

Message from the Board

On behalf of the Board of Trustees, it is my privilege to introduce Prairie Land Public School Division's 2026–2029 Education Plan. This plan represents an important public assurance document for our students, families, staff, school councils, community partners, and the broader Prairie Land community.

Our Shared Direction

The Education Plan sets direction and identifies the priorities that will guide our work across the division. It reflects the Board's responsibility to provide strong governance, thoughtful stewardship, and clear accountability, while remaining focused on the students and communities we serve.

At the heart of this plan is our shared direction:

Prairie Land is a community of schools where people belong, learning has purpose, opportunity has no limits, and every student is supported by strong relationships, innovative thinking, and shared responsibility to thrive in life, work, and community.

This statement reflects the Board's renewed strategic planning work and provides a strong foundation for the years ahead. It speaks to who we are, what we value, and what we want for every student in Prairie Land. It also reminds us that student success is built through relationships, meaningful learning, community connection, and a shared commitment to helping every learner move forward with confidence.

Four Focal Points

The 2026–2029 Education Plan is organized around four focal points: Teaching and Learning, Culture and Wellness, Innovation and Opportunity, and Engagement and Community. These focal points reflect what the Board believes matters most for students, staff, schools, and communities. Together, they provide a practical framework for aligning school improvement planning, professional learning, resource decisions, divisional supports, and local school priorities.

- **Teaching and Learning** - Prairie Land remains focused on strong academic foundations, meaningful assessment, literacy and numeracy development, and learning experiences that help students grow with confidence and purpose.
- **Culture and Wellness** - We are committed to schools where students and staff feel safe, valued, respected, supported, and connected.
- **Innovation and Opportunity** - We are working to expand access to career-connected learning, outdoor and land-based learning, technology, artificial intelligence, dual credit, collegiate programming, and other opportunities that prepare students for life beyond school.

- **Engagement and Community** - We continue to recognize that Prairie Land schools are deeply connected to the communities they serve. Strong school-community partnerships strengthen student success, community pride, and public education across our division.

Governance, Accountability, and Continuous Improvement

This Education Plan also reflects the Board's commitment to responsible governance, transparency, and continuous improvement. As a public school division, we are accountable for using evidence, provincial and local measures, and the voices of students, families, staff, school councils, and community partners to guide our work.

An Education Plan is more than a compliance document. It is a public commitment to act with purpose, monitor progress, learn from evidence, and adjust our direction when needed. The Board takes this responsibility seriously and remains focused on decisions that support student success, effective stewardship of resources, and long-term confidence in Prairie Land Public School Division.

Serving a Diverse and Growing Division

Prairie Land continues to grow and evolve. We serve small rural schools, colony schools, online learners, outreach students, and public alternative programs in Calgary. This diversity is one of our greatest strengths. It also requires thoughtful planning, flexible approaches, and careful attention to the different needs of students, families, schools, and communities.

The Board remains committed to ensuring that students across Prairie Land have access to quality teaching, appropriate supports, strong relationships, and meaningful learning opportunities that reflect both local community values and the broader skills needed for the future.

Looking Ahead

As Trustees, we are proud of the work happening in Prairie Land schools. We see staff who care deeply about students, communities that continue to stand behind their schools, and students who are learning, leading, contributing, and preparing for what comes next.

This Education Plan builds on those strengths while setting a clear direction for continued growth. It reflects our belief that public education is strongest when schools and communities work together, when students are known and supported, and when opportunity is created with intention.

Thank you to the students, families, staff, school councils, community partners, and trustees who contribute to the ongoing success of Prairie Land Public School Division. Together, we will continue to strengthen public education, support student success, and ensure that small schools prepare students for big futures.

Accountability Statement

Under the direction of the Board of Trustees, the Education Plan for Prairie Land Public School Division commencing June 1, 2026 in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act.

This plan was developed in the context of the provincial government's business and fiscal plans. The School Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The School Board approved the 2026 - 2029 Education Plan on May 26, 2026.



Holli Smith

Board Chair, Prairie Land Public School Division

Demographics

Prairie Land Public School Division is one of the geographically largest school jurisdictions in Alberta, encompassing approximately 15,500 square kilometres in East-Central Alberta. Within this large and diverse region, Prairie Land serves students and families across rural communities, colony schools, online learning environments, outreach programming, and public alternative programs. This breadth reflects both the uniqueness of the division and the importance of flexible, responsive planning.

