for teaching and learning in all of the Indigenous language groups local to Alberta, including Anishinabe (Saulteaux/Ojibway), Blackfoot, Cree, Dene, Michif, Nakoda/Nakota, and Tsuut'ina languages. Alberta Education also provided a conditional grant to the Canadian Indigenous Languages and Literacy Development Institute at the University of Alberta, which builds the capacity of Indigenous language instructors that teach at-risk languages in Alberta. Other initiatives to support the preservation of Indigenous languages include grants through the Innovation in First Nations Education grant program and bursaries for teaching First Nations, Métis, and Inuit languages. As part of the Indigenous Language in Education grant program, the department supports the development of resources for several Indigenous languages, including the Blackfoot language. These initiatives cost \$391,000.

To support land-based learning in education, the department partnered with NorQuest College to host a Land-based Learning Symposium in November 2018. The symposium was attended by approximately 300 people and provided Indigenous and non-Indigenous participants with an opportunity to identify promising practices and initiatives, share learnings, develop partnerships and networks, and create learning opportunities for students. The department explored future land-based learning opportunities within current and future curriculum with the Indigenous Knowledge and Wisdom Centre, the Council of Ministers of Education, Canada, and teachers from Kee Tas Kee Now Tribal Council Education Authority and Maskwacis Education Schools Commission. This initiative cost \$230,000.

The Government of Alberta partnered with First Nations, Métis, and Inuit organizations, communities, and education stakeholders to strengthen First Nations, Métis, and Inuit education programs and policies that help students be successful (key strategy 2.4). The department ensured capacity-building efforts for education professionals were coordinated among stakeholders, including supporting initiatives such as a College of Alberta School Superintendents study on school authority policies related to attracting, hiring, and retaining Indigenous teachers. Internationally, the Government of Alberta has partnered with the Organization for Economic Cooperation and Development, other Canadian provinces and territories, New Zealand, and Australia in an effort to develop a stronger understanding of promising practices for improving Indigenous student outcomes. In 2017, the *Promising Practices in Supporting Success for Indigenous Students* study provided a set of evidence-based practices that contribute to successful outcomes for Indigenous students attending provincial school jurisdictions. The second report of the study is expected to be released in winter 2019.

Strengthened Stewardship

Alberta Education provides funding to provincial school authorities based on the number of self-identified First Nations, Métis, and Inuit students registered and off-reserve students who attend school on reserve, in addition to base student funding. School authorities decide how to best use these funds depending on the programming needs within their authority. Some school authorities retain the funds to support district-wide initiatives and others distribute funds, or a portion of the funds, directly to schools to support local programs (<https://www.alberta.ca/first-nations-metis-or-inuit-student-self-identification.aspx>). In the Alberta Education 2018-21 Business Plan, the department identified First Nations, Métis, and Inuit student success as a key risk to its ability to achieve its societal outcomes. It was identified that if Alberta's education system is not successful in its efforts to improve educational outcomes for First Nations, Métis, and Inuit students, these students will not have the opportunity to fully participate in Alberta's economy and labour market. To address this risk in 2018-19, Alberta Education worked with school authorities to strengthen stewardship over the use of funds allocated for First Nations, Métis, and Inuit students and improve accountability for those students' outcomes. To do so, the department began an audit of self-identified First Nations student funding and developed standards for education service agreements.

The department is committed to ensuring that the \$53 million in targeted funds provided to school authorities for self-identified First Nations, Métis, and Inuit students benefits these students or First Nations, Métis, and Inuit education for all students, thereby strengthening accountability and stewardship for the funding provided to school authorities (key strategy 2.3). Alberta Education worked with Corporate Internal Audit Services, which strives to improve the efficiency, economy, and accountability of all Government of Alberta programs, to audit the self-identified First Nations student funding provided to school jurisdictions. The department helped to set the direction for the audit and selected the school jurisdictions to be included. The audit will provide recommendations for improvement to Alberta Education. The department will also contribute to projects undertaken by the Corporate Internal Audit Service 2019-20 work plan.

Through the Enhancing Second-Level Supports in First Nations Education grant program, Alberta Education provides supports to interested First Nations to explore education models for providing second-level education supports. Second-level education supports are programs and services provided by a school authority that enhance delivery of education at the school level. This includes increased access to coordinated and integrated education programs and services, greater access to language, culture, and curriculum specialists, and enhanced access to early learning programs, wrap-around supports, and technology. The grant program addresses the equitability of services needed on reserve to achieve student outcomes comparable with the outcomes of students living and attending school off reserve. In 2018-19, Alberta Education provided additional funding through the Second-Level Supports in First Nations Education grant program to support interested First Nations in the exploration and development of second-level service delivery partnership models, or the exploration and development of the establishment of an education authority. This initiative cost \$600,000.

The Government of Alberta signed an education framework agreement with the four Maskwacis Cree First Nations in June 2018. The *Maskwacis Cree – Government of Alberta Education Framework Agreement* acknowledges the federal agreement transferring full educational authority to the Maskwacis Education Schools Commission. It also outlines how the province can best supplement any funding, expertise, training, and other supports to enable the development of a successful Maskwacis Cree school system. The agreement ensures new and enhanced education funding to strengthen the new Maskwacis school system and improve student outcomes. Alberta Education also continued to work closely with the Kee Tas Kee Now Tribal Education Authority to support the implementation of the *Kee Tas Kee Now Tribal Council – Framework Agreement* signed with the Government of Alberta in 2016. The agreement enhances supports and strengthens capacity to provide education to local students that will lead to improved educational outcomes and high school completion. In 2018-19, the Maskwacis Education Schools Commission and Kee Tas Kee Now Tribal Education Authority received First Nations Framework Agreement Enhancement Funding of approximately \$4.6 million and \$2.2 million respectively. The Government of Alberta further signed protocol agreements with Treaty 8 First Nations of Alberta in 2016 and with the Blackfoot Confederacy in 2017. Under these protocol agreements, education tables have been established. The purpose of the education tables is to bring together First Nations governments, education stakeholders, and provincial officials to discuss and resolve local education issues. In the case of the Blackfoot education table, all three Blackfoot Nations are represented, as are their education authorities, Alberta Education, Alberta Advanced Education, Alberta Culture and Tourism, and Alberta Indigenous Relations. The parties of the respective education tables have co-developed a work plan and established a mutually-productive relationship in order to address Treaty 8 and Blackfoot students' educational success. These initiatives cost \$310,000.

The *Northland School Division Act* outlines a governance structure for Northland School Division that supports the education needs of the First Nations, Métis, and Inuit students and communities it serves and marks an important step towards improving student attendance and learning in the region (<https://www.alberta.ca/northland-school-division-act.aspx>). Funding support for the Northland School Division continued for the 2018-19 school year. The department met regularly with Northland School Division to support division strategies to improve education programming and to encourage continuous improvement. This includes improving student engagement, attendance, and completion in response to the Office of the Auditor General's recommendations. It also includes overseeing the implementation of the school division's operational plan and funding outcomes. The school division reported that student attendance in fall 2018 showed marked improvement over the previous fall. There was an increase of three per cent in September and October and an increase of two per cent in November and December, as compared to the same months in 2017. This initiative cost \$5.8 million.

The ministry provides funding to students living off reserves to attend First Nations schools on reserve. This funding is allocated according to the criteria established through an education services agreement between the student's resident school board and the participating First Nation, and flows from the school board to the First Nation. In 2018-19, Alberta Education provided funding to support approximately 250 off-reserve provincial students attending First Nation schools under a reciprocal education services agreement. The department has also continued to work with provincial school authorities, First Nations, and the Government of Canada on the development of a standardized Education Services Agreement, which includes reciprocal tuition funding for off-reserve provincial students attending First Nation schools. This initiative cost \$3.2 million.

Alberta Education provides funding to benefit First Nations, Métis, and Inuit students, and to promote First Nations, Métis, and Inuit education for all students. In 2018, the department initiated the Innovation in First Nations Education grant program. The purpose of the grant program is to build on the success of the Building Collaboration and Capacity in Education grant program and to increase opportunities for First Nations students to receive coordinated education programs and services that are responsive to their needs (<https://www.alberta.ca/innovation-in-first-nations-education-grant-program.aspx>). The grant program was announced in December 2017, with \$36 million available over three years. To date, approximately 82 per cent of eligible First Nations and 75 per cent of eligible provincial school authorities have applied to the grant program. This represents \$31.5 million of available program funding. The department is working closely with grant participants to support project delivery and to identify key learnings and outcomes. Since April 2018, Alberta Education has provided \$19 million in funding to First Nations, tribal councils, First Nations education authorities, and provincial school authorities to support early childhood education in primary schools, student-centred supports, children and youth not in school, parental engagement, and Indigenous languages. As well, Alberta Education collaborated with Alberta Advanced Education to provide \$2.2 million in funding to support Indigenous students working towards an education post-secondary degree, diploma, or certificate. This initiative cost \$300,000.

Acted on Commitments

The Alberta government is implementing the principles of the *United Nations Declaration on the Rights of Indigenous Peoples* (<https://www.alberta.ca/united-nations-declaration-on-the-rights-of-indigenous-peoples.aspx>). The declaration guides Alberta Education's work in First Nations, Métis, and Inuit education. In 2018-19, the department collaborated with partners to provide equitable services for all students and continued to develop capacity within the department to support First Nations, Métis, and Inuit education.

The department worked to ensure that First Nations, Métis, and Inuit students have equitable access to services, including social and mental health supports. In November 2018, the Government of Alberta signed a memorandum of understanding on Jordan's Principle with the First Nations Health Consortium and the Government of Canada, formalizing the province's commitment to advocate with First Nations to ensure equitable levels of health, social, and educational services are provided for First Nations children and families. In 2018-19, the department worked with Alberta Children's Services and other ministries to develop recommendations in support of Jordan's Principle and to define the Government of Alberta's role. The department collaborated with Alberta Health to deliver mental health initiatives for Indigenous youth across the province. In addition, the department collaborated with other ministries to develop youth suicide prevention action plans for at-risk Albertans, including developing an approach to support Indigenous communities to address this important issue. This initiative cost \$10,000.

The department provided advice and recommendations to assist the Government of Alberta in implementing the principles of the *United Nations Declaration on the Rights of Indigenous Peoples*. The department also advised Alberta Indigenous Relations as it created Alberta's position in response to Canada's National Framework on Indigenous Rights. As announced in June 2018, all current Alberta Public Service employees will participate in introductory Indigenous training over the next three years. The department is co-leading the implementation of this initiative with the Public Service Commission, Alberta Children's Services, and Alberta Indigenous Relations. The training involves experiential learning with Elders through sharing circles where participants learn about Indigenous histories, residential schools, Treaties, and contemporary issues, and how they can apply what they learn to their work. This is a fundamental step in the Alberta government's work to implement the principles of the *United Nations Declaration on the Rights of Indigenous Peoples*. It also addresses one of the federal Truth and Reconciliation Commission's calls to action. The training will lead to a more informed public service and improve efforts for reconciliation. In September 2018, Alberta Education committed that all department staff would complete Indigenous introductory training by October 31, 2019. The training has begun, and the department is exploring further training opportunities to increase Indigenous awareness. This initiative cost \$150,000.

With support from Indigenous Elders and communities, the department led ministry activities for National Indigenous Histories Month, which is a time for all Canadians to celebrate the heritage, diversity, and achievements of First Nations, Métis, and Inuit, with over 10 events hosted throughout the month of June. As well, in September 2018, the Education and Indigenous Relations ministers commemorated Orange Shirt Day. They encouraged all Albertans to participate in activities in their schools and communities and to wear orange in the spirit of reconciliation, to remember the history and legacy of residential schools, and to move forward together on the journey of reconciliation. This initiative cost \$105,000.

Performance Measure 2.a:

Overall First Nations, Métis, and Inuit Student Achievement Test Results in Language Arts

Rationale

- Overall First Nations, Métis, and Inuit student achievement of standards on provincial achievement tests is a sound indicator of whether elementary and junior high self-identified First Nations, Métis, and Inuit students are achieving high standards in Language Arts, an important outcome for Alberta's K–12 education system.

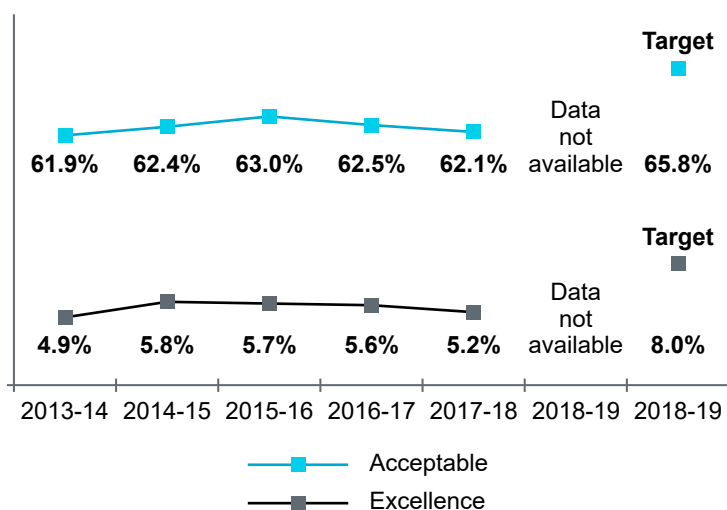
Targets

- The targets for the overall Language Arts results could not be assessed as current year data is not available.

Discussion

- Provincial assessment measure results for 2018-19 will be available in October 2019 and published in the Annual Report Update.
- Overall results in Language Arts are calculated as an average of the results in the following seven subjects, weighted by the number of individuals that were enrolled:
 - » English Language Arts 6 and 9
 - » French Language Arts 6 and 9
 - » Français 6 and 9
 - » English Language Arts 9 (Knowledge and Employability)
- From 2013-14 to 2017-18, the overall proportions of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard and the standard of excellence in Language Arts have remained stable over time.
- To support student learning in core subjects, the ministry provides programs of study and implementation guides for teachers and develops or authorizes learning resources for students in all grades and subjects.

Overall Percentage of Self-Identified First Nations, Métis, and Inuit Students Who Achieved Standards on Grade 6 and 9 Provincial Achievement Tests in Language Arts



Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results over time.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall Language Arts results are a weighted average based on total enrolment in Grades 6 and 9 Language Arts courses.
- Participation in Provincial Achievement Tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 155-156.

Self-Identified First Nations, Métis, and Inuit Student Participation Rates for Language Arts Provincial Achievement Tests *(in percentages)*

Subject	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Grade 6						
English Language Arts	86	87	88	87	86	Data not available
French Language Arts	93	94	97	94	93	
Français	100	100	*	*	100	
Grade 9						
English Language Arts	79	80	80	81	80	Data not available
English Language Arts (Knowledge and Employability)	76	75	74	73	76	
French Language Arts	97	89	96	97	96	
Français	*	*	*	*	100	
Overall Language Arts						
	82.9	83.3	83.8	84.2	83.4	Data not available

Source: Alberta Education

Notes:

- An asterisk (*) indicates data suppression has been applied because fewer than six self-identified First Nations, Métis, and Inuit students wrote the test.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Participation in Provincial Achievement Tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Performance Measure 2.a:**First Nations, Métis, and Inuit Student Achievement Test Results in Language Arts by Individual Subject for Students in Grades 6 and 9*****Rationale***

- Self-identified First Nations, Métis, and Inuit student results on provincial achievement tests in each grade and subject provide detailed information on whether elementary and junior high self-identified First Nations, Métis, and Inuit students are achieving high standards in Language Arts, an important outcome for Alberta's K–12 education system.

Targets

- Targets for individual Language Arts subject results were not set for self-identified First Nations, Métis, and Inuit students in the 2018-21 Business Plan.

Discussion

- Provincial assessment measure results for 2018-19 will be available in October 2019 and published in the Annual Report Update.
- Based on 2013-14 to 2017-18 data, the proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard has remained stable for English Language Arts 6 and English Language Arts 9.
- Based on 2013-14 to 2017-18 data, the proportion of self-identified First Nations, Métis, and Inuit students achieving the standard of excellence has remained stable for English Language Arts 6 and English Language Arts 9.
- As adult literacy studies are not conducted regularly, Grade 9 results in Language Arts are regarded as indicators of literacy. Self-identified First Nations, Métis, and Inuit students who achieve the acceptable standard have developed the foundational skills needed to become literate adults. As indicated above, the proportion of students at the acceptable standard has remained stable for English Language Arts 9.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Percentages of Self-Identified First Nations, Métis, and Inuit Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in Language Arts

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Targets 2018-19
Grade 6								
English Language Arts	excellence acceptable	5.3 68.0	7.3 69.0	7.1 69.3	6.5 67.9	5.5 69.0	Data not available	
French Language Arts	excellence acceptable	7.2 77.1	10.1 76.4	7.8 78.9	5.6 72.2	5.2 74.1		
Français	excellence acceptable	0.0 83.3	0.0 85.7	* *	* *	0.0 100.0		
Grade 9								
English Language Arts	excellence acceptable	4.5 55.3	4.0 54.5	4.4 56.2	4.8 57.0	4.9 54.4	Data not available	
English Language Arts (Knowledge and Employability)	excellence acceptable	3.8 58.2	5.1 57.2	3.2 54.5	3.6 51.7	4.5 53.5		
French Language Arts	excellence acceptable	3.0 73.1	3.7 74.1	1.3 58.7	8.2 75.3	4.5 71.9		
Français	excellence acceptable	* *	* *	* *	* *	30.0 100.0		
Overall Language Arts								
	excellence acceptable	4.9 61.9	5.8 62.4	5.7 63.0	5.6 62.5	5.2 62.1	Data not available	8.0 65.8

Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results over time.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- An asterisk (*) indicates data suppression has been applied because fewer than six self-identified First Nations, Métis, and Inuit students wrote the test.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Participation in Provincial Achievement Tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, page 155-156.

Performance Measure 2.a:**Overall First Nations, Métis, and Inuit Student Achievement Test Results in Mathematics*****Rationale***

- Overall First Nations, Métis, and Inuit student achievement of standards on provincial achievement tests is a sound indicator of whether elementary and junior high self-identified First Nations, Métis, and Inuit students are achieving high standards in Mathematics, an important outcome for Alberta's K-12 education system.

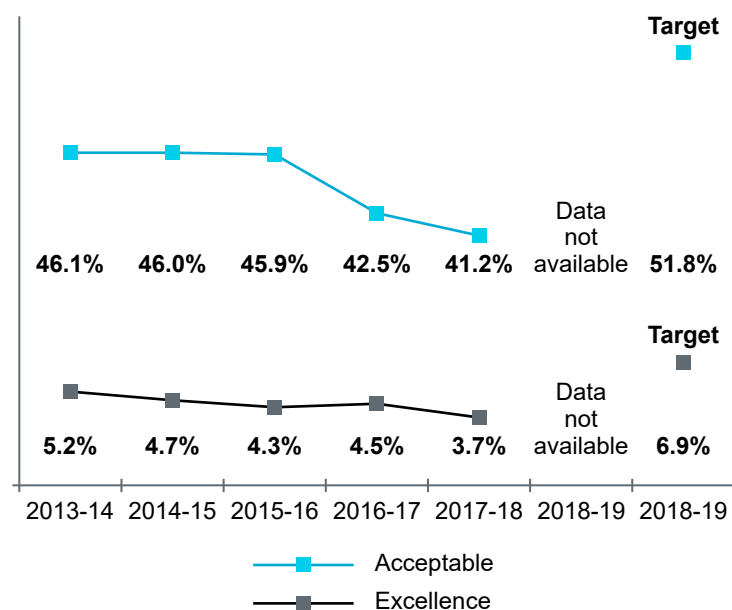
Targets

- The targets for the overall Mathematics results could not be assessed as current year data is not available.

Discussion

- Provincial assessment measure results for 2018-19 will be available in October 2019 and published in the Annual Report Update.
- Overall results in Mathematics are calculated as an average of the results in the following three subjects, weighted by the number of individuals that were enrolled:
 - » Mathematics 6
 - » Mathematics 9
 - » Mathematics 9 (Knowledge and Employability)
- From 2013-14 to 2017-18, the overall proportions of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard and the standard of excellence in Mathematics have decreased over time.

Overall Percentages of Self-Identified First Nations, Métis, and Inuit Students Who Achieved Standards on Grades 6 and 9 Provincial Achievement Tests in Mathematics



Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results over time.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results are a weighted average based on total enrolment in Grades 6 and 9 Mathematics courses.
- Participation in Provincial Achievement Tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 155-156.

Self-Identified First Nations, Métis, and Inuit Student Participation Rates for Mathematics
Provincial Achievement Tests *(in percentages)*

Subject	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Grade 6						
Mathematics	86	86	87	86	86	Data not available
Grade 9						
Mathematics	80	81	81	81	78	Data not available
Mathematics (Knowledge and Employability)	82	82	81	77	80	
Overall Mathematics						
	83.2	83.7	83.9	83.7	82.2	Data not available

Source: Alberta Education

Notes:

- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Participation in Provincial Achievement Tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Performance Measure 2.a:

First Nations, Métis, and Inuit Student Achievement Test Results in Mathematics by Individual Subject for Students in Grades 6 and 9

Rationale

- Self-identified First Nations, Métis, and Inuit student results on provincial achievement tests in each grade and subject provide detailed information on whether self-identified elementary and junior high self-identified First Nations, Métis, and Inuit students are achieving high standards in Mathematics, an important outcome for Alberta's K–12 education system.

Targets

- Targets for individual Mathematics subject results were not set in the 2018-21 Business Plan.

Discussion

- Provincial assessment measure results for 2018-19 will be available in October 2019 and published in the Annual Report Update.
- From 2013-14 to 2017-18, the proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard has remained stable over time for Mathematics 6, and decreased over time for Mathematics 9.
- From 2013-14 to 2017-18, the proportion of self-identified First Nations, Métis, and Inuit students achieving the standard of excellence has decreased for Mathematics 6 and Mathematics 9.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Percentages of First Nations, Métis, and Inuit Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in Mathematics

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Targets 2018-19
Grade 6								
Mathematics	excellence acceptable	4.4 50.0	3.9 51.2	3.6 49.0	3.4 44.4	3.0 49.1	Data not available	
Grade 9								
Mathematics	excellence acceptable	4.8 40.1	4.7 37.9	4.7 41.1	5.2 39.9	3.4 30.7	Data not available	
Mathematics (Knowledge and Employability)	excellence acceptable	13.4 56.9	10.4 58.3	6.1 51.6	9.0 46.2	10.7 51.4		
Overall Mathematics								
	excellence acceptable	5.2 46.1	4.7 46.0	4.3 45.9	4.5 42.5	3.7 41.2	Data not available	6.9 51.8

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 155-156.

Performance Measure 2.a:

Overall First Nations, Métis, and Inuit Student Achievement Test Results in Social Studies

Rationale

- Overall First Nations, Métis, and Inuit student achievement of standards on provincial achievement tests is a sound indicator of whether elementary and junior high self-identified First Nations, Métis, and Inuit students are achieving high standards in Social Studies, an important outcome for Alberta's K–12 education system.

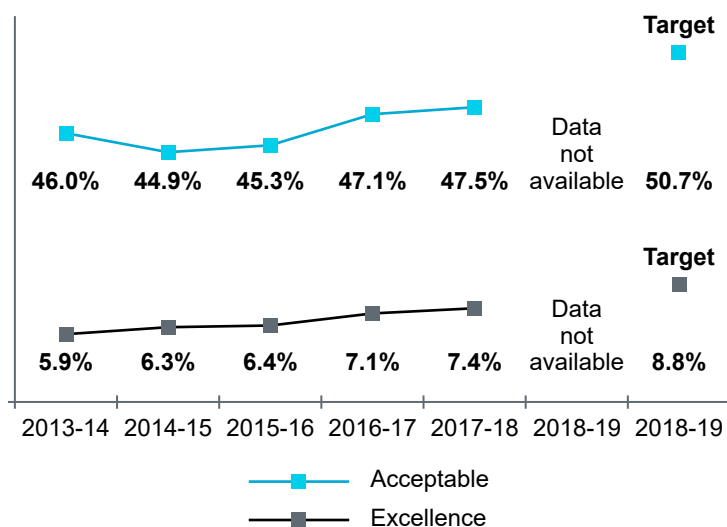
Targets

- The targets for the overall Social Studies results could not be assessed as current year data is not available.

Discussion

- Provincial assessment measure results for 2018-19 will be available in October 2019 and published in the Annual Report Update.
- Overall results in Social Studies are calculated as an average of the results in the following three subjects, weighted by the number of individuals that were enrolled:
 - » Social Studies 6
 - » Social Studies 9
 - » Social Studies 9 (Knowledge and Employability)
- From 2013-14 to 2017-18, the overall proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard in Social Studies has remained stable. The proportion achieving the standard of excellence has increased over time.

Overall Percentages of Self-Identified First Nations, Métis, and Inuit Students Who Achieved Standards on Grades 6 and 9 Provincial Achievement Tests in Social Studies



Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results over time.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results are a weighted average based on total enrolment in Grades 6 and 9 Social Studies courses.
- Participation in Provincial Achievement Tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 155-156.

**Self-Identified First Nations, Métis, and Inuit Student Participation Rates for Social Studies
Provincial Achievement Tests (in percentages)**

Subject	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Grade 6						
Social Studies	85	85	87	86	86	Data not available
Grade 9						
Social Studies	80	80	81	82	81	Data not available
Social Studies (Knowledge and Employability)	79	80	77	77	82	
Overall Social Studies						
	82.6	82.6	83.4	84.0	83.7	Data not available

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Participation in Provincial Achievement Tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Performance Measure 2.a:**First Nations, Métis, and Inuit Student Achievement Test Results in Social Studies
by Individual Subject for Students in Grades 6 and 9*****Rationale***

- Self-identified First Nations, Métis, and Inuit student results on provincial achievement tests in each grade and subject provide detailed information on whether elementary and junior high self-identified First Nations, Métis, and Inuit students are achieving high standards in Social Studies, an important outcome for Alberta's K–12 education system.

Targets

- Targets for individual Social Studies subject results were not set in the 2018-21 Business Plan.

Discussion

- Provincial assessment measure results for 2018-19 will be available in October 2019 and published in the Annual Report Update.
- From 2013-14 to 2017-18, the proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard decreased over time for Social Studies 9 (Knowledge and Employability), remained stable for Social Studies 9, and increased for Social Studies 6.
- From 2013-14 to 2017-18, the proportion of self-identified First Nations, Métis, and Inuit students achieving the standard of excellence has remained stable over time for Social Studies 9 and increased for Social Studies 6 and Social Studies 9 (Knowledge and Employability).
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Percentages of Self-Identified First Nations, Métis, and Inuit Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in Social Studies

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Targets 2018-19
Grade 6								
Social Studies	excellence acceptable	4.7 47.9	5.9 47.6	6.7 49.0	7.4 50.6	7.5 52.8	Data not available	
Grade 9								
Social Studies	excellence acceptable	7.0 42.7	6.7 40.6	5.8 40.5	6.8 43.2	6.8 41.2	Data not available	
Social Studies (Knowledge and Employability)	excellence acceptable	7.1 58.0	8.4 55.2	7.2 49.4	8.0 47.1	12.3 48.8		
Overall Social Studies								
	excellence acceptable	5.9 46.0	6.3 44.9	6.4 45.3	7.1 47.1	7.4 47.5	Data not available	8.8 50.7

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Participation in Provincial Achievement Tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 155-156.

Performance Measure 2.a:**Overall First Nations, Métis, and Inuit Student Achievement Test Results in Science*****Rationale***

- Overall First Nations, Métis, and Inuit student achievement of standards on provincial achievement tests is a sound indicator of whether elementary and junior high self-identified First Nations, Métis, and Inuit students are achieving high standards in Science, an important outcome for Alberta's K–12 education system.

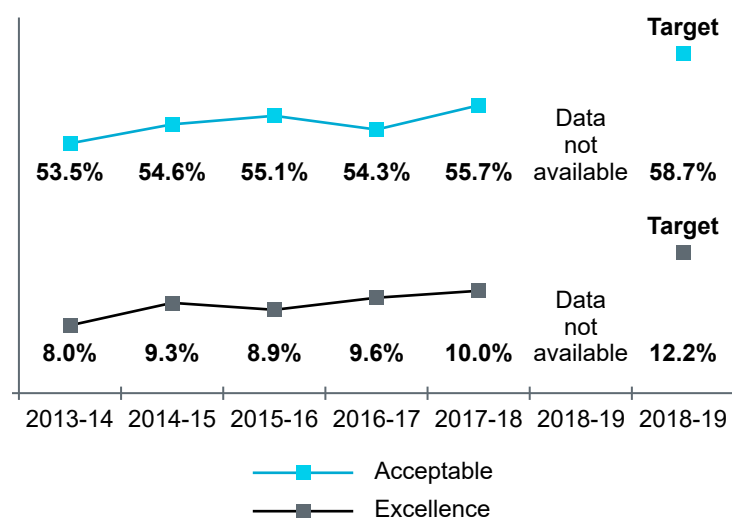
Targets

- The targets for the overall Science results could not be assessed as current year data is not available.

Discussion

- Provincial assessment measure results for 2018-19 will be available in October 2019 and published in the Annual Report Update.
- Overall results in Science are calculated as an average of the results in the following three subjects, weighted by the number of individuals that were enrolled:
 - » Science 6
 - » Science 9
 - » Science 9 (Knowledge and Employability)
- From 2013-14 to 2017-18, the overall proportions of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard and the standard of excellence in Science have increased over time.

Overall Percentages of Self-Identified First Nations, Métis, and Inuit Students Who Achieved Standards on Grades 6 and 9 Provincial Achievement Tests in Science



Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results over time.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results are a weighted average based on total enrolment in Grades 6 and 9 Science courses.
- Participation in Provincial Achievement Tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 155-156.

Self-Identified First Nations, Métis, and Inuit Student Participation Rates for Science Provincial Achievement Tests *(in percentages)*

Subject	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Grade 6						
Science	86	87	88	86	87	Data not available
Grade 9						
Science	81	82	83	82	81	Data not available
Science (Knowledge and Employability)	83	81	80	77	82	
Overall Science						
	83.5	84.4	85.0	83.7	83.8	Data not available

Source: Alberta Education

Notes:

- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Participation in Provincial Achievement Tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Performance Measure 2.a:

First Nations, Métis, and Inuit Student Achievement Test Results in Science by Individual Subject for Students in Grades 6 and 9

Rationale

- Self-identified First Nations, Métis, and Inuit Student results on provincial achievement tests in each grade and subject provide detailed information on whether elementary and junior high self-identified First Nations, Métis, and Inuit students are achieving high standards in Science, an important outcome for Alberta's K–12 education system.

Targets

- Targets for individual Science subject results were not set in the 2018-21 Business Plan.

Discussion

- Provincial assessment measure results for 2018-19 will be available in October 2019 and published in the Annual Report Update.
- From 2013-14 to 2017-18, the proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard has remained stable over time for Science 9 and Science 9 (Knowledge and Employability), and increased for Science 6.
- From 2013-14 to 2017-18, the proportion of self-identified First Nations, Métis, and Inuit students achieving the standard of excellence has remained stable over time for Science 9 and Science 9 (Knowledge and Employability), and increased for Science 6.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

**Percentages of Self-Identified First Nations, Métis, and Inuit Students in Grades 6 and 9
Who Achieved Standards on Provincial Achievement Tests in Science**

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Targets 2018-19
Grade 6								
Science	excellence acceptable	8.3 55.7	10.6 57.8	10.3 58.6	11.7 57.8	11.5 58.9	Data not available	
Grade 9								
Science	excellence acceptable	7.4 50.4	7.5 50.0	7.3 50.6	7.3 50.3	8.0 51.7	Data not available	
Science (Knowledge and Employability)	excellence acceptable	10.8 61.4	12.3 62.0	8.0 58.8	8.6 55.2	12.2 58.9		
Overall Science								
	excellence acceptable	8.0 53.5	9.3 54.6	8.9 55.1	9.6 54.3	10.0 55.7	Data not available	12.2 58.7

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Participation in Provincial Achievement Tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 155-156.

Performance Measure 2.b:

Overall First Nations, Métis, and Inuit Student Diploma Examination Results in Language Arts

Rationale

- Self-identified First Nations, Métis, and Inuit student results on diploma examinations are a solid indicator of whether high school students are achieving high standards.
- The Language Arts diploma examination measure is an aggregate of four Language Arts courses. This reflects a focus on fundamental literacy skills, an important outcome for Alberta's K–12 education system.

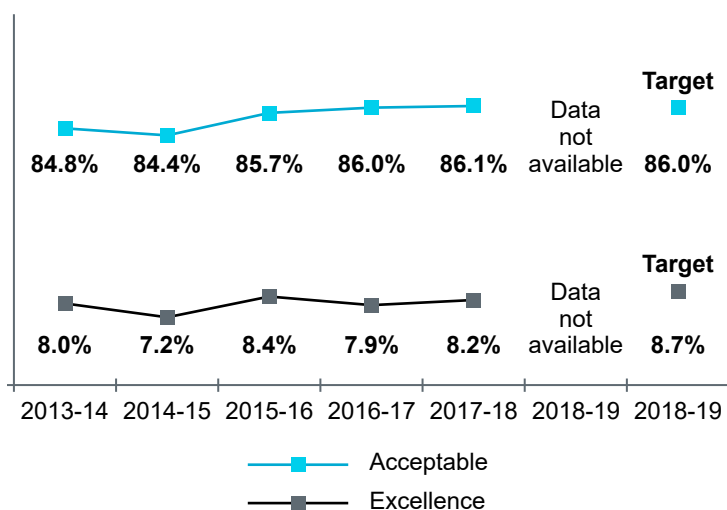
Targets

- The targets for overall Language Arts diploma examination results could not be assessed as current year data is not available.

Discussion

- Provincial assessment measure results for 2018-19 will be available in October 2019 and published in the Annual Report Update.
- The Language Arts measure is an average of the results in the following four subjects, weighted by the total number of individuals that wrote each of the exams:
 - » English Language Arts 30-1
 - » English Language Arts 30-2
 - » French Language Arts 30-1
 - » Français 30-1
- Based on 2013-14 to 2017-18 data, the overall proportions of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard and the standard of excellence in Language Arts have remained stable over time.

Overall Percentages of Self-Identified First Nations, Métis, and Inuit Students Who Achieved Standards on Diploma Examinations in Language Arts



Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results over time.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Language Arts are a weighted average of results for the four Language Arts subjects.
- Participation in Diploma Examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 156-157.

Percentages of Self-Identified First Nations, Métis, and Inuit Students Writing Language Arts Diploma Examinations Who Achieved Standards

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Targets 2018-19
English Language Arts 30-1	excellence acceptable	5.4 79.6	5.4 79.4	4.7 80.7	6.7 80.1	5.9 83.1	Data not available	
English Language Arts 30-2	excellence acceptable	9.7 88.2	8.4 87.4	11.2 89.2	8.8 90.0	10.0 88.5		
French Language Arts 30-1	excellence acceptable	7.4 92.6	3.1 93.8	4.3 91.3	8.7 91.3	5.4 83.8		
Français 30-1	excellence acceptable	* *	* *	* *	n/a n/a	* *		
Overall Language Arts	excellence acceptable	8.0 84.8	7.2 84.4	8.4 85.7	7.9 86.0	8.2 86.1		8.7 86.0

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Equating of Diploma Examinations has been phased in over the past number of years making results directly comparable from year to year for the equated tests. Results are comparable for all years reported from 2012-13 to 2016-17 for English Language Arts 30-1 and 30-2, but not for French Language Arts 30-1 and Français 30-1.
- Overall results for Language Arts are a weighted average of results for the four Language Arts subjects.
- Participation in Diploma Examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 156-157.

Performance Measure 2.b:
Overall First Nations, Métis, and Inuit Student Diploma Examination Results in Mathematics

Rationale

- Self-identified First Nations, Métis, and Inuit student results on diploma examinations are a solid indicator of whether high school students are achieving high standards.
- The Mathematics diploma examination measure is an aggregate of two courses. This measure reflects a focus on development of mathematical reasoning and problem-solving skills, which are important outcomes for Alberta's K–12 education system.

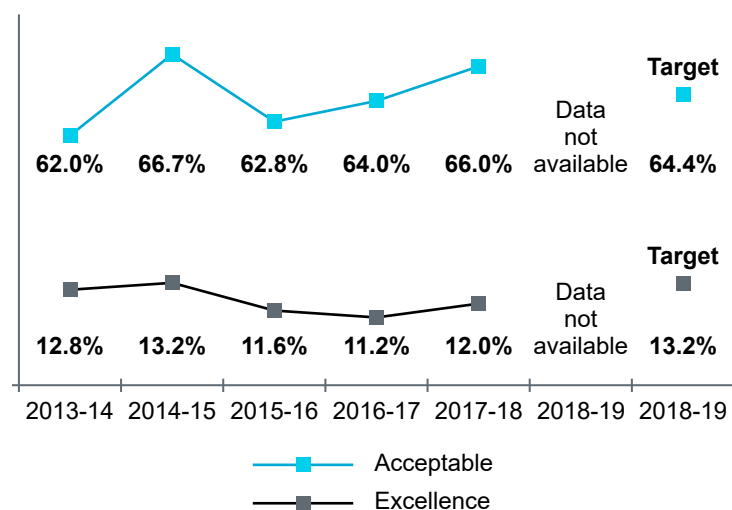
Targets

- The targets for overall Mathematics diploma examination results could not be assessed as current year data is not available.

Discussion

- Provincial assessment measure results for 2018-19 will be available in October 2019 and published in the Annual Report Update.
- The Mathematics measure is an average of the results in the following two subjects, weighted by the total number of individuals that wrote each of the exams:
 - » Mathematics 30-1
 - » Mathematics 30-2
- Based on 2013-14 to 2017-18 data, the overall proportions of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard and the standard of excellence in Mathematics have remained stable over time.

Overall Percentages of Self-Identified First Nations, Métis, and Inuit Students Who Achieved Standards on Diploma Examinations in Mathematics



Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results over time.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Mathematics are a weighted average of results for the two Mathematics subjects.
- Participation in Diploma Examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 156-157.

Percentages of Self-Identified First Nations, Métis, and Inuit Students Writing Mathematics Diploma Examinations Who Achieved Standards

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Targets 2018-19
Mathematics 30-1*	excellence acceptable	14.6 59.3	16.6 64.2	11.6 54.1	14.6 59.2	15.3 61.3	Data not available	
Mathematics 30-2*	excellence acceptable	11.1 64.6	10.3 69.0	11.6 69.4	8.8 67.4	9.7 69.1		
Overall Mathematics	excellence acceptable	12.8 62.0	13.2 66.7	11.6 62.8	11.2 64.0	12.0 66.0		13.2 64.4

*Caution should be exercised when interpreting results over time for Mathematics 30-1 and Mathematics 30-2, as equating was not in place until the 2016-17 school year.

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Caution should be exercised when interpreting evaluations and results over time for Mathematics 30-1 and 30-2, as equating was not in place until the 2016-17 school year. Alberta Education does not comment on province-wide trends until it has five years of equated examination data.
- Overall results for Mathematics are a weighted average of results for the two Mathematics subjects.
- Participation in Diploma Examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be used when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 156-157.

Performance Measure 2.b:

Overall First Nations, Métis, and Inuit Student Diploma Examination Results in Social Studies

Rationale

- Self-identified First Nations, Métis, and Inuit student results on diploma examinations are a solid indicator of whether high school students are achieving high standards.
- The Social Studies diploma examination measure is an aggregate of two courses. This reflects a focus on fundamental skills, an important outcome for Alberta's K–12 education system.

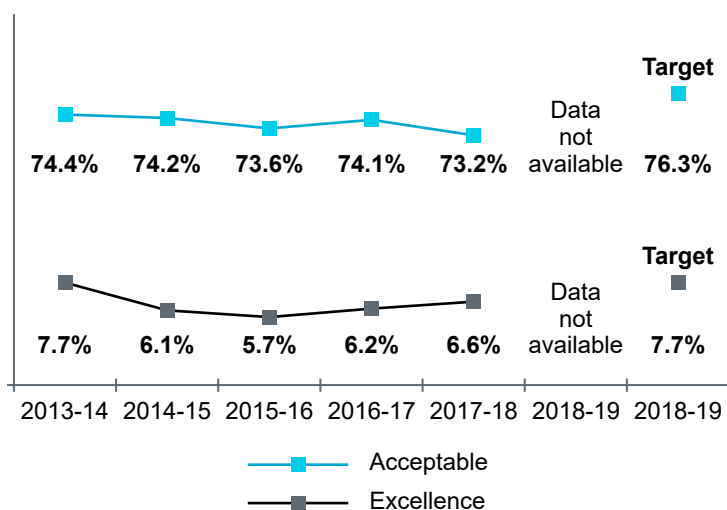
Targets

- The targets for overall Social Studies diploma examination results could not be assessed as current year data is not available.

Discussion

- Provincial assessment measure results for 2018-19 will be available in October 2019 and published in the Annual Report Update.
- The Social Studies measure is an average of the results in the following two subjects, weighted by the total number of individuals that wrote each of the exams:
 - » Social Studies 30-1
 - » Social Studies 30-2
- Based on 2013-14 to 2017-18 data, the overall proportions of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard and the standard of excellence in Social Studies have remained stable over time.

Overall Percentages of Self-Identified First Nations, Métis, and Inuit Students Who Achieved Standards on Diploma Examinations in Social Studies



Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results over time.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Social Studies are a weighted average of results for the two Social Studies subjects.
- Participation in Diploma Examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 156-157.

Percentages of Self-Identified First Nations, Métis, and Inuit Students Writing Social Studies Diploma Examinations Who Achieved Standards

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Targets 2018-19
Social Studies 30-1	excellence acceptable	4.8 72.3	6.4 77.6	6.6 72.5	6.3 77.1	8.1 75.3	Data not available	
Social Studies 30-2	excellence acceptable	9.1 75.4	5.9 72.7	5.3 74.1	6.1 72.7	5.8 72.2		
Overall Social Studies	excellence acceptable	7.7 74.4	6.1 74.2	5.7 73.6	6.2 74.1	6.6 73.2		7.7 76.3

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Equating of Diploma Examinations has been phased in over the past number of years making results directly comparable from year to year for the equated tests. Results are comparable for Social Studies 30-1 since 2012-13, and Social Studies 30-2 since 2011-12.
- Overall results for Social Studies are a weighted average of results for the two Social Studies subjects.
- Participation in Diploma Examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be used when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 156-157.

Performance Measure 2.b:**Overall First Nations, Métis, and Inuit Student Diploma Examination Results in the Sciences*****Rationale***

- Self-identified First Nations, Métis, and Inuit student results on diploma examinations are a solid indicator of whether high school students are achieving high standards.
- The Sciences diploma examination measure is an aggregate of four courses. This measure reflects a focus on skills and attitudes needed to solve problems and make decisions, which are important outcomes for Alberta's K–12 education system.

