



**ANNUAL EDUCATION
RESULTS REPORT
2021-2022**





**Peace River
School Division**

Learning Together. Success for All



MESSAGE FROM THE BOARD CHAIR

It is my pleasure to present the Peace River School Division's 2021-2022 Annual Education Results Report. This report includes details about the strategies utilized during the school year, the results achieved and the priorities that lie ahead. The board is committed to providing students with the best educational experiences possible through engaging and inclusive learning environments, and by providing students with the supports they need to ensure their mental and emotional wellness needs are met.

Our divisional goals continue to revolve around literacy, numeracy and inclusion. We remain committed to the strategies that we believe will lead to significant success in these three areas, and will continue to implement Collaborative Response as an important change initiative in fostering a culture of success for all!

Thank you to all stakeholders for contributing to this plan, and for supporting us in our commitment to continuous improvement. We are looking forward to a great year ahead!

Defainah Walker

Peace River School Division Board Chair





ADVOCATES OF PUBLIC EDUCATION

The Peace River School Division (PRSD) Board of Trustees are local community members who are elected to advocate for public education and schools within the division.

Entrusted by the community, our duty is to ensure that students and teachers are able to thrive in educational environments that support them in reaching their full potential.

As leaders, the PRSD Trustees model collaboration, teamwork, innovation and inclusive mindsets. Through critical thinking and problem-solving lenses, our job is to identify priorities within the division and to allocate resources to successfully address them.

Together, we keep open minds, deliberate with essential stakeholder groups, and create opportunities for the division to reach its goals in literacy, numeracy and inclusion.

Representing diverse backgrounds ourselves, the PRSD Board of Trustees value and celebrate diversity and believe in providing students with educational experiences that best meet their individual needs.

Our commitment to bettering public education is focused on creating pathways of success for all Peace River School Division students!



Peace River School Division
Learning Together - Success for All

Peace River School D
Learning Together - Success for All



MESSAGE FROM THE SUPERINTENDENT

I am so proud of the collective work the Peace River School Division staff demonstrates each day in supporting success in academic achievement and overall growth and development of our youth. The cumulative impact of your collective and significant effort is represented in this Annual Education Results Report (AERR). The AERR highlights the commitment of staff to use a Collaborative Response approach to ensure delivery of differentiated educational services in pursuit of an inclusive education environment that best meets the needs of all our students, not just many or most. Your efforts to utilize formative assessment strategies, differentiated instructional practices, and individual learner profiles to personalize the learning experience, provides meaningful and effective supports for all students. The Peace River School Division is aligning supports, professional development, and resources at all levels to ensure every student is successful. We commit to achieving this goal through our Three-Year Education Plan that focusses on ensuring all students will be literate, numerate, and included with our schools and programs throughout the school division. If you have any questions about this report or our Three-Year Education Plan, please do not hesitate to contact your school principal and or join the School Council to make a positive impact in Public Education. I look forward to a wonderful school year, Learning together ~ Success for All!

Adam Murray
Peace River School Division



2022 ASAA 1A Men's Provincial Basketball Banquet

MESSAGE FROM THE PRINCIPAL

2021-2022 was a year of learning for all. Students at Worsley Central School have achieved great things with the excellent support of their community, their families, and school staff.

It was a year of new things, transitioning things, and traditional things. We welcomed back some of our school traditions following a year of COVID-19 restrictions. We transitioned to some new ways of doing things, such as Virtual Education for our High School students. We also started many new projects such as school garden and greenhouse where students will begin a journey of experiential learning. Through all of the changes our students remained resilient and adapted. We focused on improving our literacy and numeracy rates while filling in learning losses that occurred because of the pandemic. Every single day, students and staff were Working, Caring, and Succeeding together. This report highlights some of the achievements alongside some areas we can continue to work on over the next few years. Thank you for being part of our learning team as we celebrate Learning together, Success for All.

Mrs. Jenn Daniel
Worsley Central School

OUR COMMITMENT

The Board of Trustees is committed to ensuring strategic use of available resources to provide high quality educational services to meet the diverse needs of all students within the division. Through this commitment, the division ensures an intense focus on the development of literacy and numeracy skills in an inclusionary environment intended to establish a culture of success for all.

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the Peace River School Division for the 2021-2022 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the jurisdiction can acquire the knowledge, skills, and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

Defainah Walker
Board Chair
WalkerD@prsd.ab.ca

Adam Murray
Superintendent of Schools
MurrayA@prsd.ab.ca



FOUNDATION STATEMENTS

PRINCIPLES & BELIEFS:

- Our core values include: honesty, integrity, respect, fairness, compassion, responsibility, and caring;
- We have expectations of high standards;
- We strive to foster attitudes and habits necessary to work effectively and productively;
- We organize programs and resources to maximize students' potential for success;
- We believe in collaboration between home, school and community for effective schooling.

OUR MOTTO:

Pride in Public Education
Respect, Responsibility and Integrity
Student-Centered; Promoting Success and Safety
Diversity Celebrated; Differences Embraced





ABOUT

THE PEACE RIVER SCHOOL DIVISION

OUR VISION

First Choice for Students:
We are a dynamic learning
community focused on
student success.

OUR MISSION

Learning Together -
Success for All



**2,900 +
STUDENTS**



**21
SCHOOLS**



**500 +
STAFF**



**69
BUS ROUTES**



ABOUT

WORSLEY CENTRAL SCHOOL

Worsley Central School is a small K-12 school in a rural setting. The school draws from a large geographic area including the communities of Cherry Point, Bear Canyon, Clear Prairie, Eureka River, Montagneuse Valley, and Hines Creek. Many of our student's families are involved in farming as well as logging or oilfield services.

Worsley Central School engages in a number of community partnerships to enhance programming and educational needs. Students are engaged in a core program that emphasizes academics as well as a strong complimentary program offering learning opportunities in agriculture, entrepreneurial activities, community service, trades training, and athletics.

OUR MISSION

Working, Caring, Succeeding

OUR VISION

Our vision is to create a safe, caring, collaborative learning environment. Staff and students are self-fulfilled, engaged lifelong learners who are responsible and empathetic citizens, both locally and globally. We value education and take pride in achieving to our full potential as a means of crafting opportunities for the future.



2021/2022 ANNUAL EDUCATION RESULTS REPORT

SCHOOL: 1407 WORSLEY CENTRAL SCHOOL

This report provides an overall summary of the progress made with the three goals in the 3-Year Education Plan, and identifies priority areas of emphasis for ongoing work. This report shares Worsley Central School (WCS), PRSD and Alberta Education (ABED) data that align with the education plan's performance measures which collectively serve as indicators of success for the 3 strategic goals centered on literacy development, numeracy development, and inclusionary practices.

The local-level (WCS) data shared in this report include the following:

Literacy: Fountas & Pinnell (F&P) Benchmark Data from Grades 1-8, Reading Comprehension Assessment Tool (RCAT) Data for Grades 4-12, Divisional Report Card Data, and Divisional Survey Results Regarding Literacy Achievement;

Numeracy: Math Intervention/Programming Instrument (MIPI) Data for Grades 2-10, Numeracy Comprehension Assessment Tool (NCAT) Data for Grades 1-9, WCS Report Card Data, and WCS Survey Results Regarding Numeracy Achievement;

Inclusionary Practices: Divisional Data Regarding Programming for Special Needs students, WCS Data Regarding Student Absenteeism, and WCS Survey Results Regarding Inclusionary Practices.

The Provincial-level Alberta Education (ABED) data in this report include the following:

Literacy: Provincial Achievement Tests (PATs) Results for Grades 6 & 9 and Diploma Exam (DIPs) Results;

Numeracy: Provincial Achievement Tests (PATs) Results for Grades 6 & 9 and Diploma Exam (DIPs) Results;

Inclusionary Practices: Alberta Education Assurance Measures (AEAMs).



PRSD GOAL ONE

ALL STUDENTS ARE LITERATE

OUTCOME:

All students are reading and writing at or above grade level or meeting their individualized program goals.

WCS teachers utilize research-based core resources and instructional strategies to teach literacy skills. Teachers at WCS address the five pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instructional strategies such as guided reading and phonemic awareness programs such as Heggerty are utilized universally and customized to meet each child's learning goals. Students at WCS have access to decodable readers, colourful & rich literature, and a community library as well as classroom libraries. Empowering Writers program is used as a writing tool to ensure students are writing at or above grade level.

WCS has designed a schedule that allows for common blocks of literacy instruction with certified teachers and support staff. This intensive literacy time allows for targeted and personalized literacy instruction in the areas that each child needs, in small groups. Staff have access to the Division's Literacy Framework which provides guidance, resources and supports to help ensure students are meeting our division and school's literacy goal.

LITERACY ACHIEVEMENT RESULTS

Fountas & Pinnell BAS I and II Data

74.4%

All Students, Fall Results:
74.4% met grade-level expectations

87%

All Students, Spring Results:
87% met grade-level expectations

75%

Indigenous Students, Fall Results:
75% met grade-level expectations

92%

Indigenous Students, Spring Results:
92% met grade-level expectations

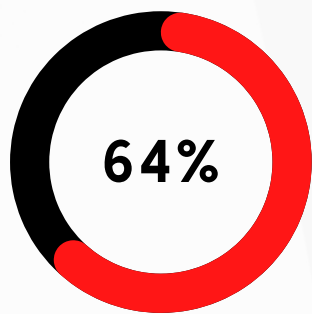
- Students who are not at grade level receive targeted instruction to address their specific learning needs.
- Targeted intervention programs may include: Heggerty, Remediation Plus or other research-based programs.



