




**ANNUAL EDUCATION  
RESULTS REPORT  
2022-2023**





Message from the Board Chair.....	3
Message from the Superintendent .....	5
Message from the Principal .....	6
About the Worsley Central School .....	7
Alberta Education Results Report Introduction.....	9
Literacy Achievement Results.....	10
• Early Years Assessments: Percentage of Students Considered at Risk .....	11
• Fountas & Pinnell Data.....	12
• Reading Comprehension Assessment Tool (RCAT) Data .....	13
• Writing Assessment Tool (WAT) Data .....	14
• Division Report Card Data .....	15
• PRSD Education Assurance Survey Results .....	19
• Provincial Achievement Test Results - Grade 6 .....	20
• Provincial Achievement Test Results - Grade 9 .....	21
• Provincial Diploma Exam Results .....	22
• Summary of Literacy Achievement Results .....	23
Numeracy Achievement Results .....	24
• Early Years Assessments: Percentage of Students Considered at Risk .....	25
• Mathematics Intervention/Programming Instrument Data (MIPI) .....	26
• Numeracy Comprehension Assessment Tool Data (NCAT) .....	27
• Division Report Card Data .....	28
• PRSD Education Assurance Survey Results .....	31
• Provincial Achievement Test Results - Grade 6 .....	32
• Provincial Achievement Test Results - Grade 9 .....	33
• Provincial Diploma Exam Results .....	34
• Summary of Numeracy Achievement Results .....	35
Inclusive Education Practices .....	36
• Behaviour Support Plans and Individual Program Plans .....	37
• Attendance Data .....	37
• PRSD Education Assurance Survey Results .....	38
• Alberta Education Assurance Measures: Safe and Caring Schools.....	39
• Alberta Education Assurance Measures: High School Completion Rates .....	40
• Summary of Inclusion Education Practices .....	41
Summary of Budget .....	42
Accountability Statements .....	44
Communication Plan .....	45



# MESSAGE FROM THE BOARD CHAIR

It is my pleasure to present the Peace River School Division's 2022-2023 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!

*Crystal Owens*  
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!

## 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 2022-2023 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.