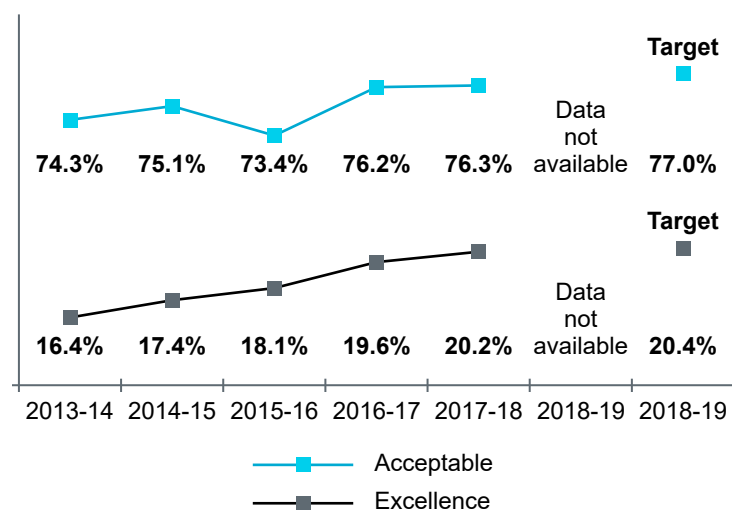
Targets

- The targets for overall Sciences diploma examination results could not be assessed as current year data is not available.

Discussion

- The Sciences measure is an average of the results in the following four subjects, weighted by the total number of individuals that wrote each of the exams:
 - » Biology 30
 - » Chemistry 30
 - » Physics 30
 - » Science 30
- Based on 2013-14 to 2017-18 data, the overall proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard has remained stable over time. The proportion achieving the standard of excellence has increased over time.

Overall Percentages of Self-Identified First Nations, Métis, and Inuit Students Who Achieved Standards on Diploma Examinations in the Sciences



Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results over time.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for the Sciences are a weighted average of results for the four Science subjects.
- Participation in Diploma Examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 156-157.

Percentages of Self-Identified First Nations, Métis, and Inuit Students Writing Science Diploma Examinations Who Achieved Standards

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Targets 2018-19
Biology 30	excellence acceptable	14.3 74.9	17.4 75.9	16.1 72.2	16.5 73.9	17.3 75.7	Data not available	
Chemistry 30	excellence acceptable	16.4 71.5	16.5 71.6	17.6 72.2	23.2 74.8	19.9 69.7		
Physics 30	excellence acceptable	18.7 67.7	20.6 78.4	24.5 75.5	26.8 82.6	24.0 76.9		
Science 30	excellence acceptable	19.6 81.5	16.6 76.1	19.2 76.1	17.9 79.0	24.4 84.1		
Overall Science	excellence acceptable	16.4 74.3	17.4 75.1	18.1 73.4	19.6 76.2	20.2 76.3		20.4 77.0

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Equating of Diploma Examinations has been phased in over the past number of years making results directly comparable from year to year for the equated tests. Results are comparable for Biology 30 since 2005-06, Science 30 and Chemistry 30 since 2010-11, and Physics 30 since 2013-14.
- Overall results for the Sciences are a weighted average of results for the four Science subjects.
- Participation in Diploma Examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 156-157.

Performance Measure 2.c:

Diploma Examination Participation of Self-Identified First Nations, Métis, and Inuit Students

Rationale

- Participation in four or more diploma examinations reflects the intent of the Alberta programs of study and gives appropriate emphasis to the four core subjects of Language Arts, Mathematics, the Sciences and Social Studies, which are the foundation of basic education.

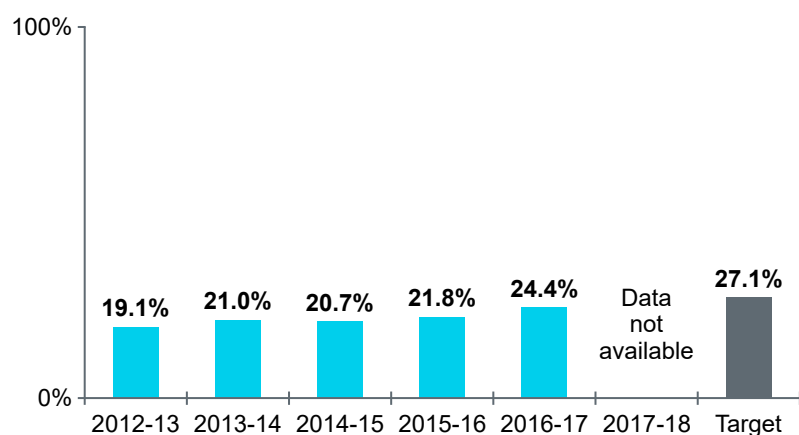
Target

- The target for diploma examination participation of self-identified First Nations, Métis, and Inuit students could not be assessed as current year data is not available.

Discussion

- Student outcome measure results for 2017-18 will be published in the Annual Report Update in October 2019.
- In 2016-17, 24.4 per cent of self-identified First Nations, Métis, and Inuit high school students wrote four or more diploma examinations.
- Based on 2012-13 to 2016-17 data, results have increased over time since 2012-13, with some minor fluctuations.
- The vast majority of self-identified First Nations, Métis, and Inuit students who have written four or more diploma examinations have taken courses in the four core subjects throughout high school. This positions them well to complete high school and enter post-secondary programs or the workplace.

Percentages of Self-Identified First Nations, Métis, and Inuit Students Writing Four or More Diploma Examinations Within Three Years of Entering Grade 10



Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results over time.
- Participation in Diploma Examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be used when interpreting trends over time.
- 2016 results for 3-year Diploma Examination participation rates have been adjusted to reflect the correction of the Grade 10 cohort.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, Diploma Examination Participation Rate, page 157.

Performance Measure 2.d:**Annual Dropout Rate of Self-Identified First Nations, Métis, and Inuit Students*****Rationale***

- The self-identified First Nations, Métis, and Inuit student dropout rate is an indicator of how well the needs of self-identified First Nations, Métis, and Inuit students at risk of not completing high school are being addressed by the K–12 education system.

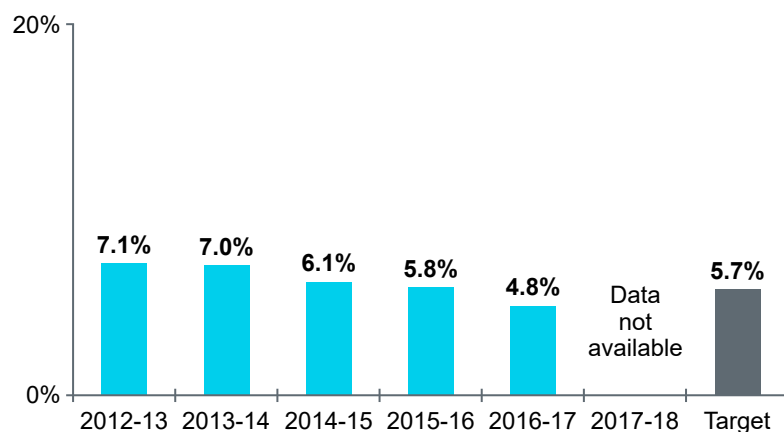
Target

- The target for the dropout rate of self-identified First Nations, Métis, and Inuit students could not be assessed as current year data is not available.

Discussion

- Student outcome measure results for 2017-18 will be published in the Annual Report Update in October 2019.
- Enrolment data indicate that 4.8 per cent of self-identified First Nations, Métis, and Inuit students aged 14-18 dropped out of school in 2016-17.
- Based on 2016-17 data, the dropout rate for self-identified First Nations, Métis, and Inuit students, 4.8 per cent, is approximately twice the rate for students overall, 2.3 per cent, for the same period. However, based on 2012-13 to 2016-17 data, the dropout rate for self-identified First Nations, Métis, and Inuit students has improved significantly over time.
- Efforts to improve high school completion rates, as well as the strategies to improve First Nations, Métis, and Inuit parent and community engagement, are being implemented to encourage First Nations, Métis, and Inuit students to complete school and help reduce their dropout rate.
- Dropping out of school may be a temporary interruption of a student's education. Of the self-identified First Nations, Métis, and Inuit students who dropped out in 2015-16, about 24 per cent resumed their education in 2016-17.
- Some self-identified First Nations, Métis, and Inuit students who do not complete high school in the basic education system do so as young adults in the adult learning system. In 2017, 82.9 per cent of Indigenous Albertans aged 25-34 reported they had completed high school.

Annual Dropout Rates of Self-Identified First Nations, Métis, and Inuit Students Aged 14-18



Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results over time.
- Self-identified First Nations, Métis, and Inuit students aged 14-18 who, in the following year, are not enrolled in school (a K-12 school, an Alberta post-secondary institution or apprenticeship program) and have not completed high school are included in the annual dropout rate. For example, students aged 14-18 in 2015-16 were tracked for one year. Those who were not enrolled and had not completed are included in the 2016-17 dropout rate.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, pages 152-153, for more information on the calculation of self-identified First Nations, Métis, and Inuit Annual Dropout Rate.

Performance Measure 2.e:**High School Completion of Self-Identified First Nations, Métis, and Inuit Students*****Rationale***

- High school completion of self-identified First Nations, Métis, and Inuit students is important for entry to the labour force and post-secondary programs. While the majority of self-identified First Nations, Métis, and Inuit students complete high school within three years of entering Grade 10, the five-year rate recognizes that it may take more time for some self-identified First Nations, Métis, and Inuit students to finish high school.
- In addition to those who earn a high school diploma or certificate, Alberta's high school completion rate of self-identified First Nations, Métis, and Inuit students also includes students who enter an Alberta post-secondary institution or an apprenticeship program within five years of entering Grade 10. This acknowledges that students have completed the high school courses they need to continue their education in a post-secondary program.

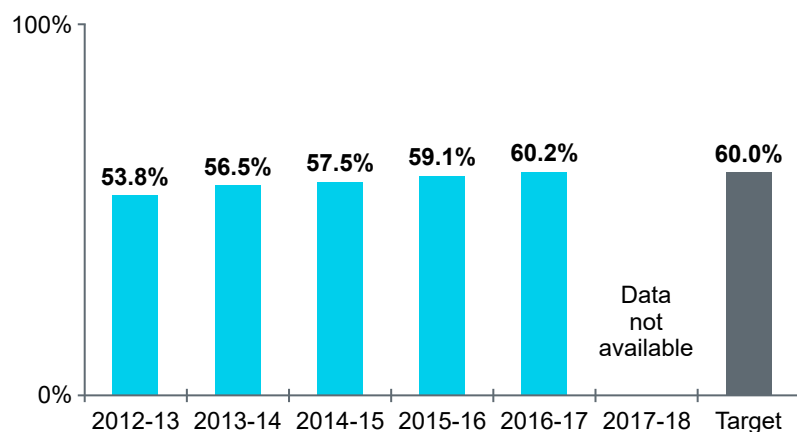
Target

- The target for the high school completion rate for self-identified First Nations, Métis, and Inuit students could not be assessed as current year data is not available.

Discussion

- Student outcome measure results for 2017-18 will be published in the Annual Report Update in October 2019.
- In 2016-17, 60.2 per cent of self-identified First Nations, Métis, and Inuit students completed high school within five years of entering Grade 10.
- Based on 2012-13 to 2016-17 data, the high school completion rate of self-identified First Nations, Métis, and Inuit students has improved over time by 6.4 per cent from 53.8 per cent in 2012-13 to 60.2 per cent in 2016-17.
- The three-year rate, 53.3 per cent, has also shown a significant improvement compared with the period from 2012-13 to 2013-14 where it was below 50 per cent.
- Of the students who complete high school in five years, most (about 88 per cent in 2016-17) complete in three years. This makes the three-year rate a reliable predictor of the five-year rate in subsequent years. Projections indicate the five-year rate is likely to increase over the next few years.

High School Completion Rate of Self-Identified First Nations, Métis, and Inuit Students Within Five Years of Entering Grade 10



Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results over time.
- Included in the calculation of high school completion rates is an estimated adjustment for attrition (i.e., students moving out of province) using Statistics Canada estimates of out-migration.
- 2016 results for 3-year High School Completion rates have been adjusted to reflect the correction of the Grade 10 cohort.
- See Endnote B, page 150, for information on assessing results over time.
- See Endnote C, page 153, for information on the calculation of First Nations, Métis, and Inuit student results.

Percentages of First Nations, Métis, and Inuit Students Who Completed High School within Three and Five Years of Entering Grade 10

Grade 10 Year	3 Year Rate and Year		5 Year Rate and Year	
2008-09			53.8%	2012-13
2009-10			56.5%	2013-14
2010-11	45.6%	2012-13	57.5%	2014-15
2011-12	47.7%	2013-14	59.1%	2015-16
2012-13	50.2%	2014-15	60.2%	2016-17
2013-14	53.7%	2015-16	Data not available	2017-18
2014-15	53.3%	2016-17		
2015-16	Data not available	2017-18		

Source: Alberta Education

Performance Measure 2.f: First Nations, Métis, and Inuit Student Engagement

Rationale

- First Nations, Métis, and Inuit students that are engaged in their learning are more likely to achieve academic success and complete high school. Engagement also assists in developing a positive disposition towards lifelong learning and working with others in social environments.

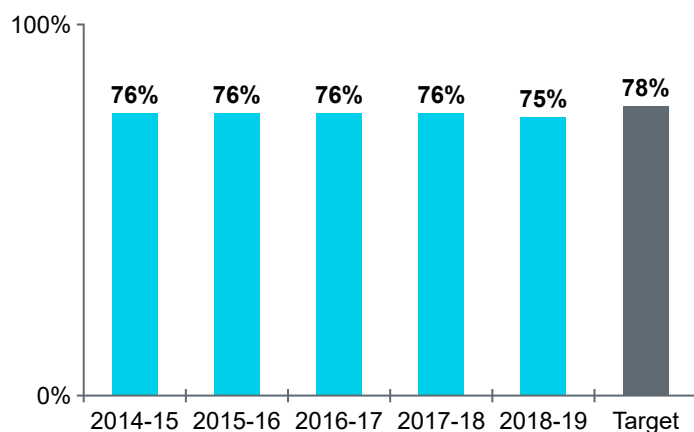
Target

- The target was not met.

Discussion

- Overall survey results in 2018-19 indicate that 75 per cent of self-identified First Nations, Métis, and Inuit high school students and their parents agreed that students are engaged in their learning at school.
- Results overall and for self-identified First Nations, Métis, and Inuit high school students and their parents have been stable over time.
- Parents' results have been consistently higher than those of self-identified First Nations, Métis, and Inuit students.
- Self-identified First Nations, Métis, and Inuit student agreement was lowest in the following areas:
 - » Hours spent by students outside of class studying and doing assignments (more than three hours);
 - » how many times students missed schools other than for illness (less than four times);
 - » extent of student involvement in decisions made at their school; and
 - » how often students have asked questions in class or contributed to class discussions.

Overall Agreement of First Nations, Métis, and Inuit Students and Parents that First Nations, Métis, and Inuit Students are Engaged in their Learning at School



Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Survey Results *(in percentages)*

Respondent Group	2014-15	2015-16	2016-17	2017-18	2018-19
First Nations, Métis, and Inuit High School Students	68	69	69	68	66
Parents of First Nations, Métis, and Inuit Students (ECS–12)	84	84	84	85	83
Overall Agreement	76	76	76	76	75

Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results over time.
- For self-identified First Nations, Métis, and Inuit high school students, the percentage reported is the average of the agreement and frequency levels for the following survey items:
 - » students are proud of their school
 - » students have a voice in decisions made at their school
 - » extent of student involvement in decisions made at their school
 - » students arrive at school ready to learn
 - » teachers give students the individual attention they require
 - » hours spent weekly outside of class studying and doing assignments (more than three hours)
 - » how often students have enjoyed completing a task that required a lot of thinking or mental effort
 - » how often students have asked questions in class or contributed to class discussions
 - » how much class work has emphasized understanding information and explaining ideas in your own words
 - » students get recognized for the positive things they do at school
 - » how many times during the school year you missed school other than for illness (less than four times), and
 - » how often during the school year you thought about dropping out of school (never).
- For the parents of self-identified First Nations, Métis, and Inuit students, the percentage reported is the average of the agreement and frequency levels for the following survey items:
 - » students arrive at school ready to learn, and
 - » teachers give students the individual attention they require.
- Overall agreement rates are the average of agreement rates for each respondent group. See Endnote A, page 148, for information on averaging results within and across respondent groups.
- See Endnote A, pages 146-147, for information on surveys conducted for Alberta Education.

Outcome Three

Alberta's education system respects diversity and promotes inclusion

Alberta Education helps children and students in Alberta to develop competencies through an inclusive education system. Inclusive education begins in early childhood, fosters a sense of belonging, and builds resilience for success.

Started Strong

Alberta Education ensured high-quality early childhood services meet the educational needs of children and families. The department improved the early learning certificate program, implemented Alberta's Early Learning and Care Framework, and improved and increased monitoring of early childhood services operators.

The Early Childhood Education Certificate program responds to the Government of Alberta's commitment to quality early childhood development and education. It also addresses the provincial need for more educators with a specialization in early childhood education to work with young children. The program is grounded in research that highlights the importance of specialized knowledge in improving the outcomes of young children. Alberta Education supported the early learning certificate in partnership with the University of Alberta to develop two additional courses in the early learning certificate program on early mathematics and First Nations, Métis, and Inuit perspectives in early childhood. This initiative cost \$45,000.

The department also collaborated with Alberta Community and Social Services, Alberta Children's Services, and Alberta Health to build an early childhood development, learning, and care system by aligning programs and services to better meet the needs of children and families (key strategy 3.2). In 2018-19, the department supported the implementation of Alberta's early learning and care framework, which included promoting its use within early childhood service programs. The framework was launched by MacEwan University as Flight: Alberta's Early Learning and Care Framework (<https://flightframework.ca/downloads/Flight%20Framework%20Document%20F.pdf>). A conditional grant to increase the capacity of teachers and educational assistants to implement the framework was provided to MacEwan University in 2017-18. The grant supported the provision of an on-line learning course for staff from early childhood service programs throughout the province. A French translation of the framework is expected to be available in 2019. The translation was supported through another grant from Alberta Education. This initiative cost \$70,500.

The monitoring of early childhood services operators involves visiting sites and reviewing documentation to ensure private early childhood services operators follow the regulations governing private schools (<https://www.alberta.ca/private-schools.aspx>). To ensure quality programs and services are delivered to meet the needs of children and families, the department completed 20 on-site visits in 2018-19. It also regularly monitored private schools and private early childhood services authorities and has conducted on-site monitoring with 56 out of 95 private early childhood services operators since 2015. This initiative cost \$46,000.

Fostered Acceptance

The department supported inclusive education, took action against racism, and fostered safe and welcoming learning environments for all students across the province.

The department addressed the inclusive education framework to establish Alberta as an international leader in inclusion (key strategy 3.1). To support an inclusive education system, the department developed a tool kit focused on supporting teachers' competency in establishing inclusive learning environments. This initiative cost \$272,000.

Alberta Education led the implementation of the government's recommendations to fight racism, foster acceptance, and promote an inclusive society (key strategy 3.4). In 2017, the first phase of public engagement regarding racism in Alberta resulted in the *Taking Action Against Racism* report, released in June 2018 (<https://open.alberta.ca/publications/taking-action-against-racism>). The report contained several action items, including two actions that required an immediate response: establishing an Anti-Racism Advisory Council and establishing an Anti-Racism Community Grant program (<https://www.alberta.ca/inclusive-alberta.aspx>). During the second phase of engagement with communities across Alberta, which occurred in 2018, the government met with many community groups across Alberta to better understand personal experiences of facing and dealing with racism, and to champion grassroots anti-racism activities. The advisory council, which represents Alberta's diverse community, advised the government on implementing actions to combat racism and provided recommendations on evaluating the anti-racism action items from the report (<https://www.alberta.ca/anti-racism-advisory-council.aspx>). The department received over 300 applications to participate in the council and interviewed more than 100 candidates for 24 positions. The advisory council membership was confirmed in January and met for the first time in February 2019. The Anti-Racism Community Grant program was launched by Alberta Culture and Tourism in June 2018 to provide \$2 million to support grassroots initiatives that raise awareness and understanding of racism and its impact on all Albertans. It included funding to sustain anti-racism projects or initiatives specific to Indigenous peoples. In addition to the advisory council and the community grant program, the department undertook a variety of actions to support the implementation of the *Taking Action Against Racism* report. These initiatives included supporting the government in additional anti-racism town hall meetings across Alberta, developing an anti-racism tool kit for schools to use in Alberta, and funding partner departments in implementing actions in their areas of responsibility. This initiative cost \$595,000.

In the Alberta Education 2018-21 Business Plan, the department identified the provision of inclusive, student-centred learning as a key risk to its ability to achieve its societal outcomes. It was identified that if the education system does not ensure inclusive, student-centred, and competency-focused learning, then it cannot enable students to leave school prepared to be successful in a global, digitally-based, and diversified economy, and contribute to their families and their communities. To address this risk in 2018-19, Alberta Education ensured school authorities supported the establishment of student organizations that respect diversity and promote a sense of belonging (key strategy 3.3). Gay-straight alliances and queer-straight alliances help students overcome feelings of isolation and alienation that are a result of homophobic and transphobic bullying (<https://www.alberta.ca/gay-straight-alliances.aspx>). This initiative cost \$25,000.

Alberta Education has developed a gender-based analysis plus framework to examine how different populations are affected by government work and to help government determine if any group benefits more from its policies than others. Groups may be affected by government work because of their ethnicity, geography, faith, income, sexual orientation, gender identity, and gender expression (<https://www.alberta.ca/gender-based-analysis.aspx>). The department has developed a centre of responsibility for gender-based plus analysis, and attained certification in the technique. The department has also created a gender-based plus analysis framework to implement the tool, including a plan to measure success. This initiative cost \$12,000.

In February 2019, the government released the *Guidelines for Supporting Students with Type 1 Diabetes in Schools* (<https://www.alberta.ca/diverse-learning-needs.aspx>). The guidelines provide guidance, information, and resources to help school authorities work with parents and guardians, as well as health and community partners in supporting students with Type 1 diabetes while they are at school. It aligns with existing policies, programs, and resources that are currently available from the Government of Alberta. The department continually works with Alberta Health to provide common and consistent expectations to support Alberta children and students with medical conditions, such as Type 1 diabetes, in schools. This initiative cost \$45,000.

Built Resilience

Alberta Education continues to develop programs that build and improve students' resilience. The department supported student attendance in school, and enhanced Regional Collaborative Service Delivery.

Alberta Education supports school authorities in that journey by working alongside available community agencies and supports, families, and school authorities. Working together, the underlying reasons for absenteeism can be identified and addressed (<https://www.alberta.ca/attendance-supports.aspx>). In 2018-19, the department supported school authorities to proactively address chronic student absenteeism (key strategy 3.5) by connecting school authorities with the Office of Student Attendance and Re-engagement. The office provides leadership and support to school authorities to address chronic absenteeism. It also encourages schools to focus on finding solutions while considering the unique circumstances of each student and their family, helps school authorities identify strategies for students who have similar needs, and assists with the unique needs of each student and their family. The Office of Student Attendance and Re-engagement provided support to school authorities to resolve local cases of chronic student absenteeism, completing over 200 consultations on student attendance and re-engagement, and educating and training 51 community conference facilitators from 13 school authorities in restorative practices. The Attendance Board hears matters about attendance referred to them by local school authorities. Board members are appointed by the minister, and may be parents, general public, retired educators, business people, or other professionals. The department recruited and appointed 56 new board members, and oriented the newly-appointed members to their roles. The Attendance Board has a diverse board membership, including members from different cultural backgrounds, with seven self-identified First Nation, Métis, or Inuit members, and a total of 22 male and 34 female members. The department also promoted collaboration between Alberta Children's Services and school authorities to further address students' chronic absenteeism. This initiative cost \$215,000.

Regional Collaborative Service Delivery is provincially led by Alberta Education in partnership with Alberta Health, including Alberta Health Services, Alberta Children's Services, and Alberta Community and Social Services. Its purpose is to enable effective collaboration at local and regional levels. Those ministries, school authorities, interested First Nations, and other community partners share information, co-ordinate resources and work together to address identified service needs, co-ordinate and leverage systems, and build system capacity. They also plan for sustainability in order to enhance service delivery and ensure that children, youth, and their families have the integrated supports they need to meet their full potential at home, in school, and in their community (<https://www.alberta.ca/regional-collaborative-service-delivery.aspx>). In 2018-19, the department continued to increase capacity to support children and youth from low-incidence populations, increase capacity to support children and youth with complex or intensive support needs, and enhance engagement with First Nations. Low-incidence populations includes those who are blind or have low vision, are deaf or hard of hearing, are deafblind, and have complex communication needs. The department also began the process of renewing the focus of the program on supports and service delivery, and improving outcomes to provide greater assurance on the impacts for children, youth, and their families. This initiative cost \$1.2 million.

Performance Measure 3.a: Students Feel Like they Belong

Rationale

- Students who feel that they belong and are supported in school are more likely to be successful in their future learning.

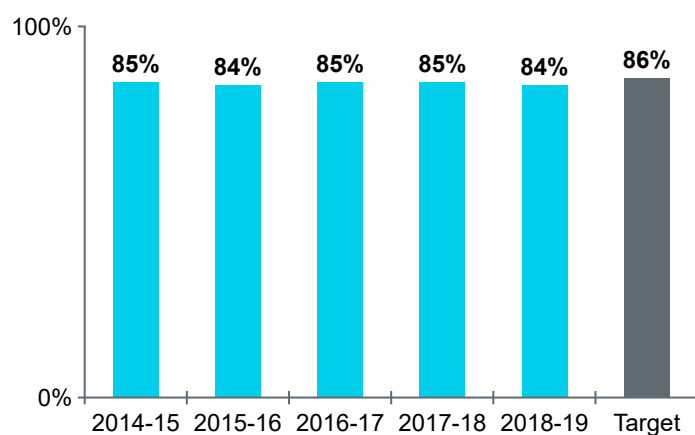
Target

- The target was not met.

Discussion

- Overall survey results in 2018-19 indicate that 84 per cent of high school students, parents and teachers agreed that students feel like they belong and are supported to be successful in their learning.
- Results overall and for students, parents and teachers have been stable over time.
- Parent agreement was relatively low on the following two items:
 - » parents get support from the school to help their children succeed; and
 - » the school engages parents in a way that helps their children succeed.
- Teachers' agreement that parents get support from the school to help their children succeed has decreased over time.

Overall Agreement of Students, Parents, and Teachers that Students Feel Like they Belong and are Supported to be Successful in their Learning



Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Survey Results *(in percentages)*

Respondent Group	2014-15	2015-16	2016-17	2017-18	2018-19
High School Students	88	88	90	89	87
Parents (ECS–12)	79	78	80	79	79
Teachers	87	87	86	86	85
Overall Agreement	85	84	85	85	84

Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Notes:

- For high school students, the percentage reported is the average of the agreement for the following survey items:
 - » you get the help you need to do well in school
 - » you feel good about the work you do at school
 - » at school, you feel like you belong, and
 - » you feel comfortable asking questions in class.
- For the parent and teacher respondent groups the percentages reported are the average of the agreement for the following survey items:
 - » children get the support they need to be successful in school
 - » parents get support from the school to help their children succeed, and
 - » the school engages parents in a way that helps their children succeed.
- Overall agreement is the average of agreement rates for each respondent group. See Endnote A, page 148, for information on averaging results within and across respondent groups.
- See Endnote A, pages 146–147, for information on surveys conducted for Alberta Education.

Performance Measure 3.b: Safe, Caring, and Healthy Learning Environment

Rationale

- A safe, caring, and healthy learning environment is fundamental to facilitating student learning.

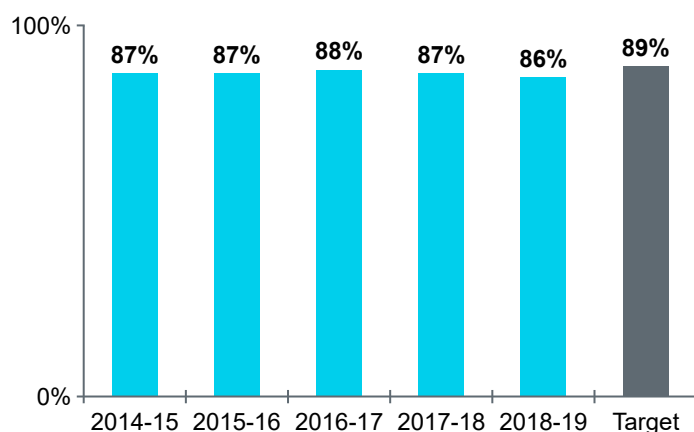
Target

- The target was not met.

Discussion

- In 2018-19, 86 per cent of students, parents, teachers, and school board members agreed that schools provide a safe, caring, and healthy learning environment.
- Results overall have declined over time, although results for all the respondent groups have been consistently high.
- Student agreement was lowest regarding their reporting of physical activity (of at least 30 minutes) at school in the past five school days.
- Parent and teacher agreement was lowest regarding students having healthy food choices in the school cafeteria, canteen, vending machines, and at classroom and school events.
- Similarly, school board member agreement was lowest regarding school contributing to students' development of emotional well-being.
- Alberta Education supports schools and school authorities in implementing welcoming, caring, respectful, and safe learning environment policies.

Overall Satisfaction of Students, Parents, Teachers, and School Board Members that School Provides a Safe, Caring, and Healthy Learning Environment



Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Survey Results *(in percentages)*

Respondent Group	2014-15	2015-16	2016-17	2017-18	2018-19
High School Students	86	85	88	86	85
Parents (ECS–12)	85	85	86	85	85
Teachers	89	89	88	88	87
School Board Members	89	89	89	88	88
Overall Agreement	87	87	88	87	86

Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Notes:

- For all respondent groups and for all years, percentages reported are averages of agreement/satisfaction levels that:
 - » students feel safe at school
 - » students feel safe on the way to and from school
 - » students treat each other well at school
 - » teachers care about their students
 - » students are treated fairly by adults at school
 - » schools promote physical activity (Prior to 2015-16, this item was: “schools promote physical activity, health and wellness”)
 - » students are learning about how to stay healthy
 - » students have healthy food choices in the school cafeteria, canteen, vending machines, and at classroom and school events
 - » gym, playground, and other facilities such as sports fields and fitness areas at school meet the daily physical activity needs of students
 - » schools are contributing to students’ development of social skills
 - » schools are contributing to students’ development of physical abilities
 - » schools are contributing to students’ development of emotional well-being, and
 - » students reporting at least one day of physical activity (of at least 30 minutes) at school in the past five school days.
- Overall satisfaction rates are the average of agreement/satisfaction rates for each respondent group. See Endnote A, page 148, for information on averaging results within and across respondent groups.
- See Endnote A, pages 146-147, for information on surveys conducted for Alberta Education.

Performance Measure 3.c: Learning Space at School

Rationale

- Learning space has an influence on student achievement and is one of the important factors for effective teaching and learning activities at school.

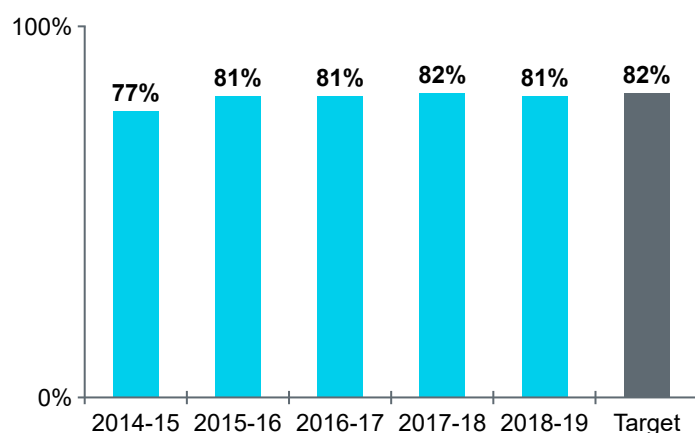
Target

- The target was met as the current result is not significantly different from the target value.

Discussion

- Overall survey results in 2018-19 indicate that 81 per cent of high school students, parents, teachers, and school board members were satisfied that the learning space in schools meets the needs of students.
- Results overall and for school board members have increased over time whereas results for students, parents, and teachers have been stable.
- High school students and parents' results have been consistently higher than those of teachers and school board members.
- Parents' satisfaction with space meeting the learning needs of students at their child's school has increased over time.
- Teachers' satisfaction with space meeting the learning needs of students, although low, has increased over time.
- School board members' satisfaction with facilities and space meeting the learning needs of students has increased over time.
- The Government of Alberta is committed to building and maintaining high quality, well-designed schools for students in Alberta. Each year, it invests in Infrastructure Maintenance and Renewal (IMR) program funding for life-cycle maintenance of schools to ensure healthy and safe learning environments.

Overall Satisfaction of Students, Parents, Teachers, and School Board Members that the Learning Space in Schools Meets the Needs of Students



Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Survey Results *(in percentages)*

Respondent Group	2014-15	2015-16	2016-17	2017-18	2018-19
High School Students	90	89	91	91	90
Parents (ECS–12)	86	88	87	90	89
Teachers	69	72	72	74	72
School Board Members	65	76	73	74	75
Overall Agreement	77	81	81	82	81

Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Notes:

- For high school students, the percentage reported is the average of the following satisfaction levels:
 - » satisfaction with the facilities at your school
 - » satisfaction with the equipment at your school
 - » satisfaction that your school has enough space in the buildings and grounds to meet the learning needs of students
 - » satisfaction that your school building meets your physical needs, and
 - » satisfaction that your school building is well-maintained.
- For parents, the percentage reported is the average of the following satisfaction levels:
 - » satisfaction with facilities at your child's school
 - » satisfaction with equipment at your child's school
 - » satisfaction that your child's school has enough space to meet your child's learning needs
 - » satisfaction that your child's school building meets your child's physical needs, and
 - » satisfaction that your child's school building is well-maintained.
- For teachers, the percentage reported is the average of the following satisfaction levels:
 - » satisfaction that facilities at your school meet the learning needs of students
 - » satisfaction that the equipment at your school meets the learning needs of students
 - » satisfaction that your school has enough space to meet the learning needs of students, and
 - » satisfaction that your school building is well-maintained.
- For boards, the percentage reported is the average of the following satisfaction levels:
 - » satisfaction that facilities at schools in your jurisdiction meet the learning needs of students
 - » satisfaction that the equipment at schools in your jurisdiction meets the learning needs of students, and
 - » satisfaction that schools in your jurisdiction have enough space to meet the learning needs of students.
- Overall satisfaction is the average of satisfaction levels for each respondent group. See Endnote A, page 148, for information on averaging results within and across respondent groups.
- See Endnote A, pages 146-147, for information on surveys conducted for Alberta Education.

Performance Measure 3.d: Support and Services

Rationale

- Accessing supports and services in a timely manner has an influence on student achievement and is one of the important factors for effective learning.

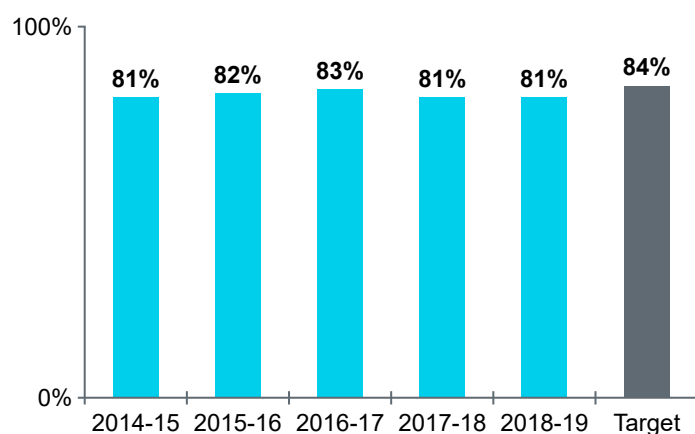
Target

- The target was not met.

Discussion

- Overall survey results in 2018-19 indicate that 81 per cent of high school students, parents, teachers, and school board members agreed that supports and services for students can be accessed in a timely manner.
- Results overall and for all the respondent groups have been stable over time.
- Results for parents and teachers are consistently lower than those of other respondent groups.
- Parent agreement was low regarding school helping struggling students keep up with their studies.
- Teacher agreement was low regarding timely access to:
 - » services (beyond regular instruction) that help students read and write at school when needed; and
 - » student assessment services for students with learning difficulties.

Overall Agreement of Students, Parents, Teachers, and School Board Members that Supports and Services for Students can be Accessed in a Timely Manner



Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Survey Results *(in percentages)*

Respondent Group	2014-15	2015-16	2016-17	2017-18	2018-19
High School Students	89	88	91	91	90
Parents (ECS–12)	77	77	77	76	77
Teachers	77	77	80	77	76
School Board Members	83	86	84	81	82
Overall Agreement	81	82	83	81	81

Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Notes:

- For high school students, the percentage reported is the average of the following agreement levels:
 - » your school is helping struggling students keep up in their studies
 - » it is easy to get help with school work at your school if you need it
 - » you can get help at your school with problems that are not related to school work
 - » when you need it, teachers at your school are available to help you
 - » at school, students can get the help they need with reading and writing, and
 - » your school provides the learning resources, such as text books, software, audio and video materials, that meet your needs.
- For parents, the percentage reported is the average of the following agreement/satisfaction levels:
 - » your child's school is helping struggling students keep up in their studies
 - » your child can easily access programs and services to get help with school work
 - » your child can get help at school with problems that are not related to school work
 - » when your child needs it, teachers at your child's school are available to help him or her
 - » your child's school provides the learning resources, such as text books, software, audio and video materials, that meet the needs of your child
 - » your child can access services (beyond regular instruction) that help your child read and write in a timely manner at school when needed, and
 - » your child can access academic counselling in a timely manner at school when needed.
- For teachers and boards, the percentage reported is the average of the following agreement/satisfaction levels:
 - » students can easily access programs and services at school to get help with school work
 - » students can get help at school with problems that are not related to school work
 - » when students need it, teachers are available to help them
 - » schools provide the learning resources, such as text books, software, audio and video materials, that meet the needs of students
 - » students can access services (beyond regular instruction) that help them to read and write in a timely manner at school when needed
 - » students can access academic counselling in a timely manner at school when needed
 - » students can access support for students with disabilities in a timely manner at school when needed (prior to 2016-17 the item was: "students can access support for students with special needs in a timely manner at school when needed"), and
 - » student assessment services for students with learning difficulties can be accessed in a timely manner at school when needed.
- Overall agreement rates are the average of agreement/satisfaction rates for each respondent group. See Endnote A, page 148, for information on averaging results within and across respondent groups.
- See Endnote A, pages 146-147, for information on surveys conducted for Alberta Education.

Outcome Four

Alberta has excellent teachers, and school and school authority leaders

To achieve this outcome, the department promoted quality in classrooms, encouraged the teaching profession, and supported the education system. The department maintained high standards for educators by maintaining the professional practice standards, encouraging industry professionals to pursue teaching, and certificating teachers. It also collaborates with registrars across Canada regarding teacher practice assurance and supports the use of technology in classrooms.

Promoted Quality in Classrooms

Alberta Education supported quality in classrooms through creating and maintaining professional practice standards for teachers, leaders, and superintendents.

Alberta Education led the implementation of the professional practice standards in collaboration with stakeholders (key strategy 4.1) by developing a variety of implementation supports. In 2018-19, the department supported universities, the College of Alberta School Superintendents, the Alberta Teachers' Association, and the Association of Independent Schools and Colleges in Alberta to develop coursework for pre-service teachers and learning opportunities for teaching professionals across Alberta in alignment with the standard. The department provided \$1.1 million to nine Alberta university programs to develop and pilot coursework, including programs that are available online, in classrooms, in French, or as a part of current graduate programs. These programs will be available to any Alberta certificated teacher starting in the fall 2019. Alberta Education distributed \$2 million across all 10 of Alberta's teacher education universities through the innovation in teacher education grant to ensure that Bachelor of Education degrees align their programming to the new standard. This included \$1.3 million to build capacity and support teachers in applying foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students. To prepare current teachers and leaders for the new standards, the department provided \$520,000 to the Alberta Teachers' Association and \$80,000 to the Association of Alberta Independent Schools and Colleges to support professional learning opportunities across the province. This included hosting 10 provincial symposia for leaders to build capacity in implementing the revised Teaching Quality Standard for their teaching staff. This initiative cost \$394,000.

Alberta Education worked with education stakeholders to ensure teachers, principals, and other system leaders have the capacity to meet the standards (key strategy 4.2). There are approximately 5,000 leaders currently in these roles. Since the ministerial order was signed, the department developed new leadership and superintendent leadership certifications and associated regulatory framework. The department provided \$1 million to a collaboration between the Alberta Teachers' Association, the College of Alberta School Superintendents, and the Association of Independent Schools and Colleges in Alberta to develop and provide in-service programs for leaders to obtain their leadership certification or superintendent leadership certification. The programs will run between February and December 2019 across Alberta. The department prepared for the implementation of these standards by providing \$675,000 to the College of Alberta School Superintendents to support professional learning modules and events meant to prepare superintendents and other system leaders for the Superintendent Leadership Quality Standard. These learning events and resources included a substantial focus on enhancing system leader competency in First Nations, Métis, and Inuit education. This initiative cost \$589,000.

Encouraged the Teaching Profession

Alberta Education encouraged industry professionals to teach in career and technology programs, such as trades, culinary arts, and construction, while completing a teacher-preparation program through the bridge-to-teacher certification funding program. The department also provided a variety of bursary programs to encourage new teachers to move to high-demand areas.

Under the bridge-to-teacher certification funding program (key strategy 4.5), industry professionals were prepared to teach in high-demand career and technology programs like trades, culinary arts, and construction. Upon completion of the bridging program, participants worked in the classroom while continuing to complete a teacher-preparation program offered by an Alberta post-secondary institution (<https://www.alberta.ca/bridge-to-teacher-certification-program.aspx>). Through the career and technology studies bridge-to-teacher certification program, Alberta Education invested \$850,000 to meet the demand for certificated teachers with expertise in trades. The program attracted 17 journey certificated trades people with expertise in auto mechanics, carpentry, cosmetology, electrical, and welding as well as in baking, cooking, and culinary arts. Consequently, 12 school authorities across the province increased teaching capacity in career and technology studies programs, registered apprenticeship program, and dual credit programs.