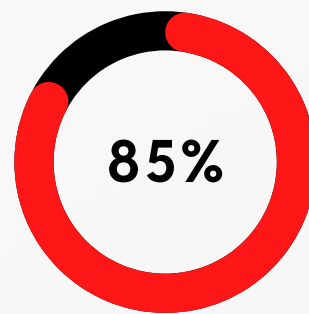
LITERACY

ACHIEVEMENT RESULTS

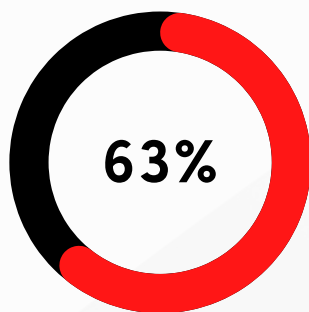
Reading Comprehension Assessment Tool Data



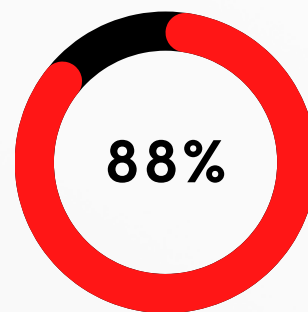
Grades 4-12: 68.2% of students assessed during the fall administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.



Grades 4-12: 72.8% of students assessed during the winter administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.



Grades 4-12: 62.9% of Indigenous students assessed during the fall administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.



Grades 4-12: 69.8% of Indigenous students assessed during the winter administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.

- **WCS students saw significant growth with this assessment tool - over 20%.**
- **For the 2021-2022 school year grades 10-12 students were not assessed. They will be assessed in future years using the RCAT tool.**

LITERACY

ACHIEVEMENT RESULTS

Year-End Report Card Data for Literacy - Percentage of students meeting or mastering expectations

Grades 1-6: Term 1

Reading Comprehension

86.2%

Reading Fluency

76.2%

Writing Content &
Organization

68.9%

Writing Conventions

72.4%

Grades 1-6: Term 3

Reading Comprehension

96.7%

Reading Fluency

93.1%

Writing Content &
Organization

93.3%

Writing Conventions

100%

- The report card data indicate that from the Term 1 Report to the June report there was an increase in the percentage of students meeting or exceeding grade-level expectations.
- Writing Content & Organization saw an increase of 24.4%.

LITERACY ACHIEVEMENT RESULTS

Year-End Report Card Data for Literacy - Percentage of Indigenous students meeting or mastering expectations

Grades 1-6: Term 1

Reading Comprehension

85.7%

Reading Fluency

100%

Writing Content &
Organization

85.7%

Writing Conventions

85.7%

Grades 1-6: Term 3

Reading Comprehension

100%

Reading Fluency

100%

Writing Content &
Organization

100%

Writing Conventions

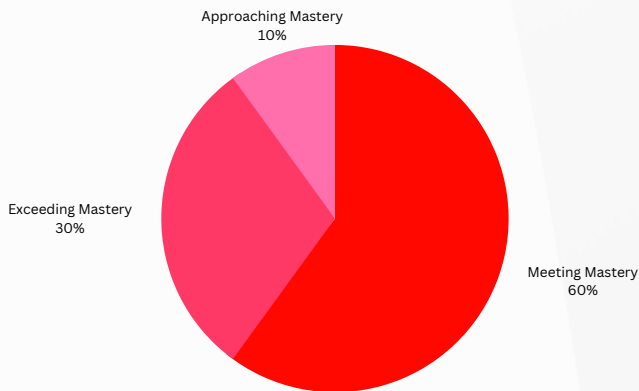
100%

- 100% of Indigenous students in grades 1-6 were meeting or exceeding expectations for their grade level or Individual program plan.

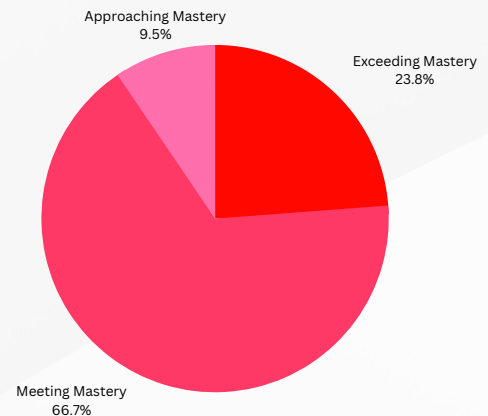
LITERACY & NUMERACY ACHIEVEMENT RESULTS

Year-End Report Card Data for Literacy & Numeracy: Percentage of Grades 7-12 Students meeting or mastering expectations

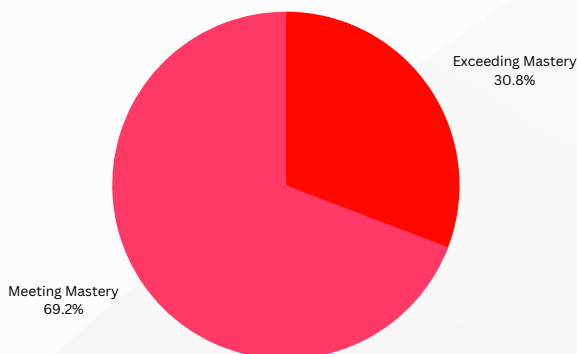
Grades 7-9 November



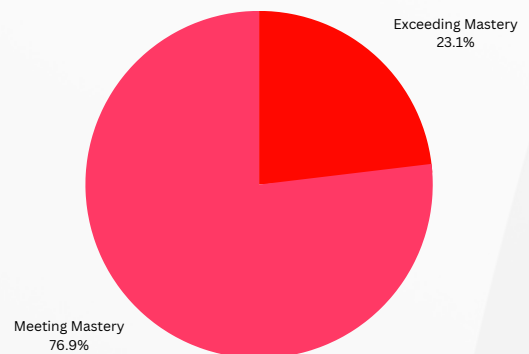
Grades 7-9 June



Grades 10-12 November



Grades 10-12 January

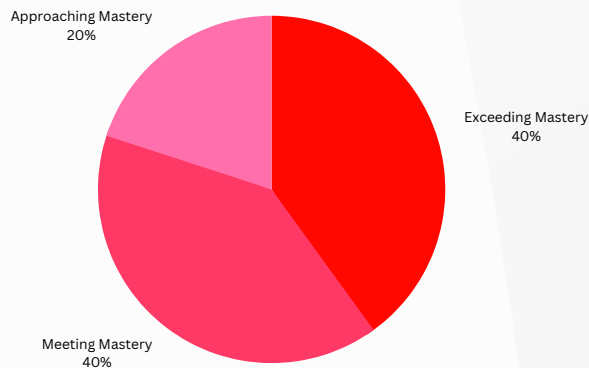


- Data for these charts is taken from ELA, Social Studies, Math and Science (core) courses in grades 7-12.
- Work is continuing with the division to better utilize our data software (Dossier) to distinguish literacy vs. numeracy results.
- For grades 7-12 students, "Exceeding Mastery" when they score 80% and above in all 4 core courses; "Meeting Mastery" is when they score at least 50% in all cores, but less than 80% in at least 1 core. "Approaching Mastery" when they have less than 50% in 1-3 of the 4 cores.

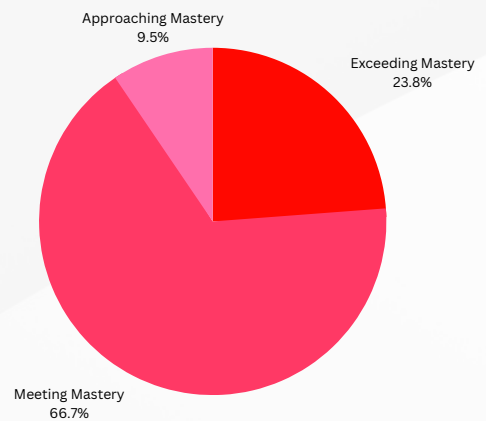
LITERACY & NUMERACY ACHIEVEMENT RESULTS

**Year-End Report Card Data for Literacy & Numeracy:
Percentage of Grades 7-12 Indigenous Students
meeting or mastering expectations**

