

Profile



Staff FTE		Budget	
Custodial	0.000000	Salaries	\$988,555 93.43%
Exempt	6.000000	Supplies, Equipment and Services	\$69,548 6.57%
Support	0.000000	Total	\$1,058,103 100.00%
Teacher	2.000000		
Maintenance	0.000000		
Total	8.000000		

Vision

Enhancing pathways for student success.

Mission

Our commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfilment, empathy and possibility.

Values

Accountability, collaboration, equity and integrity.

Division Priorities 2022-2026

- 1. Build on outstanding learning opportunities for all students.
- 2. Advance action towards anti-racism and reconciliation.
- 3. Promote a comprehensive approach to student and staff well-being and mental health.

Profile

As part of the Technology and Information Management team, Student Information is responsible for providing accurate student data and information for the Division. This unit manages and reports information to schools, Division units, Alberta Education and external agencies about student enrolment through the Provincial Approach to Student Information (PASI) including: courses, course completion and student achievement. Student Information establishes and oversees protocols for student data collection, data sharing and data use to ensure the integrity of Division data management. This team supports school and central DU leaders in the collection of data for school-based innovations, student growth and achievement in addition to Division research.

## Results and Implications

### Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the goals that were established for 2023-2024, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

**Provide timely and reliable access to student information that will assist schools in recognizing and supporting the diverse learning needs of all students and evaluating and reporting on student growth and learning outcomes in the area of literacy and numeracy.**

#### Specifically:

1. Staff will assist with implementation, validation and support of a new reporting tool to assist schools in easily reviewing student achievement to better inform data-informed decisions.
2. Provide reports upon request for the Division, central units, catchments, and schools on students and their achievement within an agreed upon timeline 17 times out of 20.
3. Identify potential opportunities to leverage technology to streamline the work of school administrators thereby allowing for greater focus on achieving student growth.
4. Develop communication and training plans for school support staff to highlight existing reports or functions in PowerSchool that will assist in greater efficiencies.

#### Results:

1. Staff will assist with implementation, validation and support of a new reporting tool to assist schools in easily reviewing student achievement to better inform data-informed decisions. **(Achieved - Continued work with the student data dashboard and enhanced support for English as an Additional Language monitoring.)**
2. Staff will assist with implementation, validation and support of a new reporting tool to assist schools in easily reviewing student achievement to better inform data-informed decisions. **(Achieved - Increased scheduling and automation of reports for schools to support teaching and learning.)**
3. Develop processes to leverage technology to streamline the work of school administrators thereby allowing for greater focus on achieving student growth. **(Achieved - Continued monitoring and timely training of staff around student citizenship documentation to ensure students have a right to funded education based on Alberta Education funding requirements, providing schools with data around pre-enrolment transition point, specific students transitions from grade 6 to 7 and grade 9 to 10, and increased levels of support around school scheduling and timetabling.)**
4. Develop communication and training plans for school support staff to highlight existing reports or functions in PowerSchool that will assist in greater efficiencies. **(Achieved - Increased participation and delivery of professional development for school staff.)**

**Provide support and services to schools and central units that allow them to advance the Division's Anti-racism and Equity Action Plan.**

#### Specifically:

1. Staff will have the opportunity to participate in professional learning that will expand their own personal understanding of the Division's Anti-racism and Equity Action Plan.
2. Staff within the unit will assist in the development, education and consultation of a new Board Policy relative to the school year calendar. This policy will consider days of significance for stakeholders within our community and provide direction on building a calendar that allows more stakeholders to see themselves within our structures.
3. Staff within the unit will work in collaboration with staff from Strategic Division Supports to report on the learnings identified by the collection of Extended Student Demographic Data.

#### Results:

1. Staff will have the opportunity to participate in professional learning that will expand their own personal understanding of the Division's Anti-racism and Equity Action Plan. **(Achieved - All staff members actively engaged in a diverse range of educational opportunities, encompassing: Biases in staffing practices, language matters discussions and First Nations river exploration.)**
2. Staff within the unit will assist in the development, education and consultation of a new Board Policy relative to the school year calendar. This policy will consider days of significance for stakeholders within our community and provide direction on building a calendar that allows more stakeholders to see themselves within our structures. **(Achieved - Updated Board Policy GCA.BP was passed in 2024 to support creation of the school year calendar that supports the complexity of the work.)**

3. Staff within the unit will work in collaboration with staff from Strategic Division Supports to report on the learnings identified by the collection of Extended Student Demographic Data. **(Achieved)**

- What were the biggest challenges encountered in 2023-2024?**
- The recent retirements of three valued members of our staff, representing approximately half of our workforce, have necessitated a deliberate approach to training new staff on software systems and evaluating existing processes within the unit.
  - The creation of an academic year calendar that aligns with the AB Education timeline for Diploma examinations, taking into consideration the intricate nature of significant dates and adhering to all collective agreements.

- What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?**
- Systems of efficiency and continuous improvement remain the guiding principles that direct the work of our unit, with a focus on timetabling, scheduling, and data distribution.
  - Recent developments in AI and secure tools available for staff (i.e. Gemini for Education) provide opportunities to investigate how these tools can be used to improve the accuracy and efficiency of our unit's work.