Prairie Land schools are deeply connected to the communities they serve. Our community schools, online schools, outreach school, colony schools, and alternative programs each contribute to the identity and strength of the division. Together, they reflect a public education system that values academic success, personal growth, strong relationships, health and well-being, inclusion, and community connection.

The division serves a wide range of learners, including students in small rural schools, Hutterian Brethren colony schools, online learners from rural and urban communities, outreach students, and students attending public alternative programs. This diversity requires thoughtful programming, strong student supports, effective use of technology, and a continued commitment to personalized learning. It also creates opportunities for students to learn in environments that reflect their needs, interests, identities, communities, and future goals.

Across Prairie Land, staff are committed to providing safe, caring, inclusive, and engaging learning environments. The division's work is grounded in the belief that strong relationships matter, that every student deserves access to quality learning opportunities, and that small

schools can prepare students for big futures. Whether students are learning in a rural classroom, a colony school, an online setting, an outreach program, or a Calgary-based alternative program, Prairie Land remains focused on helping each learner grow academically, socially, emotionally, and personally.

As Prairie Land continues to grow and evolve, the division remains committed to balancing local community values with broader educational opportunities. This includes strengthening literacy and numeracy, expanding career-connected and hands-on learning, supporting wellness and belonging, honouring Indigenous perspectives and Truth and Reconciliation, and creating pathways that prepare students for life, work, further learning, and active citizenship.

This demographic context shapes the goals, strategies, and measures within the 2026–2029 Education Plan. It reminds us that Prairie Land is not defined by one type of school, one community, or one learning model. Prairie Land is a diverse public school division united by a shared commitment to students, staff, families, communities, and the belief that public education is strongest when it is responsive, inclusive, and deeply connected to the people it serves.

Value Added Programs and Opportunities

Prairie Land Public School Division is committed to providing students with learning experiences that extend beyond the traditional classroom and reflect the strengths, interests, and aspirations of the communities we serve. Across the division, schools offer a wide range of value added programs and opportunities that enrich student learning, strengthen engagement, and help students see meaningful connections between school, community, and future pathways.

These opportunities are intentionally developed to support the whole student. They help students build academic confidence, practical skills, leadership, creativity, resilience, cultural understanding, and a stronger sense of belonging. Whether students are exploring career pathways, participating in athletics and fine arts, learning outdoors, engaging in land-based learning, earning credits through dual credit or CTS programming, connecting with local industry, or contributing through service and citizenship, Prairie Land schools continue to create experiences that make learning relevant and purposeful.

Prairie Land Collegiate is an important part of this work, supporting expanded access to hands-on, career-connected learning across the division. Through opportunities connected to skilled trades, agriculture, technology, work experience, dual credit, CTS programming, and community partnerships, students are able to explore interests, develop employability skills, and gain a clearer understanding of the many pathways available to them beyond high school.

Outdoor learning, land-based learning, and community-connected experiences also continue to play a meaningful role in Prairie Land. These opportunities allow students to learn through place, experience, relationships, and reflection. They strengthen student engagement while also supporting wellness, environmental awareness, Indigenous perspectives, and a deeper appreciation for the communities and landscapes that shape our division.

Prairie Land also recognizes the importance of local school identity. Each school brings forward opportunities that reflect its students, staff, community, and context. From small rural schools and colony schools to online, outreach, and alternative programs, value added learning looks different across the division, but the purpose remains consistent: to create meaningful opportunities that help students grow, contribute, and prepare for life beyond school.

These programs and opportunities are a point of pride for Prairie Land. They reflect the creativity of staff, the commitment of communities, the support of partners, and the willingness of students to explore, participate, lead, and learn. As the division moves forward, Prairie Land will continue to strengthen and expand value added opportunities that support student success, honour local context, and ensure that students across the division have access to rich, relevant, and engaging learning experiences.

Key Insights from 2024-2025 Annual Education Results Report

The analysis of Prairie Land School Division's Annual Education Results Report (AERR) identified clear strengths, emerging trends, and areas requiring focused attention. Results related to safe and caring schools, citizenship, parental involvement, access to supports, early literacy and numeracy intervention, and career-connected learning demonstrate strong foundational work across the division. At the same time, the AERR identified ongoing needs related to high school completion, diploma exam achievement, student engagement, program access, instructional coherence, and expanded opportunities for students.