  
Board Chair  
OwensCry@prsd.ab.ca

  
Superintendent of Schools  
MurrayA@prsd.ab.ca



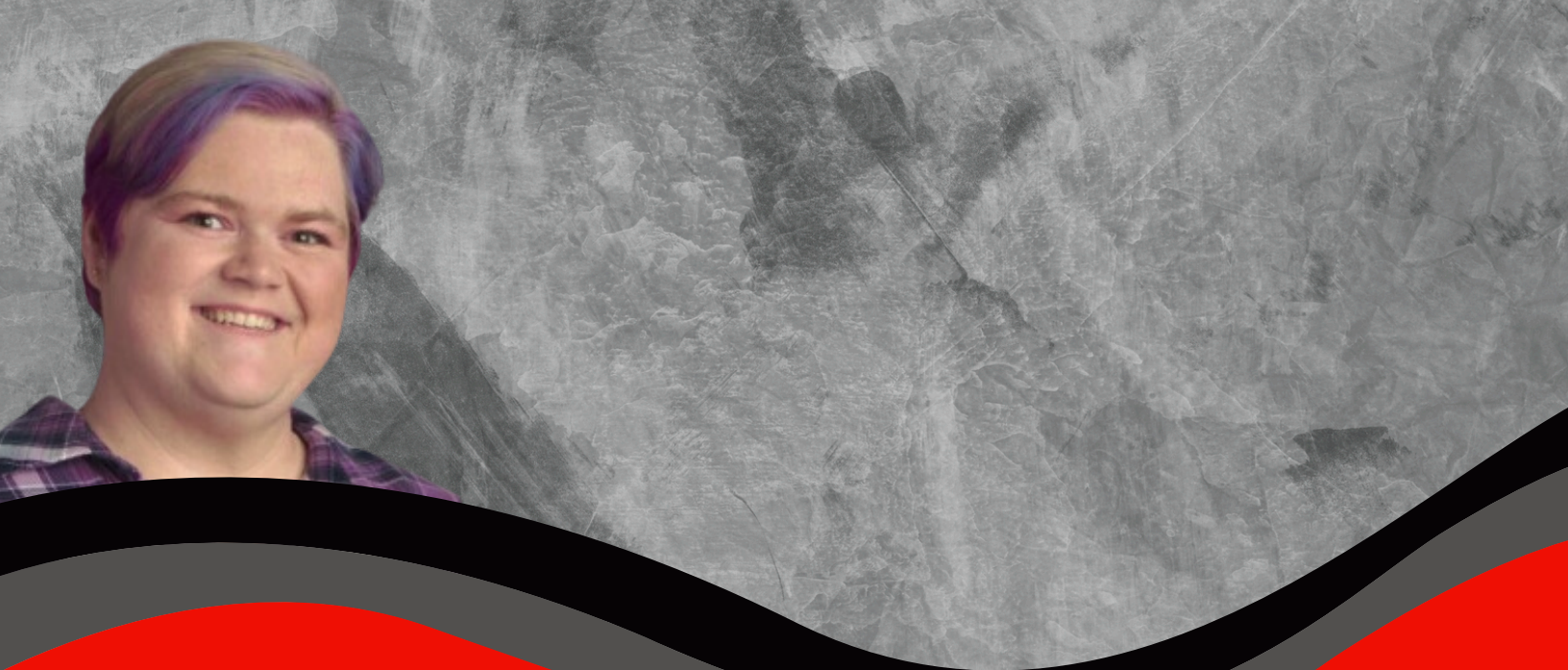
# MESSAGE FROM THE SUPERINTENDENT

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. We are seeing good progress as a result. Great job PRSD staff and students!

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 focuses on ensuring all students will be literate, numerate, and included. 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



# MESSAGE FROM THE PRINCIPAL

Throughout the academic year, Worsley Central School prioritized literacy and numeracy, resulting in notable advancements in student achievement. The joint commitment of educators and learners led to remarkable progress in reading, writing, and math skills. Individualized teaching and group activities in multi-grade classes honed crucial skills for students' academic future. The school's dedication to inclusivity ensured equal educational opportunities for all students, regardless of their learning profiles.

In addition, the community volunteered hundreds of hours to support students in sports, fostering dedication and sportsmanship. Students excelled in various competitions, learning perseverance, teamwork, and communication skills essential for their future careers. The school continued engaging students in agriculture projects and hands-on learning, providing practical experiences across diverse fields. By participating in real-world projects, students gained insights and skills vital for their future success.

Despite challenges faced, teamwork prevailed, emphasizing the strength of collaboration, empathy, and perseverance in reaching our goals. Together, we exemplify WORKING, CARING, and SUCCEEDING.

*Mrs. Jennifer Daniel*  
Worsley Central School



# ABOUT WORSLEY CENTRAL SCHOOL

Worsley Central School, situated in a rural area, caters to students from diverse communities such as Cherry Point, Bear Canyon, Clear Prairie, Eureka River, Montagneuse Valley, and Hines Creek. Many families of our students are involved in farming, logging, or oilfield services.

The school collaborates with various community partners to enrich its programs and educational offerings. Students participate in a comprehensive curriculum focusing on academics, along with additional opportunities in agriculture, entrepreneurship, community service, trade education, and sports.

With a small K-12 population, Worsley Central School is organized in multi-grade classrooms. Students receive instruction from certified teachers who specialize in literacy, numeracy and inclusion. With the assistance of the community and volunteers we are able to offer a broad program of studies that includes music, art, trades training, entrepreneurship, agriculture, and computer sciences.

## 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.

## OUR MISSION

# Working, Caring, Succeeding

# FOUNDATION STATEMENTS

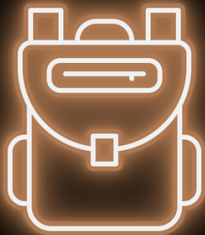
## OUR MOTTO

**P**ride in Public Education  
**R**espect, Responsibility and Integrity  
**S**tudent-Centered; Promoting Success and Safety  
**D**iversity Celebrated; Differences Embraced

## 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.

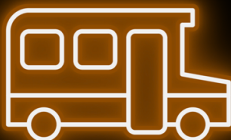
## QUICK FACTS



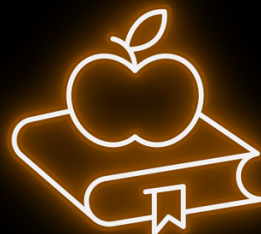
**3,000 +  
STUDENTS**



**21  
SCHOOLS**



**69  
BUS ROUTES**



**500 +  
STAFF**



# 2022/2023 ANNUAL EDUCATION RESULTS REPORT

AUTHORITY: 1407 WORSLEY CENTRAL SCHOOL

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

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

Literacy: Early Years Assessments to assess for students considered at risk, **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: Early Years Assessments to assess for students considered at risk, **Math Intervention/Programming Instrument (MIPI) Data for Grades 2-10, Numeracy Common Assessment Tool (NCAT) Data for Grades 1-9, Divisional Report Card Data, and Divisional Survey Results Regarding Numeracy Achievement;**

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

The Provincial-level Alberta Education 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.