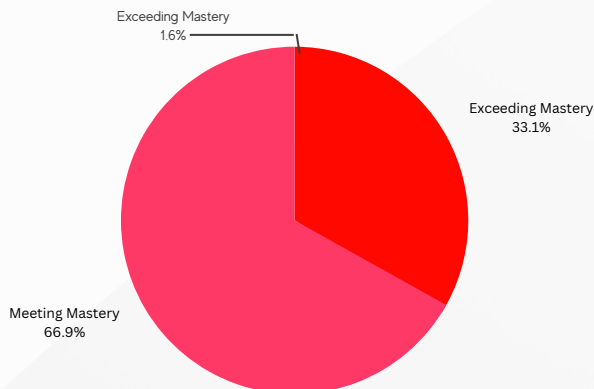
Grades 7-9 January



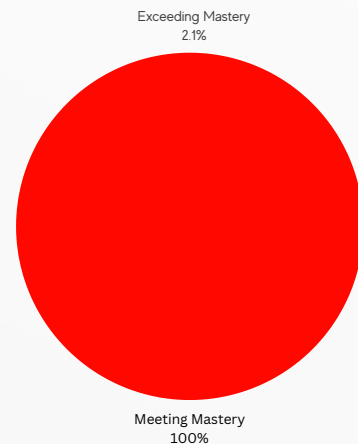
Grades 7-9 April



Grades 10-12 November



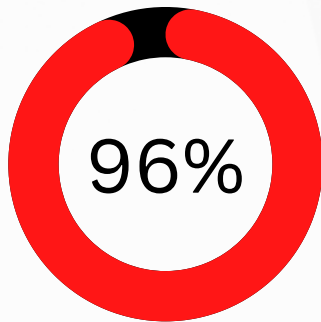
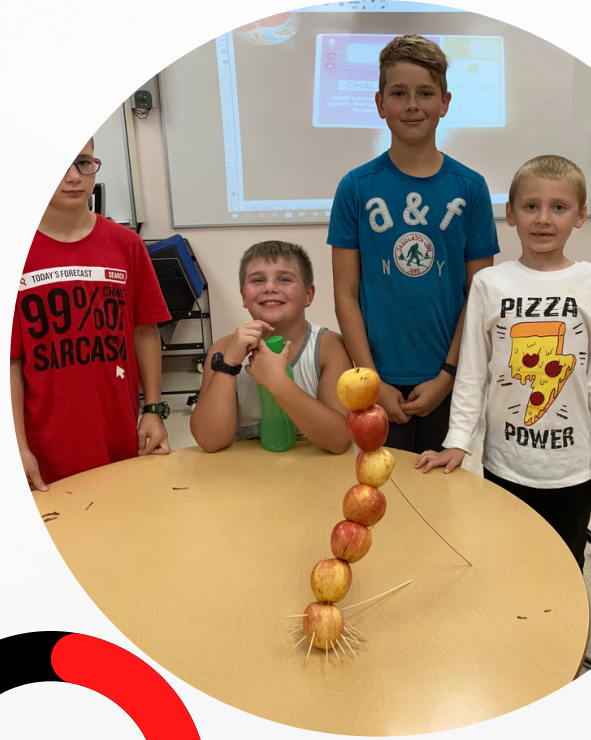
Grades 10-12 January



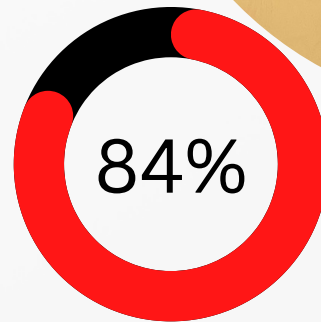
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LITERACY ACHIEVEMENT RESULTS

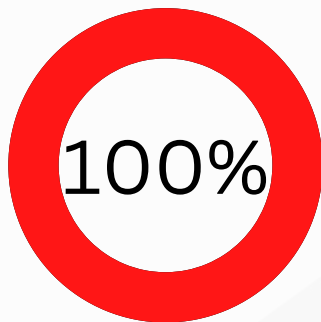
PRSD Education Assurance Survey Results: Goal One - Literacy



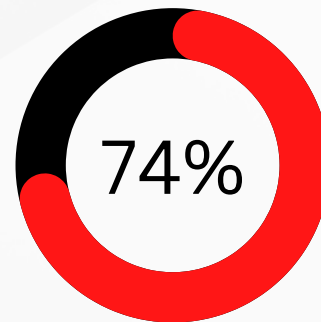
Percentage of students in Grades 3-6 who felt their reading skills have improved.



Percentage of students in Grades 7-9 who felt they have become more confident in their reading skills.



Percentage of students in Grades 3-6 who felt their writing skills have improved.



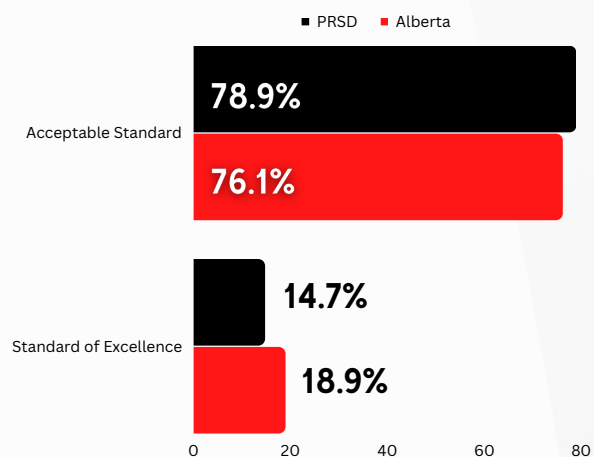
Percentage of students in Grades 7-9 who felt more confident in their writing skills.

- While these numbers are positive, it does indicate that the sense of confidence that our students have in their literacy skills declines as they reach older grades.
- This data does not include information for grades 10-12; grade 10-12 students will be surveyed for future reports.

LITERACY ACHIEVEMENT RESULTS

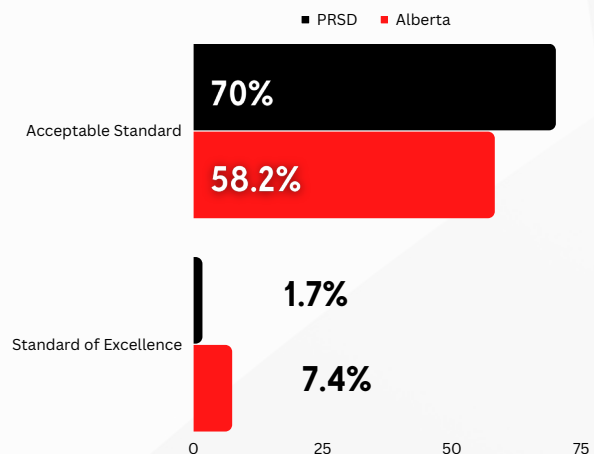
Alberta Education - Student Growth & Achievement in Literacy Provincial Achievement Test (PAT) Acceptable/Excellence

Grade 6 English Language Arts - All Students



- As less than 6 students were enrolled in grade 6 for the 2021-2022 school year, our WCS data was suppressed.
- The percentage of "Acceptable Standard" performance for students in PRSD for the grade 6 PAT is greater than the province and has been stable over the past few years.
- The "Standard of Excellence" performance increased from 6.9% in 2019 to 14.7% this year, an increase of 7.8%.

Grade 6 English Language Arts - Indigenous Students



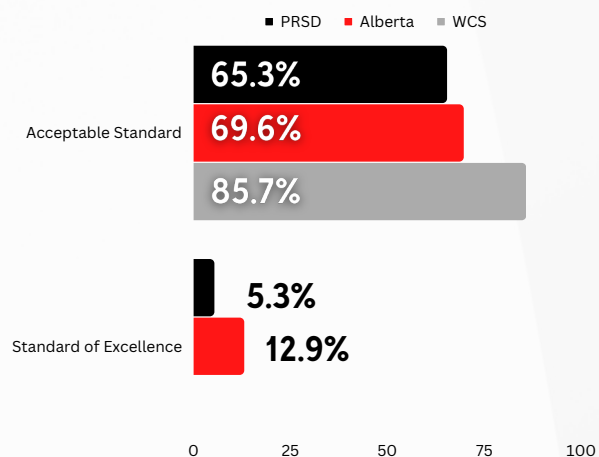
- The percentage of "Acceptable Standard" was 11.8% above the provincial average, and this performance has been stable for a few years.



LITERACY ACHIEVEMENT RESULTS

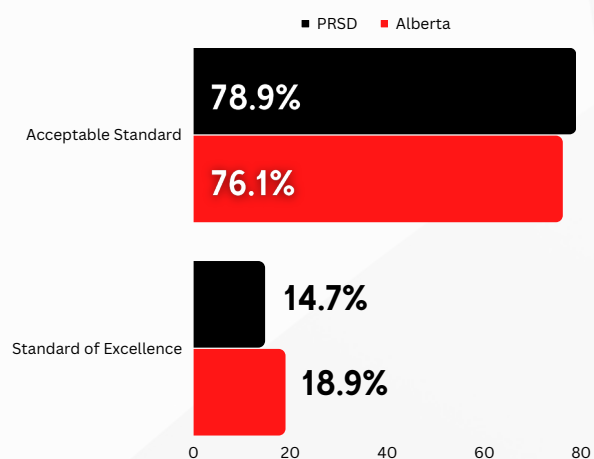
Alberta Education - Student Growth & Achievement in Literacy Provincial Achievement Test (PAT) Acceptable/Excellence

Grade 9 English Language Arts - All Students



- 85.7% of WCS students had an "Acceptable Standard" performance on the Grade 9 ELA PAT. This is 16.1% higher than the Province and 20.4% higher than the school division.
- While this is a very positive result, the lack of students achieving a "Standard of Excellence" performance indicates an area of potential growth for WCS.

Grade 9 English Language Arts - Indigenous Students



- There were less than 6 Indigenous students enrolled in grade 9 for the 2021-2022 school year so our data was suppressed in this category.



Summary of Literacy Achievement Results

- **General Statement**

- Division-based measures such as Fountas and Pinnell data, Reading Comprehension Assessment Tool (RCAT) data, and Year-end Report Card data, reveal growth in literacy development across grade levels at WCS. This growth was further verified through the division's survey data that indicates student's confidence in the growth of their literacy skills.

- **Factors that affected results**

- For the 2021-2022 school year, students in grades 10-12 were not assessed using the RCAT and were not able to take part in the divisional survey. This leaves out a significant portion of our students. This issue will be solved in future years by involving grades 10-12 in the RCAT and the divisional survey.

- **Next steps**

- Focus on Literacy Instruction will continue to be a priority for WCS teachers and staff. We remain committed to utilizing Collaborative Response to ensure that our students receive individualized and targeted instruction and support to help them meet their learning goals. In addition, we will continue to monitor their progress using divisional assessment tools alongside teacher observation and assessment.
- Teachers at WCS will continue to support the division and our students by collaborating with the Learning Supports Department to refine and improve upon the division's Literacy Framework.