These findings directly informed the development of the following focal points within Prairie Land's 2026–2029 Education Plan.

Teaching and Learning

The AERR reinforced the importance of maintaining a strong focus on foundational learning, instructional consistency, meaningful assessment, and student engagement across Prairie Land schools. Evidence from early literacy and numeracy screening demonstrates that targeted interventions are having a positive impact, particularly in the early years, where fewer students are being identified as at-risk. Students receiving numeracy interventions also demonstrated strong growth throughout the school year, while Grade 9 Provincial Achievement Test results and trends in English Language Arts 30-1 and Math 30-1 indicate encouraging improvement in several areas of student achievement.

At the same time, the AERR identified several areas requiring continued attention. Online high school completion rates, diploma exam achievement, diploma participation, and the variance between diploma exam marks and school-awarded marks remain significant areas of focus. Student learning engagement, particularly in Grades 7–12, also emerged as an important concern, with students reporting lower clarity around expectations and fewer learning experiences they viewed as meaningful or relevant.

These findings directly inform Prairie Land's continued emphasis on strong academic foundations, literacy and numeracy development, meaningful assessment practices, and high-quality instruction. The Education Plan will continue to support instructional coherence across the division through a significantly increased focus on collaborative professional learning, shared assessment practices, clear proficiency criteria, and responsive intervention strategies. The division will also continue to strengthen learning experiences that build student confidence, engagement, resilience, and a sense of purpose while ensuring students are supported for long-term success.

Culture and Wellness

The AERR confirmed that Prairie Land schools continue to demonstrate strong results related to belonging, relationships, safety, and wellness. Students, families, and staff continue to identify Prairie Land schools as welcoming, caring, respectful, and safe learning environments, with results remaining well above provincial averages. Access to supports and services also remained strong and stable, while citizenship results were identified as a significant area of strength across the division.

Stakeholder feedback further reinforced the importance of positive relationships, connected school communities, and strong supports for both students and staff. Parent perceptions of involvement and student learning engagement also improved from the previous year, reflecting continued confidence in Prairie Land schools and the importance of strong school-family relationships.

At the same time, the AERR identified the ongoing need to strengthen system capacity to support increasingly complex student needs. Work related to consistent response practices, debrief protocols, regular wrap-around support check-ins, and staff training was identified as an important area for continued growth.

These findings directly support Prairie Land's continued commitment to schools where students and staff feel safe, valued, respected, supported, and connected. The Education Plan will continue to prioritize wellness, belonging, positive school culture, and inclusive learning environments while strengthening supports that promote student and staff well-being, collaboration, and care across the division.

Innovation and Opportunity

The AERR highlighted the growing importance of learning experiences that connect students to future pathways, careers, community, and life beyond school. Prairie Land continued to expand dual credit opportunities through partnerships with post-secondary institutions, delivered Health Care Aide programming in partnership with NorQuest College, and supported extensive work-integrated learning experiences for students across the division. Career exploration opportunities connected to agriculture, trades, health care, and post-secondary pathways also continued to expand.

The report further identified Prairie Land Collegiate, future trades programming, agriculture and environmental sustainability pathways, and outdoor learning initiatives as important directions for continued growth. The development of land-based learning opportunities, Indigenous education initiatives, Métis cultural learning, and the Youngstown Outdoor Learning Space all demonstrate Prairie Land's commitment to meaningful, experiential learning opportunities that reflect both student interests and community context.

Students also expressed interest in expanded access to programming opportunities such as music, art, and drama, reinforcing the importance of providing diverse pathways and flexible opportunities for engagement and success.

These findings directly inform Prairie Land's commitment to expanding access to career-connected learning, outdoor and land-based learning, technology integration, artificial intelligence awareness, dual credit opportunities, collegiate programming, and other innovative learning experiences. The Education Plan will continue to support opportunities that prepare students with the skills, adaptability, and experiences needed for success beyond graduation.

Engagement and Community

The AERR reinforced the important role that families, communities, post-secondary institutions, local organizations, and industry partners play in supporting student success and strengthening public education. Parent involvement results remained above provincial averages, and parent satisfaction related to involvement and student learning engagement showed encouraging improvement from the previous year. The Board of Trustees has also identified that it places high value on building and maintaining trust with its community members.

The report also demonstrated the value of strong partnerships in expanding opportunities for students. Collaborations with post-secondary institutions, health care organizations, trades, and local industry supported dual credit programming, collegiate development, work-integrated learning, and career exploration opportunities throughout the division.