In 2018-19, Alberta Education supported pre-service and current teachers through three bursary programs: the foreign-prepared teacher subsidies, the northern student teacher bursary, and the rural practicum program. Foreign-prepared teachers were supported through programs to achieve certification in Alberta by disbursing subsidies to the Universities of Alberta and Calgary. Universities were provided funding for 20 students, based on a \$5,000 subsidy per student. Assessments and certification were issued for those teachers who completed their application requirements. Northern and rural school divisions were also supported to help them build their capacity for recruiting teachers in areas of high demand. A total of \$324,000 was distributed to encourage 31 student teachers to start their careers in northern communities, and 31 bursaries were approved to support rural practicums for student teachers, which cost \$116,000. Northern and rural school districts will also benefit from increased supply of certificated trained teachers prepared to meet the diverse needs of students, including First Nations, Métis, and Inuit students, through the \$3 million Increasing the Number of Indigenous Teachers and Increasing Access to Teacher Education Grant.

Supported the Education System

Alberta Education continued to support excellent teaching and leadership by collaborating with counterparts across Canada and stakeholders across Alberta. This collaboration provided coherence around practice assurance and review, teacher certification, and labour mobility. It also led a new approach to provide Albertans with assurance that the system supports the growth and learning needs of all students and data-informed decision-making. Additionally, department supported school authorities in continuously improving through the accountability pillar and supported the efficient and effective use of technology in schools.

The Office of the Registrar is responsible for all matters related to teacher certification, from issuance to cancellation. Key components of ensuring there is an excellent teacher in every classroom include developing provincial legislation, regulations, practice standards, and policies related to the preparation, supervision, certification, and evaluation of teachers. As a member of Council of Ministers of Education, Canada's Registrars of Teacher Certification Canada, the Office of the Registrar collaborated with all registrars of Canadian jurisdictions regarding practice assurance and review, teacher certification, and labour mobility to elevate the teaching and leadership professions nationally. Alberta Education also shared information to improve best practices across the country related to teaching authorities, and teaching preparation and excellence. This initiative cost \$15,000.

Alberta Education led the development of a public assurance framework to support students in learning successfully (key strategy 4.3). Over the past year, Alberta Education engaged with stakeholders to develop a common vision for assurance in education and build a strategic framework to help guide more specific decisions and system improvement. Stemming from the assurance review, stakeholders identified the core aspects of the education system where public assurance is provided, and they acknowledged the department and stakeholders have a common focus. An evidence-informed continuous improvement process is pivotal for schools, school authorities, and government to bring the assurance framework to life. This initiative cost \$50,000.

Alberta Education supports system leaders in the effective and efficient use of technology for teaching and learning, including preparing for the implementation of online curriculum and assessments, and through the development of policies, procedures, and standards (key strategy 4.4). The use of technology in the education system is governed by the Learning and Technology Policy Framework (2013), which describes Alberta Education's vision for the role of technology in education and establishes a set of directions for school authorities using technology in their schools to support teaching and learning (<https://www.alberta.ca/learning-and-technology-policy-framework.aspx>). Over the past year, the department made school authorities aware of the technical requirements to implement online provincial curriculum, supported superintendents in developing appropriate local technology policies, and published two online guides to further support online learning across the province (<https://www.alberta.ca/online-learning.aspx>). This initiative cost \$220,000.

Performance Measure 4.a: Teacher Preparation

Rationale

- The initial teacher education training and subsequent professional development of teachers is important to maintain the quality of the K–12 education system.

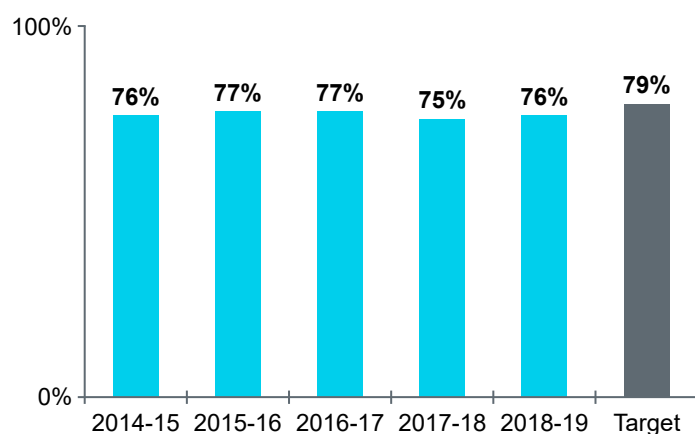
Target

- The target was not met.

Discussion

- Overall survey results in 2018-19 indicate that 76 per cent of teachers and school board members agreed that teachers are prepared for teaching.
- Results overall and for teachers and board members have been relatively stable over time.
- Teachers' agreement that recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers, has decreased over time.
- Teachers' agreement was low regarding recent Bachelor of Education graduates being well prepared to meet their responsibilities as teachers, professional development opportunities effectively addressing teachers' professional needs, and professional development opportunities contributing significantly to teachers' on-going professional development.
- School board members' agreement was low regarding recent Bachelor of Education graduates being well prepared to meet their responsibilities as teachers.

Overall Agreement of Teachers and School Board Members that Teachers are Prepared for Teaching



Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Survey Results *(in percentages)*

Respondent Group	2014-15	2015-16	2016-17	2017-18	2018-19
Teachers	69	69	68	69	67
School Board Members	84	84	86	82	85
Overall Agreement	76	77	77	75	76

Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Notes:

- For the teacher respondent group, the percentages reported are averages of teachers' agreement that:
 - » teacher education programs prepared them adequately to meet the Teaching Quality Standard for initial certification
 - » recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers
 - » professional development opportunities effectively addressed their professional development needs
 - » professional development opportunities contributed significantly to their on-going professional development, and
 - » professional development opportunities have been focused on the priorities of the school.
- For the school board member respondent group, the percentages reported are averages of school board members' agreement that:
 - » recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers
 - » professional development opportunities effectively addressed their professional development needs
 - » professional development opportunities contributed significantly to teachers' on-going professional development, and
 - » professional development opportunities have been focused on the priorities of the jurisdiction.
- Overall agreement rates are the average of agreement rates for each respondent group. See Endnote A, page 148, for information on averaging results within and across respondent groups.
- See Endnote A, pages 146-147, for information on surveys conducted for Alberta Education.

Performance Measure 4.b: School, Jurisdiction, and Provincial Leadership

Rationale

- Effective leadership at all levels is important to maintain the quality of the K–12 education system and to improve student programs and achievement.

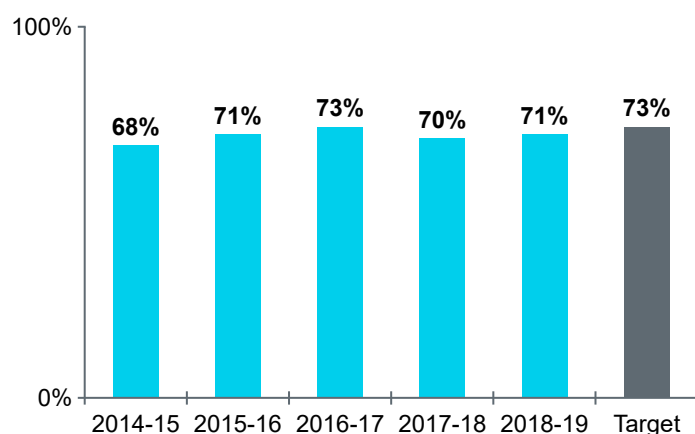
Target

- The target was not met.

Discussion

- Overall survey results in 2018-19 indicate that 71 per cent of parents, teachers and school board members were satisfied with the leadership at the school, authority, and provincial levels of the K–12 system.
- Overall satisfaction with leadership at all levels combined has improved over time with some year to year variation.
- Within respondent groups, teacher satisfaction with leadership at all levels has improved over time.
- Parents' satisfaction with leadership at school, jurisdiction, and provincial levels has been stable over time.
- Teachers' satisfaction with leadership at the school level has been stable over time. However, satisfaction has decreased with leadership at the jurisdiction level and increased over time at the provincial level.
- Satisfaction with leadership is consistently highest at the school level and lowest at the provincial level, likely reflecting parents' and teachers' regular and positive contact with school administration.

Overall Satisfaction of Parents, Teachers, and School Board Members that Education Leadership Effectively Supports and Facilitates Teaching and Learning



Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Survey Results *(in percentages)***At the School Level:**

Respondent Group	2014-15	2015-16	2016-17	2017-18	2018-19
Parents (ECS–12)	87	87	88	87	87
Teachers	84	84	81	83	81
Overall Satisfaction	86	86	85	85	84

At the Jurisdiction Level:

Respondent Group	2014-15	2015-16	2016-17	2017-18	2018-19
Parents (ECS–12)	82	82	82	82	81
Teachers	78	79	79	76	73
Overall Satisfaction	80	81	80	79	77

At the Provincial Level:

Respondent Group	2014-15	2015-16	2016-17	2017-18	2018-19
Parents (ECS–12)	58	60	61	61	59
Teachers	38	61	65	61	63
School Board Members	61	61	66	59	64
Overall Satisfaction	53	60	64	60	62

At All Levels Combined (School, Jurisdiction, Provincial):

Respondent Group	2014-15	2015-16	2016-17	2017-18	2018-19
Parents (ECS–12)	76	76	77	76	75
Teachers	67	75	75	74	72
School Board Members	61	61	66	59	64
Overall Satisfaction	68	71	73	70	71

Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Notes:

- Overall satisfaction at each level (school, jurisdiction, provincial), is the average of satisfaction levels for each respondent group. Overall satisfaction at all levels combined is the average of overall satisfaction rates at each level. See Endnote A, page 148, for information on averaging results within and across respondent groups.
- See Endnote A, pages 146-147, for information on surveys conducted for Alberta Education.

Performance Measure 4.c: Core Subjects

Rationale

- A grounding in the core subjects of Mathematics, Language Arts, Science and Social Studies is essential for a solid K–12 education.

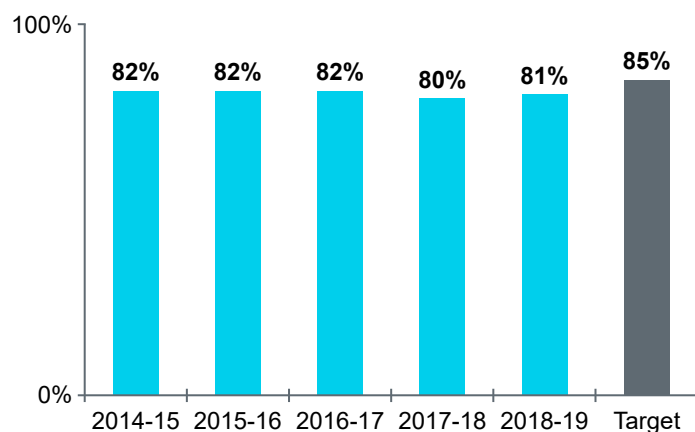
Target

- The target was not met.

Discussion

- In 2018-19, 81 per cent of high school students, parents, teachers, school board members, and the public were satisfied that students are receiving a solid grounding in core subjects.
- Results overall have declined over time although results for high school students, parents, teachers, board members, and the public have remained relatively stable.
- Satisfaction of high school students, parents, teachers, and school board members has been consistently higher than public satisfaction.
- Students' agreement that they are getting better at Social Studies has increased over time.
- Teacher and public agreement that curriculum focuses on what students need to learn in Social Studies have decreased over time.
- School board trustee agreement that curriculum focuses on what students need to learn in Mathematics, Science, and Social Studies has decreased over time.
- Public results are consistently low over the years for the following two items:
 - » curriculum focuses on what students need to learn in writing; and
 - » curriculum focuses on what students need to learn in Mathematics.

Overall Satisfaction of High School Students, Parents, Teachers, School Board Members, and the Public with the Opportunity of Students to Receive a Solid Grounding in Core Subjects (Language Arts, Mathematics, Science and Social Studies)



Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Survey Results *(in percentages)*

Respondent Group	2014-15	2015-16	2016-17	2017-18	2018-19
High School Students	90	90	94	92	92
Parents (ECS–12)	80	80	82	79	79
Teachers	83	84	80	82	80
School Board Members	87	85	83	81	82
Public	71	73	71	67	69
Overall Satisfaction	82	82	82	80	81

Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Notes:

- For high school students, percentages reported are averages of agreement levels that “you are getting better at ... reading, writing, mathematics, science and social studies.”
- For parents, teachers, school board members and the public, percentages reported are averages of agreement levels that “the curriculum focuses on what students/your child needs to learn in ... reading, writing, mathematics, science and social studies.”
- Overall satisfaction is the average of agreement/satisfaction levels for each respondent group. See Endnote A, page 148, for information on averaging results within and across respondent groups.
- See Endnote A, pages 146-147, for information on surveys conducted for Alberta Education.

Performance Measure 4.d: Broad Program of Studies

Rationale

- Access to complementary subjects such as fine arts, physical education, second languages and Career and Technology Studies is an indicator that students have the opportunity to receive a broad education.

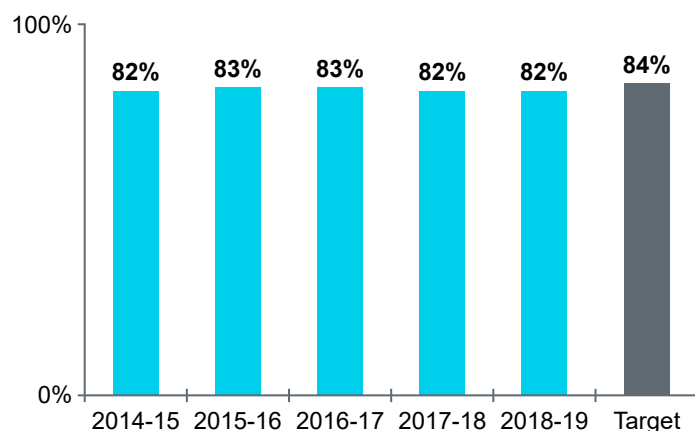
Target

- The target was not met.

Discussion

- Overall survey results in 2018-19 indicate that 82 per cent of high school students, parents, teachers, and school board members were satisfied with students' opportunities to receive a broad program of studies.
- Results overall and for students, parents, teachers, and school board members have been stable over time.
- Board member satisfaction with the opportunity to learn about another language at schools in their jurisdiction has decreased over time.
- Teacher satisfaction with students' opportunity to learn about drama was low. Similarly, school board member satisfaction with the opportunity to learn about another language at schools in their jurisdiction was also low.

Overall Satisfaction of High School Students, Parents, Teachers, and School Board Members with the Opportunity of Students to Receive a Broad Program of Studies



Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Survey Results *(in percentages)*

Respondent Group	2014-15	2015-16	2016-17	2017-18	2018-19
High School Students	85	86	86	86	86
Parents (ECS–12)	83	83	84	84	82
Teachers	80	81	81	79	79
School Board Members	81	81	82	81	80
Overall Satisfaction	82	83	83	82	82

Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Notes:

- Percentages reported are averages of satisfaction levels that “you/your child/your students/students in your jurisdiction have opportunities to learn about: ... music, drama, art, computers, health, another language” and with “opportunities to participate in physical education.”
- In the Parent survey, only parents of Grades 7–12 students were asked questions relating to “drama” and “another language”. Overall satisfaction is the average of satisfaction levels for each respondent group. See Endnote A, page 148, for information on averaging results within and across respondent groups.
- See Endnote A, pages 146-147, for information on surveys conducted for Alberta Education.

Outcome Five

Alberta's education system is well governed and managed

Alberta Education sets the direction for the education system and oversees the administration of education programs and services. Its mandate is to establish guiding legislation, allocate public funds, and ensure accountability for those funds and activities. The department also planned and built learning facilities that met students' educational requirements.

Governed the Education System

Alberta Education is responsible for governing the education system through legislation, supporting regulations, and policy. The department provided leadership on legislation that governs the education system, administered regulations, and provided strategic policy direction that guides the education system (key strategy 5.1) (<https://www.alberta.ca/K-12-education-legislation-and-regulations.aspx>).

The department coordinated legislative planning and managed statutes, regulations, ministerial orders and orders-in-council. In 2018-19, the department contributed to legislation in development across the Government of Alberta, including collaborating with Alberta Municipal Affairs on engaging with stakeholders and developing *An Act to Renew Local Democracy in Alberta*, formerly Bill 23, which received Royal Assent in December 2018. The act increases transparency and caps campaign contributions for the school board elections in 2021. These initiatives cost \$651,000.

Regulations were created by the government or the Lieutenant Governor in Council to carry out the intent of legislation enacted and govern the actions of the education system. The department ensured the regulations governing the education system were current and revised the *Student Record Regulation*, *Early Childhood Services Regulation*, *Private Schools Regulation*, *School Council Regulation*, and the *Separate School Regions and Provision of Services Order*, all of which took effect on September 1, 2018. The government approved the new *Establishment of Separate School Districts Regulation*, and the department created a manual to outline the new establishment process. Alberta Education amended the *Superintendent of Schools Regulation* to ensure superintendent compensation aligned with executive pay in Alberta's other public sector agencies and brought Alberta into line with other provinces. These initiatives cost \$332,000.

To support strategic policy decisions with other provinces and territories across Canada, the department participated in the Council of Ministers of Education, Canada, which provides leadership in education at the pan-Canadian and international levels. Alberta continued to be a member of the council and supported British Columbia's position as chair. Alberta Education contributed to the administration of Canada's national official languages programs, chaired the national Indigenous Education Committee to support Indigenous education data collection and analysis, and led the development of the 2019-22 Indigenous education plan. This initiative cost \$1 million.

In the Alberta Education 2018-21 Business Plan, the department identified the alignment of the education system as a key risk to its ability to achieve its societal outcomes. It was identified that if the ministry and school authorities do not align their structures, policies and resources, then the education system may not be able to respond to the well-being and needs of complex learners and diverse learning environments. In order to ensure the education system was aligned to best support Alberta's students in the 2018-19 school year, Alberta Education developed and distributed the *Guide to Education* and the *Funding Manual for School Authorities*. The *Guide to Education*, which is released annually, is an information resource that consolidates and describes the legislation, regulations, policies, and procedures that are essential for school administrators to have at their fingertips. This tool helps school authorities ensure their procedures are consistent with the approved guidelines from the Government of Alberta. The funding manual captures funding policies to direct funding to school authorities in alignment with the Government of Alberta's strategic plan, which sets long-term direction for education.

Funded and Built the Education System

Alberta Education is committed to providing Alberta's students with a high-quality education. The department met this commitment by ensuring funding provided to school boards is spent in the classroom, and in planning, funding, and building school facilities that support student learning and well-being.

Funding for the education system has increased from \$6.1 billion in the 2008-09 school year to \$8.4 billion in the 2018-19 school year. Over the past ten years, funding increased by \$2.3 billion, or 38 per cent, while student enrolment increased by 22 per cent. The funding provided by Alberta Education is passed directly to school boards to make decisions that reflect local needs (<https://www.alberta.ca/k-12-education-financial-statements.aspx>). The department collaborated with school boards to ensure funding went to support students in classrooms and to improve learning outcomes (key strategy 5.2). *Budget 2018* supported the 15,000 new students who entered the education system over the past year and funding supported more than 900 additional teachers and support staff hired into the system. Funding was also granted for infrastructure maintenance and upgrading projects, regional collaborative service delivery requirements, and the small school by necessity grant for non-charter schools and non-metro school boards. The department reviewed school fees policies and schedules for all school boards to ensure they were aligned with the *School Fees and Costs Regulation* and the *School Transportation Regulation*. To ensure members of the education system understood the processes to access funding, the department communicated budget information to all stakeholders and led training sessions for school authorities on home education standards for reimbursement and student transportation.

In addition to funding the education system, the department monitored school boards with reserves over five per cent of their operating expenses to make sure the funding provided was used in classrooms (key strategy 5.3). As of August 2018, school boards accumulated \$619 million in operating and capital reserves. Appropriate reserves can be an indicator of prudent fiscal operations. However, accumulating excess operating expenses in reserves for a prolonged period may indicate that school boards are not appropriately funding the needs of current students (<https://www.alberta.ca/accountability-education-system.aspx>). The department monitored the financial results and financial health of school authorities, private schools, and private early childhood services operators to ensure school board reserves did not exceed five per cent of operating expenses. The department did the same for private school authorities by reviewing monthly cash flow reports. The department identified school authorities with accumulated deficits and requested the boards' plans to reduce the deficits. This initiative cost \$5,500.

The Government of Alberta is committed to planning and building high-quality, well-designed schools for Alberta's children. Schools are designed to support student learning and well-being, to be a central part of the community, and to accommodate collaborative partnerships to address community needs (key strategy 5.4). *Budget 2018* included \$736 million in consolidated capital investment to build new facilities and modernize existing schools across the province. Under the playground program, Alberta Education provided grant funding of up to \$250,000 for eligible new Kindergarten to Grade 6 school projects to support the construction of playgrounds (<https://www.alberta.ca/planning-and-building-schools.aspx>). Alberta Infrastructure's list of school projects and their progress is available at <https://projects.alberta.ca/>. In 2018-19, Alberta Education opened 32 school projects, of which 17 were new schools and 15 were modernizations. The new and modernized schools increased the capacity of the education system by approximately 28,500 spaces. The schools scheduled to open during the 2018-19 school year stretched across the province, from Okotoks to Fort McMurray, and from Ashmont to Banff. A number of schools opened in Edmonton, Calgary, and surrounding communities, which experienced large population booms in recent years. The modernized schools included the Ben Calf Robe Catholic School, which serves Indigenous students and was replaced with a building that has an enhanced cultural space, modern, flexible learning areas, and space for an additional 225 students, and the Mistassiniy School in the Northland School District, which now features a prominent cultural space and a solar energy system.

Performance Measure 5.a: Working Relationships

Rationale

- The perceptions of various stakeholders who are directly involved in the K–12 education system as well as public perception on their input into education, provide an indication of effective working relationships within the education system.

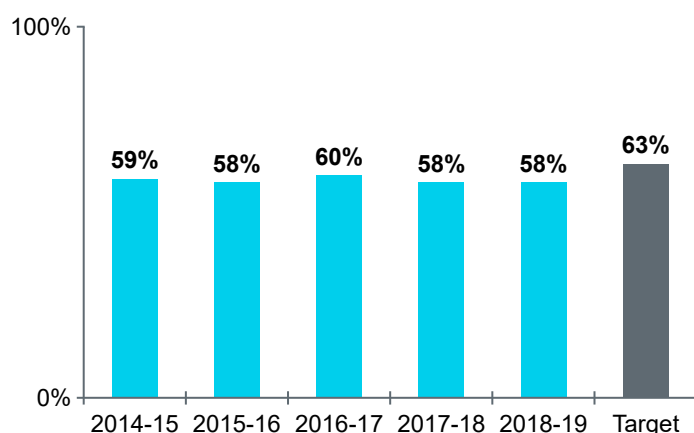
Target

- The target was not met.

Discussion

- Overall survey results in 2018-19 indicate that 58 per cent of high school students, parents, teachers, school board members, and the public were satisfied that their input into education at the school, jurisdiction, and provincial levels was considered, respected, and valued.
- Results overall and for students, parents, and teachers have been stable over time.
- Overall school board member satisfaction has decreased over time whereas public satisfaction has increased with some fluctuations.
- Parent, teacher, and public satisfaction was highest at the school level and lowest at the provincial level.
- Public satisfaction has been consistently lower than other respondent groups over the years.
- Public satisfaction is lowest regarding whether their input into the education of students is considered by Alberta Education. The public typically has less familiarity and involvement with education than other respondent groups, and this may affect results.

Overall Satisfaction of High School Students, Parents, Teachers, School Board Members, and the Public that their Input is Considered, Respected, and Valued by the School, Jurisdiction, and Province



Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Survey Results (in percentages)

Respondent Group	2014-15	2015-16	2016-17	2017-18	2018-19
High School Students	75	72	75	76	73
Parents (ECS–12)	62	63	65	62	63
Teachers	57	62	62	62	59
School Board Members	57	45	49	44	45
Public	45	48	48	48	50
Overall Satisfaction	59	58	60	58	58

Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Notes:

- High School Students were asked about their satisfaction that their input into decisions at their school is considered.
- School board members were asked about their satisfaction that their input into the education of students is considered by Alberta Education.
- For parents and the public, percentages reported are averages of satisfaction that:
 - » their input into decisions at school is considered
 - » their input into the education of students is considered by the school board, and
 - » their input into the education of students is considered by Alberta Education.
- For teachers, percentages reported are averages of satisfaction that:
 - » their input into the education of students is considered by the school
 - » their input into the education of students is considered by the school board, and
 - » their input into the education of students is considered by Alberta Education.
- Overall satisfaction is the average of satisfaction levels for each respondent group. See Endnote A, page 148, for information on averaging results within and across respondent groups.
- See Endnote A, pages 146–147, for information on surveys conducted for Alberta Education.

**Performance Measure 5.b:
Quality of K–12 Education**

Rationale

- High-quality K–12 education meets the needs of all students, society, and the economy.

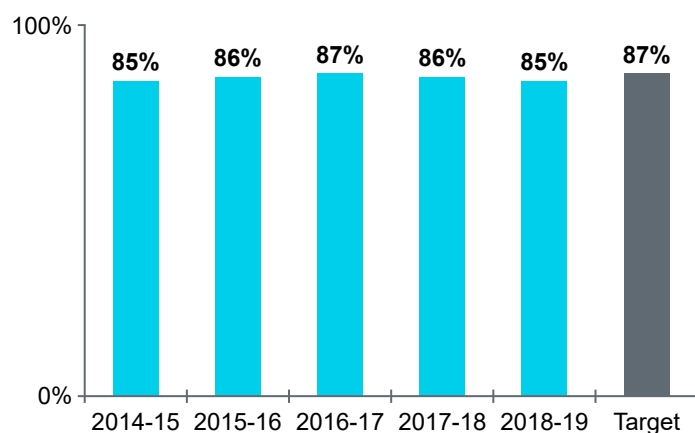
Target

- The target was not met.

Discussion

- Overall survey results in 2018-19 indicate that 85 per cent of high school students, parents, teachers, school board members, and the public were satisfied with the overall quality of K–12 education.
- Results overall and for all the respondent groups have been stable over time.
- Public satisfaction continues to be lower than the satisfaction of other respondent groups.
- Student agreement that school work is challenging has increased over time. Similarly, parent agreement that their child clearly understands what he/she is expected to learn at school has increased over time.
- Teacher satisfaction with the quality of teaching at schools and agreement that students clearly understand what they are expected to learn at school have decreased over time. However, their agreement that the highest priority of Alberta's education system is the success of the student has increased over time.
- Public satisfaction with the quality of education at schools in their community has decreased over time.
- Alberta Education has many initiatives underway to improve the quality of K–12 education, such as:
 - » reviewing and improving curriculum on an ongoing basis across all grade levels;
 - » the small class size initiative to reduce class sizes with a focus on the early grades; and
 - » the Accountability Pillar, which requires school jurisdictions to regularly measure and report on core educational outcomes, and address low or declining results.

Overall Satisfaction of Students, Parents, Teachers, School Board Members, and the Public with the Quality of K–12 Education



Survey Results (in percentages)

Respondent Group	2014-15	2015-16	2016-17	2017-18	2018-19
High School Students	89	90	92	92	91
Parents (ECS–12)	80	80	82	81	81
Teachers	90	92	92	91	89
School Board Members	93	94	93	91	93
Public	75	76	74	73	73
Overall Satisfaction	85	86	87	86	85

Source: Alberta Education: CCI Research Inc.: 2015 and 2016; Advanis: 2017, 2018, and 2019

Notes:

- For high school students, parents, teachers and school board members, percentages reported are averages of agreement/satisfaction levels with the following specific aspects of the school system:
 - » overall satisfaction with education at schools
 - » the quality of teaching at schools
 - » the highest priority of the education system is the success of the student
 - » school work is interesting
 - » school work is challenging, and
 - » learning expectations at school are clear.
- For the public, the percentage reported is the average of agreement/satisfaction levels with the following two aspects of the school system:
 - » overall satisfaction with education at schools, and
 - » the highest priority of the education system is the success of the student.
- Overall satisfaction is the average of agreement/satisfaction levels for each respondent group. See Endnote A, page 148, for information on averaging results within and across respondent groups.
- See Endnote A, pages 146–147, for information on surveys conducted for Alberta Education.

Performance Measure and Indicator Methodology

Endnote A: Notes on Surveys

Public/Stakeholder Surveys

Alberta Education regularly commissions telephone surveys of random samples of the Alberta public and key stakeholder groups. The purpose of these surveys is to obtain perceptions of how the K–12 education system is performing in meeting students’ and society’s needs and expectations. Professional survey research firms are contracted to conduct the surveys, using trained interviewers and a Computer-Assisted Telephone Interviewing (CATI) system. Survey results are compiled by the survey research firms and provided to the ministry. Surveys are conducted annually with the public, parents of ECS to Grade 12 students, high school students, teachers and school board members.

The following table provides sampling information about the surveys of Albertans conducted in recent years that are reported in this annual report. The information includes the respondent groups surveyed, the sample sizes and the response rates. Also shown are the maximum width confidence intervals for results from each survey. Results are considered accurate within the confidence interval 19 times out of 20 (i.e., at a confidence level of 95 per cent). Note, however, that the fielding of the surveys in 2018-19 was concluded earlier than scheduled due to the dropping of the writ on March 19, 2019 for the Alberta Provincial Election. The resultant sample sizes and confidence intervals are shown in the table on page 147.

While the table is useful as a rough guide to the confidence intervals associated with survey results, a confidence interval for the difference is used to determine whether the difference between two specific survey results (either over time or among respondent groups) is statistically significant (i.e., likely a real difference, and not due to sampling variation).

The survey instruments for these surveys primarily use four-point response scales (Very Satisfied/ Satisfied/ Dissatisfied/Very Dissatisfied or Strongly Agree/Agree/Disagree/Strongly Disagree), depending on the question. A few questions use other response scales (e.g., A Lot/Some/Very Little/Not at All or Improved/ Same/Declined). Although not asked, Don’t Know responses and refusals are recorded as well. Results presented are the combined percentages of respondents who were Very Satisfied/ Satisfied or who Strongly Agreed/ Agreed. The survey results are available at www.education.alberta.ca/provincial-satisfaction-surveys/survey-results.

Alberta Education Public/Stakeholder Surveys: Sample Sizes and Confidence Intervals

Survey ¹		2014-15	2015-16	2016-17	2017-18	2018-19
Public ¹	Sample	800	800	809	800	800
	Confidence interval	±3.5%	±3.5%	±3.5%	±3.5%	±3.5%
	Response rate	8.3%	9.0%	4.7%	4.2%	3.6%
Parents (ECS–12) ^{2,3}	Sample	800	800	800	800	802
	Confidence interval	±3.5%	±3.5%	±3.5%	±3.5%	±3.5%
	Response rate	20.0%	15.7%	13.1%	12.7%	13.2%
Parents of First Nations, Métis, and Inuit students (ECS–12) ^{2,3}	Sample	800	800	800	800	693
	Confidence interval	±3.4%	±3.4%	±3.4%	±3.4%	±3.7%
	Response rate	18.5%	21.4%	16.2%	14.9%	12.3%
High School Students (Grades 10–12) ²	Sample	800	800	804	800	599
	Confidence interval	±3.5%	±3.5%	±3.5%	±3.5%	±4.0%
	Response rate	17.9%	14.7%	13.4%	11.2%	8.31%
First Nations, Métis, and Inuit High School Students (Grades 10–12) ²	Sample	715	757	800	800	456
	Confidence interval	±3.5%	±3.4%	±3.4%	±3.4%	±4.5%
	Response rate	12.8%	16.3%	13.1%	13.1%	6.92%
Teachers ²	Sample	800	800	803	800	790
	Confidence interval	±3.5%	±3.4%	±3.4%	±3.4%	±3.5%
	Response rate	29.0%	24.0%	19.5%	18.6%	19.0%
School Board Members ^{2,4}	Sample	310	250	313	312	179
	Confidence interval	±3.6%	±4.5%	±3.5%	±3.5%	±5.8%
	Response rate	61.5%	55.2%	68.5%	66.2%	40.3%

Source: Alberta Education

Notes:

1. CCI Research Inc. in 2014-15 and 2015-16; and Advanis in 2016-17, 2017-18 and 2018-19, conducted the telephone surveys of the public, parents, students, teachers and school board members identified in the table above.
2. Confidence intervals for smaller sample sizes of the respondent groups will be different from confidence intervals for the full sample size listed in the table. E.g., for the teacher respondent group, the confidence interval for n=400 sample size will be +/- 4.9 per cent.
3. In the Parent Survey, some questions were asked only to parents of Grades 3–12 students, or only to parents of Grades 7–12 students. The sample size achieved for the restricted parent group did not have a significant impact on the confidence interval for the measures.
4. Confidence intervals for these samples take into account the small population from which the samples are selected, e.g., in 2018-19, 475 school board trustees.

Calculating Overall Survey Results

When calculating overall results across all respondent groups for survey measures, a simple average (rather than a weighted average) is used to reflect each group's equal importance to the overall result.

Further, although survey results for each respondent group and for overall results are rounded to whole numbers, the overall average results are calculated from the unrounded result for each respondent group. This avoids possible double rounding error that might result if overall averages were calculated from rounded respondent group results.

Use of Confidence Intervals for Interpreting Survey and Survey Measure Results

When a result is obtained by surveying a random sample of the target population, such as the public, parents or teachers, there is a confidence interval associated with the result, which is expressed as a percentage above and below the obtained result. A confidence interval indicates how much variation one might expect from the obtained survey result, as a consequence of sampling and diversity among respondents.

Three key factors influencing the degree of sampling variability associated with survey results are the sample size of the surveys, the magnitude of the result, and the sample size relative to the size of the population:

- The larger the sample size, the smaller the associated confidence interval.
- Given a constant sample size, confidence intervals are smallest for survey percentages near 1 per cent and 99 per cent and largest for survey percentages near 50 per cent. This is because results near 1 per cent and 99 per cent represent maximum uniformity of the underlying population on the variable being measured by the survey (e.g., satisfaction/agreement on various educational issues), while results near 50 per cent represent maximum diversity of the underlying population on the variable being measured.
- If the sample size is more than 5% of a population, then the confidence interval is reduced according to a Finite Population Correction Factor.

The table (previous) illustrates the interaction of these three factors in determining the margin of error for results from surveys. As the surveys of parents, high school students, teachers and the public used sample sizes between 599 and 802 in 2018-19, and survey results in 2018-19 ranged from 50.2 per cent (for public satisfaction that their input is considered, respected and valued) to 92.4 per cent (for student satisfaction with the opportunity of students to receive a solid grounding in core subjects), the respective margins of error range from 3.5 per cent to 2.1 per cent respectively.

In addition, as survey measures generally combine survey results on multiple questions from multiple respondent groups, a customized statistical algorithm is used to construct the confidence interval for measure results.

Confidence intervals for specific results and specific measures are determined by the following procedures:

1. To determine the confidence interval for specific survey results for single respondent groups, an online statistical application (www.surveysystem.com/sscalc.htm) is used.
2. Differences in survey results between respondent groups are supported by specific tests using an online statistical application (www.harrisresearchpartners.com/SigDiffCalculator.htm, and www.polarismr.com/help-center/stat-calculator-differences/).
3. To determine the confidence interval for specific survey measures with multiple respondent groups a customized statistical algorithm is used.

In the Ministry of Education's annual report, confidence intervals are used to determine:

- whether differences in survey results or in survey measure results over time are likely the result of sampling variation, or represent actual change.
- whether differences in survey results among respondent groups in the same year are likely the result of sampling variation or represent actual differences.

When comparing results of survey questions over time or among respondent groups, it is concluded that there is an actual difference between two survey results, 19 times out of 20, if the confidence interval for the difference does not include zero. When this is the case, it is acknowledged in the related text that there is an increase, change or significant difference in survey results over time or among groups. When the confidence interval for the difference does include zero, the observed difference may be due to sampling variation and we cannot conclude that the difference is real or significant. In such cases, the related text indicates that results are similar or stable over time or among respondent groups.

Endnote B: Technical Notes

Assessing Results Relative to Targets

Performance targets set expectations for results within specific time frames and are the basis for planning improvements and assessing results that are within the sphere of influence of the ministry and school authorities. They are an important way to gauge whether the education system is improving or falling behind in obtaining desired results in key areas. Targets clearly establish desired levels of performance better than recent performance, to be attained within a specific timeframe. Targets are quantifiable and expressed in numerical terms, such as percentages or ratios. They are used as a key tool to drive, measure, improve and manage performance.

For survey measures, performance is considered to have met the target if the confidence interval for the result includes the target value. For example, if a measure result is 77 per cent with a confidence interval of 77 per cent \pm 2.5 per cent and a target of 79 per cent, then the target has been met since the target value lies within the interval [74.5 per cent, 79.5 per cent]. If the result on the same measure is 75 per cent, with a confidence interval of 75 per cent \pm 2.5% then the target has not been met since the target value of 79% does not lie within the interval [72.5 per cent, 77.5 per cent].

This method of assessing performance represents a high level of achievement in relation to the target and takes into account the sampling variability in the survey process.

For measures based on achievement tests, on diploma exams or on administrative data, a Chi-square statistical test is used to determine whether the result is significantly different from the target. The magnitude of the difference required between the result and the target for each test to establish significance depends on the sample size, e.g., the number of students writing an exam, and the proportion, e.g., the percentage of students meeting standards.

Assessing Results Over Time

Changes in results over time are assessed in the discussion of each measure. For survey measures, which are based on probability sampling, confidence intervals are taken into account. See Use of Confidence Intervals for Interpreting Survey and Survey Measure Results in Endnote A on page 148 for an explanation of how confidence intervals are used to assess changes over time for survey measures.

Changes over time are assessed with a Chi-square statistical test for measures based on tests of student learning or on administrative data, i.e., derived from tracking groups of students over time, such as dropout and high school completion rates. The test determines whether the difference between two proportions is significant. The calculation of Chi-square is based on the difference between what was observed and what would be expected assuming that the proportions were the same. Under a simple test of proportions, a Chi-square value of 1 represents a difference of one standard deviation, while a Chi-square value of 3.84 is significant at the 5 per cent level. Discussion of results over time for the non-survey measures is supported by this test of significant difference.

Trend Lines

Although not appearing in the annual report, trend lines are an aid to interpreting the results for measures reported in the annual report. Trend lines augment data interpretation techniques already in use such as the calculation of confidence intervals, and are used to determine the significance of changes in measure results over time.

Trend lines are used to develop an expected value for a current result given historical results. The expected value can then be compared with the actual result. In this way, trend lines provide a useful method of understanding year-to-year fluctuations and shift the focus from smaller year-to-year changes to providing information about the direction of results over the longer-term. In particular it is of interest whether results are tracking towards the performance target for the measures that have not met targets.

Discussion of results over time for measures with at least three data points are supported by trend lines. The type of trend line used is selected based on an informed interpretation of the data series underlying the trend.

Logarithmic trend lines are appropriate for proportional data, i.e., data expressed as percentages of a whole, and therefore ranging between 0 per cent and 100 per cent, such as the performance measures in this report. A logarithmic trend line is a best-fit straight line that is most useful when the rate of change in the data increases or decreases quickly, then levels out. The leveling out can be seen in the results for some measures in the report, along with examples of year-to-year increases or decreases on other measures.

A logarithmic trend line is calculated using the following formula:

$Y = c(\ln x) + b$, where c and b are constants and $\ln()$ is the natural logarithm function and x is the year of the series.

Endnote C: Methodology for Performance Measures

Described below are the methodologies used to calculate the measures that are derived from provincial assessments of student learning and from other information about Alberta students in the Ministry of Education's data systems.

Definition of Alberta Student

Starting from 2013-14, the definition of an Alberta student is an individual who is registered as of September 30 of the school year in a school located in Alberta, where "school" means a structured learning environment through which an education program is offered to a student by: a board (includes public, separate, Francophone, Lloydminster); an operator of a private school; an early childhood services (ECS) program private operator; the operator of a charter school; a parent giving a home education program; the Minister. It also includes other Alberta-located educational institutions providing ECS to Grade 12 curriculum instruction, specifically Federal (First Nations schools and those operated by Corrections Canada); and provincial authorities (such as Bow Valley College and NorQuest College).

Results for First Nations, Métis, and Inuit Students

Calculating results for First Nations, Métis, and Inuit students is possible because school jurisdictions have been required to include a voluntary First Nations, Métis, and Inuit self-identification question on school registration forms for several years and to report the identifier to the ministry's student data system. Self-identification of students has increased each year. Students' First Nations, Métis, and Inuit self-identification information associated with their most recent school registration is used to calculate results. This provides the most complete results and reflects the student's intent to be identified.

Results for English as a Second Language (ESL) Students

The calculation of results for ESL students is based on the number of ESL students for whom funding was provided to school authorities for ESL programming. ESL programming is designed for children/students who require additional English language supports and instruction to achieve grade level expectations in English and other subject areas. This group includes both Canadian-born and foreign-born students. Students funded for an ESL program in the year reflected in the measure are included in the ESL results. For example, students in the appropriate Grade 10 cohort that were funded for ESL in their most recent registration are included in the ESL High School Completion rate for 2016-17.

Annual Dropout Rate of Students Aged 14-18

The annual dropout rate reports the percentages of Alberta students aged 14-18 in public, separate, francophone, charter, and accredited private schools who, in the following school year:

- are not enrolled in the K-12 system,
- are not enrolled in a post-secondary institution in Alberta,
- are not registered in an apprenticeship program in Alberta, and
- have not completed high school.

The annual dropout rate is derived from student data in Alberta Education and Alberta Advanced Education systems. Adjustments for attrition are based on estimates from Alberta Demographic Estimates 48_CD_DR_AS_20012017 and the February 2018 DMTI concordance file.

Alberta students who are identified as having a moderate or severe cognitive disability or a severe multiple disability are not included in the annual dropout rate.

Annual dropout rate is calculated by dividing the number of students who have dropped out of school (adjusted for attrition) by the number of 14 to 18-year old students who were registered in the K–12 system in the previous school year (the Age Specific Cohort), less Attrition as shown in the formula below:

$$\frac{\text{Count of Students Who Drop Out (adjusted for attrition)}}{\left(\text{Count of 14-18 Year Old Students in One Year (Age Specific Cohort)} - \text{Attrition} \right)} = \text{Annual Dropout Rate}$$

High School Completion Rates

The high school completion rate reports the percentages of Alberta students in public, separate, francophone, charter, and accredited private schools who, within three, four and five years of entering Grade 10:

- received an Alberta High School Diploma, an Alberta High School Equivalency Diploma (GED), a Certificate of Achievement for completing the Integrated Occupational Program (IOP) or the Certificate of High School Achievement for completing Knowledge and Employability courses,
- entered an Alberta post-secondary program or an apprenticeship program, or
- earned credits in five Grade 12 courses, including one Language Arts diploma examination course and three other diploma examination courses.