PRSD GOAL TWO

ALL STUDENTS ARE NUMERATE

OUTCOME:

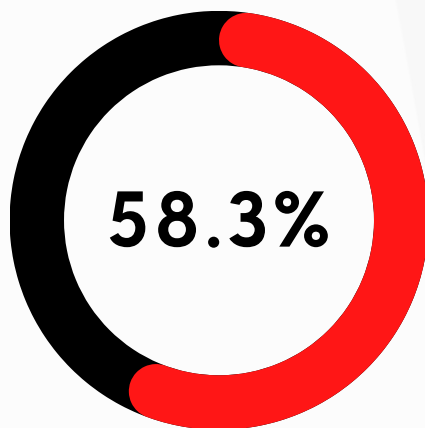
All students are performing at or above grade level in numeracy or meeting their individualized program goals.

WCS staff has worked with division-level supports to focus on numeracy instruction. Our school and division have used the Mathematics Intervention/Programming Instrument (MIPI) to benchmark student's understanding of core numeracy concepts at the beginning of the year. Throughout the year, teachers administer common division-created assessments called Numeracy Comprehension Assessment Tool (NCAT). With this data, WCS teachers can pinpoint areas of need in their daily instruction and adjust accordingly. WCS teachers follow the PRSD Numeracy Framework which offers them guidance and supports to achieve our school's numeracy goals.

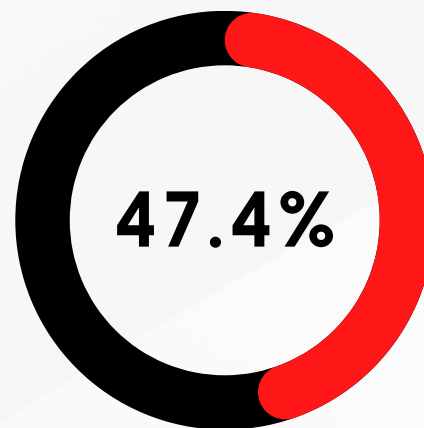
NUMERACY ACHIEVEMENT RESULTS

Mathematics Intervention/Programming Instrument (MIPI) Data: All Students Grades 2-10

**Grade 2-6
Results:**



**Grade 7-10
Results:**



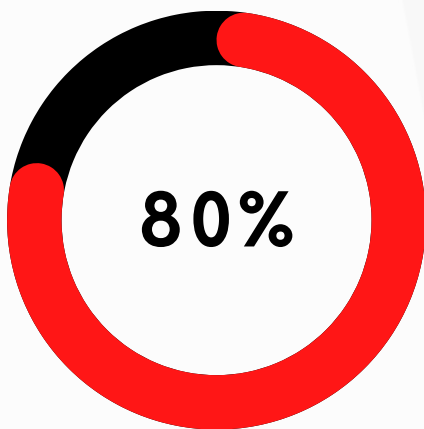
- The MIPI is administered at the beginning of the year to determine how well students understand key concepts from the previous year's work, which provides a useful starting point for the current year's instruction. The September 2021 results show that 58.3% of Grades 2-6 students started their school year meeting or mastering the core concepts from the previous grade level. Meanwhile, only 47.4% of Grades 7-10 students commenced the 2021-2022 school year meeting or mastering the core content of the previous grade level.
- WCS results are over 7% higher than division results for grades 2-6 and 27% higher for grades 7-10.



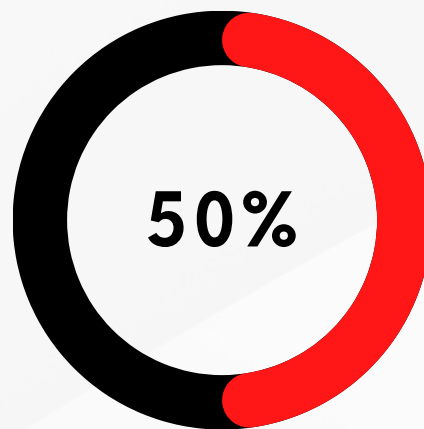
NUMERACY ACHIEVEMENT RESULTS

Mathematics Intervention/Programming Instrument (MIPI) Data: Indigenous Students Grades 2-10

**Grade 2-6
Results:**



**Grade 7-10
Results:**



- The September 2021 results show that 80% of Grades 2-6 Indigenous students started their school year meeting or mastering the core concepts from the previous grade level. Meanwhile, only 50% of Grades 7-10 students commenced the 2021-2022 school year meeting or mastering the core content of the previous grade level.

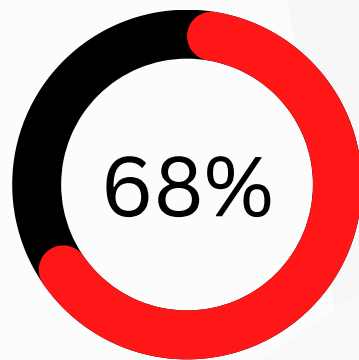


NUMERACY ACHIEVEMENT RESULTS

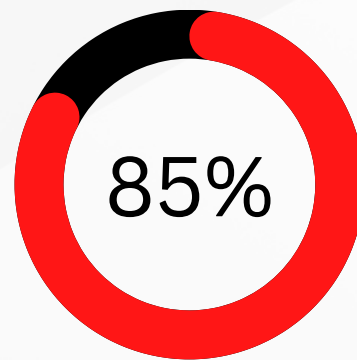
Numeracy Comprehension Assessment Tool Data: All Students Grades 1-9

- The NCAT is a formative assessment tool that assesses student proficiency in 4 core strands of mathematics, and the assessments are administered at various points throughout the Grades 1-9 curriculum as key units of work are completed. These assessments provide a snapshot of student progress at points in time throughout the school year. The 2021-2022 NCAT results suggest that from 68% to 94% of students had met or mastered the concepts in these 4 numeracy strands at the time of test administration.

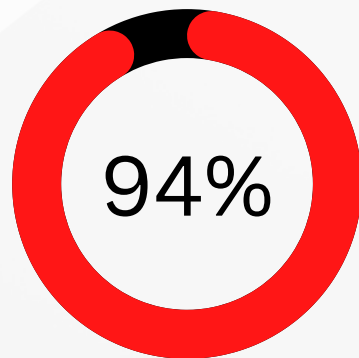
Number Sense



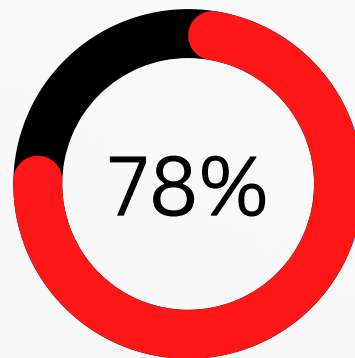
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Fractions & Decimals



Operations

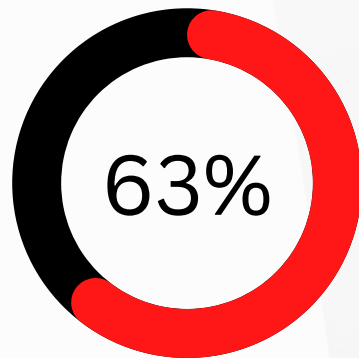


NUMERACY ACHIEVEMENT RESULTS

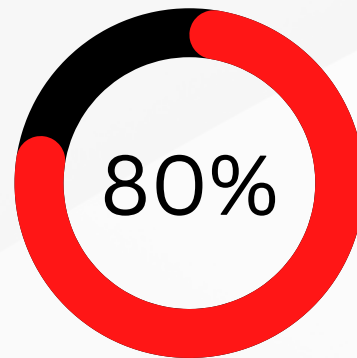
Numeracy Comprehension Assessment Tool Data: Indigenous Students Grades 1-9

- The 2021-2022 NCAT results suggest that from 63% to 100% of Indigenous students had met or mastered the concepts in the 4 core numeracy strands at the time of test administration throughout the year.

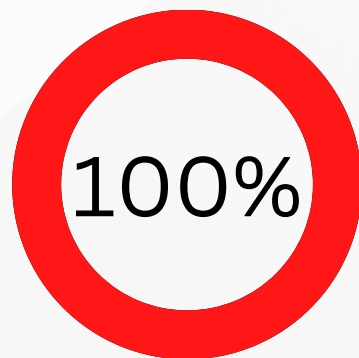
Number Sense



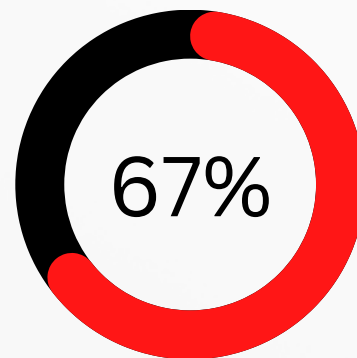
Place Value



Fractions & Decimals



Operations



NUMERACY ACHIEVEMENT RESULTS

Year-End Report Card Data for Numeracy: Percentage of Grades 1-6 students meeting or mastering expectations

All Students:

Grade 1-6: Term 1
Number Concepts

82.7%

Grade 1-6: Term 3
Number Concepts

93.3%

Indigenous Students:

Grade 1-6: Term 1
Number Concepts

85.7%

Grade 1-6: Term 3
Number Concepts

100%

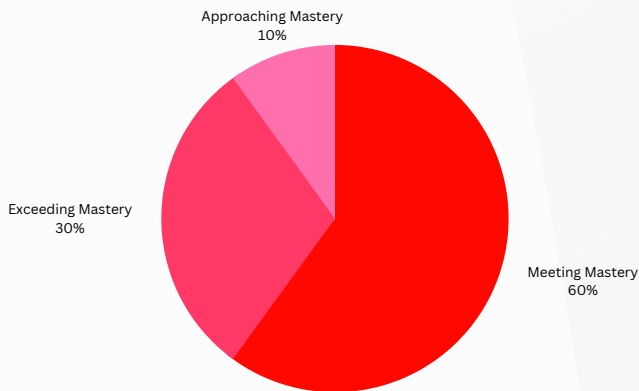
- The Report Card Data for the 2021-2022 school year show growth in the percentage of Grades 1-6 students who met or mastered the core learning outcomes in the number concepts strand of mathematics.