Stakeholder feedback throughout the AERR process highlighted the importance of strong communication, collaboration, and community connection across Prairie Land schools. These relationships continue to contribute to student success, community pride, and confidence in public education.

These findings directly support Prairie Land's continued focus on strengthening school-community partnerships, maintaining open and responsive communication, and creating meaningful opportunities for engagement with families and communities. The Education Plan recognizes that Prairie Land schools are deeply connected to the communities they serve and that strong partnerships remain essential to supporting student learning, well-being, and long-term success across the division.

Concluding Statement

The priorities identified within Prairie Land School Division’s new Education Plan are directly informed by the evidence, analysis, and stakeholder feedback gathered through the Annual Results Report process. Together, these focal points provide a clear direction for continuous improvement and reflect the division’s commitment to supporting student learning, wellness, innovation, and community connection across all schools.

Outcomes, Strategies and Measures

Prairie Land is a community of schools where people belong, learning has purpose, opportunity has no limits, and every student is supported by strong relationships, innovative thinking, and shared responsibility to thrive in life, work, and community.

Focal Point: Teaching and Learning		
Outcomes	Strategies	Measures
<p>Outcome 1: Inspired Learners with Purpose</p> <p>Inspire students to grow and contribute to meaningful and authentic learning</p>	<p>Collaborative learning groups focused on developing rich assessment practices that foster deep and competency-focused learning</p> <p>Central professional development fund created for staff to propose learning and sharing in professional areas of interest</p> <p>Superintendent Student Advisory Council</p>	<p>Internal student survey that captures perceptions of behavioural, affective and cognitive engagement.</p> <p>Data gathered from a Superintendent Student Advisory Council</p> <p>PAT and Dip analysis reflects growth in competency areas and increase in standard of excellence achievement</p>
<p>Outcome 2: Strong Foundations for Confident Futures</p> <p>Build strong literacy and numeracy skills through the development of critical thinking and resilience needed to navigate an ever-changing world.</p>	<p>Development of divisional literacy and numeracy guiding framework</p> <p>Strategic intervention program planning support in each school</p> <p>Parent and community literacy and numeracy support</p> <p>Develop ongoing data analysis practices in school teams</p>	<p>Literacy and numeracy screening data</p> <p>Provincial Achievement Test and Diploma Exam analysis</p>

<p>Outcome 3: Limitless Learning Opportunities for Every Student</p> <p>Every student will receive equitable access to diverse, lifelong learning that honors potential through hands-on, land-based experiences.</p>	<p>Outdoor learning centre experiences and expansion of outdoor learning courses</p> <p>Strengthen system, program, and instructional supports for First Nations, Métis and Inuit student success while expanding Indigenous perspectives, land-based learning, and learning connected to Truth and Reconciliation.</p> <p>Expand hands-on, career-connected learning through Prairie Land Collegiate and community partnerships.</p>	<p>Usage rates of outdoor learning centre</p> <p>First Nations, Métis and Inuit student achievement, completion, and participation data, including evidence of Indigenous perspectives in land-based learning, school improvement planning, classroom practice, and professional learning.</p> <p>Track the number of students participating in hands-on, career-connected learning opportunities through Prairie Land Collegiate, CTS programming, dual credit, work experience, outdoor and land-based learning, and local industry partnerships.</p>
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Focal Point: Culture and Wellness

Outcomes	Strategies	Measures
<p>Outcome 1: Schools Where People Feel Safe, Valued, and They Belong</p> <p>Schools provide a safe, caring and welcoming environment for all.</p>	<p>Structures to connect every student to at least one trusted adult or peer mentoring and buddy programs</p> <p>Every school has at least one school leader trained in threat risk assessment</p>	<p>Related Assurance Measures</p> <p>Numbers of school leaders who are threat risk assessment trained.</p> <p>Percent of students who can identify a trusted adult or peer in the building.</p>
<p>Outcome 2: Relationships, Voice, and Shared Responsibility</p> <p>Schools empower staff, students, families and employee groups to create a positive and respectful community culture.</p>	<p>Periodic informal check-in meetings between Senior Leadership and employee group representatives</p> <p>Implementation of collaborative structures and debrief protocols to address complex needs</p> <p>Assessing and increasing training with self-harm intervention and student behaviour safety management</p>	<p>System Support of Complex Needs Survey</p> <p>Hour Zero incident reports</p> <p>Numbers of staff members trained in programs such as ASIST (Applied Suicide Intervention Skills) and SIVA (Supporting Individuals Through Valued Attachments)</p>