Data for this measure are from Alberta Education and Alberta Advanced Education systems. The provincial rate is calculated by dividing the number of high school completers, as defined above, by the number of students in the Grade 10 Cohort, adjusted for attrition, as shown in the formula below.

$$\frac{\left(\text{High School Completers} \right)}{\left(\text{Grade 10 Cohort} - \text{Attrition Factor} \right)} = \text{High School Completion Rate}$$

The tracking of Grade 10 students excludes some students, such as those identified as having a severe or moderate cognitive disability or a severe multiple disability.

In 2010, high school completion rate methodology was revised to reflect new data received from the post-secondary system. Under the revised methodology, the calculations incorporate the post-secondary Classification of Instructional Programs (CIP) coding to better identify those students enrolled in programs that are not deemed to be post-secondary level programming (e.g., academic upgrading). Students in these kinds of programs are not considered completers for the purpose of this measure.

The educational attainment of Albertans aged 25-34 is derived from Statistics Canada Labour Force Survey, special tabulation for Alberta Education.

High School to Post-Secondary Transition Rates

The high school to post-secondary transition rate reports the percentages of Alberta students in public, separate, francophone, charter, and accredited private schools who, within four and six years of starting Grade 10:

- enrolled in a credit program, part-time or full-time, in an Alberta post-secondary institution
- registered in an apprenticeship program other than the Registered Apprenticeship Program for high school students.

Alberta students are tracked using data from the Alberta Education and the Alberta Advanced Education systems. The high school to post-secondary transition rates include adjustments for attrition and for attendance at post-secondary institutions out of province.

The High School to Post-Secondary Transition Rate is calculated by dividing the number of students who enter post-secondary programs by the number of students in the Grade 10 cohort, adjusted for attrition as shown in the formula below.

$$\left(\begin{array}{l} \text{In-Province} \\ \text{Post-Secondary} \\ \text{Attendees} \end{array} + \begin{array}{l} \text{Estimate of} \\ \text{Out-of-Province} \\ \text{Post-Secondary} \\ \text{Attendees} \end{array} \right) / \left(\begin{array}{l} \text{Grade 10} \\ \text{Cohort} \end{array} - \begin{array}{l} \text{Attrition} \\ \text{Factor} \end{array} \right) = \begin{array}{l} \text{Transition} \\ \text{Rate} \end{array}$$

The tracking of Grade 10 students excludes some students, such as those identified as having a severe or moderate cognitive disability or a severe multiple disability.

In 2010, high school transition rate methodology was revised to reflect new data received from the post-secondary system. Under the revised methodology, the calculations incorporate the post-secondary Classification of Instructional Programs (CIP) coding to better identify those students enrolled in programs that are not deemed to be post-secondary level programming (e.g., academic upgrading). Students in these kinds of programs are not considered transitioners for the purpose of this measure.

Attrition Adjustment

Attrition estimates are applied to all the four Student Outcomes Measures—the High School Completion Rate, the Post-Secondary Transition Rate, the Dropout Rate, and the Diploma Examination Participation Rate.

Attrition is the estimate of the number of students from the Grade 10 cohort who leave the province or die in the years subsequent to the start of Grade 10. The attrition estimate is based on the following factors:

- a) mortality;
- b) emigration;
- c) interprovincial out-migration;
- d) an estimate of the percentage of 16-, 17-, and 18-year-olds who are enrolled in school (school participation rate); and
- e) a downward adjustment to account for youth who are not in school.

The provincial attrition estimate aggregates census division level data from Alberta Demographic Estimates 48_CD_DR_AS_20012017 and the February 2018 DMTI concordance file.

Out-of-Province Post-Secondary Student Adjustment

Alberta Education does not specifically track Alberta students who participate in post-secondary programs outside of Alberta. An estimate of the number of students who have left the province to pursue post-secondary education is therefore factored into the High School to Post-Secondary Transition Rate.

The out-of-province estimate uses aggregate counts of Alberta students receiving financial assistance for studies both in-province and out-of-province based on data from Alberta Advanced Education's Students Finance System (SFS) and the Data Collection and Reporting (DCAR) system. The premise is that in any given year, the percentage of students from the Grade 10 Cohort attending post-secondary programs out-of-province is similar to the percentage of students receiving financial assistance for study out-of-province.

Provincial Achievement Tests

2018-19 Provincial Achievement Test results will be available in October of 2019 and published in the Annual Report Update.

Students in Grades 6 and 9 write Provincial Achievement Tests annually in Language Arts, Mathematics, Science and Social Studies. The achievement test results for Grades 6 and 9 provide information on how well Alberta students in public, separate, francophone, charter and accredited private schools are meeting provincial standards in the core academic subjects. Tests are developed and administered by teachers and educators and are based on the provincial curriculum. Results are reported in relation to the acceptable standard and standard of excellence.

A student achieving the acceptable standard in a specific grade shows an adequate understanding of the core knowledge and adequate basic skills essential to that course. A student achieving the standard of excellence consistently shows a deeper understanding of the concepts of the course by demonstrating an ability to integrate information and evaluate it from various points of view.

For each achievement test, the cut scores for the acceptable standard and the standard of excellence are set initially by a standard-setting committee of about 20 teachers using the Modified Angoff and Bookmark Standard Setting Procedures. These procedures use teachers' judgment to determine a minimum number of items a student must answer correctly—the cut score—to achieve each standard. In subsequent years, the cut scores for each test are adjusted through test equating. This ensures the standards remain constant even if test difficulty varies slightly from year to year. Whenever curriculum is revised, the standard-setting process is done again.

Results on Provincial Achievement Tests are calculated and presented on the basis of the total number of students in each grade who demonstrated the standards. Results for Mathematics, Science and Social Studies include student results on both English and French versions of the tests. Given the large number of students in each grade (more than 40,000), differences in results from year to year of more than 0.4 percentage points on each test are considered significant. French Language Arts and Français courses have higher significant difference values (1.2 to 3.8 percentage points, depending on the number of students in each course), because fewer students are in these courses.

Not all students write the provincial achievement tests. Achievement test results are not available for students who:

- were absent
- were excused from writing by the superintendent because participation would be harmful to the student or the student could not respond to the test instrument
- wrote but whose results were withheld or invalidated; or
- wrote only one part of the two-part Language Arts test.

It is possible that some of these students, under different circumstances, could have demonstrated achievement of standards on the test.

Participation rates in achievement tests are calculated by dividing the number of students in the grade who wrote the test by the sum of total enrolment in the grade plus the ungraded students who are in the corresponding year of schooling.

Provincial overall results in Language Arts, Mathematics, Social Studies and Science present weighted averages based on the number of students enrolled in each course. Test results and participation are recorded and aggregated in ministry systems. Provincial, school authority and school results are available at <https://www.alberta.ca/provincial-achievement-tests.aspx>.

Diploma Examinations

2018-19 diploma examination results will be available in October of 2019 and published in the Annual Report Update.

Examinations are administered in all diploma examination courses in January, June and August each year. Examinations are administered in selected courses in November and April. Provincial Assessments are meant to complement but not to replace day-to-day classroom assessment. Results on diploma examinations show how well Alberta students in public, separate, francophone, charter and accredited private schools are meeting provincial expectations as outlined in the Programs of Study. Examination items are developed and standards are established by committees of teachers. The examination design is vetted through committees of stakeholders and by a standard-setting committee of teachers.

A test equating initiative has been phased in for the diploma examination program so that over time examinations are consistent and the results are comparable. The multiple-choice portion of the examinations contains a set of items common to administrations in subsequent years. By comparing the achievement of students writing in a baseline session with those writing in any subsequent administration on the common items and on the unique items, Alberta Education is able to determine whether or not the examinations are of equal difficulty. Student scores on the subsequent examinations can then be equated back to the baseline examinations to remove any influence that differences in examination difficulty may have on student scores.

Through equating, test results for a particular course are based on an identical standard and, consequently, can be directly compared over time. As a result of implementing the equating process, diploma examination results are comparable over time as follows:

- Biology 30, English Language Arts 30-1, and English Language Arts 30-2 since 2005-06
- Science 30 and Chemistry 30 since 2010-11
- Social Studies 30-2 since 2011-12,
- Social Studies 30-1 since 2012-13,
- Physics 30 since 2013-14, and
- Mathematics 30-1 and 30-2 since 2016-17.

Diploma examination results are reported in relation to the acceptable standard and the standard of excellence. Results for Mathematics, Sciences and Social Studies include results for both English and French versions of the tests. Provincial overall results present weighted averages based on the numbers of students achieving standards in all diploma examinations. Students achieving the acceptable standard demonstrate that they have met the basic requirements of the course. A mark of 50 per cent on the examination represents the acceptable standard in a diploma examination course. A mark of 80 per cent on the examination represents the standard of excellence and indicates the student has demonstrated performance significantly beyond the minimum requirements of the course. Starting from 2015-16, diploma exams are worth 30% of the overall mark for the diploma course. The school-awarded mark is worth 70%.

Diploma examination results are recorded and aggregated in ministry systems. Provincial, school authority and school results reports are available at <https://www.alberta.ca/administering-diploma-exams.aspx>.

Diploma Examination Participation Rate

The diploma examination participation rate reports the percentages of students who have written four or more diploma examinations within three years of entering Grade 10. The tracking of Alberta Grade 10 students in public, separate, francophone, charter and accredited private schools excludes some groups of students, such as those identified as having a severe cognitive disability or severe multiple disabilities.

The diploma examination participation rate is calculated by dividing the number of diploma examination participants by the number of students in the Grade 10 cohort, adjusted for attrition as shown in the formula below:

$$\left(\frac{\text{Diploma Examination Participants}}{\text{Grade 10 Cohort} - \text{Attrition Factor}} \right) = \text{Diploma Examination Participation Rate}$$

Appendix: Key Stakeholders

Organizations

Alberta School Boards Association (ASBA)

Alberta Teachers' Association (ATA)

College of Alberta School Superintendents (CASS)

Fédération des conseils scolaires francophones de l'Alberta (FCSFA)

(Federation of Francophone School Boards of Alberta)

Alberta School Councils' Association (ASCA)

Council of Catholic School Superintendents of Alberta (CCSSA)

Alberta Home Education Association (AHEA)

Association of Independent Schools and Colleges in Alberta (AISCA)

Alberta Catholic School Trustees' Association (ACSTA)

The Association of Alberta Public Charter Schools (TAAPCS)

Public School Boards' Association of Alberta (PSBAA)

Association canadienne-française de l'Alberta (ACFA)

Association of School Business Officials of Alberta (ASBOA)

Fédération des parents francophones de l'Alberta (FPFA)

Learning Disabilities Association of Alberta (LDAA)

Alberta Educational Facilities Administrators Association (AEFAA)

Alberta Urban Municipalities Association (AUMA)

Alberta Association of Municipal Districts and Counties (AAMDC)

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Ministry Financial Highlights

Statement of Revenues and Expenses (unaudited)

	2019		2018	Change from	
	Budget	Actual	Actual Restated	Budget	2018 Actual Restated
	<i>(in thousands)</i>				
Revenues					
Education Property Taxes	\$ 2,446,000	\$ 2,441,044	\$ 2,450,537	\$ (4,956)	\$ (9,493)
Transfers from Government of Canada	114,719	114,886	116,005	167	(1,119)
Premiums, Fees, and Licences	179,305	166,866	212,377	(12,439)	(45,511)
Investment Income	14,183	24,734	16,032	10,551	8,702
Internal Government Transfers	25,301	321,018	275,626	295,717	45,392
Fundraising, Gifts, and Donations	80,461	76,136	85,355	(4,325)	(9,219)
Other Revenue	163,336	171,239	165,782	7,903	5,457
Ministry total	3,023,305	3,315,923	3,321,714	292,618	(5,791)
Inter-ministry consolidation adjustments	(26,351)	(321,011)	(275,628)	(294,660)	(45,383)
Adjusted ministry total	2,996,954	2,994,912	3,046,086	(2,042)	(51,174)
Expenses - Directly Incurred					
Programs					
Ministry Support Services	8,980	10,275	12,614	1,295	(2,339)
Instruction - ECS to Grade 12	6,204,104	6,380,724	6,091,532	176,620	289,192
Operations and Maintenance	722,603	745,930	802,699	23,327	(56,769)
Student Transportation	352,690	375,309	361,278	22,619	14,031
School Facilities	347,998	413,616	351,960	65,618	61,656
Governance and System Administration	248,907	278,678	255,974	29,771	22,704
Program Support Services	212,153	198,012	179,196	(14,141)	18,816
Accredited Private Schools	274,019	286,284	272,275	12,265	14,009
2013 Alberta Flooding	-	-	14	-	(14)
Debt Servicing Costs	40,826	45,182	44,172	4,356	1,010
Pension Provision	(128,012)	(110,537)	(66,521)	17,475	(44,016)
Ministry total	8,284,268	8,623,473	8,305,193	339,205	318,280
Inter-ministry consolidation adjustments	(25,049)	(53,185)	(53,419)	(28,136)	234
Adjusted ministry total	8,259,219	8,570,288	8,251,774	311,069	318,514
Annual Deficit	\$ (5,262,265)	\$ (5,575,376)	\$ (5,205,688)	\$ (313,111)	\$ (369,688)

Revenue and Expense Highlights

Revenues

- Revenues totaled \$3.3 billion in 2018-19, a decrease of \$5.8 million from 2017-18.
- Revenues were \$292.6 million higher than budget. The largest variance was in the Internal Government Transfers category mostly due to a change in accounting practice for school boards' capital revenues to reflect the transfer of school facilities grants from the Ministry of Education to the Ministry of Infrastructure.
- Education property taxes totaled \$2.4 billion, a decrease of \$9.5 million from 2017-18, mainly due to a net decrease in property assessment values in various municipalities.
- Transfers from the Government of Canada included:
 - » \$104.3 million to school boards to support First Nations, Métis and Inuit students' tuition fees;
 - » \$10.5 million Federal funding provided to support French Language programs.
- Total Premiums, Fees and Licences revenues were \$166.9 million, a decrease of \$45.5 million, or 21.4 per cent over the previous fiscal year. Government continued its commitment to reduce school fees through implementation of Bill 1, *An Act to Reduce School Fees*. This Bill was implemented during the 2017-18 school boards' fiscal year. The full impact was not represented in the previous fiscal year due to the timing between government fiscal year and school fiscal year.
- Investment income amounted to \$24.7 million.
- Slowdown in the Alberta economy has contributed to diminished fundraising, gifts, and donations to schools. This category has been showing a downward trend since 2015.

Expenses

- In 2018-19, the consolidated expenses for school boards and the Department of Education was \$8.6 billion, an increase of \$318.3 million, or 3.8 per cent, over the previous fiscal year.
- This increase is mostly due to 2.0 per cent enrolment growth that the school boards experienced.
- Payments to accredited private schools increased to \$286.3 million, an increase of \$14.0 million, or 5.2 per cent over the previous fiscal year. Private school funding accounted for \$172.1 million, and \$114.2 million was provided to Private Early Childhood Service operators. The increase was to accommodate the general enrolment growth of 4.5 per cent and for higher enrolment growth for children with special needs and other demographics such as English as a Second Language.
- Total expenses for instruction programming (including teachers' salaries, benefits, pension contributions and services and supplies) in public, separate, Francophone and charter schools were \$6.4 billion, an increase of \$289.2 million, or 4.8 per cent, over the previous fiscal year. In the 2018-19 school year, enrolment growth funding and classroom improvement funding led to more than 925 additional teachers in Alberta classrooms.

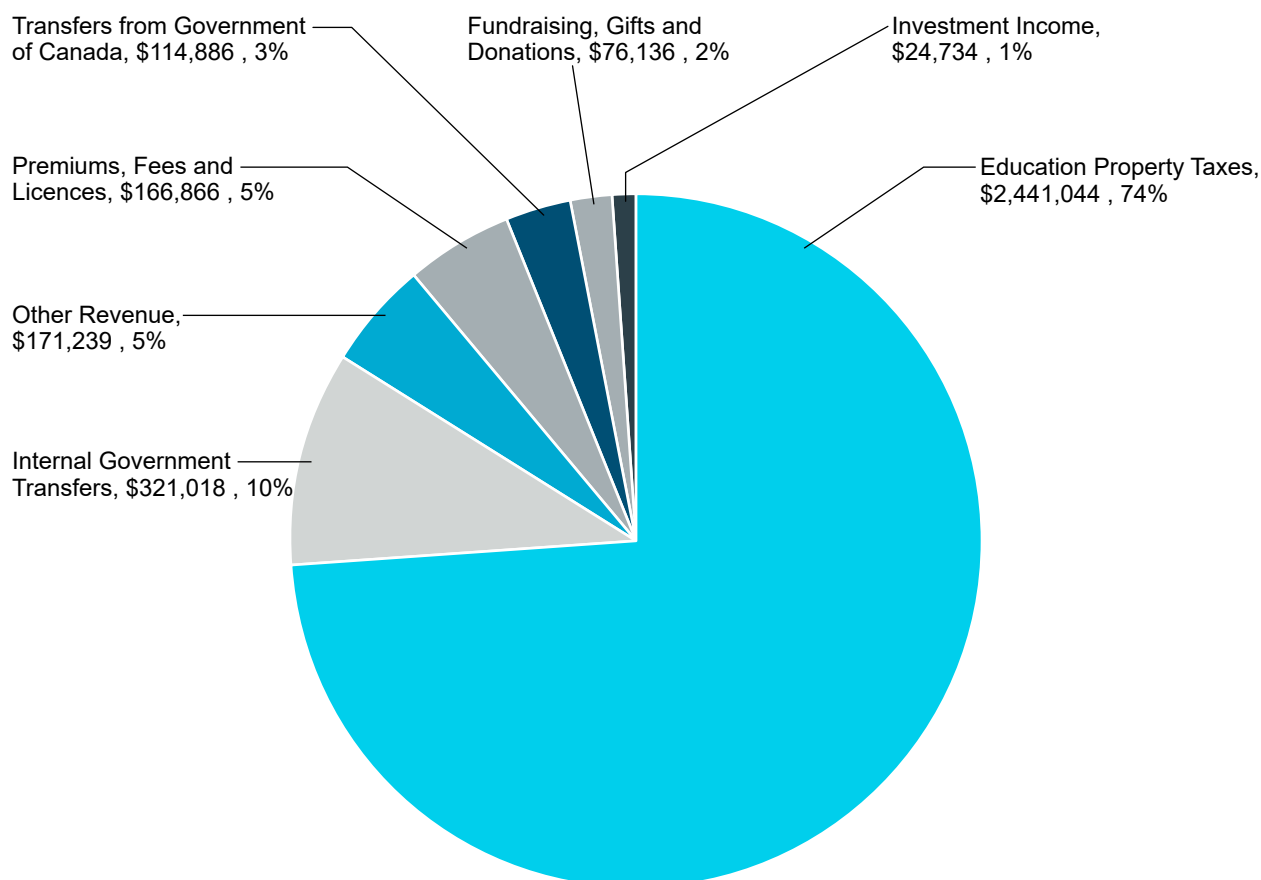
Expenses (continued)

- In the 2018-19 fiscal year, Alberta Education contributed \$405.3 million to the Alberta Teachers' Retirement Fund for the current service costs of teachers' pensions. This is in addition to the \$479.1 million contributed by the Government during the year towards the cost of the pre-1992 teachers' pension liability.
- Classroom improvement fund was renewed for the 2018-19 school year, providing \$77 million into classrooms across the province.
- Government continued to honour its commitment to the Small Class Size Initiative. Total support for the Small Class Size Initiative reached \$289.7 million in 2018-19. Since its inception in 2004-05, Government has invested nearly \$3.3 billion in this initiative to keep class sizes smaller.
- Government committed to two new programs during the 2017-18 fiscal year for school nutrition and school fees. In 2018-19, Government provided \$60 million to school boards for the elimination of instructional supplies and materials fees as well as transportation fees for eligible passengers and provided \$15.8 million to the school nutrition program.

Breakdown of Revenues (unaudited)

The following information presents detailed revenues of the ministry. The objective of detailed revenues disclosure is to provide information that is useful in understanding and assessing the financial impact of government's revenue raising and for enhancing legislative control.

2019 Actual (unaudited) (in thousands)



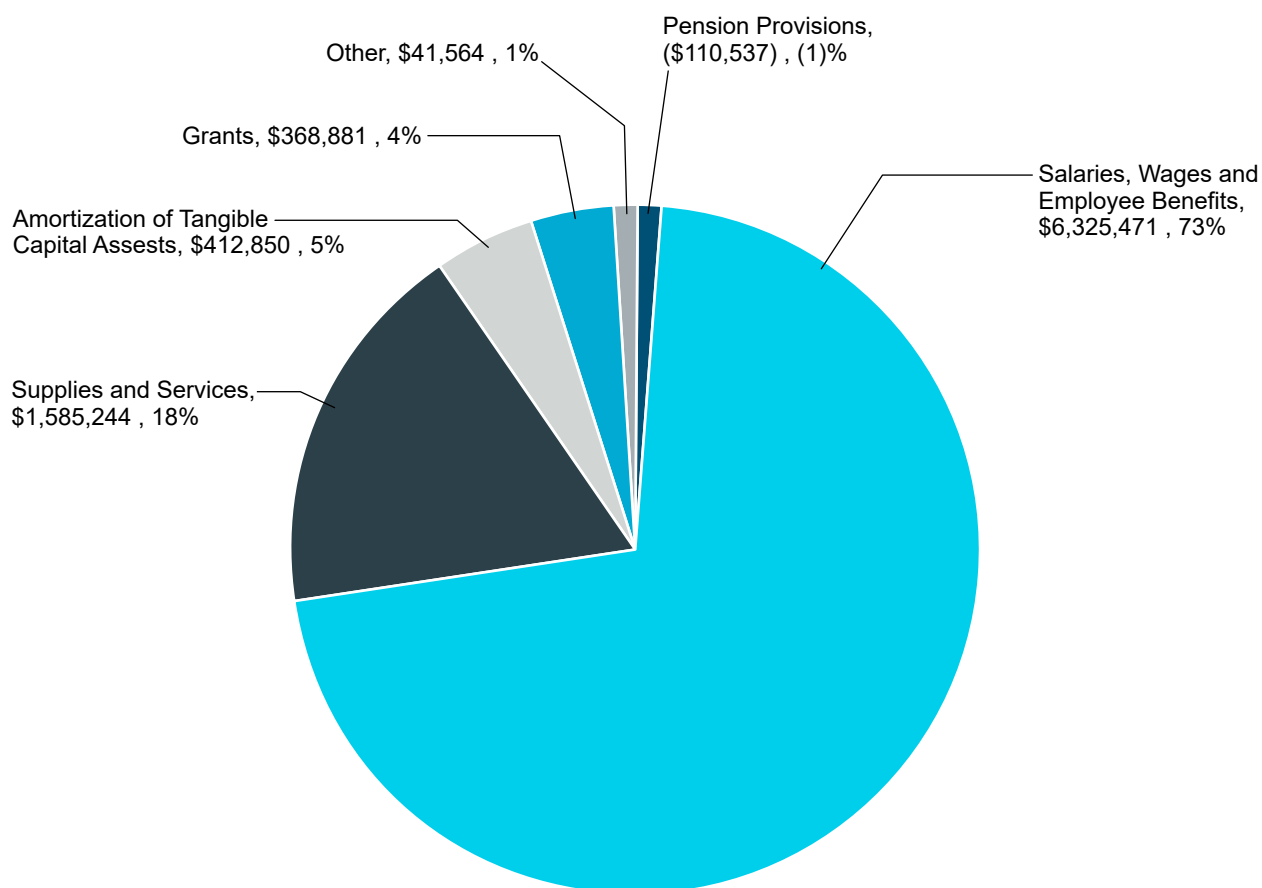
- Education property taxes remained the largest contribution to the ministry's revenue. In 2018-19, education property taxes totaled \$2.4 billion, or 73.8 per cent, of the ministry's revenue. Actual education property taxes were approximately \$5.0 million or 0.2 per cent, lower than budgeted.
- Other Revenue totaled \$171.2 million. The Other Revenue category includes other supplies and services revenue, rental revenues, transfer of capital assets, gain on disposal of tangible capital assets and other miscellaneous revenues.

Expenses

– Directly Incurred Detailed by Object (unaudited)

The following information presents expenses of the ministry that were directly incurred by object. The objective of disclosure of expenses by object is to provide information that is useful in evaluating the economic impact of government acquiring or consuming various types of resources.

**2019 Actual
(unaudited)**
(in thousands)



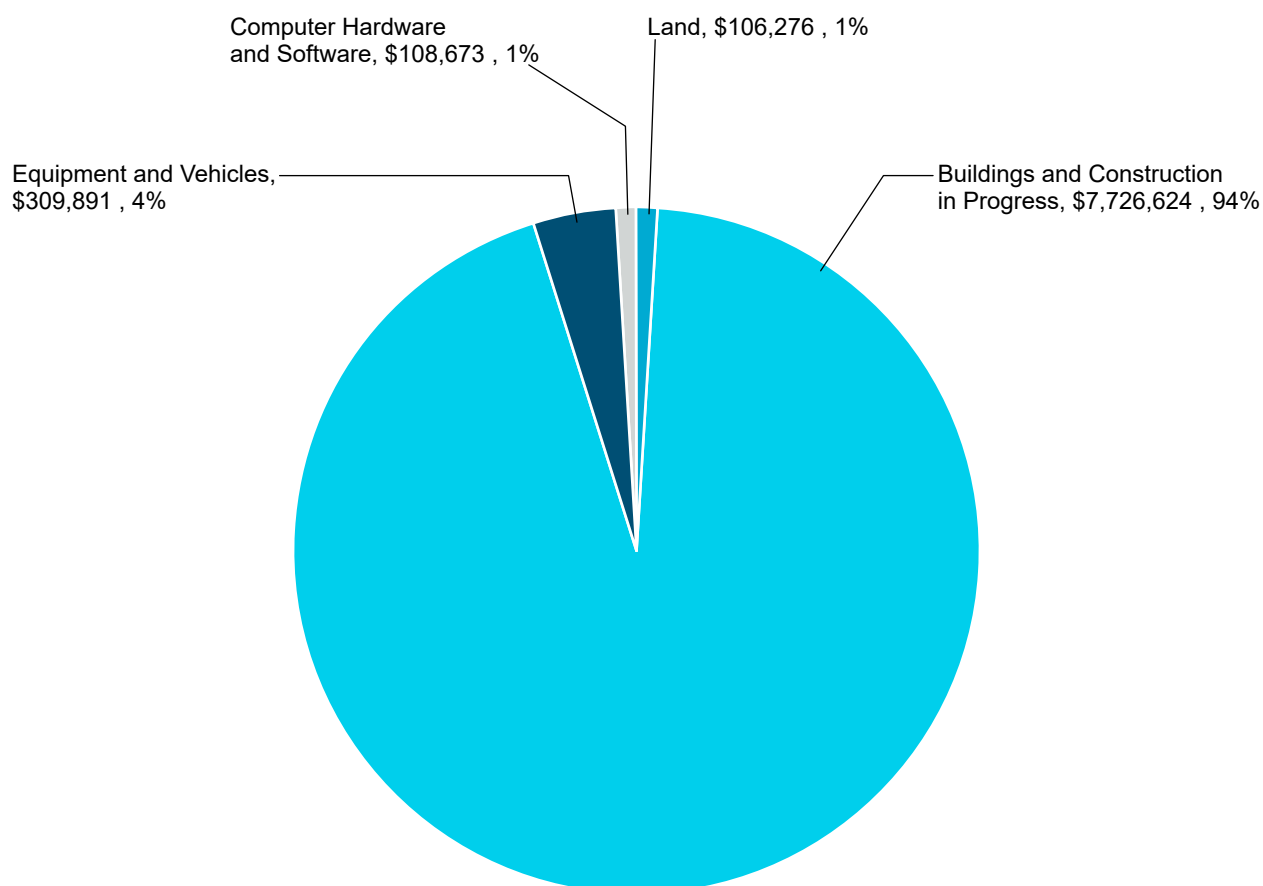
- The ministry's largest operating expense was salaries, wages and employee benefits, which accounted for 73.4 per cent of the total operating expenses.
- Supplies and services of \$1.6 billion (18.4 per cent) included contracts and contract services, any materials and supplies.
- Grant expenses totaled \$368.9 million (4.3 per cent) and represented primarily grants to private school boards for \$286.3 million.
- The remainder of ministry expenses were amortization of tangible capital assets (\$412.9 million) and other expense (\$41.6 million).

Supplemental Financial Information

Tangible Capital Assets (unaudited)

Net Book Value as of March 31, 2019

(in thousands)



- Buildings and construction in progress remained the largest component of tangible capital assets net book value. As of March 31, 2019, net book value of buildings and construction in progress totaled \$7.7 billion, or 93.6 per cent, of the total tangible capital assets net book value. Included in net book value of buildings and construction in progress are capital leases of \$120.2 million, and construction in progress of \$540.0 million. No amortization is recorded on construction in progress until the asset is completed and in use.
- The remainder of ministry net book value of tangible capital assets is equipment and vehicles (\$309.9 million), computer hardware and software (\$108.7 million) and land (\$106.3 million).
- Alberta Education provided \$101.5 million in Infrastructure Maintenance and Renewal (IMR) program funding for life-cycle maintenance of schools to ensure healthy and safe learning environments. An additional \$10.6 million was provided for the maintenance and renewal of P3 schools under the Alberta Schools Alternative Procurement program.

Other Financial Information

Ministry of Education

STATEMENT OF CREDIT OR RECOVERY (unaudited)

For the year ended March 31, 2019

(in thousands)

	Authorized	Actual Revenue Recognized	Deferred Revenue	Total Revenue Received/ Receivable	(Shortfall)/ Excess
Ministry Support Services					
Information & Program Services	\$ 1,400	\$ 357	\$ -	\$ 357	\$ (1,043)
Operating Support for Public and Separate Schools					
Operational Funding	11,000	10,564	-	10,564	(436)
Education System Support	3,825	2,858	-	2,858	(967)
	<u>\$ 16,225</u>	<u>\$ 13,779</u>	<u>\$ -</u>	<u>\$ 13,779</u>	<u>\$ (2,446)</u>

- The Information and Program Services revenues are fees collected for the delivery of high school transcripts and copyrights.
- Operational Funding is related to federal funding provided to support French language programs.
- Education System Support includes fees collected for diploma examination rewrites, diploma examination rescores, licensing agreements, fees for teacher certification and development and recovery of costs for print services provided to the ministry as well as other entities.

Department of Education
LAPSE/ENCUMBRANCE (unaudited)
For the year ended March 31, 2019
(in thousands)

	Voted Estimate ⁽¹⁾	Supplementary Supply ⁽²⁾	Adjustments ⁽³⁾	Adjusted Voted Estimate	Voted Actual ⁽⁴⁾	Unexpended (Over Expended)
Program - Operating Expense	<i>(in thousands)</i>					
1 Ministry Support Services						
1.1 Minister's Office	\$ 769	\$ -	\$ -	\$ 769	\$ 1,423	\$ (654)
1.2 Deputy Minister's Office	664	-	-	664	723	(59)
1.3 Corporate Services	4,034	-	-	4,034	4,079	(45)
1.4 Information and Program Services	3,513	-	(1,043)	2,470	4,091	(1,621)
	8,980	-	(1,043)	7,937	10,316	(2,379)
2 Operating Support for Public and Separate Schools						
2.1 Operational Funding	2,580,541	-	(436)	2,580,105	2,580,081	24
2.2 Regional Collaborative Services Delivery	65,953	-	-	65,953	65,961	(8)
2.3 Plant Operations and Maintenance	605,818	-	-	605,818	604,457	1,361
2.4 Transportation	306,692	-	-	306,692	291,952	14,740
2.5 Class Size	295,374	-	-	295,374	289,751	5,623
2.6 Inclusive Education	460,649	-	-	460,649	465,415	(4,766)
2.7 Education System Support	107,089	-	(967)	106,122	91,495	14,627
2.8 First Nations, Métis and Inuit and Alberta's Approach to First Nations Education	81,300	-	-	81,300	93,904	(12,604)
	4,503,416	-	(1,403)	4,502,013	4,483,016	18,997

Department of Education
LAPSE/ENCUMBRANCE (unaudited) (continued)
For the year ended March 31, 2019
(in thousands)

	Voted Estimate⁽¹⁾	Supplementary Supply⁽²⁾	Adjustments⁽³⁾	Adjusted Voted Estimate	Voted Actual⁽⁴⁾	Unexpended (Over Expended)
<i>(in thousands)</i>						
3 Accredited Private Schools and Early Childhood Service Operators						
3.1 Accredited Private Schools Support	166,459	-	-	166,459	172,075	(5,616)
3.2 Accredited Private Early Childhood Service Operators Support	107,560	-	-	107,560	114,333	(6,773)
	274,019	-	-	274,019	286,408	(12,389)
Capital Grants						
4 School Facilities						
4.1 School Facilities Infrastructure	2,000	500	-	2,500	766	1,734
	2,000	500	-	2,500	766	1,734
Debt Servicing						
4 School Facilities						
4.2 Alberta Schools Alternative Procurement	28,444	-	-	28,444	28,444	-
Total	\$4,816,859	\$500	\$(2,446)	\$4,814,913	\$4,808,950	\$5,963
Lapse						
					\$	\$5,963

Department of Education
LAPSE/ENCUMBRANCE (unaudited) (continued)
For the year ended March 31, 2019
(in thousands)

Program - Capital Investment							
		Voted Estimate ⁽¹⁾	Supplementary Supply ⁽²⁾	Adjustments ⁽³⁾	Adjusted Voted Estimate	Voted Actual ⁽⁴⁾	Unexpended (Over Expended)
<i>(in thousands)</i>							
2 Operating Support for Public and Separate Schools							
2.7	Education System Support	\$ 565	\$ -	\$ -	\$ 565	\$ 378	\$ 187
4 School Facilities							
4.1	School Facilities Infrastructure	115,780	6,667	-	122,447	122,816	(369)
5 2013 Alberta Flooding							
5.1	School Facility Recovery	-	-	-	-	-	-
Total		\$ 116,345	\$ 6,667	\$ -	\$ 123,012	\$ 123,194	\$ (182)
Encumbrance⁽⁵⁾							\$ (182)
Financial Transactions							
4 School Facilities							
4.2	Alberta Schools Alternative Procurement	\$ 15,034	\$ -	\$ -	\$ 15,034	\$ 15,026	\$ 8
Total		\$ 15,034	\$ -	\$ -	\$ 15,034	\$ 15,026	\$ 8
Lapse							\$ 8

(1) As per "Expense Vote by Program", "Capital Investment Vote by Program" and "Financial Transaction Vote by Program" page 101 of 2018-19 Government Estimates. Certain figures of the Voted Estimate column have been restated for program transfers to reflect the government's consolidation of multiple functions. Program transfers affect the following: (a) 1.3 Corporate Services, with \$1,566 of transfer for Human Resources function to Public Service Commission and \$453 of transfer for Freedom of Information and Protection of Privacy function to Service Alberta. (b) 2.1 Operational Funding, with \$1,072 of transfer for Information Management and Technology to Service Alberta. (c) 2.7 Education System Support, with \$2,510 of transfer for Information Management and Technology to Service Alberta.

(2) Per the Special Warrant (No. 001/2019) for Supplementary Supply approved on March 29, 2019 (Order in Council No. 084/2019). This disclosure is made pursuant to section 30 of the Financial Administration Act.

(3) Adjustments include encumbrances, capital carry forward amounts, transfers between votes, and credit or recovery increases approved by Treasury Board and credit or recovery shortfalls. An encumbrance is incurred when, on a vote-by-vote basis, the total of actual disbursements in the prior year exceed the total adjusted estimate. All calculated encumbrances from the prior year are reflected as an adjustment to reduce the corresponding voted estimate in the current year.

(4) Actuals exclude non-voted amounts such as amortization and valuation adjustments.

(5) Treasury Board provided approval for further funding of Capital Investment during the year, estimate was still slightly below required actuals

Payments Based on Agreements (unaudited)

Ministry of Education

For the year ended March 31, 2019

(in thousands)

The Ministry has entered into agreements to deliver programs and services that are fully funded by the program sponsors in the table below. Costs under these agreements are incurred by the Ministry under authority in Section 25 of the *Financial Administration Act*. Accounts receivable includes \$2,620 (2018: \$3,083) relating to these payments under agreement.

Amounts paid and payable under agreements with program sponsors are as follows:

	2019	2018
Capital Partnerships ⁽¹⁾	\$ -	\$ 199

(1) Includes the Town of Beaumont, Municipality of Wood Buffalo, Northern Lakes College, Gift Lake Métis Settlement and City of Edmonton.

School Board Operations and Capital Reserves (unaudited)

Ministry of Education

School board adjusted accumulated reserves from operations (ASO) and capital reserves
(in thousands)

	2018	2017 Restated	Change
Adjusted Accumulated Reserves from Operations	\$ 392,203	\$ 417,150	\$ (24,947)
Capital Reserves	225,762	244,181	(18,419)
	<u>\$ 617,965</u>	<u>\$ 661,331</u>	<u>\$ (43,366)</u>

- School boards' ASO decreased by \$24.9 million, or 5.9 per cent, from \$417.1 million in 2016-17 (restated) school fiscal year to \$392.2 million in 2017-18 school fiscal year.
- School boards' capital reserves have decreased by \$18.4 million, or 7.5 per cent, from \$244.2 million to \$225.8 million.
- Alberta Education in response to a recommendation from the Auditor General has initiated a detailed process to monitor school board operating reserves. For the 2017-18 school year, 26 school boards were required to provide greater detail regarding future plans to reduce operating reserves.

Financial Statements of Other Reporting Entities

Alberta School Foundation Fund

Financial Statements

March 31, 2019

Independent Auditor's Report

Statement of Operations

Statement of Financial Position

Statement of Change in Net Financial Assets

Statement of Cash Flows

Notes to the Financial Statements



Independent Auditor's Report

To the Minister of Education

Report on the Financial Statements

Opinion

I have audited the financial statements of Alberta School Foundation Fund (the Fund), which comprise the statement of financial position as at March 31, 2019, and the statements of operations, change in net financial assets, and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In my opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Fund as at March 31, 2019, and the results of its operations, its changes in net financial assets, and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for opinion

I conducted my audit in accordance with Canadian generally accepted auditing standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of my report. I am independent of the Fund in accordance with the ethical requirements that are relevant to my audit of the financial statements in Canada, and I have fulfilled my other ethical responsibilities in accordance with these requirements. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Other information

Management is responsible for the other information. The other information comprises the information included in the *Annual Report*, but does not include the financial statements and my auditor's report thereon. The *Annual Report* is expected to be made available to me after the date of this auditor's report.

My opinion on the financial statements does not cover the other information and I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial statements, my responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or my knowledge obtained in the audit, or otherwise appears to be materially misstated.

If, based on the work I will perform on this other information, I conclude that there is a material misstatement of this other information, I am required to communicate the matter to those charged with governance.

Responsibilities of management and those charged with governance for the financial statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of the financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Fund's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless an intention exists to liquidate or to cease operations, or there is no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Fund's financial reporting process.

Auditor's responsibilities for the audit of the financial statements

My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, I exercise professional judgment and maintain professional skepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Fund's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Fund's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the Fund to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

[Original signed by W. Doug Wylie, FCPA, FCMA, ICD.D]
Auditor General

May 31, 2019
Edmonton, Alberta

Alberta School Foundation Fund

Statement of Operations

Year ended March 31, 2019

	2019		2018
	Budget	Actual	Actual
	<i>(in thousands)</i>		
Revenues			
Other Taxes			
Education Property Tax	\$ 2,196,699	\$ 2,191,941	\$ 2,201,553
Investment Income	300	50	43
	2,196,999	2,191,991	2,201,596
Expenses			
Programs			
Payments to School Boards	2,196,699	2,194,492	2,196,393
Bad Debt Expense (Note 2b)	-	405	411
Debt Servicing			
Interest and Bank Charges	2,410	5,729	3,908
	2,199,109	2,200,626	2,200,712
Annual (Deficit) Surplus	\$ (2,110)	\$ (8,635)	\$ 884

The accompanying notes are part of these financial statements.

Alberta School Foundation Fund

Statement of Financial Position

As at March 31, 2019

	2019	2018
	<i>(in thousands)</i>	
Financial Assets		
Cash and Cash Equivalents (Note 3)	\$ 3,948	\$ 13,862
Accounts Receivable (Note 4)	2,005	4
	<u>5,953</u>	<u>13,866</u>
Liabilities		
Assessment Adjustments and Appeals (Note 6)	3,890	3,168
	<u>3,890</u>	<u>3,168</u>
Net Assets	<u>\$ 2,063</u>	<u>\$ 10,698</u>
Net Assets at Beginning of Year	\$ 10,698	\$ 9,814
Annual (Deficit) Surplus	(8,635)	884
Net Assets at End of Year	<u>\$ 2,063</u>	<u>\$ 10,698</u>

Contingent Liabilities are presented in Note 6.

The accompanying notes are part of these financial statements.

Alberta School Foundation Fund

Statement of Change in Net Financial Assets

Year ended March 31, 2019

	2019		2018
	Budget	Actual	Actual
	<i>(in thousands)</i>		
Annual (Deficit) Surplus	\$ (2,110)	\$ (8,635)	\$ 884
(Decrease)/Increase in Net Financial Assets	\$ (2,110)	\$ (8,635)	\$ 884
Net Financial Assets at Beginning of Year		10,698	9,814
Net Financial Assets at End of Year		\$ 2,063	\$ 10,698

The accompanying notes are part of these financial statements.

Alberta School Foundation Fund

Statement of Cash Flows

Year ended March 31, 2019

	2019	2018
	<i>(in thousands)</i>	
Operating Transactions		
Annual (Deficit) Surplus	\$ (8,635)	\$ 884
(Increase) Decrease in Accounts Receivable	(2,001)	50
Increase (Decrease) in Assessment Adjustments and Appeals	722	(1,989)
Cash (Applied to) Operating Transactions	(9,914)	(1,055)
Cash and Cash Equivalents at Beginning of Year	13,862	14,917
Cash and Cash Equivalents at End of Year	\$ 3,948	\$ 13,862

The accompanying notes are part of these financial statements.

Alberta School Foundation Fund

Notes to the Financial Statements

March 31, 2019

Note 1 Authority and Purpose

The Alberta School Foundation Fund (the Fund) operates under the authority of the School Act, Revised Statutes of Alberta 2000, Chapter S-3.

The Fund makes requisitions to municipalities based on the equalized assessment of real property in Alberta and mill rates established by the Lieutenant Governor in Council. The purpose of the Fund is to provide funding to school boards based on an equal amount per eligible student.

Note 2 Summary of Significant Accounting Policies and Reporting Practices

These financial statements are prepared in accordance with Canadian public sector accounting standards.

(a) Reporting Entity

The reporting entity is the Alberta School Foundation Fund, which is part of the Ministry of Education and for which the Minister of Education is accountable.