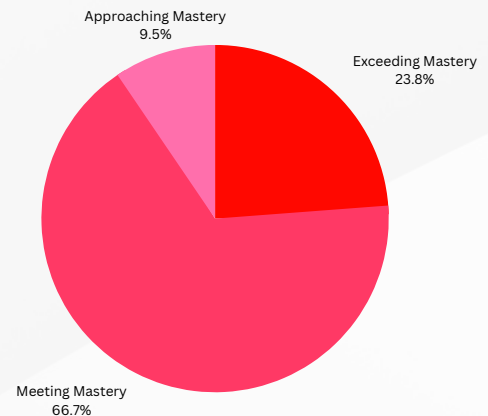
LITERACY & NUMERACY ACHIEVEMENT RESULTS

Year-End Report Card Data for Literacy & Numeracy: Percentage of Grades 7-12 Students meeting or mastering expectations

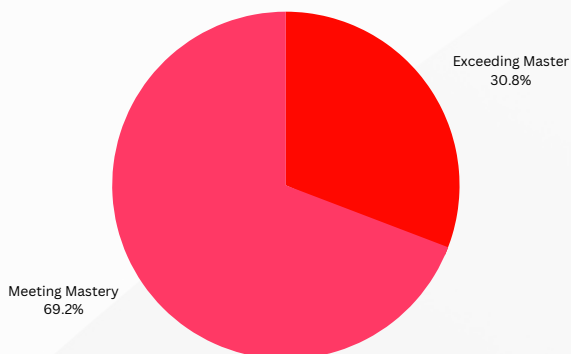
Grades 7-9 November



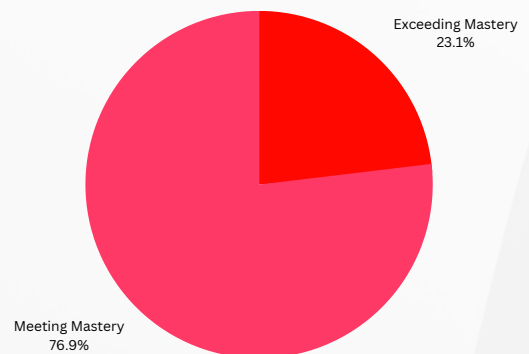
Grades 7-9 June



Grades 10-12 November



Grades 10-12 January

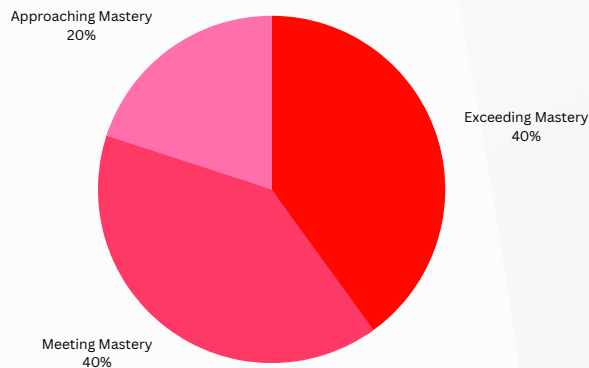


- Data for these charts is taken from ELA, Social Studies, Math and Science (core) courses in grades 7-12.
- Work is continuing with the division to better utilize our data software (Dossier) to distinguish literacy vs. numeracy results.
- For grades 7-12 students, "Exceeding Mastery" when they score 80% and above in all 4 core courses; "Meeting Mastery" is when they score at least 50% in all cores, but less than 80% in at least 1 core. "Approaching Mastery" when they have less than 50% in 1-3 of the 4 cores.

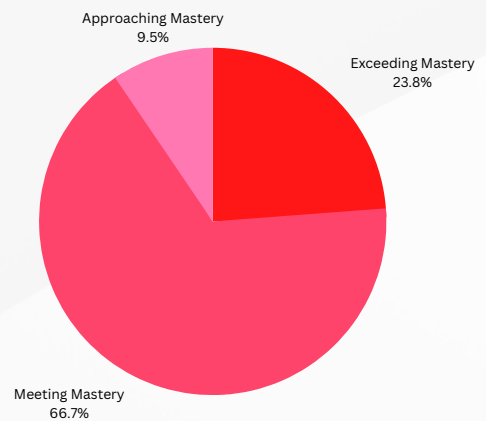
LITERACY & NUMERACY ACHIEVEMENT RESULTS

**Year-End Report Card Data for Literacy & Numeracy:
Percentage of Grades 7-12 Indigenous Students
meeting or mastering expectations**

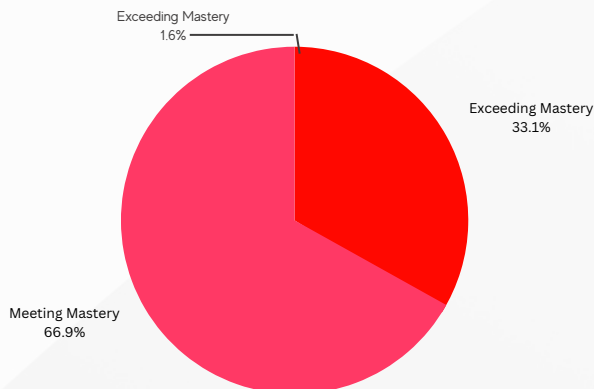
Grades 7-9 January



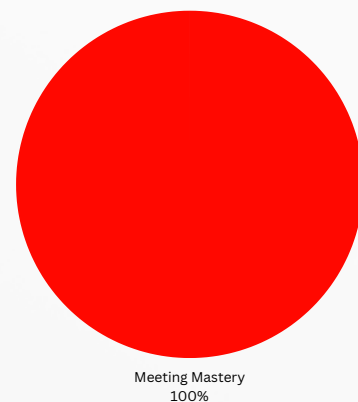
Grades 7-9 April



Grades 10-12 November



Grades 10-12 January



- Data for these charts is taken from ELA, Social Studies, Math and Science (core) courses in grades 7-12.
- Work is continuing with the division to better utilize our data software (Dossier) to distinguish literacy vs. numeracy results.
- For grades 7-12 students, "Exceeding Mastery" when they score 80% and above in all 4 core courses; "Meeting Mastery" is when they score at least 50% in all cores, but less than 80% in at least 1 core. "Approaching Mastery" when they have less than 50% in 1-3 of the 4 cores.

Numeracy Achievement Results

PRSD Education Assurance Survey Results: Goal Two - Numeracy

100%

Percentage of students in Grades 3-6 who felt that their math skills have improved.

84%

Percentage of students in Grades 7-12 who felt they have become more confident in their math abilities.

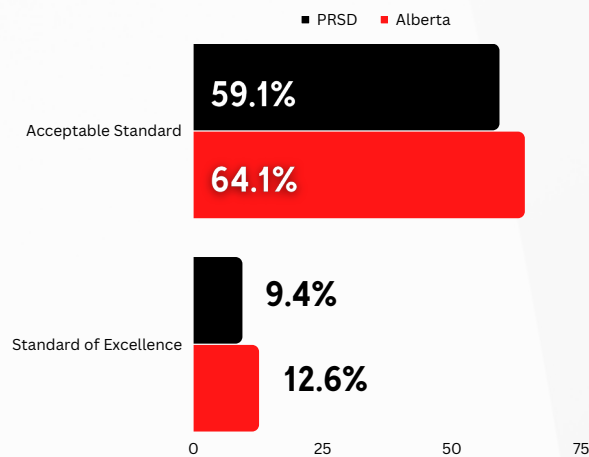
- While the results are very positive for grades 1-6, there is room for growth in the area of confidence for our older students.



NUMERACY ACHIEVEMENT RESULTS

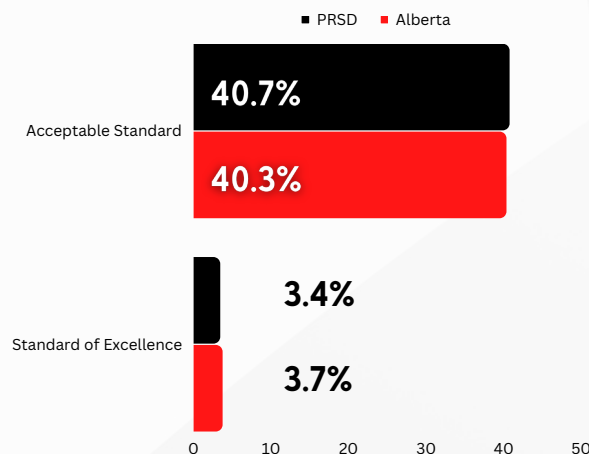
Alberta Education - Student Growth & Achievement in Numeracy Provincial Achievement Test (PAT) Acceptable/Excellence

Grade 6 Mathematics - All Students



- We had less than 6 students enrolled in grade six so our school-based results have been suppressed.
- PRSD results are slightly lower than the province's results however there is an improvement of 6.8% since 2019.