<p>Outcome 3: Strong Wellness for Sustainable Success</p> <p>Success is sustained through a holistic focus on the well being of staff and students through connection, engagement and growth.</p>	<p>Schools build shared ownership of school culture through ongoing engagement with parents, staff, students and community</p> <p>Continue to support flexible scheduling and responsive programming structures.</p>	<p>Staff wellness survey data</p> <p>Related Assurance Measures</p>
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Focal Point: Innovation and Opportunity

Outcomes	Strategies	Measures
<p>Outcome 1: Opportunity Without Limits</p> <p>Every student has equitable access to learning and value added opportunities regardless of their background.</p>	<p>Summer camps offered to enhance career exploration and experiential learning</p> <p>Access to Prairie Land Collegiate</p>	<p>Numbers of students who participate in summer camps and Prairie Land Collegiate</p>
<p>Outcome 2: Learners Ready for Life, Work, and What's Next</p> <p>Students develop skills that will make them life long learners ready for life, work and what comes next.</p>	<p>Partnerships to expose students to career pathway informed use of technology and artificial intelligence</p> <p>Development of a Prairie Land course bundle focused on career pathway exploration</p>	<p>Numbers of students who achieve a Prairie Land Career Pathway Exploration Certificate</p> <p>Partnerships developed to promote the informed use of technology and artificial intelligence</p>
<p>Outcome 3: A Division That Leads Through Innovation</p> <p>Create a culture of creativity and responsible risk-taking using various technologies to maximize learning and the ability to thrive in a rapidly changing world.</p>	<p>Students access value-added programming across the Division through a variety of options</p> <p>Development of a capstone project that designs and proposes solutions to real-world challenges</p>	<p>Numbers of students engaging in and credits earned through off-campus learning, dual credit and Collegiate courses.</p> <p>Number of students participating in the Prairie Land Innovation and Leadership project</p>

Focal Point: Engagement and Community

Outcomes	Strategies	Measures
<p>Outcome 1: Communities and Schools Thriving Together</p> <p>Community well being and pride in public education as a result of schools and communities thriving through open communication, trust and a shared purpose</p>	<p>Division and school communication plan to promote positive impacts</p>	<p>Related Parental Involvement Assurance Measures</p> <p>Division and School Communication plans enacted</p>
<p>Outcome 2: Partnerships in Bringing Learning to Life</p> <p>Student learning is enriched through community partnerships.</p>	<p>Alternative programming developed in response to community identities and aspirations</p> <p>Continuation of Careers and Post-Secondary events</p>	<p>Related Assurance Measures</p> <p>School viability measures</p>
<p>Outcome 3: Shared Voice, Shared Ownership, Shared Success</p> <p>School and community partnership through a shared voice and ownership in student engagement, learning and long-term success</p>	<p>Active School Council involvement in School Improvement Goals</p> <p>Division-wide engagement opportunities</p> <p>School improvement plans engage all staff through a collaborative design and inquiry approach</p>	<p>Related Parental Involvement Assurance Measures</p>

Stakeholder Engagement

Prairie Land Public School Division recognizes that meaningful planning must be informed by evidence, local context, and the voices of those most connected to student success. In developing the 2026-2029 Education Plan, Prairie Land drew upon multiple sources of stakeholder input, including Alberta Education and Childcare Assurance Measures, local survey information, school-based planning processes, School Council input, Board and School Council discussions, student voice, staff feedback, administrative leadership conversations, community partner input, and focused discussions connected to emerging priorities.

How Stakeholders Were Engaged

Stakeholders were engaged through a variety of formal and informal processes. Alberta Education and Childcare Assurance Measures provided important system-level information from students, parents, and teachers. These results helped the division identify trends related to student learning engagement, education quality, citizenship, parental involvement, safe and caring schools, welcoming learning environments, and access to supports and services.

In addition to provincial assurance data, Prairie Land used school-based planning conversations, principal reflections, local survey information, staff feedback, student voice opportunities, and focused conversations with school and system leaders to understand what is working well and where improvement is needed. School Councils are also invited into discussions with the Board, with the AERR and Division Education Plan included on the agenda, and principals present their AERR and School Improvement Plan to the Board with School Council Chair representation encouraged.