(b) Basis of Financial Reporting

Revenues

Revenue to be collected (or the requisition amount) is based on 32 per cent of the total budgeted operating expense of the education system. All revenues are reported on the accrual basis of accounting.

Expenses

(in thousands)

Expenses are those costs for which the Fund has primary responsibility and accountability, as reflected in the Government's budget documents.

Opted-out separate school boards which have passed a resolution pursuant to Section 171(2) of the School Act have the authority to requisition and collect levies from municipalities on their declared residential and non-residential property at a rate not less than the provincial rate applied in that municipality. As a result, these boards do not participate fully in the Alberta School Foundation Fund.

Payments to school boards include \$389,733 (2018: \$391,566) paid to opted out separate school boards to increase their funding to a level the boards would otherwise receive if participating fully in the Alberta School Foundation Fund.

Alberta School Foundation Fund

Notes to the Financial Statements (continued)

March 31, 2019

Note 2 Summary of Significant Accounting Policies and Reporting Practices (continued)

(b) Basis of Financial Reporting (continued)

Expenses (continued)

(in thousands)

Bad Debt Expense

The Minister approved the deferral of \$405 (2018: \$411) in property tax for the City of Cold Lake on October 15, 2018 pursuant to section 174(4) of the *School Act*.

Valuation of Financial Assets and Liabilities

Fair value is the amount of consideration agreed upon in an arm's length transaction between knowledgeable, willing parties who are under no compulsion to act.

The fair values of the Consolidated Cash Investment Trust Fund (CCITF), accounts receivable and accrued liabilities are estimated to approximate their carrying values because of the short-term nature of these instruments.

Net Assets

Net assets represents the difference between the carrying value of assets held by the Fund and its liabilities. Net assets are restricted by section 176(1) of the *School Act* in that money in the Fund is payable only to school boards except when a payment to General Revenues is required to repay advances and make interest payments, or to refund municipalities for overpayments made to the Fund.

Measurement Uncertainty

Measurement uncertainty exists when there is a variance between the recognized or disclosed amount and another reasonably possible amount (see Note 6).

Note 3 Cash and Cash Equivalents

Cash and cash equivalents are comprised of deposits in CCITF of the Province of Alberta. The CCITF is managed with the objective of providing competitive interest income to depositors while maintaining appropriate security and liquidity of depositors' capital. The portfolio is comprised of high quality, short-term and mid-term fixed income securities with a maximum term to maturity of three years. As at March 31, 2019, securities held by CCITF have an average effective yield of 1.75 per cent per annum (2018: 1.11 per cent per annum). Due to the short-term nature of CCITF investments, the carrying value approximates fair value.

Alberta School Foundation Fund

Notes to the Financial Statements (continued)

March 31, 2019

Note 4 Accounts Receivable

(in thousands)

Accounts Receivable are unsecured and non-interest bearing.

	2019		2018
	Gross Amount	Allowance For Doubtful Accounts	Net Realizable Value
Accounts Receivable			
Requisitions from Municipalities	\$ 4,542	\$ (2,537)	\$ 2,005
			\$ 4

Note 5 Related Party Transactions

(in thousands)

Operating costs incurred in the administration of the Fund borne by other ministries are not reflected in these financial statements. The Fund is prohibited from paying administration costs under section 176(2) of the *School Act*.

Under the provisions of the *Financial Administration Act*, the Fund receives monthly advances from General Revenues to make payments to school boards in accordance with section 176(1) of the *School Act*. The Fund repays the advances quarterly throughout the year as monies are received from municipalities and opted-out separate school boards. The Fund pays interest on the advances at an average rate of 1.89 per cent (2018: 1.24 per cent). Interest is calculated on a pro rata basis for the number of days the advances are outstanding.

The Fund distributes monies to school boards based on an equal amount per eligible student.

The following describes the related party transactions of the Fund:

	2019	2018
Payments to school boards ^(a)	\$ 2,188,288	\$ 2,190,885
Interest on advances from general revenue	5,729	3,908
	\$ 2,194,017	\$ 2,194,793

(a) These amounts do not include net payments to the two school boards in Lloydminster, Saskatchewan totaling \$6,204 (2018: \$5,507), as they are not related parties.

Alberta School Foundation Fund

Notes to the Financial Statements (continued)

March 31, 2019

Note 6 Liabilities and Contingent Liabilities

(in thousands)

Assessment Adjustments and Appeals

(a) In November 2017, the Provincial Education Requisition Credit (PERC) program was created to provide hardship relief for municipalities across Alberta who are unable to collect education property taxes owing on delinquent oil and gas properties.

The property tax relief program is retroactive to the 2015 tax year and will be in place to consider tax credits until the 2019 tax year. On March 8, 2019, the Minister of Education approved the recommendation from Municipal Affairs to approve 38 (2018: 37) municipalities' PERC applications for a total PERC claims of \$3,515 (2018: \$3,045). The total program maximum is \$10,000 per application year.

(b) If it is determined that a municipality has paid an amount into the Alberta School Foundation Fund in excess of the sum that is required to be paid, the Minister of Education may order the repayment of the excess to the municipality. The amount required to be paid is equivalent to the sum of the applicable education property tax rates applied to the equalized assessment of the municipality for residential and farm land, non-residential property and machinery and equipment. At March 31, 2019 an amount of \$1 was owed to a municipality (2018: \$12).

The Fund has recorded an allowance for assessment adjustments and appeals of \$1 (2018: \$12). The allowance includes any outstanding current year refunds not yet processed at March 31, 2019 plus a five year average of prior year refunds at March 31, 2019. Taxpayers may appeal to or request adjustments to their assessment from their local Assessment Review Boards, Municipal Government Board and/or the Court of Queen's Bench.

Contingent Liabilities

Contingent liabilities are possible obligations that may result in the future sacrifice of economic benefits arising from existing conditions or situations involving uncertainty.

The Alberta School Foundation Fund is not involved in any legal matters where damages are being sought.

Alberta School Foundation Fund

Notes to the Financial Statements (continued)

March 31, 2019

Note 7 Budget

The budget amounts in these financial statements are taken from the 2018/2019 Government Estimates approved on May 14, 2018.

Note 8 Approval of Financial Statements

The deputy minister and the senior financial officer approved these financial statements.

Other Financial Information

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The Following Reports are Unaudited.

Schedule to Financial Statements - Unaudited

Ministry Funding Provided to School Jurisdictions

Year ended March 31, 2019

	(in thousands)					
	Funding Framework (a)(f)	School Facilities Infrastructure (b)	Provincial and Other Initiatives (c)	Opted-Out Separate Boards (d)	Pension Costs (e)	Ministry Total
School Board Funding						
Aspen View Public School Division No. 78	\$ 35,102	\$ 427	\$ 1,032	\$ -	\$ 1,898	\$ 38,459
Battle River Regional Division No. 31	68,503	940	1,671	-	4,202	75,316
Black Gold Regional Division No. 18	110,375	1,705	4,108	-	7,252	123,440
Buffalo Trail Regional Division No. 28	47,676	653	1,251	-	2,752	52,332
Calgary Roman Catholic Separate School District No. 1	511,347	8,478	12,324	(100,371)	34,226	466,004
Calgary School District No. 19	1,116,934	20,587	46,099	-	74,179	1,257,799
Canadian Rockies Regional Division No. 12	20,189	266	889	-	1,482	22,826
Chinook's Edge School Division No. 73	107,995	1,816	7,362	-	6,342	123,515
Christ the Redeemer Catholic Separate Regional Division No. 3	86,201	873	2,372	(7,553)	5,255	87,148
Clearview School Division No. 71	27,500	370	742	-	1,576	30,188
East Central Alberta Catholic Separate Schools Regional Division No. 16	19,981	221	722	(1,475)	1,271	20,720
East Central Francophone Education Region No. 3	12,863	98	2,244	-	731	15,936
Edmonton Catholic Separate School District No. 7	423,362	7,591	28,911	(66,942)	24,582	417,504
Edmonton School District No. 7	975,086	20,612	24,264	-	56,809	1,076,771
Elk Island Catholic Separate Regional Division No. 41	64,971	860	1,712	(11,302)	4,056	60,297
Elk Island Public Schools Regional Division No. 14	166,358	3,278	9,121	-	10,353	189,110
Evergreen Catholic Separate Regional Division No. 2	38,774	494	3,531	(6,735)	2,707	38,771
Foothills School Division No. 38	76,473	1,319	3,669	-	5,040	86,501
Fort McMurray Public School District No. 2833	69,464	640	2,997	-	3,786	76,887
Fort McMurray Roman Catholic Separate School District No. 32	73,002	692	1,762	(1,696)	4,006	77,766
Fort Vermillion School Division No. 52	42,127	422	1,902	-	2,417	46,868
Golden Hills School Division No. 75	63,586	813	2,336	-	4,126	70,861
Grande Prairie Roman Catholic Separate School District No. 28	54,292	803	1,442	(4,962)	3,075	54,650
Grande Prairie School District No. 2357	83,166	1,309	5,507	-	5,183	95,165
Grande Yellowhead Public School Division No. 77	50,825	685	1,602	-	2,918	56,030
Grasslands Regional Division No. 6	39,457	678	1,042	-	2,471	43,648
Greater North Central Francophone Education Region No. 2	45,697	1,203	3,000	-	2,658	52,558
Greater St. Albert Roman Catholic Separate School District No. 734	56,496	1,021	3,966	(8,583)	3,678	56,578

Schedule to Financial Statements - Unaudited

Ministry Funding Provided to School Jurisdictions (continued)

Year ended March 31, 2019

	(in thousands)					
	Funding Framework (a)(f)	School Facilities Infrastructure (b)	Provincial and Other Initiatives (c)	Opted-Out Separate Boards (d)	Pension Costs (e)	Ministry Total
School Board Funding (continued)						
High Prairie School Division No. 48	\$ 38,765	\$ 448	\$ 2,610	\$ -	\$ 2,183	\$ 44,006
Holy Family Catholic Regional Division No. 37	23,902	339	862	(1,614)	1,730	25,219
Holy Spirit Roman Catholic Separate Regional Division No. 4	51,209	898	1,267	(6,838)	3,246	49,782
Horizon School Division No. 67	37,687	745	922	-	2,268	41,622
Lakeland Roman Catholic Separate School District No. 150	27,812	448	880	(2,209)	1,674	28,605
Lethbridge School District No. 51	107,177	1,924	2,330	-	6,585	118,016
Living Waters Catholic Regional Division No. 42	21,615	267	785	(1,399)	1,385	22,653
Livingstone Range School Division No. 68	41,397	593	1,073	-	2,444	45,507
Medicine Hat Roman Catholic Separate School District No. 21	26,872	640	965	(4,334)	1,532	25,675
Medicine Hat School District No. 76 ^(g)	74,948	1,406	2,233	-	4,714	83,301
Northern Gateway Regional Division No. 10	52,605	663	1,339	-	2,972	57,579
Northern Lights School Division No. 69	67,445	871	1,545	-	3,866	73,727
Northland School Division No. 61	36,149	831	3,723	-	1,958	42,661
Northwest Francophone Education Region No. 1	8,124	180	700	-	416	9,420
Palliser Regional Division No. 26	80,798	1,466	12,557	-	5,233	100,054
Parkland School Division No. 70	109,392	3,368	4,112	-	6,426	123,298
Peace River School Division No. 10	41,546	1,210	1,056	-	2,055	45,867
Peace Wapiti School Division No. 76	66,813	2,169	2,050	-	3,854	74,886
Pembina Hills Regional Division No. 7	49,304	1,324	19,204	-	3,590	73,422
Prairie Land Regional Division No. 25	20,295	585	751	-	1,200	22,831
Prairie Rose School Division No. 8	41,458	1,189	3,079	-	2,302	48,028
Red Deer Catholic Regional Division No. 39	91,852	2,348	2,300	(8,550)	5,985	93,935
Red Deer Public School District No. 104	100,674	3,583	3,145	-	6,421	113,823
Rocky View School Division No. 41	218,751	7,144	7,250	-	13,981	247,126
St. Albert Public School District No. 5565	75,741	2,406	2,614	-	4,798	85,559
St. Paul Education Regional Division No. 1	36,022	1,237	1,138	-	2,771	41,168
St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38	38,119	1,226	1,098	(5,170)	2,422	37,695
Sturgeon School Division No. 24	60,368	1,704	1,657	-	3,311	67,040
The Southern Francophone Education No. 4	42,566	1,310	1,297	-	2,596	47,769
Westwind School Division No. 74	44,129	1,331	1,130	-	2,654	49,244
Wetaskiwin Regional Division No. 11	40,867	1,296	1,273	-	2,665	46,101
Wild Rose School Division No. 66	49,077	1,631	1,312	-	2,832	54,852
Wolf Creek School Division No. 72	72,294	2,455	1,938	-	4,317	81,004
Funding to School Boards	\$ 6,383,575	\$ 128,089	\$ 267,775	\$(239,733)	\$ 395,417	\$ 6,935,123

Schedule to Financial Statements - Unaudited

Ministry Funding Provided to School Jurisdictions (continued)

Year ended March 31, 2019

	(in thousands)					
	Funding Framework (a)(f)	School Facilities Infrastructure (b)	Provincial and Other Initiatives (c)	Opted-Out Separate Boards (d)	Pension Costs (e)	Ministry Total
Charter School Funding						
Almadina School Society	\$ 10,614	\$ -	\$ 19	\$ -	\$ 644	\$ 11,277
Aurora School Ltd.	7,315	-	3	-	500	7,818
Boyle Street Education Centre	3,027	490	-	-	149	3,666
Calgary Arts Academy Society	4,182	-	-	-	192	4,374
Calgary Girls' School Society	4,526	110	20	-	288	4,944
CAPE - Centre for Academic and Personal Excellence Institute	2,048	13	10	-	120	2,191
Connect Charter School Society	5,327	-	(6)	-	375	5,696
Foundations for the Future Charter Academy Charter School Society	29,713	-	86	-	2,087	31,886
Mother Earth's Children's Charter School Society	365	350	30	-	47	792
New Horizons Charter School Society	3,033	-	1	-	187	3,221
Suzuki Charter School Society	3,049	-	11	-	166	3,226
Valhalla School Foundation	1,090	164	10	-	49	1,313
Westmount Charter School Society	12,847	-	21	-	823	13,691
Funding to Charter Schools	\$ 87,136	\$ 1,127	\$ 205	\$ -	\$ 5,627	\$ 94,095
Total Funding to Related Parties	\$ 6,470,711	\$ 129,216	\$ 267,980	\$ (239,733)	\$ 401,044	\$ 7,029,218
Non-Related Parties						
Lloydminster Public School Division	\$ 22,540	\$ 373	\$ 489	\$ (7,646)	\$ 462	\$ 16,218
Lloydminster Roman Catholic Separate School Division	15,767	221	431	(1,724)	227	14,922
Total Funding to Non-Related Parties	\$ 38,307	\$ 594	\$ 920	\$ (9,370)	\$ 689	\$ 31,140
All Funded School Jurisdictions	\$ 6,509,018	\$ 129,810	\$ 268,900	\$ (249,103)	\$ 401,733	\$ 7,060,358

Schedule to Financial Statements - Unaudited

Ministry Funding Provided to School Jurisdictions (continued)

Year ended March 31, 2019

- (a) The Funding Framework is based on a jurisdiction profile which combines base instructional funding with additional allocations for differential cost factors and transportation.
- (b) School Facilities Infrastructure consists of funding provided to school jurisdictions for school building capital projects. School Facilities Operations and Maintenance funding is included in the Funding Framework.
- (c) Provincial and Other Initiatives provide funding to school authorities including School Fees, School Transportation Fees, Dual Credit Programming, the Regional Collaborative Service Delivery, High Speed Networking, Regional Consortium, School Nutrition Program and Building Collaboration and Capacity in Education.
- (d) Opted-out separate school boards, which have passed a resolution pursuant to section 171(2) of the *School Act*, have the authority to requisition and collect from municipalities levies on their declared residential and non-residential property at a rate of not less than the provincial rate applied in that municipality. These amounts collected from municipalities are shown as a reduction to funding from the Ministry.
- (e) Pension Costs are the cost of Ministry contributions for teachers of school jurisdictions and employer contributions for current service employees during the fiscal year.
- (f) The Funding Framework is supported by education property tax directly requisitioned by opted-out separate school boards from their municipalities as shown in column d.
- (g) Name change to Medicine Hat Public School Division No. 76 effective September 1, 2018.

Statement of Remissions, Compromises, and Write-Offs - Unaudited

Year Ended March 31, 2019

The following statements has been prepared pursuant to Section 23 of the *Financial Administration Act*. This statement includes all remissions, compromises, and write-offs made or approved during the period.

	<u>(in thousands)</u>
Write-Offs	
Department Accounts Receivable	\$ 2
Alberta School Foundation Fund Accounts Receivable	405
School Jurisdiction Accounts Receivable	2,026
Total remissions, compromises, and write-offs ⁽¹⁾	<u>\$ 2,434</u>

(1) No remission or compromise expenses were incurred.

Unaudited Summary of School Jurisdictions' Financial Information

(includes School Boards and Charter Schools)

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

Summary of Significant Accounting Policies

Disclosure of Salaries and Benefits for Superintendent Positions

For additional information:

The audited financial statements of school jurisdictions are available on the Government of Alberta's website at <https://www.alberta.ca/k-12-education-financial-statements.aspx/>.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2018

	(in dollars)			
	Almadina School Society	Aspen View Public School Div. # 78	Aurora School Ltd.	Battle River Regional Div. # 31
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 1,479,009	\$ 7,858,361	\$ 2,585,779	\$ 8,386,957
Accounts receivable (net after allowances)	40,905	1,781,532	55,803	1,356,273
Portfolio investments	1,935,308	79,373	1,516,569	3,044,760
Other financial assets	-	-	-	-
Total financial assets	\$ 3,455,222	\$ 9,719,266	\$ 4,158,151	\$ 12,787,990
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	481,049	3,110,476	533,075	4,972,183
Deferred revenue	2,228,661	49,721,844	2,589,659	45,646,663
Employee future benefits liabilities	-	382,693	-	-
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures and other supported debt	-	-	-	140,172
Unsupported: Debentures and capital loans	-	-	-	-
Mortgages	-	-	-	-
Capital Leases	-	-	-	-
Total liabilities	\$ 2,709,710	\$ 53,215,013	\$ 3,122,734	\$ 50,759,018
Net debt	\$ 745,512	\$ (43,495,747)	\$ 1,035,417	\$ (37,971,028)
NON-FINANCIAL ASSETS				
Total tangible capital assets	\$ 2,235,125	\$ 50,449,054	\$ 6,132,083	\$ 54,783,912
Prepaid expenses	159,800	199,074	26,670	656,473
Other non-financial assets	-	-	-	258,206
Total non-financial assets	\$ 2,394,925	\$ 50,648,128	\$ 6,158,753	\$ 55,698,591
Accumulated surplus	\$ 3,140,437	\$ 7,152,381	\$ 7,194,170	\$ 17,727,564
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ 1,478,123	\$ -	\$ 74,108	\$ -
Total operating reserves	448,000	3,003,148	3,140,472	6,119,244
Accumulated Surplus from Operations	\$ 1,926,123	\$ 3,003,148	\$ 3,214,580	\$ 6,119,244
Investment in tangible capital assets	614,314	2,398,336	3,979,590	10,579,575
Total capital reserves**	600,000	1,750,897	-	1,028,745
Endowments	-	-	-	-
Accumulated operating surplus (deficit)	\$ 3,140,437	\$ 7,152,381	\$ 7,194,170	\$ 17,727,564
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 3,140,437	\$ 7,152,381	\$ 7,194,170	\$ 17,727,564

*Name change to Medicine Hat Public School District No. 76 effective September 1, 2018.

**Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2018

	(in dollars)			
	Black Gold Regional Div. # 18	Boyle Street Education Centre	Buffalo Trail Public Schools Regional Div. # 28	Calgary Arts Academy Society
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 5,701,220	\$ 633,764	\$ 6,193,465	\$ 274,175
Accounts receivable (net after allowances)	3,977,338	22,215	1,858,745	23,339
Portfolio investments	11,023,781	1,541,469	-	73,471
Other financial assets	-	-	-	-
Total financial assets	\$ 20,702,339	\$ 2,197,448	\$ 8,052,210	\$ 370,985
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	9,689,341	59,085	3,267,655	291,634
Deferred revenue	141,650,473	-	44,298,074	11,644,142
Employee future benefits liabilities	656,633	-	-	-
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures and other supported debt	-	-	170,629	-
Unsupported: Debentures and capital loans	-	-	-	-
Mortgages	-	-	-	-
Capital Leases	-	-	-	-
Total liabilities	\$ 151,996,447	\$ 59,085	\$ 47,736,358	\$ 11,935,776
Net debt	\$ (131,294,108)	\$ 2,138,363	\$ (39,684,148)	\$ (11,564,791)
NON-FINANCIAL ASSETS				
Total tangible capital assets	\$ 147,599,130	\$ 76,105	\$ 43,854,229	\$ 12,716,790
Prepaid expenses	673,664	3,395	357,491	42,535
Other non-financial assets	498,081	-	737	-
Total non-financial assets	\$ 148,770,875	\$ 79,500	\$ 44,212,457	\$ 12,759,325
Accumulated surplus	\$ 17,476,767	\$ 2,217,863	\$ 4,528,308	\$ 1,194,534
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ 280,802	\$ 1,141,758	\$ 495,952	\$ 267,204
Total operating reserves	7,165,836	1,000,000	1,384,918	-
Accumulated Surplus from Operations	\$ 7,446,638	\$ 2,141,758	\$ 1,880,870	\$ 267,204
Investment in tangible capital assets	7,332,926	76,105	2,499,712	927,330
Total capital reserves**	2,697,203	-	147,726	-
Endowments	-	-	-	-
Accumulated operating surplus (deficit)	\$ 17,476,767	\$ 2,217,863	\$ 4,528,308	\$ 1,194,534
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 17,476,767	\$ 2,217,863	\$ 4,528,308	\$ 1,194,534

*Name change to Medicine Hat Public School District No. 76 effective September 1, 2018.

**Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2018

	(in dollars)			
	Calgary Girls' School Society	Calgary Roman Catholic Sep. School Dist. # 1	Calgary School Dist. # 19	Canadian Rockies Regional Div. # 12
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 433,002	\$ 79,470,245	\$ 141,747,000	\$ 6,597,721
Accounts receivable (net after allowances)	29,349	34,380,689	44,623,000	2,740,114
Portfolio investments	1,612,806	-	20,517,000	107,525
Other financial assets	-	371,600	-	-
Total financial assets	\$ 2,075,157	\$ 114,222,534	\$ 206,887,000	\$ 9,445,360
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	103,977	69,727,505	88,766,000	1,994,834
Deferred revenue	248,975	562,043,872	1,189,239,000	46,072,018
Employee future benefits liabilities	-	7,009,573	25,732,000	-
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	327,000	-
Debt				
Supported: Debentures and other supported debt	-	21,267	528,000	588,230
Unsupported: Debentures and capital loans	-	-	-	-
Mortgages	-	-	-	-
Capital Leases	-	-	12,833,000	-
Total liabilities	\$ 352,952	\$ 638,802,217	\$ 1,317,425,000	\$ 48,655,082
Net debt	\$ 1,722,205	\$ (524,579,683)	\$ (1,110,538,000)	\$ (39,209,722)
NON-FINANCIAL ASSETS				
Total tangible capital assets	\$ 560,109	\$ 580,571,163	\$ 1,308,096,000	\$ 45,277,611
Prepaid expenses	20,124	4,686,834	16,302,000	82,963
Other non-financial assets	-	493,792	-	-
Total non-financial assets	\$ 580,233	\$ 585,751,789	\$ 1,324,398,000	\$ 45,360,574
Accumulated surplus	\$ 2,302,438	\$ 61,172,106	\$ 213,860,000	\$ 6,150,844
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ 91,914	\$ 21,439,969	\$ -	\$ 554,786
Total operating reserves	150,415	5,380,104	25,977,000	1,029,714
Accumulated Surplus from Operations	\$ 242,329	\$ 26,820,073	\$ 25,977,000	\$ 1,584,500
Investment in tangible capital assets	560,109	27,891,413	158,721,000	3,532,959
Total capital reserves**	1,500,000	6,460,620	24,200,000	1,033,385
Endowments	-	-	4,165,000	-
Accumulated operating surplus (deficit)	\$ 2,302,438	\$ 61,172,106	\$ 213,063,000	\$ 6,150,844
Accumulated remeasurement gains (losses)	-	-	797,000	-
	\$ 2,302,438	\$ 61,172,106	\$ 213,860,000	\$ 6,150,844

*Name change to Medicine Hat Public School District No. 76 effective September 1, 2018.

**Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2018

	(in dollars)			
	CAPE-Centre for Academic and Personal Excellence Institute	Chinook's Edge School Div. # 73	Christ the Redeemer Catholic Sep. Regional Div. # 3	Clearview School Div. # 71
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 199,420	\$ 14,092,192	\$ 13,113,430	\$ 3,429,261
Accounts receivable (net after allowances)	40,259	3,010,012	2,476,980	401,243
Portfolio investments	103,512	841,484	1,471,834	828,824
Other financial assets	-	-	-	-
Total financial assets	\$ 343,191	\$ 17,943,688	\$ 17,062,244	\$ 4,659,328
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	103,105	6,899,225	3,404,333	980,898
Deferred revenue	455,625	142,907,143	88,662,865	20,388,940
Employee future benefits liabilities	-	722,307	296,224	-
Liability for contaminated sites	-	-	-	-
Other liabilities	-	463,285	-	-
Debt				
Supported: Debentures and other supported debt	-	-	346,007	87,647
Unsupported: Debentures and capital loans	-	-	-	-
Mortgages	-	-	-	-
Capital Leases	-	-	-	-
Total liabilities	\$ 558,730	\$ 150,991,960	\$ 92,709,429	\$ 21,457,485
Net debt	\$ (215,539)	\$ (133,048,272)	\$ (75,647,185)	\$ (16,798,157)
NON-FINANCIAL ASSETS				
Total tangible capital assets	\$ 498,939	\$ 151,597,960	\$ 97,557,193	\$ 25,311,458
Prepaid expenses	24,299	1,449,595	1,124,162	309,009
Other non-financial assets	-	11	167,245	120,047
Total non-financial assets	\$ 523,238	\$ 153,047,566	\$ 98,848,600	\$ 25,740,514
Accumulated surplus	\$ 307,699	\$ 19,999,293	\$ 23,201,415	\$ 8,942,357
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ 137,033	\$ 1,965,473	\$ 50,881	\$ 362,635
Total operating reserves	-	5,649,195	7,522,271	2,985,645
Accumulated Surplus from Operations	\$ 137,033	\$ 7,614,668	\$ 7,573,152	\$ 3,348,280
Investment in tangible capital assets	169,959	11,249,781	10,423,041	5,569,076
Total capital reserves**	-	1,050,908	5,092,551	25,000
Endowments	-	90,567	112,671	-
Accumulated operating surplus (deficit)	\$ 306,992	\$ 20,005,924	\$ 23,201,415	\$ 8,942,357
Accumulated remeasurement gains (losses)	707	(6,631)	-	-
	\$ 307,699	\$ 19,999,293	\$ 23,201,415	\$ 8,942,357

*Name change to Medicine Hat Public School District No. 76 effective September 1, 2018.

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2018

	(in dollars)			
	East Central Alberta			
	Connect Charter School Society	Catholic Sep. Schools Regional Div. # 16	East Central Francophone Education Region # 3	Edmonton Catholic Sep. School Dist. # 7
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 801,934	\$ 10,405,568	\$ 449,470	\$ 64,011,006
Accounts receivable (net after allowances)	37,497	616,254	346,988	26,353,318
Portfolio investments	605,683	8,703	-	-
Other financial assets	-	-	-	-
Total financial assets	\$ 1,445,114	\$ 11,030,525	\$ 796,458	\$ 90,364,324
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	90,158	1,454,147	643,737	35,798,085
Deferred revenue	890,429	28,236,440	30,798,104	415,896,280
Employee future benefits liabilities	-	12,300	-	5,741,786
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures and other supported debt	-	-	-	-
Unsupported: Debentures and capital loans	-	-	109,726	-
Mortgages	-	-	264,873	-
Capital Leases	-	-	-	10,927,538
Total liabilities	\$ 980,587	\$ 29,702,887	\$ 31,816,440	\$ 468,363,689
Net debt	\$ 464,527	\$ (18,672,362)	\$ (31,019,982)	\$ (377,999,365)
NON-FINANCIAL ASSETS				
Total tangible capital assets	\$ 392,162	\$ 29,837,018	\$ 32,987,638	\$ 439,407,238
Prepaid expenses	113,176	315,819	275,669	3,976,356
Other non-financial assets	-	-	-	796,493
Total non-financial assets	\$ 505,338	\$ 30,152,837	\$ 33,263,307	\$ 444,180,087
Accumulated surplus	\$ 969,865	\$ 11,480,475	\$ 2,243,325	\$ 66,180,722
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ -	\$ -	\$ (258,065)	\$ -
Total operating reserves	577,703	7,020,496	-	19,725,432
Accumulated Surplus from Operations	\$ 577,703	\$ 7,020,496	\$ (258,065)	\$ 19,725,432
Investment in tangible capital assets	392,162	3,630,892	2,501,390	30,884,674
Total capital reserves**	-	829,087	-	15,570,616
Endowments	-	-	-	-
Accumulated operating surplus (deficit)	\$ 969,865	\$ 11,480,475	\$ 2,243,325	\$ 66,180,722
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 969,865	\$ 11,480,475	\$ 2,243,325	\$ 66,180,722

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2018

	(in dollars)			
	Edmonton School Dist. # 7	Elk Island Catholic Sep. Regional Div. # 41	Elk Island Public Schools Regional Div. # 14	Evergreen Catholic Sep. Regional Div. # 2
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 58,037,274	\$ 9,994,710	\$ 12,520,858	\$ 5,641,838
Accounts receivable (net after allowances)	35,733,485	4,775,717	4,912,332	2,645,180
Portfolio investments	130,000,000	-	15,281,682	912,990
Other financial assets	-	-	-	-
Total financial assets	\$ 223,770,759	\$ 14,770,427	\$ 32,714,872	\$ 9,200,008
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	70,196,822	9,049,778	14,325,810	3,370,759
Deferred revenue	1,019,540,375	95,768,611	129,730,366	55,578,329
Employee future benefits liabilities	9,776,400	132,852	48,939	-
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures and other supported debt	-	25,799	13,893	32,191
Unsupported: Debentures and capital loans	12,370,608	13,134,597	-	-
Mortgages	-	-	-	-
Capital Leases	-	-	661,294	-
Total liabilities	\$ 1,111,884,205	\$ 118,111,637	\$ 144,780,302	\$ 58,981,279
Net debt	\$ (888,113,446)	\$ (103,341,210)	\$ (112,065,430)	\$ (49,781,271)
NON-FINANCIAL ASSETS				
Total tangible capital assets	\$ 1,089,223,727	\$ 114,903,029	\$ 130,639,759	\$ 55,936,807
Prepaid expenses	3,366,790	728,184	2,048,062	444,317
Other non-financial assets	3,113,861	-	-	-
Total non-financial assets	\$ 1,095,704,378	\$ 115,631,213	\$ 132,687,821	\$ 56,381,124
Accumulated surplus	\$ 207,590,932	\$ 12,290,003	\$ 20,622,391	\$ 6,599,853
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ -	\$ 16,935	\$ -	\$ 72,987
Total operating reserves	67,493,340	3,508,484	13,915,213	4,067,286
Accumulated Surplus from Operations	\$ 67,493,340	\$ 3,525,419	\$ 13,915,213	\$ 4,140,273
Investment in tangible capital assets	83,259,998	6,700,165	5,353,861	2,332,948
Total capital reserves**	56,837,594	2,064,419	1,353,317	126,632
Endowments	-	-	-	-
Accumulated operating surplus (deficit)	\$ 207,590,932	\$ 12,290,003	\$ 20,622,391	\$ 6,599,853
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 207,590,932	\$ 12,290,003	\$ 20,622,391	\$ 6,599,853

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2018

	(in dollars)			
	FFCA Charter School Society	Foothills School Div. # 38	Fort McMurray Public School Dist. # 2833	Fort McMurray Roman Catholic Sep. School Dist. # 32
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 2,312,302	\$ 6,902,424	\$ 15,535,840	\$ 39,233,896
Accounts receivable (net after allowances)	230,105	4,636,252	12,316,313	6,162,384
Portfolio investments	1,050,000	8,105,000	865,916	5,283,837
Other financial assets	-	-	-	-
Total financial assets	\$ 3,592,407	\$ 19,643,676	\$ 28,718,069	\$ 50,680,117
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	659,968	1,155,254	10,909,573	4,920,360
Deferred revenue	3,730,610	91,747,306	171,066,873	118,684,969
Employee future benefits liabilities	282,794	275,800	864,600	284,800
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures and other supported debt	-	62,440	-	-
Unsupported: Debentures and capital loans	-	-	-	-
Mortgages	1,452,876	-	-	-
Capital Leases	50,944	144,616	-	-
Total liabilities	\$ 6,177,192	\$ 93,385,416	\$ 182,841,046	\$ 123,890,129
Net debt	\$ (2,584,785)	\$ (73,741,740)	\$ (154,122,977)	\$ (73,210,012)
NON-FINANCIAL ASSETS				
Total tangible capital assets	\$ 5,516,175	\$ 95,089,726	\$ 170,471,463	\$ 114,001,263
Prepaid expenses	105,264	1,574,961	486,129	601,166
Other non-financial assets	-	-	-	-
Total non-financial assets	\$ 5,621,439	\$ 96,664,687	\$ 170,957,592	\$ 114,602,429
Accumulated surplus	\$ 3,036,654	\$ 22,922,944	\$ 16,834,615	\$ 41,392,417
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ -	\$ -	\$ 6,959	\$ 7,235,081
Total operating reserves	414,334	10,519,722	8,004,323	14,221,411
Accumulated Surplus from Operations	\$ 414,334	\$ 10,519,722	\$ 8,011,282	\$ 21,456,492
Investment in tangible capital assets	2,122,320	5,405,890	8,166,016	8,204,922
Total capital reserves**	500,000	6,783,961	657,317	11,792,539
Endowments	-	213,371	-	-
Accumulated operating surplus (deficit)	\$ 3,036,654	\$ 22,922,944	\$ 16,834,615	\$ 41,453,953
Accumulated remeasurement gains (losses)	-	-	-	(61,536)
	\$ 3,036,654	\$ 22,922,944	\$ 16,834,615	\$ 41,392,417

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2018

	(in dollars)			
	Fort Vermilion School Div. # 52	Golden Hills School Div. # 75	Grande Prairie Roman Catholic Sep. School Dist. # 28	Grande Prairie School Dist. # 2357
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 6,139,832	\$ 7,379,464	\$ 13,556,857	\$ 2,998,614
Accounts receivable (net after allowances)	1,932,396	6,777,167	3,336,877	1,530,630
Portfolio investments	-	2,000,000	2,466,356	-
Other financial assets	-	-	99,795	261,142
Total financial assets	\$ 8,072,228	\$ 16,156,631	\$ 19,459,885	\$ 4,790,386
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	2,690,655	5,488,354	4,287,243	2,168,246
Deferred revenue	42,473,491	98,331,923	134,031,951	178,194,763
Employee future benefits liabilities	266,568	152,600	-	-
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures and other supported debt	-	-	-	139,929
Unsupported: Debentures and capital loans	-	1,052,471	-	1,102,409
Mortgages	-	-	-	-
Capital Leases	-	-	-	-
Total liabilities	\$ 45,430,714	\$ 105,025,349	\$ 138,319,194	\$ 181,605,347
Net debt	\$ (37,358,486)	\$ (88,868,718)	\$ (118,859,309)	\$ (176,814,961)
NON-FINANCIAL ASSETS				
Total tangible capital assets	\$ 49,100,156	\$ 109,497,409	\$ 144,485,504	\$ 184,550,082
Prepaid expenses	344,864	1,166,301	783,393	1,208,443
Other non-financial assets	-	224,364	-	198,096
Total non-financial assets	\$ 49,445,020	\$ 110,888,074	\$ 145,268,897	\$ 185,956,621
Accumulated surplus	\$ 12,086,534	\$ 22,019,357	\$ 26,409,588	\$ 9,141,660
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ -	\$ 71,460	\$ 779,622	\$ 230,492
Total operating reserves	3,549,093	5,452,312	8,194,692	2,488,204
Accumulated Surplus from Operations	\$ 3,549,093	\$ 5,523,772	\$ 8,974,314	\$ 2,718,696
Investment in tangible capital assets	7,345,955	15,348,758	15,046,462	5,997,197
Total capital reserves**	1,191,486	1,146,827	2,388,812	425,767
Endowments	-	-	-	-
Accumulated operating surplus (deficit)	\$ 12,086,534	\$ 22,019,357	\$ 26,409,588	\$ 9,141,660
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 12,086,534	\$ 22,019,357	\$ 26,409,588	\$ 9,141,660

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2018

	(in dollars)			
	Grande Yellowhead Public School Div. # 77	Grasslands Regional Div. # 6	Greater North Central Francophone Education Region # 2	Greater St. Albert Roman Catholic Sep. School Dist. # 734
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 3,702,991	\$ 7,657,014	\$ 5,448,737	\$ 4,243,056
Accounts receivable (net after allowances)	1,340,749	1,600,204	2,964,340	2,903,031
Portfolio investments	5,591,052	-	-	-
Other financial assets	-	-	-	-
Total financial assets	\$ 10,634,792	\$ 9,257,218	\$ 8,413,077	\$ 7,146,087
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	2,343,576	1,029,809	2,642,219	3,894,418
Deferred revenue	67,230,015	48,744,132	54,324,256	60,088,145
Employee future benefits liabilities	-	-	149,000	-
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures and other supported debt	-	339,230	-	310,435
Unsupported: Debentures and capital loans	-	-	-	-
Mortgages	-	-	-	-
Capital Leases	-	-	-	-
Total liabilities	\$ 69,573,591	\$ 50,113,171	\$ 57,115,475	\$ 64,292,998
Net debt	\$ (58,938,799)	\$ (40,855,953)	\$ (48,702,398)	\$ (57,146,911)
NON-FINANCIAL ASSETS				
Total tangible capital assets	\$ 74,006,043	\$ 51,420,443	\$ 59,105,426	\$ 62,074,048
Prepaid expenses	194,581	257,648	428,121	371,890
Other non-financial assets	99,357	111,771	-	-
Total non-financial assets	\$ 74,299,981	\$ 51,789,862	\$ 59,533,547	\$ 62,445,938
Accumulated surplus	\$ 15,361,182	\$ 10,933,913	\$ 10,831,149	\$ 5,299,027
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ 976,299	\$ 900,538	\$ 2,257,953	\$ 1,036,925
Total operating reserves	2,002,513	4,646,445	336,008	428,212
Accumulated Surplus from Operations	\$ 2,978,812	\$ 5,546,983	\$ 2,593,961	\$ 1,465,137
Investment in tangible capital assets	9,403,495	4,116,746	7,418,188	3,408,094
Total capital reserves**	2,537,760	1,270,184	819,000	425,796
Endowments	441,115	-	-	-
Accumulated operating surplus (deficit)	\$ 15,361,182	\$ 10,933,913	\$ 10,831,149	\$ 5,299,027
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 15,361,182	\$ 10,933,913	\$ 10,831,149	\$ 5,299,027

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2018

	(in dollars)			
	High Prairie School Div. # 48	Holy Family Catholic Regional Div. # 37	Holy Spirit Roman Catholic Sep. Regional Div. # 4	Horizon School Div. # 67
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 8,063,560	\$ 5,956,716	\$ 13,454,883	\$ 2,419,388
Accounts receivable (net after allowances)	695,986	1,218,212	486,750	1,035,824
Portfolio investments	-	-	176,463	4,482,676
Other financial assets	-	-	-	-
Total financial assets	\$ 8,759,546	\$ 7,174,928	\$ 14,118,096	\$ 7,937,888
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	937,308	972,609	2,153,471	1,162,095
Deferred revenue	26,191,867	33,698,605	83,971,486	51,652,842
Employee future benefits liabilities	264,247	107,643	1,159,676	121,045
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures and other supported debt	-	-	-	-
Unsupported: Debentures and capital loans	-	-	-	-
Mortgages	-	-	-	-
Capital Leases	-	-	-	-
Total liabilities	\$ 27,393,422	\$ 34,778,857	\$ 87,284,633	\$ 52,935,982
Net debt	\$ (18,633,876)	\$ (27,603,929)	\$ (73,166,537)	\$ (44,998,094)
NON-FINANCIAL ASSETS				
Total tangible capital assets	\$ 38,789,960	\$ 38,604,739	\$ 85,043,881	\$ 55,754,990
Prepaid expenses	357,028	373,948	351,496	181,783
Other non-financial assets	480,496	-	-	-
Total non-financial assets	\$ 39,627,484	\$ 38,978,687	\$ 85,395,377	\$ 55,936,773
Accumulated surplus	\$ 20,993,608	\$ 11,374,758	\$ 12,228,840	\$ 10,938,679
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ (356,477)	\$ -	\$ -	\$ 800,661
Total operating reserves	4,675,720	1,893,410	2,682,949	4,582,055
Accumulated Surplus from Operations	\$ 4,319,243	\$ 1,893,410	\$ 2,682,949	\$ 5,382,716
Investment in tangible capital assets	13,016,814	5,634,883	6,692,985	5,555,963
Total capital reserves**	3,657,551	3,846,465	2,709,091	-
Endowments	-	-	142,900	-
Accumulated operating surplus (deficit)	\$ 20,993,608	\$ 11,374,758	\$ 12,227,925	\$ 10,938,679
Accumulated remeasurement gains (losses)	-	-	915	-
	\$ 20,993,608	\$ 11,374,758	\$ 12,228,840	\$ 10,938,679