Grade 6 Mathematics - Indigenous Students

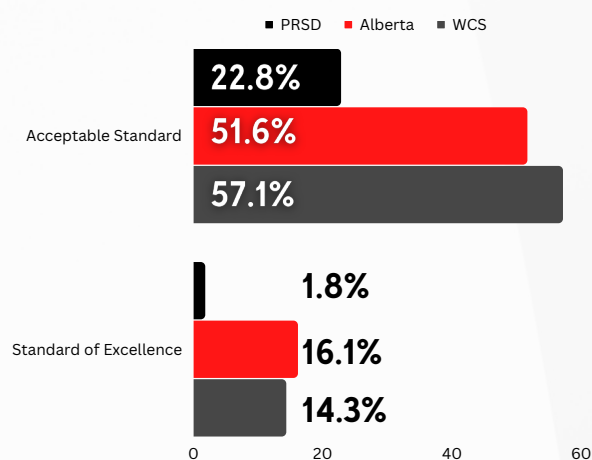


- WCS results are suppressed because of our low population of Indigenous students in grade 6.
- Results shown to the left show a slightly higher (0.4%) result for PRSD than the province for "Acceptable Standard"

NUMERACY ACHIEVEMENT RESULTS

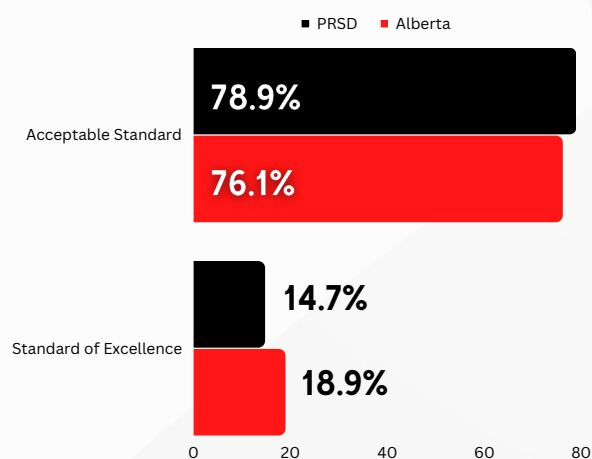
Alberta Education - Student Growth & Achievement in Numeracy Provincial Achievement Test (PAT) Acceptable/Excellence

Grade 9 Mathematics - All Students



- WCS students in grade 9 scored significantly higher than PRSD on their Mathematics PAT (34.3% higher for "Acceptable Standard).
- WCS was just under the province for "Standard of Excellence" at 14.3% but higher than PRSD at 1.8%.

Grade 9 Mathematics - Indigenous Students



- WCS data for the grade 9 PAT was suppressed due to low population of Indigenous students in grade 9.



Summary of Numeracy Achievement Results

- **General Statement**

- Local PRSD measures such as the MIPI, NCAT, Year-end Report Card data, revealed growth in numeracy development across grade levels throughout the school year. However, there is a lot of room for growth in our numeracy results. The WCS growth was less favourable than our literacy growth, particularly in grades 1-6.

- **Factors that affected results**

- As evidenced by the initial MIPI results, students in PRSD and WCS experienced significant learning loss following periods of at-home learning and restrictions. When students are starting the year with gaps in their learning, it was difficult sustain academic press.

- **Next steps**

- WCS's focus on numeracy will remain a priority for this upcoming school year and beyond. We are going to continue to target instruction, use data-informed strategies and avail ourselves of supports provided to us by the division and the province. We will continue to work with division coordinators to improve common assessments and establish and maintain numeracy instructional blocks to support student learning.



PRSD GOAL THREE

ALL STUDENTS ARE SUCCESSFUL THROUGH INCLUSIONARY PRACTICES

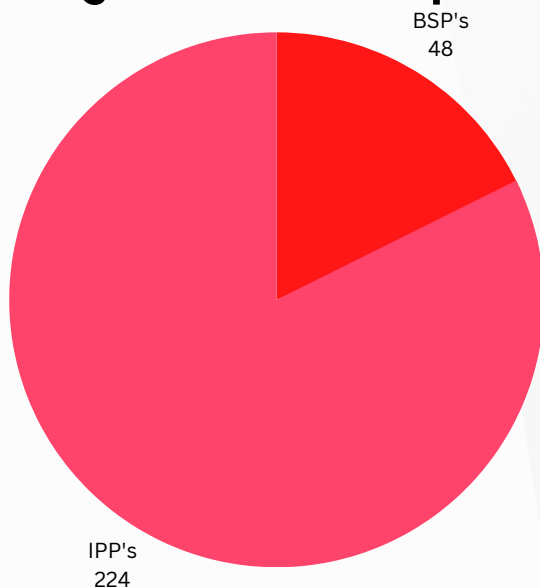
OUTCOME:

All students' academic, physical and socio-emotional needs are met within a culture of inclusion.

In order to ensure that all students' learning needs are met, Learning Services team members from PRSD work alongside teachers and parents to develop Individual Program Plans (IPPs) and Behavior Support Plans (BSPs) as needed. Through the work of collaborative response, differentiated instruction, and partnerships with local agencies, efforts are made to ensure all students' have the supports needed to achieve success.

INCLUSIVE EDUCATION PRACTICES

Divisional Data - Behavioural Support Plans & Individual Program Plans for Special Needs Students



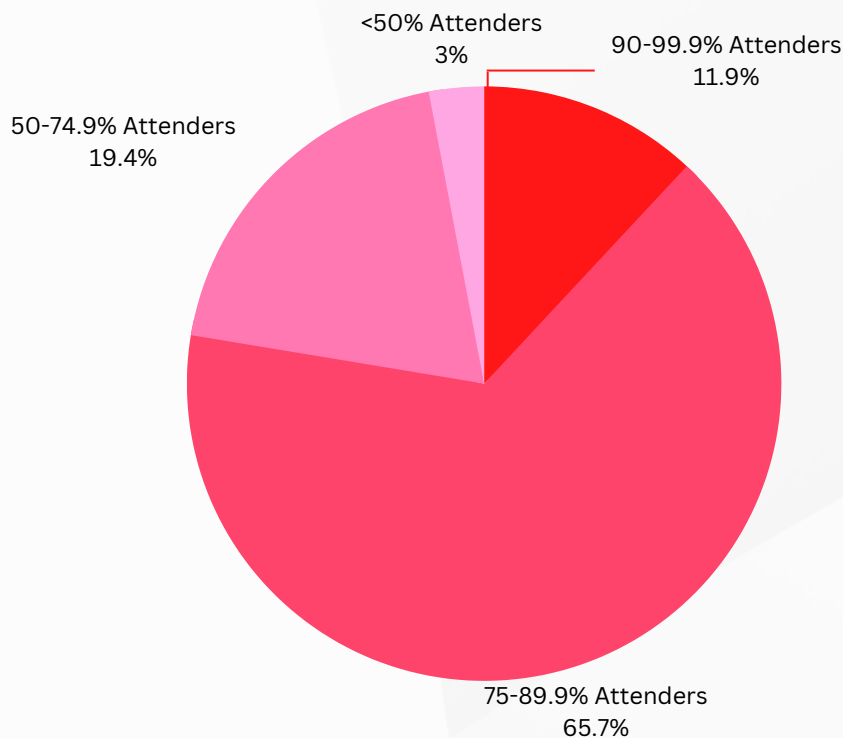
Regarding Division data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 48 BSPs completed and 224 IPP's completed in the 2021-2022 school year

- Out of the total population of nearly 3000 students in the PRSD, BSPs were in place for 48 students and IPPs for 224 students.
- Due to low population, numbers for WCS are suppressed.



INCLUSIVE EDUCATION PRACTICES

Attendance Data: All Students

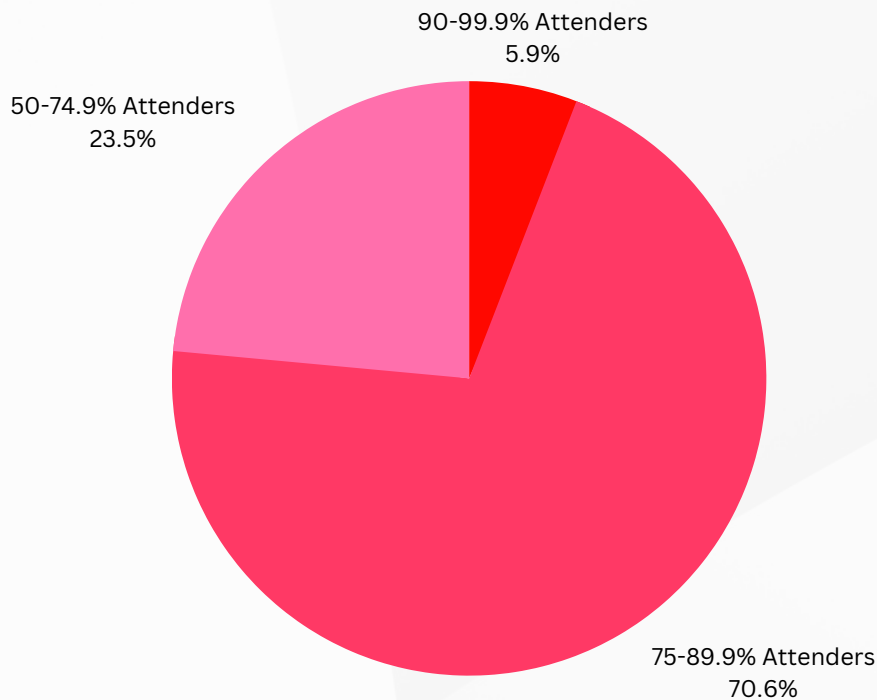


- Out of the total number of students in WCS for the 2021-2022 school year, only 11.9% of students had greater than 90% attendance.
- This is an area of concern and growth for WCS. Research suggests that an absenteeism rate of 10% or higher results in lower academic achievement. These numbers were greatly impacted by the COVID pandemic, and efforts will be made to ensure improved attendance going forward.