Prairie Land also considered input gathered through ongoing Board strategic planning work and system-level conversations connected to the four focal points of Teaching and Learning, Culture and Wellness, Innovation and Opportunity, and Engagement and Community. These conversations helped shape the renewed Board Strategic Plan outcomes and the division's direction for the 2026-2029 Education Plan.

What the Engagement Told Us

Stakeholder feedback and assurance data confirmed several important strengths. Prairie Land continues to demonstrate strong results in citizenship, parental involvement, welcoming and safe learning environments, and access to supports. The 2025 AERR showed that Prairie Land's results exceeded the provincial results in several of these areas, including Citizenship, Welcoming, Caring, Respectful and Safe Learning Environments, Access to Supports and Services, and Parental Involvement.

At the same time, stakeholder input and results analysis identified areas requiring continued attention. Student learning engagement, particularly in Grades 7-12, remains an area for deeper understanding and action. The AERR notes that some students reported lower clarity around expectations and a decline in seeing their learning as interesting or useful. It also identifies the

need to better define engagement and gather information that provides a more accurate picture of student engagement across schools and grade levels.

Stakeholder feedback also reinforced the importance of expanding real-world, hands-on, career-connected, outdoor, land-based, arts, and flexible learning opportunities. This input is reflected in Prairie Land's continued development of collegiate programming, dual credit opportunities, work-integrated learning, outdoor learning, agriculture and environmental sustainability pathways, and future trades programming.

How Stakeholder Input Informed Local Priorities

Stakeholder input directly informed the development of Prairie Land's four focal points and related outcomes, strategies, and measures.

- **Teaching and Learning** - feedback and achievement results reinforced the need to strengthen literacy, numeracy, assessment practices, student engagement, and high school completion. This is reflected in priorities related to collaborative learning groups, rich assessment practices, literacy and numeracy frameworks, strategic intervention planning, and improved data analysis practices.
- **Culture and Wellness** - stakeholder input reinforced the importance of safe, caring, respectful, and welcoming schools. Prairie Land's planning includes continued attention to belonging, trusted adult connections, threat risk assessment training, student and staff wellness, and supports for complex student needs.
- **Innovation and Opportunity** - input from students, families, staff, and community partners reinforced the importance of expanding access to value-added learning opportunities regardless of geography or background. This is reflected in the development of career pathway exploration, summer learning opportunities, capstone projects, dual credit, collegiate programming, outdoor learning, land-based learning, and thoughtful use of technology and artificial intelligence.
- **Engagement and Community** - stakeholder voice reinforced the importance of strong school-community relationships, active School Council involvement, community partnerships, communication, and shared responsibility for student success. Prairie Land's planning includes strategies connected to division and school communication, active School Council involvement in school improvement goals, community partnerships, and alignment between school improvement plans and division focal points.

Ongoing Engagement

Stakeholder engagement will continue throughout the life of the 2026-2029 Education Plan. Prairie Land will continue to use Alberta Education and Childcare Assurance Measures, local surveys, School Council input, student voice, staff feedback, principal planning conversations, Board discussions, and community partner input to monitor progress and adjust strategies.

This ongoing engagement supports public assurance and continuous improvement. It ensures that Prairie Land's Education Plan remains responsive to students, families, staff, communities, and the evolving needs of public education across the division.

Prairie Land Public School Division – Belief Statements

Our Vision:

“Small schools preparing students for big futures.”

Our Mission:

Each student will be provided intentionally designed learning through innovative practices while celebrating diversity and developing strong relationships that ensure student achievement and foster the growth of well-adjusted citizens.

Our Values:

Prairie Land Public School Division is guided by values that shape how we lead, learn, and work together in service of students and communities.

At Prairie Land Public School Division:

- We value trust by acting with integrity, transparency, and honesty in authentic relationships and decision-making.
- We value respect by listening to voice, and ensuring welcoming, caring, and safe environments where everyone belongs.
- We value well-being by supporting the holistic health of staff and students, recognizing that learning and success are strongest when people feel supported and valued.
- We value community by recognizing the unique strengths of our schools and the communities they serve, and by working in partnership to enrich learning and strengthen shared ownership of public education.
- We value excellence by committing to high-quality teaching, effective use of learning environments and technology, and continuous improvement that supports student achievement and growth.
- We value accountability through responsible stewardship of resources by using evidence-informed practice to ensure that our decisions and actions serve the best interests of staff, students, families, and communities.