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2018

	(in dollars)			
	Lakeland Roman Catholic Sep. School Dist. # 150	Lethbridge School Dist. # 51	Living Waters Catholic Regional Div. # 42	Livingstone Range School Div. # 68
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 847,550	\$ 22,359,330	\$ 1,728,986	\$ 7,406,024
Accounts receivable (net after allowances)	902,617	7,242,508	858,072	6,834,107
Portfolio investments	-	74,540	-	183,107
Other financial assets	-	-	-	45,225
Total financial assets	\$ 1,750,167	\$ 29,676,378	\$ 2,587,058	\$ 14,468,464
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	2,096,767	8,145,343	512,627	2,681,762
Deferred revenue	45,936,113	140,236,540	45,041,393	54,227,857
Employee future benefits liabilities	106,413	217,648	-	73,881
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures and other supported debt	-	-	24,412	3,036
Unsupported: Debentures and capital loans	-	-	-	-
Mortgages	-	-	-	-
Capital Leases	-	-	-	-
Total liabilities	\$ 48,139,293	\$ 148,599,531	\$ 45,578,432	\$ 56,986,536
Net debt	\$ (46,389,126)	\$ (118,923,153)	\$ (42,991,374)	\$ (42,518,072)
NON-FINANCIAL ASSETS				
Total tangible capital assets	\$ 51,222,266	\$ 140,911,810	\$ 46,968,398	\$ 54,312,064
Prepaid expenses	178,703	446,634	103,323	244,703
Other non-financial assets	255,984	158,382	-	-
Total non-financial assets	\$ 51,656,953	\$ 141,516,826	\$ 47,071,721	\$ 54,556,767
Accumulated surplus	\$ 5,267,824	\$ 22,593,673	\$ 4,080,347	\$ 12,038,694
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ -	\$ 757,838	\$ -	\$ 661,617
Total operating reserves	(1,247,741)	10,330,034	1,116,884	4,758,689
Accumulated Surplus from Operations	\$ (1,247,741)	\$ 11,087,872	\$ 1,116,884	\$ 5,420,306
Investment in tangible capital assets	6,179,065	5,917,767	2,913,463	6,506,922
Total capital reserves**	336,500	5,268,160	50,000	111,466
Endowments	-	319,874	-	-
Accumulated operating surplus (deficit)	\$ 5,267,824	\$ 22,593,673	\$ 4,080,347	\$ 12,038,694
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 5,267,824	\$ 22,593,673	\$ 4,080,347	\$ 12,038,694

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2018

	(in dollars)			
	Medicine Hat Catholic Sep. School Dist. # 21	Medicine Hat School Dist. # 76*	Mother Earth's Children's Charter School Society	New Horizons Charter School Society
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 3,738,758	\$ 10,822,936	\$ 97,609	\$ 649,518
Accounts receivable (net after allowances)	1,241,226	4,356,020	43,048	30,104
Portfolio investments	-	1,950,798	462,663	547,146
Other financial assets	-	-	-	-
Total financial assets	\$ 4,979,984	\$ 17,129,754	\$ 603,320	\$ 1,226,768
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	2,200,245	4,541,937	58,259	97,561
Deferred revenue	38,977,085	106,966,046	160,000	7,994,235
Employee future benefits liabilities	-	862,748	-	-
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures and other supported debt	-	-	-	-
Unsupported: Debentures and capital loans	-	-	-	-
Mortgages	-	-	-	-
Capital Leases	-	151,854	-	-
Total liabilities	\$ 41,177,330	\$ 112,522,585	\$ 218,259	\$ 8,091,796
Net debt	\$ (36,197,346)	\$ (95,392,831)	\$ 385,061	\$ (6,865,028)
NON-FINANCIAL ASSETS				
Total tangible capital assets	\$ 37,768,633	\$ 118,084,507	\$ 130,347	\$ 8,004,243
Prepaid expenses	501,642	235,364	5,181	31,519
Other non-financial assets	93,628	20	-	-
Total non-financial assets	\$ 38,363,903	\$ 118,319,891	\$ 135,528	\$ 8,035,762
Accumulated surplus	\$ 2,166,557	\$ 22,927,060	\$ 520,589	\$ 1,170,734
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ (393,543)	\$ 828,887	\$ 355,242	\$ 253,951
Total operating reserves	889,134	4,123,600	-	181,469
Accumulated Surplus from Operations	\$ 495,591	\$ 4,952,487	\$ 355,242	\$ 435,420
Investment in tangible capital assets	1,625,466	13,378,875	130,347	174,959
Total capital reserves**	45,500	2,591,400	35,000	560,355
Endowments	-	1,830,457	-	-
Accumulated operating surplus (deficit)	\$ 2,166,557	\$ 22,753,219	\$ 520,589	\$ 1,170,734
Accumulated remeasurement gains (losses)	-	173,841	-	-
	\$ 2,166,557	\$ 22,927,060	\$ 520,589	\$ 1,170,734

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2018

	(in dollars)			
	Northern Gateway Regional Div. # 10	Northern Lights School Div. # 69	Northland School Div. # 61	Northwest Francophone Education Region # 1
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 10,074,164	\$ 8,365,294	\$ 11,843,563	\$ 2,412,533
Accounts receivable (net after allowances)	1,810,779	2,617,069	3,948,236	129,251
Portfolio investments	-	163,573	-	19,279
Other financial assets	515,206	-	84,579	-
Total financial assets	\$ 12,400,150	\$ 11,145,936	\$ 15,876,378	\$ 2,561,063
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	1,614,656	3,737,802	2,836,474	263,236
Deferred revenue	75,720,107	90,106,946	70,773,489	15,244,658
Employee future benefits liabilities	-	-	6,001	143,809
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures and other supported debt	11,274	50,048	-	-
Unsupported: Debentures and capital loans	-	42,656	-	-
Mortgages	-	-	-	-
Capital Leases	-	-	-	-
Total liabilities	\$ 77,346,037	\$ 93,937,452	\$ 73,615,964	\$ 15,651,703
Net debt	\$ (64,945,888)	\$ (82,791,516)	\$ (57,739,586)	\$ (13,090,640)
NON-FINANCIAL ASSETS				
Total tangible capital assets	\$ 84,157,917	\$ 95,926,541	\$ 69,694,666	\$ 14,747,227
Prepaid expenses	-	806,407	455,147	80,244
Other non-financial assets	-	-	10	29,351
Total non-financial assets	\$ 84,157,917	\$ 96,732,948	\$ 70,149,823	\$ 14,856,822
Accumulated surplus	\$ 19,212,030	\$ 13,941,432	\$ 12,410,237	\$ 1,766,182
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ -	\$ 175,923	\$ 3,494,493	\$ 288,873
Total operating reserves	6,463,271	4,512,122	-	955,774
Accumulated Surplus from Operations	\$ 6,463,271	\$ 4,688,045	\$ 3,494,493	\$ 1,244,647
Investment in tangible capital assets	9,102,523	6,568,025	6,655,299	358,535
Total capital reserves**	3,646,237	2,666,350	2,260,445	163,000
Endowments	-	-	-	-
Accumulated operating surplus (deficit)	\$ 19,212,030	\$ 13,922,420	\$ 12,410,237	\$ 1,766,182
Accumulated remeasurement gains (losses)	-	19,012	-	-
	\$ 19,212,030	\$ 13,941,432	\$ 12,410,237	\$ 1,766,182

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2018

	(in dollars)			
	Palliser Regional Div. # 26	Parkland School Div. # 70	Peace River School Div. # 10	Peace Wapiti School Div. # 76
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 6,963,006	\$ 14,812,511	\$ 14,908,722	\$ 3,508,123
Accounts receivable (net after allowances)	1,177,517	1,072,666	779,141	3,142,517
Portfolio investments	131,998	-	-	8,999,464
Other financial assets	-	-	-	612,833
Total financial assets	\$ 8,272,521	\$ 15,885,177	\$ 15,687,863	\$ 16,262,937
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	3,997,917	4,684,329	2,462,186	6,566,038
Deferred revenue	40,417,182	114,303,358	50,254,782	93,289,144
Employee future benefits liabilities	316,700	440,600	-	647,182
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures and other supported debt	92,917	-	-	-
Unsupported: Debentures and capital loans	-	-	-	-
Mortgages	-	-	-	-
Capital Leases	-	-	-	-
Total liabilities	\$ 44,824,716	\$ 119,428,287	\$ 52,716,968	\$ 100,502,364
Net debt	\$ (36,552,195)	\$ (103,543,110)	\$ (37,029,105)	\$ (84,239,427)
NON-FINANCIAL ASSETS				
Total tangible capital assets	\$ 43,858,653	\$ 120,818,631	\$ 55,046,910	\$ 103,797,387
Prepaid expenses	616,720	277,277	227,389	1,463,220
Other non-financial assets	28,203	-	462,780	261,847
Total non-financial assets	\$ 44,503,576	\$ 121,095,908	\$ 55,737,079	\$ 105,522,454
Accumulated surplus	\$ 7,951,381	\$ 17,552,798	\$ 18,707,974	\$ 21,283,023
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ -	\$ 943,768	\$ (748,589)	\$ -
Total operating reserves	1,669,918	5,401,726	6,395,595	3,898,923
Accumulated Surplus from Operations	\$ 1,669,918	\$ 6,345,494	\$ 5,647,006	\$ 3,898,923
Investment in tangible capital assets	5,671,681	7,635,255	8,248,744	11,906,949
Total capital reserves**	522,550	3,572,049	4,812,224	5,380,149
Endowments	87,232	-	-	-
Accumulated operating surplus (deficit)	\$ 7,951,381	\$ 17,552,798	\$ 18,707,974	\$ 21,186,021
Accumulated remeasurement gains (losses)	-	-	-	97,002
	\$ 7,951,381	\$ 17,552,798	\$ 18,707,974	\$ 21,283,023

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2018

	(in dollars)			
	Pembina Hills Regional Div. # 7	Prairie Land Regional Div. # 25	Prairie Rose School Div. # 8	Red Deer Catholic Regional Div. # 39
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 5,986,551	\$ 1,697,726	\$ 6,674,464	\$ 15,848,122
Accounts receivable (net after allowances)	3,460,469	269,065	1,744,088	8,041,052
Portfolio investments	-	5,371,493	-	325,350
Other financial assets	-	-	-	-
Total financial assets	\$ 9,447,020	\$ 7,338,284	\$ 8,418,552	\$ 24,214,524
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	1,317,625	940,080	2,424,499	6,828,464
Deferred revenue	29,240,413	27,120,333	35,697,808	129,839,981
Employee future benefits liabilities	-	71,500	-	1,993,293
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures and other supported debt	-	-	30,085	8,024
Unsupported: Debentures and capital loans	-	-	-	2,684,000
Mortgages	-	-	-	-
Capital Leases	-	-	-	-
Total liabilities	\$ 30,558,038	\$ 28,131,913	\$ 38,152,392	\$ 141,353,762
Net debt	\$ (21,111,018)	\$ (20,793,629)	\$ (29,733,840)	\$ (117,139,238)
NON-FINANCIAL ASSETS				
Total tangible capital assets	\$ 32,518,165	\$ 29,656,830	\$ 36,494,985	\$ 137,755,535
Prepaid expenses	384,730	249,195	651,582	1,555,528
Other non-financial assets	468,725	-	-	317,262
Total non-financial assets	\$ 33,371,620	\$ 29,906,025	\$ 37,146,567	\$ 139,628,325
Accumulated surplus	\$ 12,260,602	\$ 9,112,396	\$ 7,412,727	\$ 22,489,087
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ 903,066	\$ 350,000	\$ 736,623	\$ -
Total operating reserves	5,260,337	2,735,496	2,349,757	6,792,541
Accumulated Surplus from Operations	\$ 6,163,403	\$ 3,085,496	\$ 3,086,380	\$ 6,792,541
Investment in tangible capital assets	4,765,973	3,877,152	3,854,673	7,531,902
Total capital reserves**	1,331,226	2,149,748	471,674	8,069,064
Endowments	-	-	-	-
Accumulated operating surplus (deficit)	\$ 12,260,602	\$ 9,112,396	\$ 7,412,727	\$ 22,393,507
Accumulated remeasurement gains (losses)	-	-	-	95,580
	\$ 12,260,602	\$ 9,112,396	\$ 7,412,727	\$ 22,489,087

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2018

	(in dollars)			
	Red Deer Public School Dist. # 104	Rocky View School Div. # 41	St. Albert Public School Dist. # 5565	St. Paul Education Regional Div. # 1
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 11,976,817	\$ 19,858,526	\$ 17,646,887	\$ 8,938,215
Accounts receivable (net after allowances)	2,976,945	3,364,961	1,861,037	1,140,889
Portfolio investments	501,908	28,169,715	-	-
Other financial assets	-	90,941	-	-
Total financial assets	\$ 15,455,671	\$ 51,484,143	\$ 19,507,924	\$ 10,079,104
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	3,792,011	26,418,025	4,956,527	2,772,937
Deferred revenue	93,122,383	312,343,220	67,064,609	100,263,451
Employee future benefits liabilities	917,000	-	-	-
Liability for contaminated sites	-	-	-	-
Other liabilities	45,971	-	-	-
Debt				
Supported: Debentures and other supported debt	-	-	150,760	5,700
Unsupported: Debentures and capital loans	-	2,055,381	-	-
Mortgages	-	-	-	-
Capital Leases	-	-	-	-
Total liabilities	\$ 97,877,364	\$ 340,816,626	\$ 72,171,896	\$ 103,042,088
Net debt	\$ (82,421,693)	\$ (289,332,483)	\$ (52,663,972)	\$ (92,962,984)
NON-FINANCIAL ASSETS				
Total tangible capital assets	\$ 95,555,226	\$ 338,557,189	\$ 71,000,018	\$ 100,935,376
Prepaid expenses	578,760	1,545,204	784,643	411,074
Other non-financial assets	605,745	75,476	-	-
Total non-financial assets	\$ 96,739,731	\$ 340,177,869	\$ 71,784,661	\$ 101,346,450
Accumulated surplus	\$ 14,318,038	\$ 50,845,385	\$ 19,120,689	\$ 8,383,466
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ 3,315,034	\$ -	\$ 244,452	\$ 500,000
Total operating reserves	4,197,884	13,742,276	9,157,780	2,352,727
Accumulated Surplus from Operations	\$ 7,512,918	\$ 13,742,276	\$ 9,402,232	\$ 2,852,727
Investment in tangible capital assets	6,566,802	31,624,993	6,077,736	4,392,159
Total capital reserves**	198,951	5,387,175	3,640,721	1,138,580
Endowments	39,367	90,941	-	-
Accumulated operating surplus (deficit)	\$ 14,318,038	\$ 50,845,385	\$ 19,120,689	\$ 8,383,466
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 14,318,038	\$ 50,845,385	\$ 19,120,689	\$ 8,383,466

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2018

	(in dollars)			
	St. Thomas Aquinas Roman Catholic Sep. Regional Div. # 38	Sturgeon School Div. # 24	Suzuki Charter School Society	The Southern Francophone Education Region # 4
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 3,943,532	\$ 5,981,560	\$ 238,381	\$ 5,350,479
Accounts receivable (net after allowances)	634,472	1,008,397	22,124	2,118,432
Portfolio investments	-	3,118,213	283,390	-
Other financial assets	-	37,789	-	-
Total financial assets	\$ 4,578,004	\$ 10,145,959	\$ 543,895	\$ 7,468,911
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	608,705	2,746,662	23,782	818,928
Deferred revenue	73,008,092	52,854,331	457,748	63,696,903
Employee future benefits liabilities	-	-	-	-
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures and other supported debt	45,204	-	-	-
Unsupported: Debentures and capital loans	174,286	-	-	-
Mortgages	-	-	-	-
Capital Leases	-	-	-	-
Total liabilities	\$ 73,836,287	\$ 55,600,993	\$ 481,530	\$ 64,515,831
Net debt	\$ (69,258,283)	\$ (45,455,034)	\$ 62,365	\$ (57,046,920)
NON-FINANCIAL ASSETS				
Total tangible capital assets	\$ 75,908,196	\$ 55,077,041	\$ 615,048	\$ 61,042,962
Prepaid expenses	513,498	631,563	20,361	306,633
Other non-financial assets	235,899	-	-	-
Total non-financial assets	\$ 76,657,593	\$ 55,708,604	\$ 635,409	\$ 61,349,595
Accumulated surplus	\$ 7,399,310	\$ 10,253,570	\$ 697,774	\$ 4,302,675
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ 1,517,075	\$ 2,207,541	\$ 385,570	\$ 1,883,381
Total operating reserves	1,295,136	1,365,679	101,034	2,110,424
Accumulated Surplus from Operations	\$ 2,812,211	\$ 3,573,220	\$ 486,604	\$ 3,993,805
Investment in tangible capital assets	3,841,099	2,887,797	211,170	276,597
Total capital reserves**	746,000	3,792,553	-	32,273
Endowments	-	-	-	-
Accumulated operating surplus (deficit)	\$ 7,399,310	\$ 10,253,570	\$ 697,774	\$ 4,302,675
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 7,399,310	\$ 10,253,570	\$ 697,774	\$ 4,302,675

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2018

	(in dollars)			
	Valhalla School Foundation	Westmount Charter School Society	Westwind School Div. # 74	Wetaskiwin Regional Div. # 11
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 65,629	\$ 1,885,235	\$ 2,767,266	\$ 3,525,969
Accounts receivable (net after allowances)	8,088	134,762	4,728,101	1,767,653
Portfolio investments	-	45,000	1,262,960	-
Other financial assets	-	-	-	-
Total financial assets	\$ 73,717	\$ 2,064,997	\$ 8,758,327	\$ 5,293,622
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	36,955	430,747	2,924,410	1,363,494
Deferred revenue	374,496	1,956,947	83,113,007	57,198,449
Employee future benefits liabilities	-	-	133,376	70,925
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures and other supported debt	-	-	68,400	46,400
Unsupported: Debentures and capital loans	41,253	-	-	-
Mortgages	-	-	-	-
Capital Leases	-	-	-	-
Total liabilities	\$ 452,705	\$ 2,387,694	\$ 86,239,193	\$ 58,679,268
Net debt	\$ (378,987)	\$ (322,697)	\$ (77,480,866)	\$ (53,385,646)
NON-FINANCIAL ASSETS				
Total tangible capital assets	\$ 508,907	\$ 1,933,412	\$ 87,208,794	\$ 59,965,293
Prepaid expenses	17,660	95,934	79,224	551,924
Other non-financial assets	-	-	-	314,237
Total non-financial assets	\$ 526,566	\$ 2,029,346	\$ 87,288,018	\$ 60,831,454
Accumulated surplus	\$ 147,579	\$ 1,706,649	\$ 9,807,152	\$ 7,445,808
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ (5,877)	\$ 807,133	\$ 802,021	\$ -
Total operating reserves	-	78,248	1,183,179	3,143,716
Accumulated Surplus from Operations	\$ (5,877)	\$ 885,381	\$ 1,985,200	\$ 3,143,716
Investment in tangible capital assets	153,456	264,763	5,839,766	3,990,605
Total capital reserves**	-	556,505	1,486,338	231,280
Endowments	-	-	495,848	80,207
Accumulated operating surplus (deficit)	\$ 147,579	\$ 1,706,649	\$ 9,807,152	\$ 7,445,808
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 147,579	\$ 1,706,649	\$ 9,807,152	\$ 7,445,808

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2018

	(in dollars)	
	Wild Rose School Div. # 66	Wolf Creek School Div. # 72
FINANCIAL ASSETS		
Cash and cash equivalents	\$ 6,661,124	\$ 5,460,829
Accounts receivable (net after allowances)	901,524	1,094,895
Portfolio investments	-	4,774,761
Other financial assets	525	41,159
Total financial assets	\$ 7,563,173	\$ 11,371,644
LIABILITIES		
Bank indebtedness	\$ -	\$ -
Accounts payable and accrued liabilities	1,851,540	1,506,258
Deferred revenue	44,833,625	71,300,797
Employee future benefits liabilities	300,893	-
Liability for contaminated sites	-	-
Other liabilities	-	-
Debt		
Supported: Debentures and other supported debt	210,609	20,000
Unsupported: Debentures and capital loans	-	-
Mortgages	-	-
Capital Leases	-	-
Total liabilities	\$ 47,196,667	\$ 72,827,055
Net debt	\$ (39,633,494)	\$ (61,455,411)
NON-FINANCIAL ASSETS		
Total tangible capital assets	\$ 49,393,830	\$ 75,252,381
Prepaid expenses	399,372	428,834
Other non-financial assets	75,085	-
Total non-financial assets	\$ 49,868,287	\$ 75,681,215
Accumulated surplus	\$ 10,234,793	\$ 14,225,804
Accumulated surplus / (deficit) is comprised of:		
Unrestricted surplus	\$ 483,426	\$ 2,095,011
Total operating reserves	3,311,392	749,776
Accumulated Surplus from Operations	\$ 3,794,818	\$ 2,844,787
Investment in tangible capital assets	6,439,975	9,212,232
Total capital reserves**	-	1,986,980
Endowments	-	181,805
Accumulated operating surplus (deficit)	\$ 10,234,793	\$ 14,225,804
Accumulated remeasurement gains (losses)	-	-
	\$ 10,234,793	\$ 14,225,804

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2018

	(in dollars)	
	2018 Actual Totals	2017 Actual Totals (As restated)
FINANCIAL ASSETS		
Cash and cash equivalents	\$ 844,109,170	\$ 821,461,155
Accounts receivable (net after allowances)	292,867,620	292,802,563
Portfolio investments	277,913,433	374,483,280
Other financial assets	2,160,795	1,973,051
Total financial assets	\$ 1,417,051,018	\$ 1,490,720,049
LIABILITIES		
Bank indebtedness	\$ -	\$ 21,056
Accounts payable and accrued liabilities	484,987,617	481,575,373
Deferred revenue	7,621,535,661	7,209,788,404
Employee future benefits liabilities	60,742,449	58,757,694
Liability for contaminated sites	-	-
Other liabilities	836,256	1,250,151
Debt		
Supported: Debentures and other supported debt	3,572,738	8,922,830
Unsupported: Debentures and capital loans	32,767,387	34,538,821
Mortgages	1,717,749	1,839,207
Capital Leases	24,769,246	24,958,572
Total liabilities	\$ 8,230,929,103	\$ 7,821,652,108
Net debt	\$ (6,813,878,085)	\$ (6,330,932,059)
NON-FINANCIAL ASSETS		
Total tangible capital assets	\$ 8,112,984,935	\$ 7,658,791,448
Prepaid expenses	61,052,666	51,400,899
Other non-financial assets	9,945,190	11,905,728
Total non-financial assets	\$ 8,183,982,791	\$ 7,722,098,075
Accumulated surplus	\$ 1,370,104,706	\$ 1,391,166,016
Accumulated surplus / (deficit) is comprised of:		
Unrestricted surplus	\$ 64,954,926	\$ 63,074,437
Total operating reserves	370,732,098	396,859,531
Accumulated Surplus from Operations	\$ 435,687,024	\$ 459,933,968
Investment in tangible capital assets	699,248,727	676,881,545
Total capital reserves**	225,761,710	244,181,186
Endowments	8,291,355	7,732,032
Accumulated operating surplus (deficit)	\$ 1,368,988,816	\$ 1,388,728,731
Accumulated remeasurement gains (losses)	1,115,890	2,437,285
	\$ 1,370,104,706	\$ 1,391,166,016

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Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2018

	(in dollars)			
	Almadina School Society	Aspen View Public School Div. # 78	Aurora School Ltd.	Battle River Regional Div. # 31
REVENUES				
Alberta Education	\$ 11,286,836	\$ 37,465,674	\$ 7,978,542	\$ 78,456,324
Other - Government of Alberta	-	246,369	-	332,615
Federal Government and First Nations	-	2,141,877	-	21,430
Other Alberta school authorities	-	-	-	3,531
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Property Taxes	-	-	-	-
Fees	241,967	984,847	482,184	1,260,066
Other sales and services	-	378,787	33,254	1,428,569
Investment income	27,420	280,304	61,796	205,605
Gifts and donations	800	46,701	2,175	317,940
Rentals of facilities	-	32,193	3,234	17,912
Fundraising	43,456	437,822	83,063	869,496
Gains on disposal of capital assets	-	-	-	23,052
Other revenue	16,376	513,723	-	-
Total revenues	\$ 11,616,855	\$ 42,528,297	\$ 8,644,248	\$ 82,936,540
EXPENSES				
Instruction - ECS	\$ 375,052	\$ 885,691	\$ 338,862	\$ 4,490,215
Instruction - Grades 1 - 12	9,056,537	28,836,388	5,750,532	60,722,289
Plant Operations and Maintenance	497,485	4,594,959	1,282,054	10,787,607
Transportation	990,043	4,028,315	688,769	5,254,211
Board and system administration	466,071	1,918,614	456,737	3,083,163
External Services	-	1,828,284	-	1,683,576
Total expenses	\$ 11,385,188	\$ 42,092,251	\$ 8,516,954	\$ 86,021,061
Operating surplus (deficit)	\$ 231,667	\$ 436,046	\$ 127,294	\$ (3,084,521)
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 932,034	\$ 11,245,236	\$ 635,426	\$ 428,171
Total cash flows from capital transactions	(220,778)	(10,484,332)	(1,298,831)	(1,473,817)
Total cash flows from investing transactions	(26,055)	3,893,262	(1,516,569)	4,990,429
Total cash flows from financing transactions	-	-	-	(244,643)
Increase (decrease) in cash and cash equivalents	\$ 685,201	\$ 4,654,166	\$ (2,179,974)	\$ 3,700,140
Cash and cash equivalents, at beginning of the year	793,808	3,204,195	4,765,753	4,686,817
Cash and cash equivalents, at end of the year	\$ 1,479,009	\$ 7,858,361	\$ 2,585,779	\$ 8,386,957
Alberta Education Funded Student Enrolment**	1086	2496	784	5940

*Name change to Medicine Hat Public School District No. 76 effective September 1, 2018.

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Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2018

	(in dollars)			
	Black Gold Regional Div. # 18	Boyle Street Education Centre	Buffalo Trail Public Schools Regional Div. # 28	Calgary Arts Academy Society
REVENUES				
Alberta Education	\$ 125,601,096	\$ 3,896,096	\$ 54,491,832	\$ 4,502,130
Other - Government of Alberta	467,475	353	391,814	-
Federal Government and First Nations	3,532	-	3,207	-
Other Alberta school authorities	4,335	-	88,616	-
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Property Taxes	-	-	-	-
Fees	1,839,109	-	333,024	455,210
Other sales and services	2,137,820	6,495	420,834	26,750
Investment income	305,984	34,454	67,667	4,363
Gifts and donations	435,357	4,000	119,366	6,202
Rentals of facilities	121,904	-	18,221	4,282
Fundraising	737,925	-	1,481,964	-
Gains on disposal of capital assets	17,109	7,020	10,225	3,078
Other revenue	-	-	-	516,564
Total revenues	\$ 131,671,646	\$ 3,948,418	\$ 57,426,770	\$ 5,518,579
EXPENSES				
Instruction - ECS	\$ 10,765,003	\$ -	\$ 1,158,397	\$ 203,871
Instruction - Grades 1 - 12	95,750,404	2,681,425	41,583,615	3,683,101
Plant Operations and Maintenance	16,215,503	837,516	6,829,017	970,153
Transportation	4,516,259	16,974	5,490,826	351,014
Board and system administration	4,196,517	192,522	2,013,721	261,979
External Services	494,233	123,405	426,302	-
Total expenses	\$ 131,937,919	\$ 3,851,842	\$ 57,501,878	\$ 5,470,118
Operating surplus (deficit)	\$ (266,273)	\$ 96,576	\$ (75,108)	\$ 48,461
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 16,777,184	\$ 159,876	\$ 6,238,554	\$ 1,369,804
Total cash flows from capital transactions	(13,844,443)	(63,539)	(3,823,704)	(1,924,001)
Total cash flows from investing transactions	(1,023,781)	(1,541,469)	-	(19,647)
Total cash flows from financing transactions	-	-	(381,432)	-
Increase (decrease) in cash and cash equivalents	\$ 1,908,960	\$ (1,445,132)	\$ 2,033,418	\$ (573,844)
Cash and cash equivalents, at beginning of the year	3,792,260	2,078,896	4,160,047	848,019
Cash and cash equivalents, at end of the year	\$ 5,701,220	\$ 633,764	\$ 6,193,465	\$ 274,175
Alberta Education Funded Student Enrolment**	10880	144	3948	482

*Name change to Medicine Hat Public School District No. 76 effective September 1, 2018.

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Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2018

	(in dollars)			
	Calgary Girls' School Society	Calgary Roman Catholic Sep. School Dist. # 1	Calgary School Dist. # 19	Canadian Rockies Regional Div. # 12
REVENUES				
Alberta Education	\$ 5,297,170	\$ 478,146,277	\$ 1,265,557,000	\$ 22,632,785
Other - Government of Alberta	-	1,124,408	265,000	594,957
Federal Government and First Nations	-	1,509,613	3,287,000	3,957,054
Other Alberta school authorities	-	-	350,000	477
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Property Taxes	-	102,251,159	-	-
Fees	874,767	11,338,595	38,974,000	1,012,864
Other sales and services	-	6,367,117	30,340,000	1,571,499
Investment income	29,162	1,377,471	7,180,000	99,901
Gifts and donations	10,730	2,141,587	7,957,000	280,961
Rentals of facilities	5,150	1,924,445	4,878,000	167,254
Fundraising	-	1,628,283	2,640,000	377,931
Gains on disposal of capital assets	-	30,647	(18,000)	15,775
Other revenue	29,981	39,202	1,737,000	15,820
Total revenues	\$ 6,246,960	\$ 607,878,804	\$ 1,363,147,000	\$ 30,727,278
EXPENSES				
Instruction - ECS	\$ -	\$ 20,609,325	\$ 52,780,000	\$ 665,122
Instruction - Grades 1 - 12	4,854,151	466,629,807	1,024,638,000	20,959,170
Plant Operations and Maintenance	655,400	78,810,741	157,312,000	3,905,911
Transportation	693,984	19,040,055	49,605,000	1,250,276
Board and system administration	317,176	19,278,586	47,247,000	1,579,925
External Services	-	1,743,608	33,617,000	2,250,546
Total expenses	\$ 6,520,711	\$ 606,112,122	\$ 1,365,199,000	\$ 30,610,950
Operating surplus (deficit)	\$ (273,751)	\$ 1,766,682	\$ (2,052,000)	\$ 116,328
Changes in Financial Position:				
Total cash flows from operating transactions	\$ (167,026)	\$ 86,063,198	\$ 106,835,000	\$ 5,137,377
Total cash flows from capital transactions	(33,277)	(81,144,860)	(130,371,000)	(5,152,881)
Total cash flows from investing transactions	175,330	-	78,574,000	(20,525)
Total cash flows from financing transactions	-	(47,599)	292,000	(395,590)
Increase (decrease) in cash and cash equivalents	\$ (24,973)	\$ 4,870,739	\$ 55,330,000	\$ (431,619)
Cash and cash equivalents, at beginning of the year	457,975	74,599,506	86,417,000	7,029,340
Cash and cash equivalents, at end of the year	\$ 433,002	\$ 79,470,245	\$ 141,747,000	\$ 6,597,721
Alberta Education Funded Student Enrolment**	564	53224	114935	1789

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Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2018

	(in dollars)			
	CAPE-Centre for Academic and Personal Excellence Institute	Chinook's Edge School Div. # 73	Christ the Redeemer Catholic Sep. Regional Div. # 3	Clearview School Div. # 71
REVENUES				
Alberta Education	\$ 2,262,918	\$ 124,087,522	\$ 94,018,234	\$ 31,511,101
Other - Government of Alberta	14,178	911,839	483,607	417,968
Federal Government and First Nations	-	3,264	-	-
Other Alberta school authorities	-	123,919	228,761	16,114
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	358,114	-	-
Property Taxes	-	-	7,329,879	-
Fees	205,837	1,741,235	869,284	349,212
Other sales and services	45,494	1,748,483	673,818	492,060
Investment income	689	225,037	262,248	62,408
Gifts and donations	36,487	493,167	249,121	134,532
Rentals of facilities	-	242,124	26,661	13,990
Fundraising	8,099	768,722	478,828	236,065
Gains on disposal of capital assets	-	36,110	-	3,000
Other revenue	5,719	228,596	801,578	347,421
Total revenues	\$ 2,579,421	\$ 130,968,132	\$ 105,422,019	\$ 33,583,871
EXPENSES				
Instruction - ECS	\$ 176,845	\$ 7,302,233	\$ 2,360,198	\$ 2,133,520
Instruction - Grades 1 - 12	1,749,485	92,733,960	81,993,006	22,246,667
Plant Operations and Maintenance	231,580	16,264,512	12,636,193	4,488,336
Transportation	108,658	6,606,852	4,990,066	3,100,838
Board and system administration	155,738	4,524,086	2,830,503	1,503,537
External Services	66,534	1,737,144	-	255,088
Total expenses	\$ 2,488,840	\$ 129,168,787	\$ 104,809,966	\$ 33,727,986
Operating surplus (deficit)	\$ 90,581	\$ 1,799,345	\$ 612,053	\$ (144,115)
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 157,368	\$ 7,513,464	\$ 4,040,291	\$ 1,732,625
Total cash flows from capital transactions	(21,595)	(3,812,312)	(1,745,612)	(1,081,649)
Total cash flows from investing transactions	21,420	523,637	235,000	(702)
Total cash flows from financing transactions	(3,101)	-	(286,718)	(100,163)
Increase (decrease) in cash and cash equivalents	\$ 154,092	\$ 4,224,789	\$ 2,242,961	\$ 550,111
Cash and cash equivalents, at beginning of the year	45,328	9,867,403	10,870,469	2,879,150
Cash and cash equivalents, at end of the year	\$ 199,420	\$ 14,092,192	\$ 13,113,430	\$ 3,429,261
Alberta Education Funded Student Enrolment**	200	10476	9031	2258

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Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2018

	(in dollars)			
	East Central Alberta			
	Connect Charter School Society	Catholic Sep. Schools Regional Div. # 16	East Central Francophone Education Region # 3	Edmonton Catholic Sep. School Dist. # 7
REVENUES				
Alberta Education	\$ 5,614,223	\$ 22,232,315	\$ 16,111,011	\$ 475,748,901
Other - Government of Alberta	-	136,119	73,498	1,293,332
Federal Government and First Nations	2,782	-	-	8,160,773
Other Alberta school authorities	-	51,300	88,233	110,000
Out of province authorities	-	-	8,894	-
Alberta Municipalities-special tax levies	-	-	-	-
Property Taxes	-	1,503,420	-	-
Fees	866,678	212,795	210,743	14,647,147
Other sales and services	178,787	229,621	379,989	5,936,859
Investment income	20,408	184,371	1,980	975,668
Gifts and donations	103,483	69,488	14,007	4,783,438
Rentals of facilities	4,025	8,610	18,789	2,643,010
Fundraising	69,379	199,225	249,844	396,589
Gains on disposal of capital assets	27,328	-	-	-
Other revenue	-	41,438	-	-
Total revenues	\$ 6,887,093	\$ 24,868,702	\$ 17,156,988	\$ 514,695,717
EXPENSES				
Instruction - ECS	\$ -	\$ 1,003,685	\$ 1,306,274	\$ 50,404,624
Instruction - Grades 1 - 12	5,532,914	17,739,147	8,923,301	357,334,657
Plant Operations and Maintenance	429,596	3,533,997	3,043,703	65,784,412
Transportation	577,842	356,214	1,525,807	22,291,628
Board and system administration	344,376	1,311,044	1,323,883	14,985,377
External Services	-	133,018	1,357,743	7,870,229
Total expenses	\$ 6,884,728	\$ 24,077,105	\$ 17,480,711	\$ 518,670,927
Operating surplus (deficit)	\$ 2,365	\$ 791,597	\$ (323,723)	\$ (3,975,210)
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 237,679	\$ 1,691,904	\$ 491,147	\$ 13,271,246
Total cash flows from capital transactions	(116,884)	(2,032,316)	(399,927)	(10,852,546)
Total cash flows from investing transactions	2,916	40,019	-	-
Total cash flows from financing transactions	-	-	(104,527)	-
Increase (decrease) in cash and cash equivalents	\$ 123,711	\$ (300,393)	\$ (13,307)	\$ 2,418,700
Cash and cash equivalents, at beginning of the year	678,223	10,705,961	462,777	61,592,306
Cash and cash equivalents, at end of the year	\$ 801,934	\$ 10,405,568	\$ 449,470	\$ 64,011,006
Alberta Education Funded Student Enrolment**	618	2008	706	39371

*Name change to Medicine Hat Public School District No. 76 effective September 1, 2018.

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Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2018

	(in dollars)			
	Edmonton School Dist. # 7	Elk Island Catholic Sep. Regional Div. # 41	Elk Island Public Schools Regional Div. # 14	Evergreen Catholic Sep. Regional Div. # 2
REVENUES				
Alberta Education	\$ 1,094,358,885	\$ 59,902,347	\$ 185,016,721	\$ 38,790,116
Other - Government of Alberta	3,895,481	3,404	1,425,675	35,588
Federal Government and First Nations	2,568,945	-	-	40,702
Other Alberta school authorities	1,611,241	-	276,287	6,848
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Property Taxes	-	11,395,713	-	6,644,544
Fees	27,060,642	2,460,624	4,638,986	570,199
Other sales and services	20,127,400	2,197,968	3,427,618	468,995
Investment income	3,905,732	203,745	446,127	172,581
Gifts and donations	8,970,989	116,315	993,142	94,699
Rentals of facilities	4,406,907	182,733	324,787	-
Fundraising	2,038,168	201,672	434,400	240,624
Gains on disposal of capital assets	-	1,069,998	19,255	5,525
Other revenue	-	-	-	131,096
Total revenues	\$ 1,168,944,390	\$ 77,734,519	\$ 197,002,998	\$ 47,201,517
EXPENSES				
Instruction - ECS	\$ 81,724,782	\$ 4,334,392	\$ 10,641,603	\$ 1,697,167
Instruction - Grades 1 - 12	813,119,675	55,462,143	147,637,135	36,286,492
Plant Operations and Maintenance	183,327,299	9,183,497	22,733,263	7,136,679
Transportation	46,133,776	3,429,677	11,050,204	460,805
Board and system administration	37,760,172	2,412,498	6,804,086	2,089,005
External Services	17,035,480	923,016	1,192,666	263,227
Total expenses	\$ 1,179,101,184	\$ 75,745,223	\$ 200,058,957	\$ 47,933,375
Operating surplus (deficit)	\$ (10,156,794)	\$ 1,989,296	\$ (3,055,959)	\$ (731,858)
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 79,653,460	\$ 19,816,304	\$ 16,729,958	\$ 1,087,497
Total cash flows from capital transactions	(106,017,635)	(26,958,150)	(17,794,078)	(1,038,377)
Total cash flows from investing transactions	-	-	(82,274)	1,275,063
Total cash flows from financing transactions	(615,715)	(389,300)	(365,380)	(129,079)
Increase (decrease) in cash and cash equivalents	\$ (26,979,890)	\$ (7,531,146)	\$ (1,511,774)	\$ 1,195,104
Cash and cash equivalents, at beginning of the year	85,017,164	17,525,856	14,032,632	4,446,734
Cash and cash equivalents, at end of the year	\$ 58,037,274	\$ 9,994,710	\$ 12,520,858	\$ 5,641,838
Alberta Education Funded Student Enrolment**	93414	6114	16438	4014

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Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2018

	(in dollars)			
	FFCA Charter School Society	Foothills School Div. # 38	Fort McMurray Public School Dist. # 2833	Fort McMurray Roman Catholic Sep. School Dist. # 32
REVENUES				
Alberta Education	\$ 31,932,067	\$ 88,621,926	\$ 80,188,171	\$ 78,418,324
Other - Government of Alberta	69,844	447,846	785,425	745,732
Federal Government and First Nations	-	447,081	63,250	1,106,323
Other Alberta school authorities	383,134	-	99,618	-
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Property Taxes	-	-	-	1,831,045
Fees	3,117,897	1,730,384	1,346,412	1,140,875
Other sales and services	135,427	227,252	974,140	1,753,306
Investment income	71,376	348,082	296,373	666,877
Gifts and donations	46,792	467,336	707,263	1,139,894
Rentals of facilities	99,615	106,317	1,117,141	551,847
Fundraising	360,530	958,366	73,624	625,497
Gains on disposal of capital assets	-	6,982	-	6,959
Other revenue	248,616	997,165	81,714	649,712
Total revenues	\$ 36,465,298	\$ 94,358,737	\$ 85,733,131	\$ 88,636,391
EXPENSES				
Instruction - ECS	\$ 1,357,626	\$ 3,453,703	\$ 8,782,183	\$ 6,114,826
Instruction - Grades 1 - 12	27,811,693	71,050,707	56,710,887	62,175,829
Plant Operations and Maintenance	2,750,748	12,842,778	16,347,735	11,184,882
Transportation	3,239,840	4,507,726	2,187,971	2,076,009
Board and system administration	1,688,489	3,406,378	2,951,261	2,898,206
External Services	-	-	-	2,679,548
Total expenses	\$ 36,848,396	\$ 95,261,292	\$ 86,980,037	\$ 87,129,300
Operating surplus (deficit)	\$ (383,098)	\$ (902,555)	\$ (1,246,906)	\$ 1,507,091
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 1,155,202	\$ (2,510,086)	\$ 23,562,294	\$ 4,962,637
Total cash flows from capital transactions	(1,393,453)	(8,623,693)	(28,990,909)	(1,668,383)
Total cash flows from investing transactions	(1,011,981)	3,395,000	(35,425)	(141,604)
Total cash flows from financing transactions	(99,336)	7,500,641	-	(107,920)
Increase (decrease) in cash and cash equivalents	\$ (1,349,568)	\$ (238,138)	\$ (5,464,040)	\$ 3,044,730
Cash and cash equivalents, at beginning of the year	3,661,870	7,140,562	20,999,880	36,189,166
Cash and cash equivalents, at end of the year	\$ 2,312,302	\$ 6,902,424	\$ 15,535,840	\$ 39,233,896
Alberta Education Funded Student Enrolment**	3351	7726	4842	5457

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Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2018

	(in dollars)			
	Fort Vermilion School Div. # 52	Golden Hills School Div. # 75	Grande Prairie Roman Catholic Sep. School Dist. # 28	Grande Prairie School Dist. # 2357
REVENUES				
Alberta Education	\$ 47,492,241	\$ 73,460,150	\$ 56,048,929	\$ 96,716,053
Other - Government of Alberta	515,932	361,004	370,374	1,060,167
Federal Government and First Nations	5,277,029	1,610,701	-	-
Other Alberta school authorities	165,634	-	-	-
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	47,200	-	-
Property Taxes	-	-	5,369,964	-
Fees	273,941	1,163,170	1,273,308	1,789,775
Other sales and services	528,045	8,940,348	325,051	2,320,601
Investment income	92,855	146,489	226,087	81,622
Gifts and donations	23,241	147,226	119,889	100,682
Rentals of facilities	295,807	150,731	235,860	131,885
Fundraising	979,887	416,103	484,774	247,989
Gains on disposal of capital assets	31,537	23,970	-	-
Other revenue	-	655,324	453,276	-
Total revenues	\$ 55,676,149	\$ 87,122,415	\$ 64,907,512	\$ 102,448,774
EXPENSES				
Instruction - ECS	\$ 2,026,295	\$ 3,135,836	\$ 3,401,062	\$ 8,745,175
Instruction - Grades 1 - 12	39,810,094	59,418,148	43,542,201	69,125,016
Plant Operations and Maintenance	7,233,086	10,710,343	10,975,105	18,968,303
Transportation	3,467,022	4,063,166	2,933,601	2,412,876
Board and system administration	2,122,207	2,780,440	2,263,245	3,552,112
External Services	1,070,004	5,802,517	297,218	-
Total expenses	\$ 55,728,708	\$ 85,910,450	\$ 63,412,432	\$ 102,803,482
Operating surplus (deficit)	\$ (52,559)	\$ 1,211,966	\$ 1,495,080	\$ (354,708)
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 1,215,821	\$ 15,459,334	\$ 820,599	\$ 2,376,078
Total cash flows from capital transactions	(1,576,957)	(17,138,797)	(5,820,418)	(2,873,791)
Total cash flows from investing transactions	-	500,000	768,003	-
Total cash flows from financing transactions	-	(138,601)	-	(410,742)
Increase (decrease) in cash and cash equivalents	\$ (361,136)	\$ (1,318,065)	\$ (4,231,816)	\$ (908,455)
Cash and cash equivalents, at beginning of the year	6,500,968	8,697,529	17,788,673	3,907,069
Cash and cash equivalents, at end of the year	\$ 6,139,832	\$ 7,379,464	\$ 13,556,857	\$ 2,998,614
Alberta Education Funded Student Enrolment**	2774	6001	4684	7675

*Name change to Medicine Hat Public School District No. 76 effective September 1, 2018.