INCLUSIVE EDUCATION PRACTICES

Attendance Data: Indigenous Students



- Out of the total number of indigenous students in WCS for the 2021-2022 school year, only 5.9% of students had greater than 90% attendance.
- This is an area of concern and growth for WCS. Research suggests that an absenteeism rate of 10% or higher results in lower academic achievement. These numbers were greatly impacted by the COVID pandemic, and efforts will be made to ensure improved attendance going forward.



INCLUSIVE EDUCATION PRACTICES

PRSD Education Assurance Survey Results:

Goal Three - Inclusion

Percentage of students who felt included in their schools:

- Grades 3-6:



- Grades 7-12:



Percentage of students who felt supported by adults in their schools:

- Grades 3-6:



- Grades 7-12:



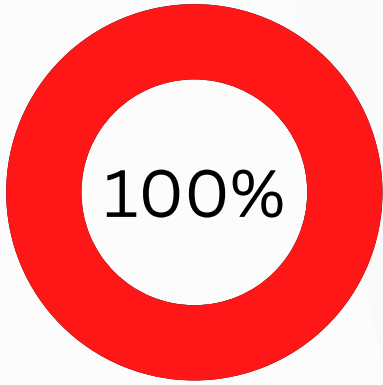
- These results indicate that the majority of students at WCS feel included but it is essential that we aim to make an environment where all students feel included.
- It is noted that all students in grades 3-6 felt supported by their teachers, but that number decreases as they move up in their grades.



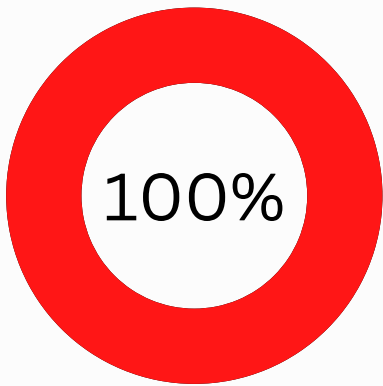
INCLUSIVE EDUCATION PRACTICES

PRSD Education Assurance Survey Results:

Goal Three - Inclusion



Percentage of students in Grades 3-6 who felt their learning needs were being met.



Percentage of students in Grades 7-9 who felt their academic learning needs were being met.

- Based on these results, all students surveyed felt that their academic learning needs were being met.
- Grades 10-12 students were not surveyed in the 2021-2022 school year, but will be surveyed for future reports.



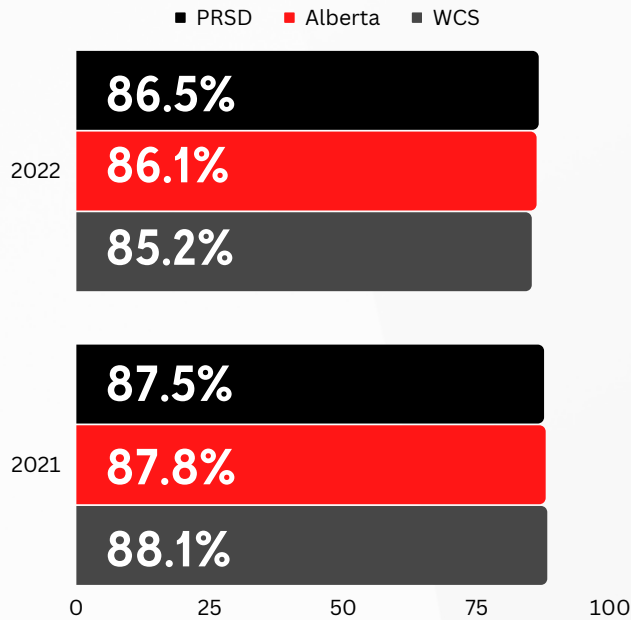
INCLUSIVE EDUCATION PRACTICES

Alberta Education

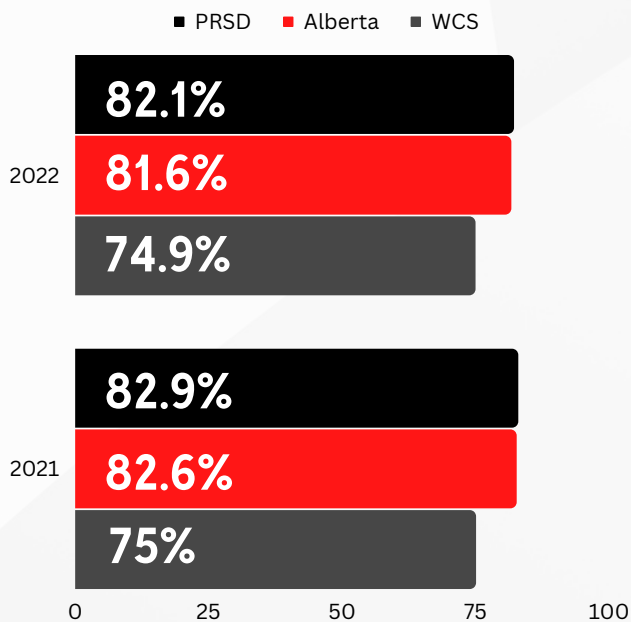
Assurance Measures - Overall Summary Results

Authority: 1070 The Peace River School Division

Welcoming, Caring, Respectful & Safe Learning Environments



Access to Support Services



- WCS results are on par with those in the division and province in regards to access to a Welcoming, Caring, and Respectful environment. WCS is experiencing a lower percentage of students, parents and teachers who feel that students have access to adequate support services.



INCLUSIVE EDUCATION PRACTICES

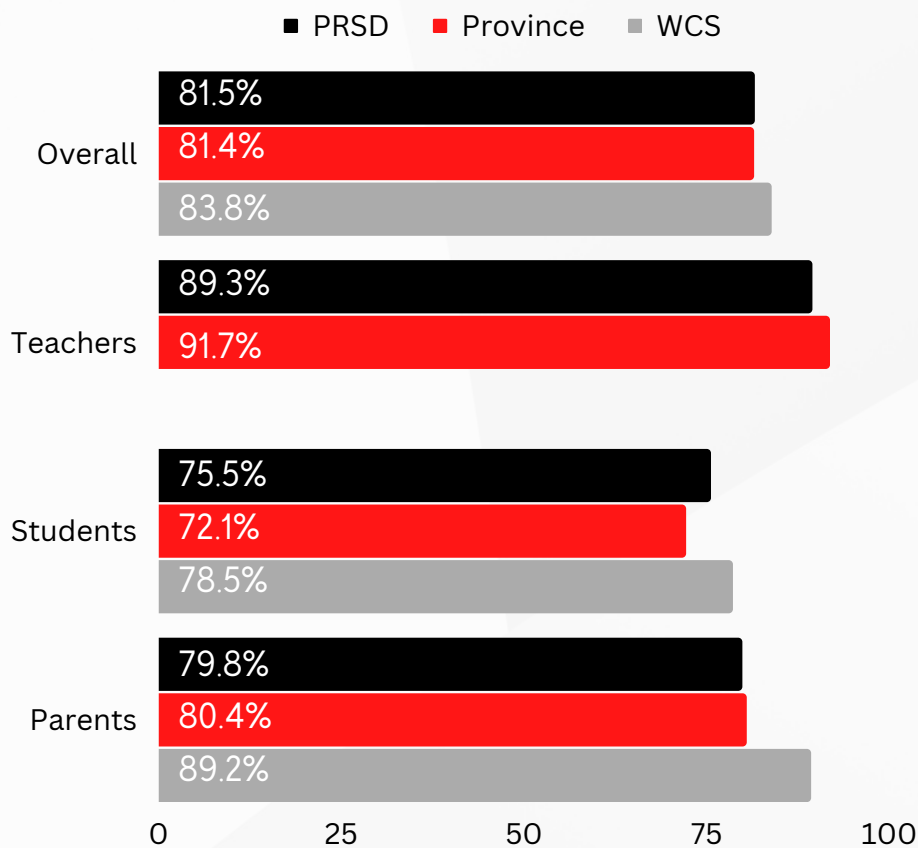
Alberta Education Survey Results

AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION



Student Growth & Achievement: Citizenship

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



- Data from teachers has been suppressed as there are fewer than 6 teachers responding to the survey.
- Overall, students, parents and teachers feel that students at WCS model the characteristics of active citizenship.
- Results in this category are slightly higher than the division and the province.