Our Beliefs:

Prairie Land’s beliefs are grounded in our four focal points: Teaching and Learning, Culture and Wellness, Innovation and Opportunity, and Engagement and Community. These beliefs guide our decisions and actions in support of student success, belonging, and future readiness.

At Prairie Land Public School Division:

- Every student deserves high-quality, purposeful learning supported by exceptional staff.

- Learning is strongest when staff and students feel safe, valued, healthy, and connected in environments that foster belonging and well-being.
- Authentic relationships, meaningful voice, and shared responsibility strengthen engagement, respect, and positive school culture.
- Innovation, creativity, and responsible risk-taking expand opportunities and ensure learning remains relevant, responsive, and future-focused.
- Strong partnerships between home, school, and community enrich learning, strengthen pathways, and support student success.
- Student success is achieved by balancing academic excellence with the emotional, physical, social, and creative development of the whole child.

Finances

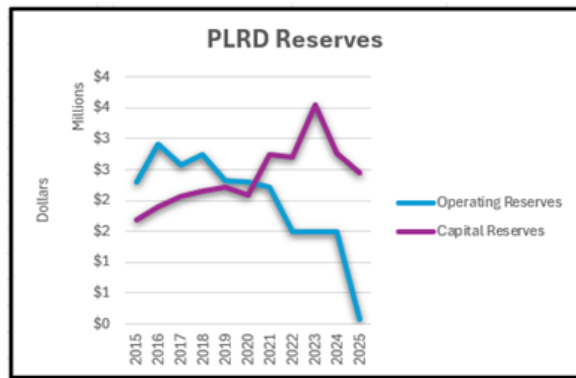
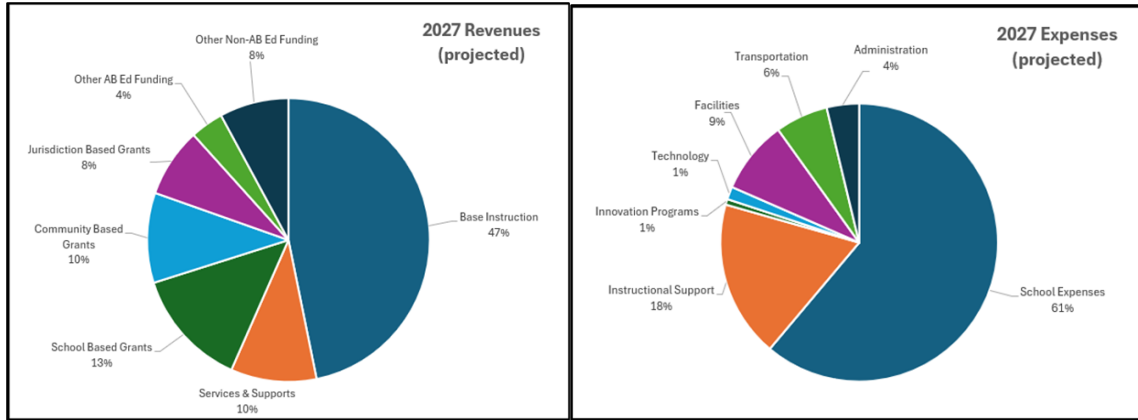
As a school division, Prairie Land is not immune to increases in prices for items such as utilities, equipment, fuel and staff salaries. That being said, Prairie Land continues to find ways to balance rising costs while offering enhanced education for our students, whether it be value added programming in our rural schools; alternative programming in our urban schools; or a variety of online learning for students throughout Alberta.

Division enrolment continues to trend upwards, with projections showing an increase of 300 students next year, based on Alberta Education formulas. This increase, combined with other funding sources, is projected to increase our revenue to approximately \$51.4 million, a 9.2% increase. Prairie Land has averaged a 7.3% annual increase in revenues over the past 10 years. 92% of Prairie Land funding comes from the Alberta Government.

Expenses are projected to increase by 9.6% in the upcoming year, to \$51.4 million. Expenses have averaged a 7.1% annual increase over the past 10 years. Combining direct school spending, instructional support, innovation programs and technology, Prairie Land spends over 80% of its funds on its students.

Operating reserves at the end of the 2025 fiscal year decreased to \$81,744 however we have budgeted a return to Alberta Education minimum reserve levels by the end of the 2027 year.

Additional financial information can be found on the Prairie Land [website](#).