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Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2018

	(in dollars)			
	Grande Yellowhead Public School Div. # 77	Grasslands Regional Div. # 6	Greater North Central Francophone Education Region # 2	Greater St. Albert Roman Catholic Sep. School Dist. # 734
REVENUES				
Alberta Education	\$ 57,071,628	\$ 46,382,057	\$ 51,327,973	\$ 55,980,165
Other - Government of Alberta	534,947	676,572	364,296	86,517
Federal Government and First Nations	13,000	741,104	1,397,409	102,300
Other Alberta school authorities	121,532	-	-	-
Out of province authorities	-	-	170,640	-
Alberta Municipalities-special tax levies	-	-	-	-
Property Taxes	-	-	-	8,344,216
Fees	933,934	517,430	654,451	2,171,321
Other sales and services	81,482	789,931	173,718	1,115,197
Investment income	155,535	134,883	98,779	95,188
Gifts and donations	288,879	184,183	197,515	121,736
Rentals of facilities	9,496	81,902	197,141	268,737
Fundraising	659,778	110,331	386,239	229,495
Gains on disposal of capital assets	18,835	7,050	-	-
Other revenue	259,034	-	404,952	200,826
Total revenues	\$ 60,148,080	\$ 49,625,443	\$ 55,373,113	\$ 68,715,698
EXPENSES				
Instruction - ECS	\$ 3,278,897	\$ 3,071,839	\$ 3,572,150	\$ 4,657,716
Instruction - Grades 1 - 12	43,326,956	34,889,979	34,703,680	51,890,752
Plant Operations and Maintenance	8,092,796	6,830,956	8,225,938	6,922,049
Transportation	4,485,966	2,434,277	6,136,223	2,805,389
Board and system administration	2,910,315	1,958,205	1,945,644	2,634,767
External Services	-	394,808	650,776	564,750
Total expenses	\$ 62,094,930	\$ 49,580,064	\$ 55,234,411	\$ 69,475,423
Operating surplus (deficit)	\$ (1,946,850)	\$ 45,379	\$ 138,702	\$ (759,725)
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 1,950,706	\$ 3,010,679	\$ 3,985,581	\$ 2,531,664
Total cash flows from capital transactions	(2,716,659)	(3,169,897)	(3,073,011)	(2,038,374)
Total cash flows from investing transactions	(90,011)	-	-	-
Total cash flows from financing transactions	(23,104)	(429,775)	-	(470,641)
Increase (decrease) in cash and cash equivalents	\$ (879,068)	\$ (588,993)	\$ 912,570	\$ 22,649
Cash and cash equivalents, at beginning of the year	4,582,059	8,246,007	4,536,167	4,220,407
Cash and cash equivalents, at end of the year	\$ 3,702,991	\$ 7,657,014	\$ 5,448,737	\$ 4,243,056
Alberta Education Funded Student Enrolment**	4264	3515	3214	5417

*Name change to Medicine Hat Public School District No. 76 effective September 1, 2018.

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Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2018

	(in dollars)			
	High Prairie School Div. # 48	Holy Family Catholic Regional Div. # 37	Holy Spirit Roman Catholic Sep. Regional Div. # 4	Horizon School Div. # 67
REVENUES				
Alberta Education	\$ 45,003,847	\$ 26,405,498	\$ 59,062,347	\$ 43,243,149
Other - Government of Alberta	39,696	384,502	22,625	274,580
Federal Government and First Nations	4,516,146	2,689,774	1,489,828	-
Other Alberta school authorities	401,380	38,935	-	20,234
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Property Taxes	-	1,612,430	-	-
Fees	417,471	177,306	1,094,511	663,549
Other sales and services	831,952	205,313	832,880	594,366
Investment income	164,295	135,364	205,451	145,046
Gifts and donations	52,368	75,749	267,639	299,265
Rentals of facilities	32,430	30,939	71,469	23,666
Fundraising	349,601	127,502	323,012	407,771
Gains on disposal of capital assets	16,007	500	-	-
Other revenue	-	291,987	203,124	22,542
Total revenues	\$ 51,825,193	\$ 32,175,799	\$ 63,572,886	\$ 45,694,168
EXPENSES				
Instruction - ECS	\$ 1,853,888	\$ 1,389,842	\$ 4,146,786	\$ 1,583,678
Instruction - Grades 1 - 12	36,013,161	24,856,301	45,896,259	33,833,530
Plant Operations and Maintenance	6,019,504	4,651,515	9,141,785	6,458,673
Transportation	4,455,837	557,843	2,092,454	2,879,211
Board and system administration	2,464,051	1,404,420	2,369,393	1,957,826
External Services	1,935,685	399,038	-	438,325
Total expenses	\$ 52,742,126	\$ 33,258,959	\$ 63,646,677	\$ 47,151,243
Operating surplus (deficit)	\$ (916,933)	\$ (1,083,160)	\$ (73,791)	\$ (1,457,075)
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 834,799	\$ 857,714	\$ 7,402,843	\$ (1,143,040)
Total cash flows from capital transactions	(1,063,288)	(1,916,994)	(7,981,830)	(3,297,562)
Total cash flows from investing transactions	-	-	(2,316)	2,076,702
Total cash flows from financing transactions	-	-	-	2,734,401
Increase (decrease) in cash and cash equivalents	\$ (228,489)	\$ (1,059,280)	\$ (581,303)	\$ 370,501
Cash and cash equivalents, at beginning of the year	8,292,049	7,015,996	14,036,186	2,048,887
Cash and cash equivalents, at end of the year	\$ 8,063,560	\$ 5,956,716	\$ 13,454,883	\$ 2,419,388
Alberta Education Funded Student Enrolment**	2769	1804	4615	3279

*Name change to Medicine Hat Public School District No. 76 effective September 1, 2018.

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Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2018

	(in dollars)			
	Lakeland Roman Catholic Sep. School Dist. # 150	Lethbridge School Dist. # 51	Living Waters Catholic Regional Div. # 42	Livingstone Range School Div. # 68
REVENUES				
Alberta Education	\$ 30,713,565	\$ 118,222,903	\$ 27,903,891	\$ 47,575,433
Other - Government of Alberta	58,103	582,924	4,906	10,085
Federal Government and First Nations	1,099,780	387,100	81,775	3,017,243
Other Alberta school authorities	-	-	-	-
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Property Taxes	2,282,862	-	1,580,705	-
Fees	525,440	1,731,863	485,566	853,571
Other sales and services	596,530	1,244,744	562,193	1,652,617
Investment income	4,717	271,924	42,272	123,757
Gifts and donations	128,524	780,344	182,406	246,624
Rentals of facilities	56,218	27,504	7,220	58,380
Fundraising	204,546	2,233,757	23,897	324,710
Gains on disposal of capital assets	-	-	-	3,343
Other revenue	-	-	10,359	242,164
Total revenues	\$ 35,670,285	\$ 125,483,063	\$ 30,885,190	\$ 54,107,927
EXPENSES				
Instruction - ECS	\$ 1,719,688	\$ 8,284,171	\$ 2,121,802	\$ 2,245,253
Instruction - Grades 1 - 12	26,818,570	93,989,288	22,847,278	38,366,529
Plant Operations and Maintenance	4,123,767	14,575,181	4,556,725	8,119,881
Transportation	2,476,113	2,339,053	64,199	3,599,784
Board and system administration	1,482,185	4,037,310	1,350,324	2,168,401
External Services	667,915	430,584	-	-
Total expenses	\$ 37,288,238	\$ 123,655,587	\$ 30,940,328	\$ 54,499,848
Operating surplus (deficit)	\$ (1,617,953)	\$ 1,827,476	\$ (55,138)	\$ (391,921)
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 1,366,273	\$ 14,667,610	\$ 1,038,929	\$ (113,395)
Total cash flows from capital transactions	(2,491,214)	(13,109,745)	(1,553,822)	(3,459,937)
Total cash flows from investing transactions	-	9,378	-	5,131,194
Total cash flows from financing transactions	-	(46,853)	(72,160)	757,551
Increase (decrease) in cash and cash equivalents	\$ (1,124,941)	\$ 1,520,390	\$ (587,053)	\$ 2,315,414
Cash and cash equivalents, at beginning of the year	1,972,490	20,838,940	2,316,039	5,090,610
Cash and cash equivalents, at end of the year	\$ 847,550	\$ 22,359,330	\$ 1,728,986	\$ 7,406,024
Alberta Education Funded Student Enrolment**	2179	10415	2061	3195

*Name change to Medicine Hat Public School District No. 76 effective September 1, 2018.

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Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2018

	(in dollars)			
	Medicine Hat Roman Catholic Sep. School Dist. # 21	Medicine Hat School Dist. # 76*	Mother Earth's Children's Charter School Society	New Horizons Charter School Society
REVENUES				
Alberta Education	\$ 25,396,440	\$ 86,917,094	\$ 600,744	\$ 3,657,441
Other - Government of Alberta	289,353	662,353	-	-
Federal Government and First Nations	-	-	790,922	-
Other Alberta school authorities	179,690	149,209	-	12,492
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Property Taxes	4,791,791	-	-	-
Fees	612,667	875,192	-	65,008
Other sales and services	886,082	3,235,704	19,873	1,375
Investment income	77,340	162,127	9,348	3,191
Gifts and donations	128,462	291,250	240,823	2,742
Rentals of facilities	21,573	76,705	1,000	23,366
Fundraising	236,002	426,096	-	5,213
Gains on disposal of capital assets	-	796,506	-	-
Other revenue	18,695	-	28	-
Total revenues	\$ 32,638,095	\$ 93,592,236	\$ 1,662,738	\$ 3,770,828
EXPENSES				
Instruction - ECS	\$ 3,320,908	\$ 10,296,381	\$ 69,200	\$ 111,433
Instruction - Grades 1 - 12	21,979,901	62,962,185	604,346	2,657,977
Plant Operations and Maintenance	4,391,402	11,918,688	433,632	643,526
Transportation	1,193,294	2,250,333	170,965	98,219
Board and system administration	1,674,790	2,838,043	186,658	191,949
External Services	559,124	1,803,326	-	7,640
Total expenses	\$ 33,119,418	\$ 92,068,956	\$ 1,464,801	\$ 3,710,744
Operating surplus (deficit)	\$ (481,323)	\$ 1,523,280	\$ 197,937	\$ 60,084
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 982,155	\$ 5,837,073	\$ 300,591	\$ 132,343
Total cash flows from capital transactions	(1,444,466)	(9,169,873)	15,000	-
Total cash flows from investing transactions	-	(33,810)	(211,233)	(2,804)
Total cash flows from financing transactions	-	(127,568)	-	-
Increase (decrease) in cash and cash equivalents	\$ (462,311)	\$ (3,494,178)	\$ 104,358	\$ 129,539
Cash and cash equivalents, at beginning of the year	4,201,069	14,317,114	(6,749)	519,979
Cash and cash equivalents, at end of the year	\$ 3,738,758	\$ 10,822,936	\$ 97,609	\$ 649,518
Alberta Education Funded Student Enrolment**	2415	6949	6	299

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Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2018

	(in dollars)			
	Northern Gateway Regional Div. # 10	Northern Lights School Div. # 69	Northland School Div. # 61	Northwest Francophone Education Region # 1
REVENUES				
Alberta Education	\$ 59,558,804	\$ 77,832,084	\$ 41,610,711	\$ 9,630,927
Other - Government of Alberta	681,245	1,038,905	436,371	5,477
Federal Government and First Nations	3,213,604	3,227,544	21,719,475	19,683
Other Alberta school authorities	21,380	34,766	-	27,000
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	5,000	-	-	-
Property Taxes	-	-	-	-
Fees	705,510	764,766	-	71,994
Other sales and services	1,182,339	2,243,147	1,196,728	95,092
Investment income	126,459	34,072	210,913	1,483
Gifts and donations	130,690	674,018	338,617	16,412
Rentals of facilities	60,995	138,553	836,778	7,957
Fundraising	131,582	555,922	219,911	142,367
Gains on disposal of capital assets	83,910	202,471	19,990	1,010
Other revenue	-	-	649,905	35,894
Total revenues	\$ 65,901,518	\$ 86,746,248	\$ 67,239,399	\$ 10,055,296
EXPENSES				
Instruction - ECS	\$ 2,326,145	\$ 4,702,149	\$ 3,419,782	\$ 708,433
Instruction - Grades 1 - 12	46,802,933	59,577,108	38,989,460	5,665,529
Plant Operations and Maintenance	8,221,522	13,053,371	11,948,051	1,588,967
Transportation	5,175,141	5,853,558	4,098,423	943,455
Board and system administration	2,675,006	3,024,197	3,343,005	470,814
External Services	449,128	992,915	5,276,058	32,249
Total expenses	\$ 65,649,875	\$ 87,203,298	\$ 67,074,779	\$ 9,409,447
Operating surplus (deficit)	\$ 251,643	\$ (457,050)	\$ 164,620	\$ 645,849
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 4,373,431	\$ 3,041,254	\$ 7,551,118	\$ 1,438,011
Total cash flows from capital transactions	(1,577,678)	(1,290,069)	(3,149,179)	(445,729)
Total cash flows from investing transactions	-	-	-	(656)
Total cash flows from financing transactions	(17,864)	(178,074)	-	-
Increase (decrease) in cash and cash equivalents	\$ 2,777,889	\$ 1,573,111	\$ 4,401,939	\$ 991,626
Cash and cash equivalents, at beginning of the year	7,296,275	6,792,183	7,441,624	1,420,907
Cash and cash equivalents, at end of the year	\$ 10,074,164	\$ 8,365,294	\$ 11,843,563	\$ 2,412,533
Alberta Education Funded Student Enrolment**	4431	5500	1367	417

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Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2018

	(in dollars)			
	Palliser Regional Div. # 26	Parkland School Div. # 70	Peace River School Div. # 10	Peace Wapiti School Div. # 76
REVENUES				
Alberta Education	\$ 89,617,754	\$ 124,225,897	\$ 46,589,874	\$ 76,261,666
Other - Government of Alberta	534,025	-	616,312	20,899
Federal Government and First Nations	409,126	1,778,647	266,153	2,097,748
Other Alberta school authorities	-	275,186	-	221,889
Out of province authorities	-	-	-	251,206
Alberta Municipalities-special tax levies	-	-	-	-
Property Taxes	-	-	-	-
Fees	1,349,296	2,506,514	279,734	553,292
Other sales and services	2,934,623	1,685,207	567,678	1,421,506
Investment income	118,001	252,880	332,813	641,681
Gifts and donations	112,591	962,638	72,919	414,253
Rentals of facilities	346,913	7,877	179,562	300,307
Fundraising	904,817	420,178	798,613	759,479
Gains on disposal of capital assets	27,591	19,755	2,250	39,304
Other revenue	23,921	-	118,935	-
Total revenues	\$ 96,378,658	\$ 132,134,779	\$ 49,824,843	\$ 82,983,230
EXPENSES				
Instruction - ECS	\$ 3,857,372	\$ 11,987,743	\$ 1,982,014	\$ 3,811,014
Instruction - Grades 1 - 12	75,308,511	90,051,148	33,650,467	58,994,104
Plant Operations and Maintenance	10,389,316	14,179,434	6,180,499	10,142,590
Transportation	4,129,505	11,041,855	5,670,182	7,406,950
Board and system administration	3,720,725	4,480,927	2,283,621	3,057,579
External Services	760,990	72,898	346,293	-
Total expenses	\$ 98,166,419	\$ 131,814,005	\$ 50,113,076	\$ 83,412,237
Operating surplus (deficit)	\$ (1,787,761)	\$ 320,774	\$ (288,233)	\$ (429,007)
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 2,831,125	\$ 18,735,133	\$ 9,359,049	\$ 9,401,562
Total cash flows from capital transactions	(2,440,594)	(17,270,811)	(8,638,775)	(10,961,994)
Total cash flows from investing transactions	846	-	-	1,580,404
Total cash flows from financing transactions	(175,518)	-	(37,646)	(5,319)
Increase (decrease) in cash and cash equivalents	\$ 215,859	\$ 1,464,322	\$ 682,628	\$ 14,653
Cash and cash equivalents, at beginning of the year	6,747,147	13,348,189	14,226,094	3,493,470
Cash and cash equivalents, at end of the year	\$ 6,963,006	\$ 14,812,511	\$ 14,908,722	\$ 3,508,123
Alberta Education Funded Student Enrolment**	7812	10249	2875	5439

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Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2018

	(in dollars)			
	Pembina Hills Regional Div. # 7	Prairie Land Regional Div. # 25	Prairie Rose School Div. # 8	Red Deer Catholic Regional Div. # 39
REVENUES				
Alberta Education	\$ 56,745,429	\$ 24,660,949	\$ 47,268,640	\$ 91,716,107
Other - Government of Alberta	744,899	473,205	428,689	5,511,376
Federal Government and First Nations	36,576	-	244,705	81,971
Other Alberta school authorities	13,702	61,816	121,444	-
Out of province authorities	-	89,122	287,965	-
Alberta Municipalities-special tax levies	110,688	261,843	-	-
Property Taxes	-	-	-	8,434,610
Fees	735,268	249,859	527,959	1,142,883
Other sales and services	1,004,731	553,609	1,058,140	2,392,525
Investment income	325,810	86,124	114,385	312,322
Gifts and donations	152,503	55,950	122,492	181,316
Rentals of facilities	69,249	129,313	34,968	169,471
Fundraising	463,066	126,422	331,723	787,823
Gains on disposal of capital assets	12,976	3,589	15,819	50,185
Other revenue	-	-	327,542	630,039
Total revenues	\$ 60,414,897	\$ 26,751,801	\$ 50,884,471	\$ 111,410,628
EXPENSES				
Instruction - ECS	\$ 3,855,208	\$ 1,150,386	\$ 2,401,203	\$ 6,031,554
Instruction - Grades 1 - 12	43,541,294	17,623,101	34,436,753	85,843,118
Plant Operations and Maintenance	6,112,865	4,316,145	6,154,514	12,245,140
Transportation	4,983,327	2,492,840	5,686,024	5,656,974
Board and system administration	2,128,362	1,004,868	2,349,687	3,155,948
External Services	-	-	16,317	-
Total expenses	\$ 60,621,056	\$ 26,587,340	\$ 51,044,498	\$ 112,932,734
Operating surplus (deficit)	\$ (206,159)	\$ 164,461	\$ (160,028)	\$ (1,522,106)
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 1,039,289	\$ 1,014,871	\$ 1,731,043	\$ 1,684,805
Total cash flows from capital transactions	(1,393,755)	(733,665)	(3,467,535)	(10,136,164)
Total cash flows from investing transactions	-	180,966	-	-
Total cash flows from financing transactions	(51,027)	-	(120,000)	(123,025)
Increase (decrease) in cash and cash equivalents	\$ (405,493)	\$ 462,172	\$ (1,856,492)	\$ (8,574,384)
Cash and cash equivalents, at beginning of the year	6,392,044	1,235,554	8,530,956	24,422,506
Cash and cash equivalents, at end of the year	\$ 5,986,551	\$ 1,697,726	\$ 6,674,464	\$ 15,848,122
Alberta Education Funded Student Enrolment**	6574	1339	3174	8798

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Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2018

	(in dollars)			
	Red Deer Public School Dist. # 104	Rocky View School Div. # 41	St. Albert Public School Dist. # 5565	St. Paul Education Regional Div. # 1
REVENUES				
Alberta Education	\$ 115,552,679	\$ 253,042,967	\$ 87,900,432	\$ 43,713,507
Other - Government of Alberta	362,710	2,107,818	150,013	285,404
Federal Government and First Nations	101,166	810,988	19,852	11,226,240
Other Alberta school authorities	287,324	1,190,631	334,135	-
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Property Taxes	-	-	-	-
Fees	1,848,284	7,234,979	3,621,945	494,721
Other sales and services	3,031,444	5,998,935	1,413,498	892,596
Investment income	190,851	565,999	298,350	185,912
Gifts and donations	644,312	1,148,082	344,813	125,346
Rentals of facilities	215,452	317,417	232,979	74,047
Fundraising	196,719	2,084,447	338,296	341,435
Gains on disposal of capital assets	-	-	-	16,184
Other revenue	260,957	2,631,633	-	414,328
Total revenues	\$ 122,691,897	\$ 277,133,896	\$ 94,654,313	\$ 57,769,720
EXPENSES				
Instruction - ECS	\$ 4,918,137	\$ 11,338,356	\$ 5,378,766	\$ 2,006,404
Instruction - Grades 1 - 12	95,190,206	198,332,366	69,157,288	42,980,330
Plant Operations and Maintenance	14,478,915	38,525,207	12,032,344	7,731,632
Transportation	2,978,477	17,581,997	2,915,708	3,155,580
Board and system administration	3,954,024	7,904,608	2,927,737	2,453,379
External Services	-	208,246	1,019,435	242,500
Total expenses	\$ 121,519,760	\$ 273,890,780	\$ 93,431,278	\$ 58,569,825
Operating surplus (deficit)	\$ 1,172,138	\$ 3,243,116	\$ 1,223,035	\$ (800,105)
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 6,211,984	\$ 17,242,731	\$ 17,493,360	\$ 1,524,558
Total cash flows from capital transactions	(7,509,099)	(21,866,824)	(12,711,350)	(376,460)
Total cash flows from investing transactions	(179,206)	(5,070,800)	-	-
Total cash flows from financing transactions	-	(262,428)	(177,414)	(10,498)
Increase (decrease) in cash and cash equivalents	\$ (1,476,320)	\$ (9,957,321)	\$ 4,604,596	\$ 1,137,600
Cash and cash equivalents, at beginning of the year	13,453,138	29,815,847	13,042,291	7,800,615
Cash and cash equivalents, at end of the year	\$ 11,976,817	\$ 19,858,526	\$ 17,646,887	\$ 8,938,215
Alberta Education Funded Student Enrolment**	10235	22609	8028	2996

*Name change to Medicine Hat Public School District No. 76 effective September 1, 2018.

**Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2018

	(in dollars)			
	St. Thomas Aquinas Roman Catholic Sep. Regional Div. # 38	Sturgeon School Div. # 24	Suzuki Charter School Society	The Southern Francophone Education Region # 4
REVENUES				
Alberta Education	\$ 40,118,071	\$ 67,525,114	\$ 3,228,084	\$ 49,450,647
Other - Government of Alberta	522,704	854,007	4,981	414,627
Federal Government and First Nations	922,100	326,269	-	-
Other Alberta school authorities	13,844	21,677	-	-
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Property Taxes	5,245,419	-	-	-
Fees	602,944	1,237,584	109,455	508,371
Other sales and services	1,171,435	389,143	173,720	21,601
Investment income	84,274	149,628	555	85,198
Gifts and donations	64,788	241,037	6,455	-
Rentals of facilities	76,611	42,898	47,193	-
Fundraising	77,237	116,954	63,473	310,081
Gains on disposal of capital assets	-	-	-	-
Other revenue	-	229,457	33,462	2,516
Total revenues	\$ 48,899,427	\$ 71,133,768	\$ 3,667,378	\$ 50,793,041
EXPENSES				
Instruction - ECS	\$ 1,793,268	\$ 12,184,374	\$ 129,084	\$ 2,646,424
Instruction - Grades 1 - 12	34,853,158	42,190,151	2,574,767	33,670,474
Plant Operations and Maintenance	9,081,295	7,088,637	536,948	6,105,173
Transportation	1,319,697	5,801,668	138,351	6,207,203
Board and system administration	2,047,871	2,829,470	193,092	2,212,684
External Services	394,428	523,387	182,101	-
Total expenses	\$ 49,489,717	\$ 70,617,687	\$ 3,754,343	\$ 50,841,958
Operating surplus (deficit)	\$ (590,290)	\$ 516,081	\$ (86,965)	\$ (48,917)
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 1,294,287	\$ 360,868	\$ 19,044	\$ 3,638,714
Total cash flows from capital transactions	(2,290,766)	(1,974,839)	(22,845)	(3,440,125)
Total cash flows from investing transactions	-	1,925,537	(555)	-
Total cash flows from financing transactions	(117,617)	-	-	-
Increase (decrease) in cash and cash equivalents	\$ (1,114,096)	\$ 311,566	\$ (4,356)	\$ 198,589
Cash and cash equivalents, at beginning of the year	5,057,628	5,669,994	242,737	5,151,890
Cash and cash equivalents, at end of the year	\$ 3,943,532	\$ 5,981,560	\$ 238,381	\$ 5,350,479
Alberta Education Funded Student Enrolment**	3828	4708	300	3183

*Name change to Medicine Hat Public School District No. 76 effective September 1, 2018.

**Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2018

	(in dollars)			
	Valhalla School Foundation	Westmount Charter School Society	Westwind School Div. # 74	Wetaskiwin Regional Div. # 11
REVENUES				
Alberta Education	\$ 1,367,658	\$ 14,341,031	\$ 50,228,683	\$ 48,035,711
Other - Government of Alberta	(2,073)	-	11,225	493,260
Federal Government and First Nations	31,574	-	2,578,285	6,015,841
Other Alberta school authorities	-	59,200	-	13,433
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	16,742	-
Property Taxes	-	-	-	-
Fees	11,130	1,285,645	531,476	387,990
Other sales and services	-	-	459,204	522,733
Investment income	99	11,536	153,969	104,814
Gifts and donations	7,083	258,501	103,608	197,517
Rentals of facilities	2,090	36,000	-	34,141
Fundraising	50	58,632	766,436	196,997
Gains on disposal of capital assets	-	-	7,526	-
Other revenue	25,141	-	9,076	352,563
Total revenues	\$ 1,442,752	\$ 16,050,545	\$ 54,866,230	\$ 56,355,000
EXPENSES				
Instruction - ECS	\$ 63,077	\$ 293,526	\$ 3,849,268	\$ 4,942,675
Instruction - Grades 1 - 12	664,732	12,346,146	39,443,714	38,646,567
Plant Operations and Maintenance	271,250	1,532,991	5,913,266	7,865,737
Transportation	296,630	1,006,078	2,222,492	2,736,019
Board and system administration	145,016	801,084	2,692,405	2,535,512
External Services	-	51,640	199,865	32,241
Total expenses	\$ 1,440,704	\$ 16,031,465	\$ 54,321,010	\$ 56,758,751
Operating surplus (deficit)	\$ 2,048	\$ 19,080	\$ 545,220	\$ (403,751)
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 91,368	\$ 227,700	\$ 19,741,415	\$ 397,830
Total cash flows from capital transactions	-	(93,495)	(19,031,053)	(3,352,380)
Total cash flows from investing transactions	-	-	113,099	(575)
Total cash flows from financing transactions	(38,522)	-	(68,400)	(90,395)
Increase (decrease) in cash and cash equivalents	\$ 52,846	\$ 134,205	\$ 755,061	\$ (3,045,520)
Cash and cash equivalents, at beginning of the year	12,783	1,751,030	2,012,205	6,571,489
Cash and cash equivalents, at end of the year	\$ 65,629	\$ 1,885,235	\$ 2,767,266	\$ 3,525,969
Alberta Education Funded Student Enrolment**	88	1245	3985	3292

*Name change to Medicine Hat Public School District No. 76 effective September 1, 2018.

**Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2018

	(in dollars)	
	Wild Rose School Div. # 66	Wolf Creek School Div. # 72
REVENUES		
Alberta Education	\$ 56,020,543	\$ 82,059,752
Other - Government of Alberta	557,736	497,426
Federal Government and First Nations	194,891	2,468,559
Other Alberta school authorities	29,304	157,665
Out of province authorities	-	-
Alberta Municipalities-special tax levies	-	-
Property Taxes	-	-
Fees	1,051,101	1,193,466
Other sales and services	566,768	1,334,771
Investment income	114,075	124,276
Gifts and donations	390,976	174,587
Rentals of facilities	22,507	20,695
Fundraising	543,954	1,018,969
Gains on disposal of capital assets	3,613	10,225
Other revenue	197,088	-
Total revenues	\$ 59,692,556	\$ 89,060,391
EXPENSES		
Instruction - ECS	\$ 3,331,167	\$ 4,404,660
Instruction - Grades 1 - 12	40,889,152	66,685,977
Plant Operations and Maintenance	7,293,360	9,838,082
Transportation	5,074,654	5,253,506
Board and system administration	2,515,076	3,122,188
External Services	1,139,512	925,418
Total expenses	\$ 60,242,921	\$ 90,229,831
Operating surplus (deficit)	\$ (550,365)	\$ (1,169,440)
Changes in Financial Position:		
Total cash flows from operating transactions	\$ 1,543,127	\$ 2,284,119
Total cash flows from capital transactions	(1,185,950)	(2,764,373)
Total cash flows from investing transactions	-	1,049,498
Total cash flows from financing transactions	(168,892)	(76,495)
Increase (decrease) in cash and cash equivalents	\$ 188,285	\$ 492,749
Cash and cash equivalents, at beginning of the year	6,472,839	4,968,080
Cash and cash equivalents, at end of the year	\$ 6,661,124	\$ 5,460,829
Alberta Education Funded Student Enrolment**	4570	6860

*Name change to Medicine Hat Public School District No. 76 effective September 1, 2018.

**Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2018

	(in dollars)		
	2018 Budget Totals	2018 Actual Totals	2017 Actual Totals (As restated)
REVENUES			
Alberta Education	\$ 7,129,370,750	\$ 7,181,611,812	\$ 6,937,503,982
Other - Government of Alberta	37,501,394	37,212,704	33,467,921
Federal Government and First Nations	101,102,903	104,321,940	104,110,315
Other Alberta school authorities	5,303,882	7,415,915	6,804,154
Out of province authorities	733,160	807,827	795,413
Alberta Municipalities-special tax levies	804,257	799,587	695,013
Property Taxes	157,970,165	168,617,757	157,697,122
Fees	164,802,459	164,251,223	208,272,196
Other sales and services	104,228,506	138,957,517	125,808,370
Investment income	14,316,247	24,520,578	15,913,233
Gifts and donations	31,001,804	40,564,024	42,327,236
Rentals of facilities	21,553,341	22,125,154	21,797,646
Fundraising	40,057,636	35,571,858	40,207,236
Gains on disposal of capital assets	2,084,000	2,678,209	4,412,689
Other revenue	4,612,689	15,106,489	11,319,472
Total revenues	\$ 7,815,443,193	\$ 7,944,562,594	\$ 7,711,131,998
EXPENSES			
Instruction - ECS	\$ 413,049,651	\$ 447,609,388	\$ 423,537,308
Instruction - Grades 1 - 12	5,729,119,821	5,719,293,822	5,585,174,297
Plant Operations and Maintenance	1,055,655,693	1,040,437,661	1,013,529,262
Transportation	366,754,763	375,311,757	365,763,119
Board and system administration	263,666,077	278,321,820	258,808,418
External Services	90,280,693	103,567,978	92,858,447
Total expenses	\$ 7,918,526,698	\$ 7,964,542,426	\$ 7,739,670,851
Operating surplus (deficit)	\$ (103,083,505)	\$ (19,979,832)	\$ (28,538,853)
Changes in Financial Position:			
Total cash flows from operating transactions	\$	607,033,977	\$ 749,144,414
Total cash flows from capital transactions		(684,390,124)	(1,007,485,573)
Total cash flows from investing transactions		95,449,706	(114,668,263)
Total cash flows from financing transactions		4,575,512	34,176,661
Increase (decrease) in cash and cash equivalents	\$	22,669,071	\$ (338,832,761)
Cash and cash equivalents, at beginning of the year		821,440,099	1,160,272,860
Cash and cash equivalents, at end of the year	\$	844,109,170	\$ 821,440,099

Alberta Education Funded Student Enrolment**

*Name change to Medicine Hat Public School District No. 76 effective September 1, 2018.

**Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Summary of Significant Accounting Policies

School jurisdictions prepare their financial statements in accordance with Public Sector Accounting Standards (PSAS). The following are significant accounting policies followed by these entities:

- Revenues and expenses are recognized on an accrual basis.
- Revenues for the provision of goods and services are recognized in the period in which the goods are provided or the services rendered.
- Unrestricted contributions are recognized as revenues when received or receivable.
- Capital grants that give rise to an obligation to third parties as to use and control are recorded as expended deferred capital revenue (EDCR). EDCR is a component of deferred revenue in the Statements of Financial Position of the school jurisdictions and is recognized as revenue in the period in which the related amortization expense of the funded asset is recorded.
- Contributions for capital assets that will not be amortized, such as land, are recorded as revenue, unless the asset must be held for restricted purposes. If donated land must be used for restricted purposes, revenue is deferred.
- Capital asset additions are recorded at cost and amortized based on amortization policies set by school jurisdictions.
- Donated assets are recorded at fair value where fair value can be reasonably determined.
- Inventories held for resale are valued at the lower of cost and net realizable value. Cost is determined on a first-in, first-out basis or weighted average cost.
- Investments are recorded at fair value.

Disclosure of Salaries and Benefits for Superintendent Positions (unaudited)

For the Year Ended August 31, 2018

(in dollars)				
School Jurisdiction	Remuneration	Benefits & Allowances	Other	Total
Aspen View Public School Division No. 78	191,106	21,157	-	212,263
Battle River Regional Division No. 31	205,280	50,063	-	255,343
Black Gold Regional Division No. 18	226,766	39,952	-	266,718
Buffalo Trail Public Schools Regional Division No. 28	196,150	56,689	-	252,839
Calgary Roman Catholic Separate School District No. 1	251,858	48,875	-	300,733
Calgary School District No. 19	296,435	48,142	-	344,577
Canadian Rockies Regional Division No. 12	228,744	37,604	12,501	278,849
Chinook's Edge School Division No. 73	216,824	63,273	-	280,097
Christ the Redeemer Catholic Separate Regional Division No. 3	220,812	45,929	-	266,741
Clearview School Division No. 71	203,600	33,216	-	236,816
East Central Alberta Catholic Separate Schools Regional Division No. 16	212,761	62,496	-	275,257
East Central Francophone Education Region No. 3	216,834	32,815	-	249,649
Edmonton Catholic Separate School District No. 7	362,129	59,852	-	421,981
Edmonton School District No. 7	285,077	90,180	-	375,257
Elk Island Catholic Separate Regional Division No. 41	225,803	59,126	-	284,929
Elk Island Public Schools Regional Division No. 14	238,276	32,868	10,000	281,144
Evergreen Catholic Separate Regional Division No. 2	198,892	18,557	-	217,449
Foothills School Division No. 38	238,105	43,695	233,403	515,203
Fort McMurray Public School District No. 2833	229,495	77,189	-	306,684
Fort McMurray Roman Catholic Separate School District No. 32	216,480	35,497	-	251,977
Fort Vermilion School Division No. 52	194,912	60,057	-	254,969
Golden Hills School Division No. 75	229,796	30,276	-	260,072
Grande Prairie Roman Catholic Separate School District No. 28	205,385	27,486	-	232,871
Grande Prairie School District No. 2357	214,273	45,829	-	260,102
Grande Yellowhead Public School Division No. 77	223,871	26,305	-	250,176
Grasslands Regional Division No. 6	182,180	32,313	-	214,493
Greater North Central Francophone Education Region No. 2	172,000	35,683	-	207,683
Greater St. Albert Roman Catholic Separate School District No. 734	214,853	43,376	7,336	265,565
High Prairie School Division No. 48	223,888	15,887	-	239,775
Holy Family Catholic Separate Regional Division No. 37	183,445	42,530	-	225,975
Holy Spirit Roman Catholic Separate Regional Division No. 4	217,923	48,444	-	266,367
Horizon School Division No. 67	196,195	49,883	-	246,078
Lakeland Roman Catholic Separate School District No. 150	189,135	15,190	17,534	221,859
Lethbridge School District No. 51	215,859	41,697	-	257,556
Living Waters Catholic Regional Division No. 42	176,800	38,893	-	215,693
Livingstone Range School Division No. 68	176,608	18,581	42,599	237,788
Medicine Hat Catholic Separate Regional Division No. 20	165,750	42,208	-	207,958
Medicine Hat School District No. 76	209,885	50,187	-	260,072
Northern Gateway Regional Division No. 10	226,142	42,938	-	269,080
Northern Lights School Division No. 69	207,480	36,185	-	243,665
Northland School Division No. 61	190,000	37,849	-	227,849
Northwest Francophone Education Region No. 1	163,683	12,884	-	176,567
Palliser Regional Division No. 26	209,238	48,765	-	258,003
Parkland School Division No. 70	245,597	77,277	96,470	419,344
Peace River School Division No. 10	189,015	48,580	-	237,595
Peace Wapiti School Division No. 76	204,311	26,660	15,375	246,346
Pembina Hills Regional Division No. 7	190,524	26,550	-	217,074
Prairie Land Regional Division No. 25	180,000	42,296	-	222,296
Prairie Rose School Division No. 8	196,125	34,542	-	230,667
Red Deer Catholic Regional Division No. 39	221,583	41,509	-	263,092
Red Deer Public School District No. 104	216,300	24,209	-	240,509
Rocky View School Division No. 41	225,454	35,668	-	261,122
St. Albert Public School District No. 5565	223,400	94,682	-	318,082
St. Paul Education Regional Division No. 1	202,000	39,297	-	241,297
St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38	189,036	42,795	-	231,831
Sturgeon School Division No. 24	249,167	39,544	-	288,711
The Southern Francophone Education Region No. 4	176,223	34,805	-	211,028

Disclosure of Salaries and Benefits for Superintendent Positions (unaudited)

For the Year Ended August 31, 2018

(in dollars)				
School Jurisdiction	Remuneration	Benefits & Allowances	Other	Total
Westwind Regional Division No. 74	195,948	56,827	-	252,775
Wetaskiwin Regional Division No. 11	195,000	39,156	-	234,156
Wild Rose School Division No. 66	204,000	48,982	-	252,982
Wolf Creek School Division No. 72	209,442	41,215	-	250,657

Footnotes:

1. This information is taken from the notes to the Audited Financial Statements submitted to Alberta Education by the School Jurisdictions.
2. Remuneration includes regular base salaries, administrative allowances, overtime, lump-sum payments, honoraria, deferred salary leave, accruals and any other direct cash remuneration.
3. Benefits include the employer's share of all employee benefits and contributions or payments made on behalf of employees. This includes retirement pension (including Alberta Teacher Retirement Fund contributions made by Alberta Education on behalf of the school jurisdictions), supplementary pensions plans, Canada Pension Plan (CPP), Employment Insurance (EI), health care, dental coverage, vision coverage, out-of-country, medical benefits, group life insurance, accidental disability and dismemberment insurance and disability plans.
4. Allowances include all monies paid to an employee as negotiated allowances. This category includes car or travel allowance, isolation allowances, relocation expenses, sabbaticals, special leave with pay, financial and retirement planning services, and club memberships.
5. Other includes payments made for such things as performance bonuses, accrued vacations and termination benefits (severance pay, retiring allowances, sick leave, vacation payouts, or other settlement costs due to loss of employment).

Alberta Teachers' Retirement Fund Board

Teachers' Pension Plan and Private School Teachers' Pension Plan

Financial Statements

August 31, 2018

Management's Responsibility for Financial Reporting

Independent Auditor's Report

Actuaries' Opinion

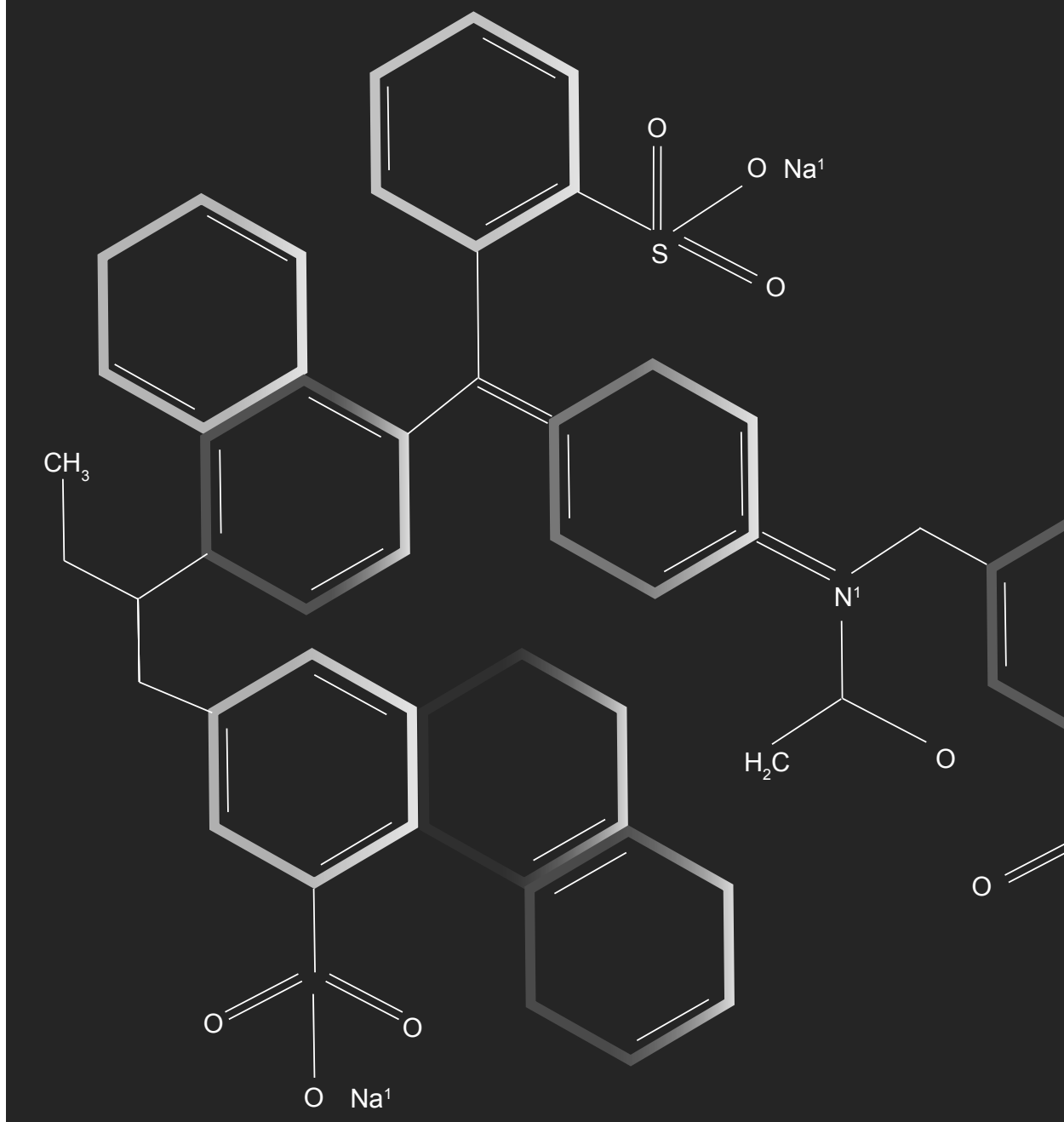
Statement of Financial Position

Statement of Changes in Net Assets Available for Benefits

Statement of Changes in Pension Obligations

Notes to the Financial Statements

2018 FINANCIAL STATEMENTS



Management's Responsibility for Financial Reporting

The financial statements of the Alberta Teachers' Retirement Fund Board and all information in the Annual Report are the responsibility of management, and have been approved by the Board. The financial statements have been prepared in accordance with Canadian accounting standards for pension plans. Where necessary, management has made informed judgments and estimates of the outcome of events and transactions, with due consideration to materiality.