INCLUSIVE EDUCATION PRACTICES

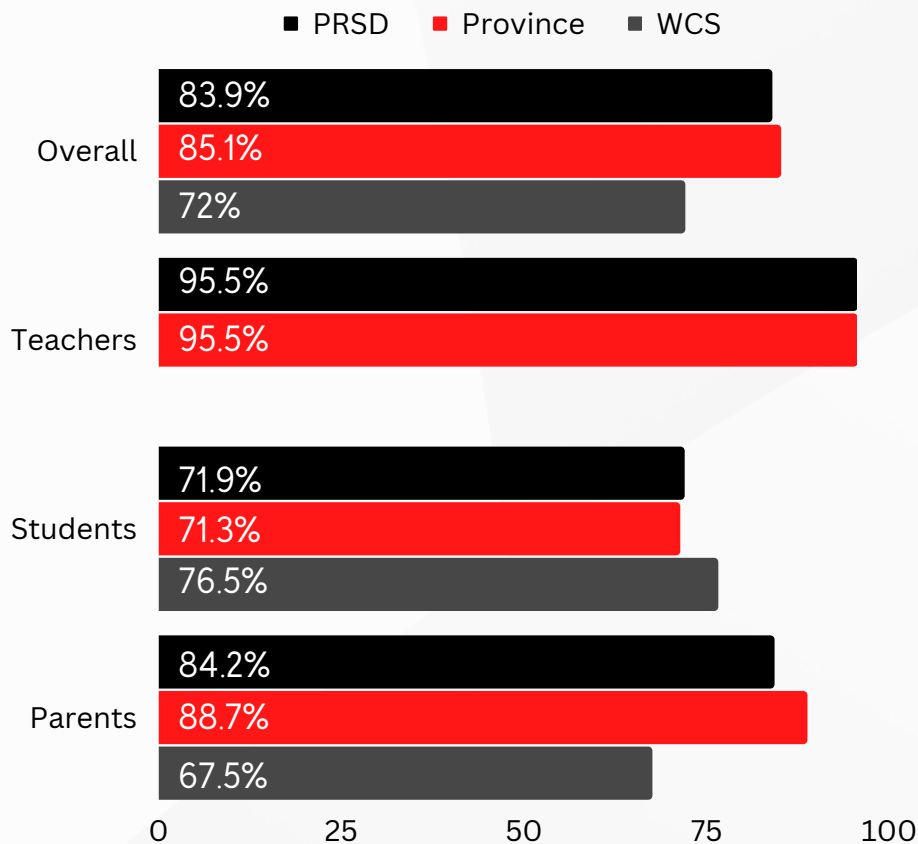
Alberta Education Survey Results

AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION



Student Growth & Achievement Overall Summary

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



- Overall, WCS is scoring lower than PRSD and the province in student engagement. While students indicate a higher level of engagement than the division and province by approximately 5%, parents report significantly lower by almost 20%. Results from the teachers are suppressed due to low population.

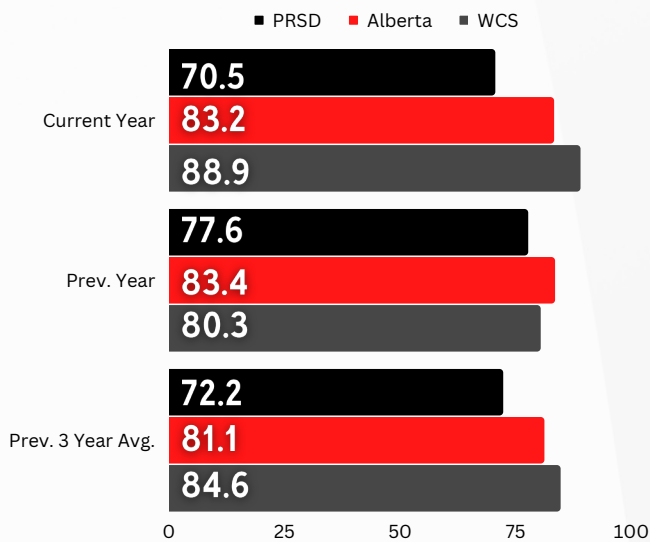
INCLUSIVE EDUCATION PRACTICES

Alberta Education Survey Results

AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION

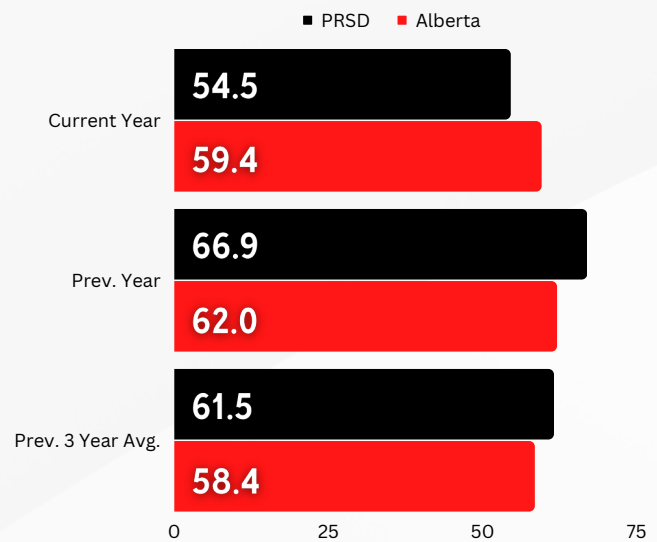


3-Year High School Completion Rates: All Students



- Based on the provincial data, WCS had a 88.9% 3-year high school completion rate compared the provincial rate of 70.5%. This is consistent with our previous 3-year average.

3-Year High School Completion Rates: Indigenous Students



- All Indigenous student results for WCS are suppressed due to low enrollment. Data above is representative of PRSD and the province.

Summary of Inclusive Education Practices

- **General Statement**

- Worsley Central School has very few students on IPPS or BSPs so that specific information has been suppressed. Work needs to be done encouraging attendance and addressing factors that may affect poor attendance rates. We did see a high percentage of students who felt that their learning needs were being met.

- **Factors that affected results**

- 2021-2022 as a school year saw a continuation of the effects of the COVID-19 pandemic affecting the attendance of students and staff. In addition to that, the High School Students were not surveyed regarding their learning needs so that data is absent.

- **Next steps**

- Ensuring the inclusion of all students for survey data, including the high school students who are enrolled in the Virtual Education Program will ensure that we have the most accurate data to draw from.
- Engaging parents and the greater school community in conversations about attendance and student engagement to ensure we continue to improve our inclusive practices is necessary.

BUDGET SUMMARY



Budget Report

Peace River School Division No. 10
2021-2022 Spring Budget

SCHOOL: Worsley Central

Revenue and Allocations to Budget Center

AB ED: Service & Supports	2021-2022 Spring Budget	2020-2021 Spring Budget
Funding Framework Allocation	\$42,968	\$41,310
Total AB ED: Service & Supports	\$42,968	\$41,310
% of Revenue and Allocations to Budget Center	98%	114%

AB ED: Differential Cost Funding	2021-2022 Spring Budget	2020-2021 Spring Budget
FNMI Allocation: School: Current Year	\$840	\$840
FNMI Allocation Per Student: Current Year	\$60	\$60
FNMI and Aboriginal Enrolment: ECS	0 Students	0 Students
FNMI and Aboriginal Enrolment: Grade 1-12	14 Student	14 Student
Total AB ED: Differential Cost Funding	\$840	\$840
% of Revenue and Allocations to Budget Center	2%	2%

Expenditures

Other Staffing Costs	2021-2022 Spring Budget	2020-2021 Spring Budget
School Based Certificated Sub Cost	\$5,328	\$5,328
Days of School Certified Subs	24.00 Days	24.00 Days
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
School Based Certificated Sub Benefits	\$533	\$533
School Based Certificated Sub Cost	\$5,328	\$5,328
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
Total Other Staffing Costs	\$5,861	\$5,861
% of Expenditures	13%	16%

Contracted Services	2021-2022 Spring Budget	2020-2021 Spring Budget
Certificated Inservice/Reg Fees	\$1,000	\$1,500
Student Awards	\$2,000	\$1,600
Staff and Public Relations	\$1,000	\$500
Postage & Phone	\$1,000	\$1,000
Expense Reimbursement	\$1,500	\$2,000
Field Trips	\$0	\$1,787
Total Contracted Services	\$6,500	\$8,387
% of Expenditures	15%	23%

Supplies	2021-2022 Spring Budget	2020-2021 Spring Budget
Supplies	\$26,977	\$15,682
Library Supplies	\$1,720	\$1,720
Furniture & Equipment	\$2,750	\$4,500
Total Supplies	\$31,447	\$21,902
% of Expenditures	72%	61%

Total Expenditures	\$43,808	\$36,150
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Summary

	2021-2022 Spring Budget	2020-2021 Spring Budget
Total Revenues and Allocations To Budget	\$43,808	\$36,150
Total Expenditures	\$43,808	\$36,150
Variance	\$0	\$0

Stakeholder Engagement & Accountability System

The Peace River School Division ensures stakeholder engagement and full accountability through many different measures, such as:

- Regular Board meetings that are open to the public and streamed virtually for community members to attend;
- Assurance Surveys for students and staff to provide insightful feedback;
- Hosting two Council of School Council meetings throughout each school year;
- Attending Joint Municipalities meetings to engage and communicate with local community stakeholders;
- Student Engagement Sessions;
- Ongoing Anti-Racism Committee meetings;
- Facility tours within the division each year;
- Attending monthly Administrators Meetings;
- Joint Board Meetings with neighbouring school divisions.

WHISTLEBLOWER PROTECTION

Peace River School Division is committed to maintaining a positive and supportive environment whereby employees are provided with clear guidance for seeking advice and, if necessary, disclosing wrongdoing without fear of reprisal, knowing that such disclosures will be taken seriously.

On June 1, 2013, The Province of Alberta has enacted the Public Interest Disclosure (Whistleblower Protection) Act ("the Act") in order to:

- Facilitate the disclosure and investigation of significant and serious matters in or relating to public bodies, including school boards, which an employee believes may be unlawful, dangerous to the public, or injurious to the public interest;
- Protect employees who make those disclosures;
- Manage, investigate and make recommendations respecting disclosures of wrongdoings and reprisals;
- Promote public confidence in the administration of public bodies.

In accordance with the Act, Peace River School Division developed and enacted Administrative Procedure 403 Public Interest Disclosure in December 2013.

To view Administrative Procedure 403 [CLICK HERE](#).

Peace River School Division did not receive any disclosures during the 2021-2022 school year.



**Peace River
School Division**



TIMELINES AND COMMUNICATION

Worsley Central School's AERR Report will be communicated in the following ways:

- Posted in the Documents section of the Worsley Central School Website at: <http://www.worsleycentralschool.ca>
- Published and distributed to the school council;
- Made available at all Peace River School Division schools;
- Presented to Alberta Education;
- Displayed and accessible to parents and other stakeholders at the school office: PO Box 210 Worsley, AB T0H 3W0



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