Capital Plan Priorities

Prairie Land Public School Division’s capital planning reflects the Board’s responsibility to provide safe, functional, and appropriate learning environments for students, staff, and communities. Our schools are important community spaces, and capital investment is essential to supporting student learning, wellness, accessibility, program quality, and long-term school viability.

As part of the 2026-2029 Education Plan, Prairie Land continues to identify capital priorities that respond to facility condition, student programming needs, community use, accessibility, and the long-term sustainability of public education in our communities. These priorities also align with the Board’s broader strategic direction by supporting teaching and learning, culture and wellness, innovation and opportunity, and engagement and community.

Priority 1: Youngstown School Gymnasium Replacement

The replacement of the Youngstown School gymnasium remains Prairie Land’s top capital priority. The gymnasium is a central part of the school and community, supporting physical

education, athletics, school gatherings, student wellness, community events, and broader recreation opportunities.

A modern and appropriate gymnasium would strengthen programming for students while also supporting the school's role as a community hub. This project aligns closely with Prairie Land's commitment to student wellness, physical literacy, community connection, and equitable access to quality learning spaces.

Priority 2: Consort School CTS Shop Addition

The Consort School CTS Shop Addition is Prairie Land's second capital priority. This project would enhance access to hands-on, career-connected learning opportunities for students and support the continued development of practical skills connected to trades, technology, agriculture, mechanics, fabrication, and other career pathways.

This priority aligns strongly with Prairie Land's focus on Innovation and Opportunity. A modern CTS learning space would help students explore interests, build confidence, earn credits, and make meaningful connections between school, future employment, post-secondary learning, and local workforce needs.

Priority 3: Veteran School Accessibility and Partial Modernization

The accessibility and partial modernization of Veteran School is Prairie Land's third capital priority. This project reflects the division's commitment to inclusive, safe, and welcoming learning environments where all students, staff, families, and community members can participate fully.

Improving accessibility and modernizing key areas of the school would support student learning, enhance safety and functionality, and ensure the facility continues to meet the needs of the school community. This priority aligns with Prairie Land's commitment to belonging, wellness, equity, and responsible stewardship of public infrastructure.

Supporting Students and Communities Through Capital Planning

Prairie Land's three capital priorities reflect more than facility needs. They represent investments in student opportunity, community well-being, and the future of public education in rural Alberta. Through careful capital planning, the Board will continue to advocate for safe, inclusive, and high-quality learning environments that support students today while preparing Prairie Land communities for the years ahead.

[Prairie Land Three Year Capital Plan](#)

Plan for Implementation

Focal Point	2026-2027 Implementation Focus	Resources Required	Professional Learning	Monitoring and Adjustment
Teaching and Learning	Strengthen literacy, numeracy, assessment practices, student engagement, and high school completion.	Learning Supports staff, school teams, assessment data, central professional learning funds, curriculum and intervention resources.	Literacy and numeracy instruction, outcomes-based assessment, proficiency criteria, diploma/PAT preparation, and instructional strategies that support engagement.	Review literacy/numeracy screening data, PAT and Diploma results, high school completion data, school improvement plans, and student engagement evidence.
Culture and Wellness	Support safe, welcoming, and connected schools where students and staff feel valued and supported.	Family Resource Workers, contracted psychology supports, school leaders, wellness supports, and student support teams.	Threat risk assessment, complex needs planning, student wellness, inclusive practices, and collaborative response protocols.	Monitor Assurance Measures, student support data, staff wellness information, incident trends, and school-based feedback.
Innovation and Opportunity	Expand access to career-connected learning, outdoor and land-based learning, dual credit, collegiate programming, and responsible use of technology and artificial intelligence.	Prairie Land Collegiate, post-secondary partners, community and industry partners, outdoor learning sites, transportation and program resources.	Career pathway planning, dual credit processes, AI literacy, outdoor learning, land-based learning, and capstone/project-based learning.	Track student participation, credits earned, pathway completion, outdoor learning use, student feedback, and partnership development.
Engagement and Community	Strengthen communication, School Council involvement, student voice, and community partnerships that support student success.	Board and school communication structures, School Councils, principals, student advisory opportunities, community partners.	School-community communication, facilitation of stakeholder voice, “you said, we did” feedback practices, and alignment of school plans to divisional priorities.	Monitor School Council input, communication plans, parental involvement data, student advisory feedback, and school improvement plan alignment.