## Plans

## Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, reflective questions have been included in the Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

## Division Priority 1

Increase efficiencies when supporting schools and central units with student data.

Specifically:

1. Streamline use of "bursting" from Cognos (i.e., mail merges with specific school based data and messages on data platforms).
2. Leverage the connections with school administrators to build expertise throughout the Division.
3. Review and sharpen random selection processes and scheduling/timetabling.

**Key Performance Indicators (detail):**

- Reduction in time taken to fulfill data requests: Measure the average time it takes to respond to requests for student data from schools and central units, and track the reduction in this time.
- Increase in the number of reports automated or scheduled: Track the number of reports that are automated or scheduled, reducing the need for manual intervention.
- Improved accuracy of student data: Monitor the accuracy of student data by tracking the number of errors or discrepancies reported.
- Increased user satisfaction: Gather feedback from schools and central units on the timeliness, accuracy, and usefulness of the student data provided.
- Adoption rate of new tools and processes: Track the number of schools and central units utilizing new tools and processes implemented to streamline data access and reporting.

**What Key Performance Indicators are you using to track continuous improvement?**

From above: Key performance indicators include: reduction in time taken to fulfill data requests, increase in the number of reports automated, improved accuracy of student data, increased user satisfaction, and adoption rate of new tools and processes. These will be measured through tracking response times, number of automated reports, reported errors, user feedback, and tool/process utilization.

## Division Priority 1

Explore how generative AI could improve accuracy, efficiency and provide other opportunities to increase productivity.

1. Investigate how AI could be used to improve the scheduling and timetabling process.
2. Explore the use of AI tools to review Alberta Education documents to provide accurate and concise messaging to staff.

**Key Performance Indicators (detail):**

- Time saved on scheduling/timetabling tasks: Measure the reduction in time spent on scheduling/timetabling tasks when AI tools are implemented.
- Accuracy of Alberta Education document reviews: Track the percentage of errors or inconsistencies identified in documents through AI-powered reviews.
- Efficiency gains in messaging to staff: Measure the time saved or reduction in manual effort when using AI to assist with drafting or reviewing staff communications.
- User satisfaction with AI tools: Gather feedback from staff on the ease of use and effectiveness of AI tools implemented for scheduling, document review, and communication.

**What Key Performance Indicators are you using to track continuous improvement?**

From above: Key performance indicators for AI tool implementation include time saved on scheduling/timetabling, accuracy of document reviews, efficiency gains in messaging, and user satisfaction. These will be measured by tracking time spent on tasks, error rates in document reviews, time/effort saved in communication, and staff feedback on AI tool usability and effectiveness.

## Division Priority 3

**Promote staff wellness, both mental and physical wellness**

Address: One Kingsway

Plans

1. Collaboration within our technical systems (build relationships between DUs that contribute to efficiencies in TIM and beyond).

2. Participate in large and small group wellness activities, inviting other teams to different Student Information events.

3. Offer timely professional development and other relevant support to school staff, empowering them to provide prompt and effective responses to families and students.

Key Performance Indicators (detail):

- Participation rate in wellness activities: Track the percentage of staff participating in various wellness activities organized by the team or offered by the Division.

• Staff satisfaction with collaboration and support: Gather feedback from staff on the perceived level of collaboration within the team and the timeliness/effectiveness of PD support provided.

• Improvement in staff well-being: Gauge staff well-being before and after implementing wellness initiatives (e.g., through anonymous surveys or pulse checks).

What Key Performance Indicators are you using to track continuous improvement?

From above: Key performance indicators for staff well-being include participation rate in wellness activities, staff satisfaction with collaboration and support, and improvement in staff well-being. These will be measured by tracking participation in wellness activities, gathering staff feedback on collaboration and support, and gauging staff well-being through surveys or pulse checks.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources	1,058,103		1,058,103	
Internal Revenue		0		0
REVENUE TOTAL	1,058,103		1,058,103	
Teacher	2.000000	274,454	2.000000	274,454
Supply Teacher	.000000	0	.000000	0
TOTAL TEACHER	2.000000	274,454	2.000000	274,454
(% of Budget)		25.94%		25.94%
Exempt	6.000000	712,101	6.000000	712,101
Exempt (Hourly/OT)	.000000	10,000	.000000	2,000
Support	.000000	0	.000000	0
Support (Supply/OT)	.000000	0	.000000	0
TOTAL NON-TEACHER	6.000000	722,101	6.000000	714,101
(% of Budget)		68.24%		67.49%
TOTAL STAFF	8.000000	996,555	8.000000	988,555
(% of Budget)		94.18%		93.43%
SUPPLIES, EQUIPMENT AND SERVICES		24,650		32,650
INTERNAL SERVICES		36,898		36,898
TOTAL SES		61,548		69,548
(% of Budget)		5.82%		6.57%
TOTAL AMOUNT BUDGETED		1,058,103		1,058,103