Financial and operating data elsewhere in the Annual Report is consistent with the information contained in the financial statements.

For the integrity of financial information included in this Annual Report, management relies on the organization's system of internal controls and supporting procedures. This system has been established to ensure within reasonable limits that assets are safeguarded, transactions are properly executed in accordance with management's authorization, and that the accounting records provide a solid foundation from which to prepare the financial statements. Controls include high-quality standards for hiring and training employees, an organizational structure that provides a well-defined division of responsibilities and accountability for performance, and the communication of policies and guidelines throughout the organization.

Ultimate responsibility for the financial statements rests with the Board, which is assisted in its responsibilities by the staff and the Audit and Finance Committee. The Alberta Teachers' Retirement Fund Board's external auditor, the Auditor General, has conducted an independent examination of the financial statements in accordance with Canadian generally accepted auditing standards, performing such tests and other procedures as he considers necessary to express the opinion in his report. The Audit and Finance Committee of the Board reviews the Auditor's Report and the financial statements, and recommends them for approval by the Board. The Auditor General has full, unrestricted access to discuss the audit and related findings regarding the integrity of financial reporting, and the adequacy of internal control systems.

[Original Signed]

Rod Matheson
Chief Executive Officer

[Original Signed]

Myles Norton
Vice President, Finance

Independent Auditor's Report

**Auditor
General**
OF ALBERTA

Independent Auditor's Report

To the Alberta Teachers' Retirement Fund Board

Report on the Financial Statements

I have audited the accompanying financial statements of the Alberta Teachers' Retirement Fund Board, which comprise the statement of financial position as at August 31, 2018, and the statements of changes in net assets available for benefits and changes in pension obligations for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for pension plans, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the financial statements present fairly, in all material respects, the financial position of the Alberta Teachers' Retirement Fund Board as at August 31, 2018, and the changes in its net assets available for benefits and changes in its pension obligations for the year then ended in accordance with Canadian accounting standards for pension plans.

[Original signed by W. Doug Wylie FCPA, FCMA, ICD.D]
Auditor General
December 11, 2018
Edmonton, Alberta

Actuaries' Opinion



Actuaries' Opinion

Aon Hewitt has been engaged by the Alberta Teachers' Retirement Fund Board ("ATRF") to prepare actuarial valuations for the *Teachers' Pension Plan* and the *Private School Teachers' Pension Plan* (the "Plans") as at August 31, 2018. The purpose of these valuations is to determine the necessary actuarial information for financial statement reporting for the Plans in accordance with Section 4600 of the CPA Canada Handbook ("Section 4600").

Our valuations have been prepared based on:

- membership and asset data provided by ATRF as at July 31, 2018, projected to August 31, 2018 and adjusted to reflect anticipated new hires as at September 1, 2018;
- assumptions that we understand have been adopted as ATRF management's best estimates; and
- actuarial cost methods and asset valuation methods that are in accordance Section 4600.

Based on the work we have performed, including conducting reasonability tests on the membership and asset data, we have concluded that, in our opinion:

- the data is sufficient and reliable for the purpose of the valuations;
- the assumptions adopted as best estimate by ATRF's management are appropriate for the purpose of the valuations;
- the actuarial cost methods and the asset valuation methods employed are appropriate for the purpose of the valuations; and
- the valuations conform with the requirements of Section 4600.

While the actuarial assumptions used to estimate the Plans' liabilities represent ATRF management's best estimate of future events and market conditions at August 31, 2018, the Plans' future experience will differ from the actuarial assumptions. Emerging experience differing from the assumptions will result in gains or losses that will be revealed in future valuations, and will affect the financial position of the Plans.

Our opinions have been given, and our valuations have been performed, in accordance with accepted actuarial practice in Canada.

[Original Signed]

[Original Signed]

Brenda Prysko
Fellow, Canadian Institute of Actuaries
Fellow, Society of Actuaries

Damon Y. Callas
Fellow, Canadian Institute of Actuaries
Fellow, Society of Actuaries

November 16, 2018

Financial Statements

Statement of Financial Position

<i>As at August 31 (\$ Thousands)</i>	2018	2017
ASSETS		
Investments (Note 3)	\$ 16,981,553	\$ 15,075,926
Contributions receivable	20,318	25,999
Other assets	3,274	5,365
	17,005,145	15,107,290
LIABILITIES		
Investment related liabilities (Note 3)	418,900	311,350
Accounts payable and accrued liabilities (Note 4)	34,727	28,438
	453,627	339,788
NET ASSETS AVAILABLE FOR BENEFITS (Note 5)	16,551,518	14,767,502
ACCRUED PENSION OBLIGATIONS (Note 5)	13,854,246	12,862,534
SURPLUS	\$ 2,697,272	\$ 1,904,968

The accompanying notes are part of these financial statements.

Approved by the Board

[Original Signed]

Greg Meeker
Chair

[Original Signed]

Kareen Stangherlin
Chair, Audit & Finance Committee

Statement of Changes in Net Assets Available for Benefits

<i>For the Year Ended August 31 (\$ Thousands)</i>	2018	2017
Net assets available for benefits, beginning of year	\$ 14,767,502	\$ 13,356,941
Investment operations		
Change in fair value of investments <i>(Note 6)</i>	1,122,015	730,875
Investment income <i>(Note 6)</i>	446,729	423,720
Investment expenses <i>(Note 7)</i>	(139,065)	(127,339)
Net investment operations	1,429,679	1,027,256
Member service operations		
Contributions <i>(Note 8)</i>		
Teachers	440,931	432,654
The Province	415,185	405,193
Private School Boards	2,383	2,272
Transfers from other plans	12,423	8,914
	870,922	849,033
Benefits paid <i>(Note 9)</i>	(508,806)	(459,116)
Member service expenses <i>(Note 7)</i>	(7,779)	(6,612)
Net member service operations	354,337	383,305
Increase in net assets available for benefits	1,784,016	1,410,561
Net assets available for benefits, end of year	\$ 16,551,518	\$ 14,767,502

Statement of Changes in Pension Obligations

<i>For the Year Ended August 31 (\$ Thousands)</i>	2018	2017
Accrued pension obligations, beginning of year	\$ 12,862,534	\$ 12,118,229
Increase (decrease) in accrued pension obligations		
Interest on accrued benefits <i>(Note 5)</i>	835,942	788,508
Benefits accrued <i>(Note 5)</i>	505,008	484,444
Experience losses (gains) <i>(Note 5)</i>	141,833	(105,489)
Changes in actuarial assumptions <i>(Note 5)</i>	17,735	35,958
Benefits paid <i>(Note 5,9)</i>	(508,806)	(459,116)
	991,712	744,305
Accrued pension obligations, end of year <i>(Note 5)</i>	\$ 13,854,246	\$ 12,862,534

The accompanying notes are part of these Financial Statements.

Notes to the Financial Statements

NOTE 1 DESCRIPTION OF PLANS

The following description of the Teachers' Pension Plan and the Private School Teachers' Pension Plan (the "Plans") is a summary only.

a) General

The Alberta Teachers' Retirement Fund Board ("ATRF"), established in 1939, a corporation under the authority of the *Teachers' Pension Plans Act*, Chapter T-1, RSA 2000, is the trustee and administrator of the Plans. The Plans are contributory defined benefit pension plans for the teachers of Alberta.

b) Obligations relating to the period before September 1992

The Teachers' Pension Plan's assets and obligations related to pensionable service after August 31, 1992 (the "post-1992 period") have been accounted for separately from the assets and obligations related to pensionable service prior to September 1, 1992 (the "pre-1992 period") and, accordingly, these financial statements and notes include only post-1992 period transactions of the Teachers' Pension Plan and transactions of the Private School Teachers' Pension Plan.

Effective September 1, 2009, the Province of Alberta (the "Province") assumed full responsibility for obligations related to the Teachers' Pension Plan pre-1992 period pensionable service and provides the required amounts to ATRF to pay the obligations on a monthly basis (Note 9).

c) Funding

The determination of the value of the benefits and the required contributions for the Plans is made on the basis of periodic actuarial valuations.

All teachers under contract with school jurisdictions and charter schools in Alberta are required to contribute to the Teachers' Pension Plan. Current service costs and related deficiencies are funded by equal contributions from the Province and the teachers. An additional 10 percent cost-of-living adjustment for service earned after 1992 is funded entirely by the teachers.

Certain other designated organizations in Alberta also participate in the Teachers' Pension Plan under the same funding arrangements, except these organizations make the employer contributions rather than the Province.

Certain private schools participate in the Private School Teachers' Pension Plan. The structure for plan costs and related deficiencies are funded in equal contributions from the employers and the teachers. An additional 10 percent cost-of-living adjustment for service earned after 1992 is funded entirely by the teachers.

d) Retirement pensions

Retirement pensions are based on the number of years of pensionable service and the average salary of the highest five consecutive years. Pensions are payable to teachers who retire after completion of at least five years of pensionable service, with certain restrictions, and who have attained age 65. Unreduced pensions are also payable to teachers who have reached at least age 55 and the sum of their age and service equals at least 85. With certain restrictions, reduced early retirement pensions are payable to teachers who retire at or after age 55 with a minimum of five years of pensionable service.

e) Disability benefits

Teachers who are disabled after August 31, 1992 are credited with pensionable service while disabled. Teachers do not contribute to the Plans while disabled.

NOTE 1 DESCRIPTION OF PLANS (CONTINUED)

f) Termination benefits

Refunds or commuted value transfers are available when a teacher ceases employment, subject to certain restrictions.

g) Death benefits

Death benefits are available upon the death of a teacher and may be available upon the death of a pensioner. The benefit may take the form of a lump sum payment or a survivor pension.

h) Other provisions

Purchase of past service and reinstatement of refunded service is allowed on a basis that is cost neutral to the Plans.

i) Cost-of-living ("COLA") adjustments

Pensions payable are increased each year by an amount equal to 60 percent of the increase in the Alberta Consumer Price Index. The portion of pension earned after August 31, 1992 is increased by an additional 10 percent of the increase in the Alberta Consumer Price Index.

j) Income tax

The Plans are registered pension plans as defined in the *Income Tax Act* (registration number 0359125) and are not subject to income taxes in Canada. The Plans may be subject to taxes in other jurisdictions where full tax exemptions are not available.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

a) Basis of presentation

The statements present the aggregate financial position of the Plans. These financial statements are prepared in accordance with Canadian accounting standards for pension plans. Section 4600 – Pension Plans, of the CPA Canada Handbook, prescribes accounting policies specific to investments and pension obligations. For accounting policies which do not relate to either investments or pension obligations, International Financial Reporting Standards ("IFRS") are applied. To the extent that IFRS are inconsistent with Section 4600, Section 4600 takes precedence.

All of the entities that ATRF has an ownership interest in, regardless of whether ATRF can control or exercise significant influence, are considered to be investment assets and are presented on a non-consolidated basis.

b) Future changes in accounting standards

IFRS 9 Financial Instruments, issued by the International Accounting Standards Board ("IASB") replaces IAS 39 Financial Instruments: Recognition and Measurement, for annual reporting periods beginning on or after January 1, 2018. The standard contains certain classification and measurement principles for financial instruments. Management does not expect any significant impact on the Plans' financial position and investment income when adopting the new standard for reporting period ending August 31, 2019.

IFRS 15 Revenue from Contracts with Customers, issued by the IASB, replaces IAS 11, IAS 18, IFRIC 13, IFRIC 15, IFRIC 18 and SIC-31, for annual reporting periods beginning on or after January 1, 2018. The standard guides how and when an entity will recognize revenue and its related disclosure requirements. Management does not expect significant impacts to the Plans' financial statements and future financial results when adopting the new standard for reporting period ending August 31, 2019.

IFRS 16 Leases, issued by the IASB, replaces IAS 17 Leases, for annual reporting periods beginning on or after January 1, 2019. The standard provides new principles for the recognition, measurement, presentation and disclosure of leasing arrangements. Management does not expect significant impacts to the Plans' financial statements and future financial results when adopting the new standard for reporting period ending August 31, 2020.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

c) Investments

Investments, investment receivables and investment liabilities are recognized on a trade date basis and are stated at fair value.

i) VALUATION OF INVESTMENTS

Fair value is the price at which an investment asset would be sold or investment liability transferred through an orderly transaction between market participants at the measurement date under current market conditions.

Fair values are determined as follows:

CATEGORY	BASIS OF VALUATION
Money-market securities	Cost plus accrued interest approximates fair value due to the short-term nature of these securities.
Bonds and debentures	Closing quoted market price. Where quoted prices are not available, estimated values are calculated using discounted cash flows based on current market yields for comparable securities.
Public equity	Closing quoted market price. Where a market price is not available, market value is determined using appropriate valuation methods.
Private equity/Infrastructure	Private equity/Infrastructure investments are held through limited partnerships, investment funds and/or other appropriate legal structures alongside our investment managers. Fair value is determined based on carrying values and other relevant information reported by the investment managers using accepted valuation methods and adjusted for any transactions during the interim period up to the reporting date of these financial statements.
Absolute return	Absolute return funds are recorded at fair value, as reported by the investment managers.
Real estate	Real estate investments are held directly, through limited partnerships, investment funds and/or other appropriate legal structures alongside our investment managers. Fair value for direct investments is determined using appropriate valuation techniques such as discounted cash flows, comparable purchases and sales transactions, and independent appraisals. Fair value for directly held real estate is independently appraised at least once every three years. Investments held through fund investments are valued using carrying values reported by the investment managers using similar accepted industry valuation methods.
Bond repurchase agreement	Bonds sold under repurchase agreement are recorded at cost plus accrued interest, which approximates fair value.
Derivatives	Market prices are used for exchange-traded derivatives. Where quoted market prices are not readily available, in the case of over-the-counter ("OTC") derivatives, appropriate valuation techniques are used to determine fair value.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**ii) INCOME RECOGNITION**

Income is recognized as follows:

CATEGORY	BASIS OF RECOGNITION
Interest income	Accrual basis
Dividend income	Accrual basis on the ex-dividend date
Income from real estate, private equity, and infrastructure	Income includes distributions recognized as interest income, dividend income or other income, as appropriate
Realized gains and losses on investments	Difference between proceeds on disposal and the average cost
Unrealized gains and losses on investments	Change in the difference between estimated fair value and the average cost

iii) EXTERNAL INVESTMENT MANAGEMENT EXPENSES

Management expenses and performance fees for external investment managers are expensed as incurred.

iv) TRANSACTION COSTS

Transaction costs are legal fees and due diligence costs attributable to the acquisition and disposition of investment assets or liabilities. Transaction costs are expensed as incurred (Note 7).

d) Foreign currency translation

Assets and liabilities denominated in foreign currencies are translated into Canadian dollars at the exchange rates prevailing on the year-end date. Income and expenses are translated into Canadian dollars at the exchange rates prevailing on the dates of the transactions. The realized gains and losses arising from the transactions and the unrealized gains and losses from these translations are included within the change in fair value of investments in investment earnings.

e) Contributions

Contributions from the teachers, the Province and the employers are recorded on an accrual basis. Cash received from teachers for credited service and cash transfers from other pension plans are recorded when received.

f) Benefits

Pension benefits, termination benefits and transfers to other plans are recorded in the period in which they are paid. Any benefit payment accruals not paid are reflected in accrued pension benefits.

g) Accrued pension obligations

The value of accrued pension obligations and changes therein during the year are based on an actuarial valuation prepared by an independent firm of actuaries annually as at August 31. The valuation uses the projected benefit method, pro-rated on service, and includes management's best estimate of various future events, as at the valuation date (Note 5).

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**h) Capital assets**

Capital assets are recorded at cost and amortized on a straight-line basis over their estimated useful lives. Costs net of accumulated amortization are included with 'other assets' on the Statement of Financial Position.

i) Use of estimates

The preparation of financial statements, in conformity with Canadian accounting standards for pension plans, requires management to make estimates and assumptions that affect the amounts reported in the financial statements.

Measurement uncertainty exists in the calculation of the Plans' actuarial value of accrued benefits. Uncertainty arises because the Plans' actual experience may differ significantly from assumptions used in the calculation of the Plans' accrued benefits.

Significant estimates and assumptions are made in measuring the Plans' private investments. The values may differ significantly from the values that would have been used had a ready market existed for these investments.

j) Salaries and benefits

Details of senior staff compensation included in "salaries and benefits" (Note 7) are presented in the Compensation Discussion and Analysis section of the Annual Report.

ATRF participates in the Local Authorities Pension Plan, a defined benefit public sector pension plan, which meets the accounting requirements for treatment as a defined contribution plan. The employer contributions are recorded as an expense under salaries and benefits (Note 7).

ATRF provides a Supplementary Employee Pension Plan (SEPP) to executives and managers whose earnings exceed the pension benefit limit under the *Income Tax Act* regulations. Benefits are paid to these members as the benefits come due. No assets are earmarked, set aside or placed into trust by ATRF for SEPP benefit payments. The pension benefit is recorded as an expense under salaries and benefits (Note 7) and as a liability (Note 4).

NOTE 3 INVESTMENTS

The following schedule summarizes the fair value of the Plans' investments before allocating the market exposure related to derivative financial instruments. All financial instruments measured at fair value are categorized into one of the following three hierarchy levels. Each level reflects the availability of observable inputs which are used to determine fair values, based on financial information significant to the valuation measurement:

Level 1 – Fair value is based on unadjusted quoted prices in active markets for identical assets or liabilities;

Level 2 – Fair value is based on market data other than quoted prices included in Level 1 that are observable either directly or indirectly;

Level 3 – Fair value is based on inputs other than observable market data.

The following table presents the level within the fair value hierarchy for investments.

(\$ Thousands)		Fair Value			2018	2017
	Level 1	Level 2	Level 3	Total	Total	
Fixed Income						
Cash	\$ 180,084	\$ -	\$ -	\$ 180,084	\$ 164,689	
Money-market securities		508,434	-	508,434	193,160	
Bonds and debentures	21,789	3,441,686	124,636	3,588,111	3,282,170	
	201,873	3,950,120	124,636	4,276,629	3,640,019	
Equity						
Public	6,140,196	-	-	6,140,196	5,609,233	
Private	-	-	1,538,526	1,538,526	1,397,728	
	6,140,196	-	1,538,526	7,678,722	7,006,961	
Absolute return						
	-	-	1,510,741	1,510,741	1,339,709	
Real estate						
	-	-	2,389,092	2,389,092	1,939,963	
Infrastructure						
	-	-	1,075,727	1,075,727	951,942	
	-	-	3,464,819	3,464,819	2,891,905	
Investment related assets						
Accrued income	11,603	-	-	11,603	12,732	
Due from brokers	13,179	-	-	13,179	18,574	
Unrealized gains and amounts receivable on derivative contracts	1,964	23,896	-	25,860	166,026	
	26,746	23,896	-	50,642	197,332	
INVESTMENT ASSETS	6,368,815	3,974,016	6,638,722	16,981,553	15,075,926	
Investment related liabilities						
Due to brokers	14,487	-	-	14,487	13,600	
Bonds repurchase agreements	-	348,395	-	348,395	280,553	
Unrealized losses and amounts payable on derivative contracts	21	55,997	-	56,018	17,197	
INVESTMENT LIABILITIES	14,508	404,392	-	418,900	311,350	
NET INVESTMENTS	\$ 6,354,307	\$ 3,569,624	\$ 6,638,722	\$ 16,562,653	\$ 14,764,576	

NOTE 3 INVESTMENTS (CONTINUED)

The following table represents a reconciliation of financial instruments included in Level 3 of the fair value hierarchy for the year ended August 31, 2018:

<i>(\$ Thousands)</i>	Fair Value, August 31, 2017	Purchases	Sales	Realized Gain/(Loss)	Unrealized Gain/(Loss)	Fair Value, August 31, 2018
Bonds and debentures	\$ 139,166	\$ 12,549	\$ (23,241)	\$ -	\$ (3,838)	\$ 124,636
Private equity	1,397,728	345,034	(522,959)	233,029	85,694	1,538,526
Absolute return	1,339,709	75,289	(7,700)	(559)	104,002	1,510,741
Real estate	1,939,963	443,860	(169,255)	13,918	160,606	2,389,092
Infrastructure	951,942	74,037	(98,603)	20,279	128,072	1,075,727
	<u>\$ 5,768,508</u>	<u>\$ 950,769</u>	<u>\$ (821,758)</u>	<u>\$ 266,667</u>	<u>\$ 474,536</u>	<u>\$ 6,638,722</u>

NOTE 4 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

<i>(\$ Thousands)</i>	2018	2017
Tax withholdings	\$ 12,207	\$ 11,422
Accounts payable	7,909	6,200
Incentive plans payable	6,537	5,204
Supplementary Employee Pension Plan	3,528	2,745
Long-Term Incentive Plan	2,909	2,772
Other	1,637	95
	<u>\$ 34,727</u>	<u>\$ 28,438</u>

NOTE 5 ACCRUED PENSION OBLIGATIONS

Pension obligations represent the value of accrued pension benefits payable in the future to members and are based on an actuarial valuation prepared annually by an independent firm of actuaries. For accounting purposes, actuarial valuations of the Plans were performed as at August 31, 2018. Valuations for the Plans were also prepared as at August 31, 2017. The present value of the accrued pension obligations of \$13,854 million (2017: \$12,863 million) was determined using the projected benefit method prorated on service.

a) Best-estimate valuations and assumptions

The assumptions used in the valuations are based on management's best estimate of future events and involve rates of demographic change, such as rates of mortality, termination of membership and retirement, as well as economic parameters, such as rates of inflation, discount rates and salary escalation rates.

The discount rate is equivalent to the long-term expected rate of return on invested assets.

The major long-term economic assumptions used in the best-estimate valuations are:

	2018	2017
Rate of return on invested assets (discount rate)	6.5%	6.5%
Rate of Alberta inflation	2.0%	2.0%
Rate of inflation	2.0%	2.0%
Real wage increases	1.0%	1.0%

b) Sensitivity of changes in major assumptions on best-estimate valuations

For illustrative purposes, the table below shows the impact of changes in major assumptions, holding all other assumptions constant:

	Teachers' Pension Plan		Private School Teachers' Pension Plan	
	0.5% decrease in rate of return on invested assets	0.5% increase in rate of inflation	0.5% decrease in rate of return on invested assets	0.5% increase in rate of inflation
Increase in current service costs (% of total teacher salaries)	1.5%	1.1%	1.8%	1.3%
Increase in accrued pension obligations	\$1,100 million	\$789 million	\$5 million	\$4 million

For accounting purposes, as at August 31, 2018, the current service cost (excluding 0.2% for administrative expenses) as a percent of total teacher salaries for the Teachers' Pension Plan is 14.0% and for the Private School Teachers' Pension Plan is 14.9%.

NOTE 5 ACCRUED PENSION OBLIGATIONS (CONTINUED)

c) Results based on valuations

For accounting purposes, the excess of net assets available for benefits against pension obligations results in the Plans being in a surplus of \$2,679 million for the post-1992 period of the Teachers' Pension Plan and a surplus of \$19 million for the Private School Teachers' Pension Plan as at August 31, 2018.

(\$ Thousands)	2018			2017		
	Teachers' Pension Plan	Private Teachers'	Total	Teachers' Pension Plan	Private Teachers'	Total
Net assets at beginning of year	\$14,694,784	\$ 72,718	\$ 14,767,502	\$ 13,291,451	\$ 65,490	\$ 13,356,941
Contributions	866,180	4,742	870,922	844,568	4,465	849,033
Benefits	(506,225)	(2,581)	(508,806)	(456,875)	(2,241)	(459,116)
Investment earnings	1,561,019	7,725	1,568,744	1,148,934	5,661	1,154,595
Investment and member service expenses	(146,122)	(722)	(146,844)	(133,294)	(657)	(133,951)
Net assets at end of year	16,469,636	81,882	16,551,518	14,694,784	72,718	14,767,502
Accrued pension obligations at beginning of year	12,804,256	58,278	12,862,534	12,063,702	54,527	12,118,229
Interest on accrued benefits	832,129	3,813	835,942	784,936	3,572	788,508
Benefits accrued	501,667	3,341	505,008	481,354	3,090	484,444
Experience losses (gains)	141,630	203	141,833	(104,735)	(754)	(105,489)
Changes in actuarial assumptions	17,642	93	17,735	35,874	84	35,958
Benefits paid	(506,225)	(2,581)	(508,806)	(456,875)	(2,241)	(459,116)
Actuarial value of accrued pension obligations	13,791,099	63,147	13,854,246	12,804,256	58,278	12,862,534
Surplus	\$ 2,678,537	\$ 18,735	\$ 2,697,272	\$ 1,890,528	\$ 14,440	\$ 1,904,968

The change in pension obligations is comprised of five components:

i) INTEREST ON ACCRUED BENEFITS

Pension obligations increase with interest as the present value of the valuation is evaluated one year later. The interest on accrued benefits is calculated using the rate of return on invested assets.

ii) BENEFITS ACCRUED

Pension obligations increase with new service credited and additional benefits accumulated by plan members during the fiscal year.

NOTE 5 ACCRUED PENSION OBLIGATIONS (CONTINUED)

iii) EXPERIENCE LOSSES

Experience losses of \$141.833 million (2017: Experience gains of \$105.489 million) on accrued benefits are the result of actual experience from one valuation to the next being different than implied by the assumptions from the previous valuation. As the experience is less favorable than anticipated in the assumptions, this results in an experience loss. Experience losses increase the pension obligations. The following table provides details on the net losses on accrued benefits.

<i>(\$ Thousands)</i>	TPP	PSTPP	Total
Short-term salary increase	\$ (23,522)	\$ (643)	\$ (24,165)
COLA	(29,403)	(130)	(29,533)
Demographic	72,247	603	72,850
Other plan experience	122,308	373	122,681
Experience losses	\$ 141,630	\$ 203	\$ 141,833

iv) CHANGES IN ACTUARIAL ASSUMPTIONS

Pension obligations can increase or decrease if there are changes in actuarial assumptions used to evaluate the present value of benefits.

The only assumption change from August 31, 2017 to August 31, 2018 is to the commuted value settlement rates used to calculate the value of lump sum benefit payments. The impact of the assumption change on the accrued benefits is shown in the following table.

<i>(\$ Thousands)</i>	TPP	PSTPP	Total
Commuted value	\$ 17,642	\$ 93	\$ 17,735

v) BENEFITS PAID

The pension obligations decrease with benefits paid from the Plans during the fiscal year, as the funds are no longer required to be set aside to pay for those benefits.

NOTE 5 ACCRUED PENSION OBLIGATIONS (CONTINUED)

d) Valuation methodologies

ATRF conducts two different actuarial valuations of the Plans. One is for financial statements, as per the prescribed accounting standards, and the results are shown within this section of the Notes to the Financial Statements. The second is for funding purposes, as discussed in the funding section of the Annual Report.

For accounting purposes, the Plans' surplus or deficiency, defined as capital, is determined on the fair value basis. However, for actuarial funding valuation purposes, asset values are adjusted for fluctuations in fair values to moderate the effect of market volatility on the Plans' funded status. The funding valuation is calculated in accordance with actuarial standards on a going concern basis and is used to determine changes to contribution rates for future service in order to manage the Plans' funding status. Both types of valuations have prescribed uses and are based on the same underlying plan member data, but the funding valuation differs in smoothing market returns over a five-year period and incorporating a margin for adverse deviation in the discount rate.

In accordance with the *Teachers' Pension Plans Act*, an actuarial funding valuation is required to be performed, at a minimum, every three years. The objective is to ensure that the Plans are fully funded over the long term through the management of investments and contribution rates. Investments are based on an asset mix that is designed to enable the Plans to meet their long-term funding requirement within an acceptable level of risk, consistent with the Plans' investment and funding policies, which are approved by the Board. The actuarial deficiencies as determined by actuarial funding valuations are expected to be funded by August 31, 2027. For further information, refer to funding section of the Annual Report.

NOTE 6 INVESTMENT EARNINGS

The following is a summary of investment earnings by asset class:

(\$ Thousands)	2018			2017		
	Investment Income	Change in Fair Value ¹	Total	Investment Income	Change in Fair Value ²	Total
Fixed income						
Cash and money-market securities	\$ 10,029	\$ 99	\$ 10,128	\$ 6,767	\$ (15)	\$ 6,752
Bonds and debentures	89,964	(18,537)	71,427	81,193	(137,228)	(56,035)
Equity						
Public	140,217	525,745	665,962	148,496	480,105	628,601
Private	40,308	318,723	359,031	38,948	176,869	215,817
Absolute return	-	103,443	103,443	-	(22,991)	(22,991)
Real estate	99,270	174,524	273,794	95,231	68,490	163,721
Infrastructure	66,941	148,351	215,292	53,085	55,450	108,535
Derivatives	-	(130,333)	(130,333)	-	110,195	110,195
	\$ 446,729	\$ 1,122,015	\$ 1,568,744	\$ 423,720	\$ 730,875	\$ 1,154,595

¹ Change in fair value includes a realized net gain of \$625,506 and an unrealized net gain of \$496,509.

² Change in fair value includes a realized net gain of \$662,738 and an unrealized net gain of \$68,137.

NOTE 7 INVESTMENT AND MEMBER SERVICE EXPENSES

(\$ Thousands)	2018			2017		
	Investment	Member Service	Total	Investment	Member Service	Total
Salaries and Benefits	\$ 17,100	\$ 5,121	\$ 22,221	\$ 13,433	\$ 4,553	\$ 17,986
Professional Services	4,270	971	5,241	1,408	563	1,971
Premises and Operations	1,561	807	2,368	1,230	857	2,087
Custodial and Banking	2,229	38	2,267	1,943	46	1,989
Communications, Research, and Travel	1,551	386	1,937	1,485	447	1,932
Board and Committees	759	456	1,215	187	146	333
Transaction Costs	1,101	-	1,101	1,294	-	1,294
Operating Expenses	28,571	7,779	36,350	20,980	6,612	27,592
External Investment Management Fees	110,494	-	110,494	106,359	-	106,359
	\$ 139,065	\$ 7,779	\$ 146,844	\$ 127,339	\$ 6,612	\$ 133,951

NOTE 8 CONTRIBUTIONS

(\$ Thousands)	2018	2017
Teachers		
Current service	\$ 286,411	\$ 280,310
Current service additional 10% COLA	17,234	16,867
Past service	4,498	5,492
Deficiency	132,788	129,985
	440,931	432,654
The Province		
Current service	287,279	280,047
Past service	2,070	2,478
Deficiency	125,836	122,668
	415,185	405,193
Private School Boards		
Current service	2,053	1,957
Deficiency	330	315
	2,383	2,272
Transfers from other plans	12,423	8,914
	\$ 870,922	\$ 849,033

NOTE 9 BENEFITS PAID

(\$ Thousands)	2018	2017
Pension benefits	\$ 427,598	\$ 386,437
Termination benefits	68,237	66,055
Transfers to other plans	12,971	6,624
	\$ 508,806	\$ 459,116

During the year \$476 million (2017: \$471 million) was received from the Province and was distributed as benefits paid relating to the pre-1992 period.

NOTE 10 RISK MANAGEMENT

The Plans are exposed to certain financial risks as a result of investment activities. These risks include market risk, credit risk and liquidity risk. ATRF manages financial risk through the Investment Policy which is approved by the Board and reviewed at least once every fiscal year. This policy contains risk limits and risk management provisions that govern investment decisions and has been designed to achieve the mandate of ATRF which is to invest assets to achieve maximum, risk-controlled, cost-effective, long-term investment returns.

a) Market risk

Market risk is the risk that the fair value or future cash flows of an investment asset or investment liability will fluctuate because of changes in prices and rates. ATRF mitigates market risk through diversification of investments across asset types, geography and time horizons. Market risk is comprised of the following:

i) CURRENCY RISK

Currency risk is the risk that the value of foreign investments will be affected by changes in foreign currency exchange rates for Canadian dollars. The Plans are exposed to currency risk through holdings of investment assets or liabilities in foreign currencies. The relative Canadian value or future cash flows of investments denominated in foreign currencies will change with a change in the price of Canadian dollar against other currencies.

Foreign investments in absolute return, real estate and infrastructure are hedged with the aim of minimizing foreign currency exposure. ATRF permits portfolio managers to hedge foreign currency holdings to limit the Plans' foreign currency exposure.

The Plans' foreign currency exposure is as follows:

(\$ Thousands)	2018			2017		
Currency	Foreign Currency Exposure	Currency Derivatives	Net Foreign Currency Exposure	Foreign Currency Exposure	Currency Derivatives	Net Foreign Currency Exposure
United States dollar	\$ 4,793,604	\$(3,262,258)	\$ 1,531,346	\$ 4,118,948	\$(2,726,220)	\$ 1,392,728
Euro	866,023	(225,288)	640,735	787,752	(241,162)	546,590
British pound sterling	620,062	(296,257)	323,805	446,820	(223,667)	223,153
Hong Kong dollar	322,840	(167)	322,673	321,374	-	321,374
Japanese yen	128,921	99,117	228,038	122,404	(1,645)	120,759
Swiss franc	123,014	(229)	122,785	83,958	(497)	83,461
Other	1,003,580	(60,928)	942,652	984,554	74,527	1,059,081
	\$ 7,858,044	\$(3,746,010)	\$ 4,112,034	\$ 6,865,810	\$(3,118,664)	\$ 3,747,146

After considering the effect of currency hedges, a 1% increase/decrease in the value of the Canadian dollar against all currencies, with all other variables held constant, would result in an approximate decrease/increase in the value of net foreign investments of \$41 million as at August 31, 2018 (2017: \$37 million).

NOTE 10 RISK MANAGEMENT (CONTINUED)

ii) INTEREST RATE RISK

Interest rate risk is the risk that the fair value or future cash flows of an investment will fluctuate as a result of changes in market interest rates. The Plans are exposed to interest rate risk through fixed- and floating-rate securities. There are also certain alternative investments which may have interest rate components exposing them to interest rate risk. Changes in interest rates affect fair values of fixed-rate securities and the cash flows of floating-rate securities. Increases in interest rates will generally decrease the fair value of fixed-rate securities and increase cash flow from floating-rate notes.

ATRF manages interest rate risk for investments by establishing a target asset mix that provides an appropriate mix between interest-sensitive investments and those subject to other risks. A portion of the interest-sensitive portfolio is actively managed, allowing managers to anticipate interest rate movements to mitigate or take advantage of interest rate changes.

Interest rate risk sensitivity

The following table presents the approximate increase/decrease in market value for the Plans' interest rate sensitive investments, assuming a parallel 1% decrease/increase in interest rates, with all other variables held constant:

(\$ Thousands)	2018		2017	
Term to Maturity	Market Value	Change in Market Value	Market Value	Change in Market Value
Less than 1 year	\$ 802,426	\$ 1,996	\$ 495,796	\$ 1,933
1-3 years	273,162	5,728	272,678	5,522
3-5 years	349,130	12,795	307,951	10,863
5-10 years	553,319	35,863	470,645	30,545
Greater than 10 years	1,959,182	292,292	1,777,439	267,277
Other ¹	159,326	-	150,821	-
	\$ 4,096,545	\$ 348,674	\$ 3,475,330	\$ 316,140

¹ Includes externally managed private debt investments and holdings for which term to maturity information is not available or modified duration could not be calculated.

iii) EQUITY PRICE RISK

Equity price risk is the risk that the fair value of an investment will fluctuate as a result of changes in equity market prices (other than those arising from interest rate risk or currency risk). The changes in equity market prices may be caused by factors specific to the individual investment or factors affecting all securities traded in the market.

The Plans use geographic, sector and entity specific analyses, and strategies such as diversification and derivative instruments to mitigate the overall impact of price risk.

A 10% increase/decrease in the value of the overall public equity market, with all other variables held constant, would result in an approximate increase/decrease in the value of public market exposure of \$614 million (2017: \$600 million).

NOTE 10 RISK MANAGEMENT (CONTINUED)

b) Credit risk

Credit risk is the potential of loss should a counterparty fail to meet its contractual obligations, or a reduction in the value of assets due to deteriorated credit quality of the counterparty, guarantor or the collateral supporting the credit exposure. The Plans are exposed to credit risk through investment in fixed income investments, securities lending, and balances receivable from sponsors and counterparties. Fixed income investments exposed to credit risk, by credit rating, are as follows:

	2018	2017
Investment grade (AAA to BBB-)	94%	94%
Speculative grade (BB+ or lower)	1%	1%
Unrated	5%	5%
	100%	100%

Investment restrictions within the Plans have been set to limit the credit exposure to security issuers. Short-term investments require a rating of "R-1" or equivalent. Bonds or debentures require minimum ratings of "CCC" or equivalent in the externally managed portfolios and "BBB" for the portfolios managed internally. Unrated private debt investments are required to meet the rating criteria comparable to a "BBB" rating. Credit exposure to any single counterparty is limited to maximum amounts and minimum ratings as specified in the investment policies and guidelines.

The Plans are also exposed to risk through OTC derivative transactions, arising from a default or insolvency of a counterparty. The Plans have exposure to OTC derivatives as follows:

(\$ Thousands)	2018	2017
Forwards	\$ 23,468	\$ 161,575
Options	154	1,857
Swaps	274	16
	\$ 23,896	\$ 163,448

The Plans mitigate counterparty credit risk by using an internal credit limit monitoring process, International Swaps and Derivatives Master Agreements ("ISDA") and/or Credit Support Annex ("CSA") with our counterparties. The ISDA allows for close-out netting privileges in the event of default, while the CSA enables the Plans to realize upon any collateral placed with it, in the case of default of the counterparty.

c) Liquidity risk

Liquidity risk is the risk of the Plans being unable to generate sufficient cash in a timely and cost-effective manner to meet commitments and expenses as they become due. Consideration is given to the Plans' financial liabilities, which include investment related liabilities (Note 3), accrued pension obligations (Note 5), and contracts that give rise to commitments for future payments (Note 11). The investment related liabilities are as follows:

(\$ Thousands)	2018				2017			
	Within 1 year	1 to 5 years	Over 5 years	Total	Within 1 year	1 to 5 years	Over 5 years	Total
Due to brokers	\$ 14,487	\$ -	\$ -	\$ 14,487	\$ 13,600	\$ -	\$ -	\$ 13,600
Derivative instruments	54,648	17	1,353	56,018	14,705	1,240	1,252	17,197
Bonds repurchase agreements	331,615	16,780	-	348,395	280,553	-	-	280,553
	\$ 400,750	\$ 16,797	\$ 1,353	\$ 418,900	\$ 308,858	\$ 1,240	\$ 1,252	\$ 311,350

NOTE 10 RISK MANAGEMENT (CONTINUED)

Liquidity requirements of the Plans are met through income generated from investments, employee and employer contributions which substantially exceed benefits payable, and by holding publicly traded liquid assets traded in active markets that are easily sold and converted to cash. The following table presents the cash holdings and liquid assets at the years ended August 31:

<i>(\$ Thousands)</i>	2018	2017
Cash	\$ 180,084	\$ 164,689
Money-market securities	508,434	193,160
Bonds and debentures	3,588,111	3,282,170
Public equities	6,140,196	5,609,233
	\$ 10,416,825	\$ 9,249,252

NOTE 11 COMMITMENTS

The Plans have committed to fund certain private investments over the next several years. These commitments are generally payable on demand based on the funding needs of the investment subject to the terms and conditions of each commitment. As at August 31, 2018, the sum of these commitments equalled \$1,784 million (2017: \$1,603 million).

NOTE 12 NET INVESTMENT RETURNS AND RELATED BENCHMARK RETURNS

Net investment returns and related benchmark returns for the Plans for the years ended August 31 are as follows:

	2018	2017
Net investment return	9.6%	7.7%
Benchmark return	8.5%	7.0%

Investment return has been calculated using a time-weighted rate of return methodology in accordance with the industry standard methods. Net investment return is net of investment cost and excludes plan member service costs of \$7.8 million or 0.05% (2017: \$6.6 million or 0.04%).

The Plans' benchmark return is a composite benchmark produced by aggregating returns from each policy asset class benchmark, using the Plans' asset mix policy weights.

NOTE 13 COMPARATIVE FIGURES

Comparative figures have been reclassified, where necessary, to conform to the 2018 presentation.

Annual Report Extracts and Other Statutory Reports

Public Interest Disclosure (Whistleblower Protection) Act s. 32

The Public Interest Disclosure Act requires the Minister of Education to report annually on the following parts of the Act.

Public Interest Disclosure (Whistleblower Protection) Act s.32

Pursuant to subsection 32(1) of the Public Interest Disclosure Act, every chief officer must prepare a report annually on all disclosures that have been made to the designated officer of the department, public entity or office of the Legislature for which the chief officer is responsible. The report must include the following information:

- (a) the number of disclosures received by the designated officer, the number of disclosures acted on and the number of disclosures not acted on by the designated officer;
- (b) the number of investigations commenced by the designated officer as a result of disclosures;
- (c) in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken.

There were no disclosures of wrongdoing filed with the Public Interest Disclosure Office between April 1, 2018 and March 31, 2019, concerning the Department of Education.