## **PRSD GOAL ONE:**

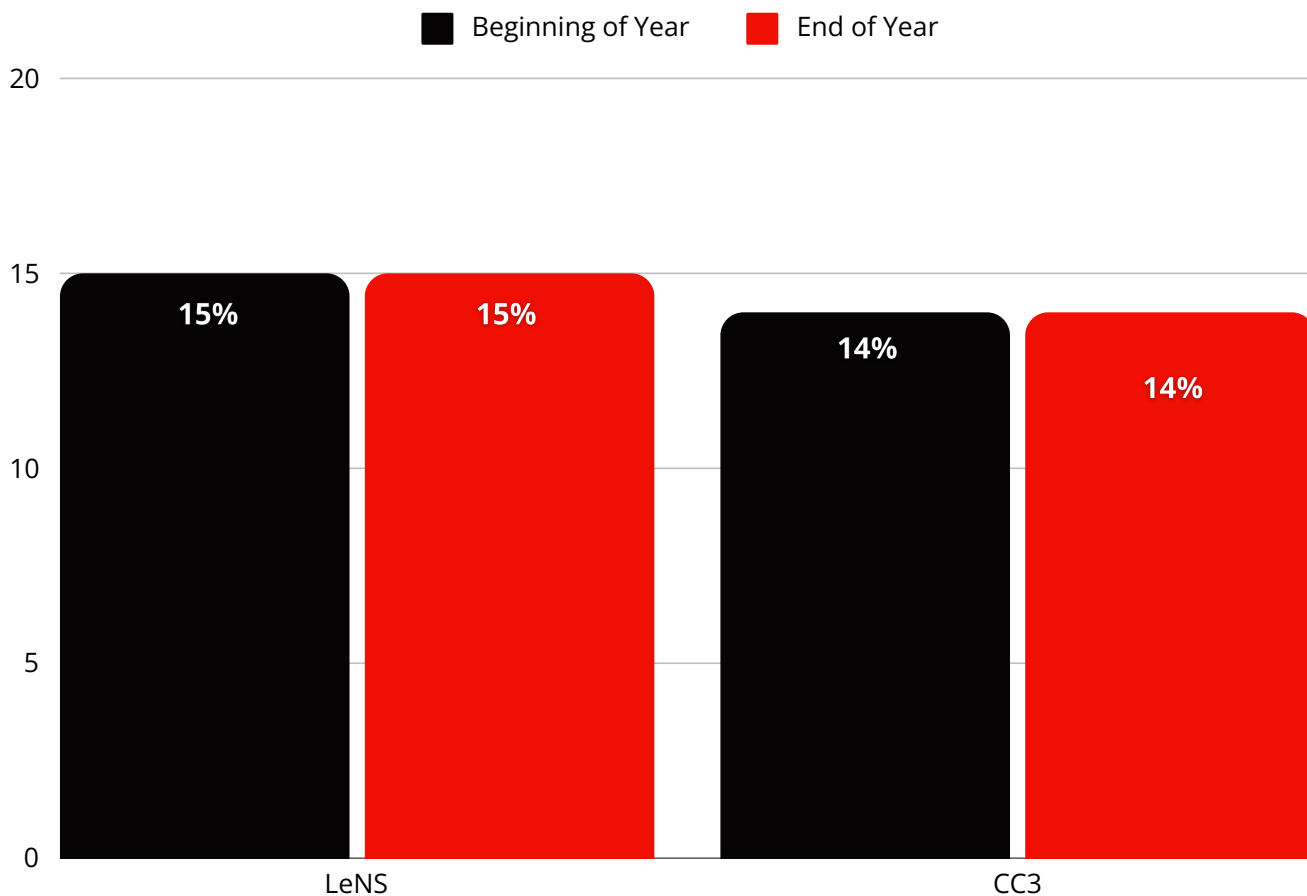
**ALL STUDENTS ARE LITERATE**

## **OUTCOME:**

**ALL STUDENTS ARE READING AND WRITING AT OR ABOVE GRADE LEVEL OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.**

# LITERACY ACHIEVEMENT RESULTS

## Early Years Assessments - Percentage of Students Considered at Risk



### Summary

The Letter Name-Sound (LeNS) assessment and Castles and Coltheart 3 (CC3) assess student skills in the area of literacy. Data from the 2022-23 school year shows the number of students considered at risk stayed steady at 14% and the Castles and Coltheart 3 (CC3) shows the same trend at 14%.

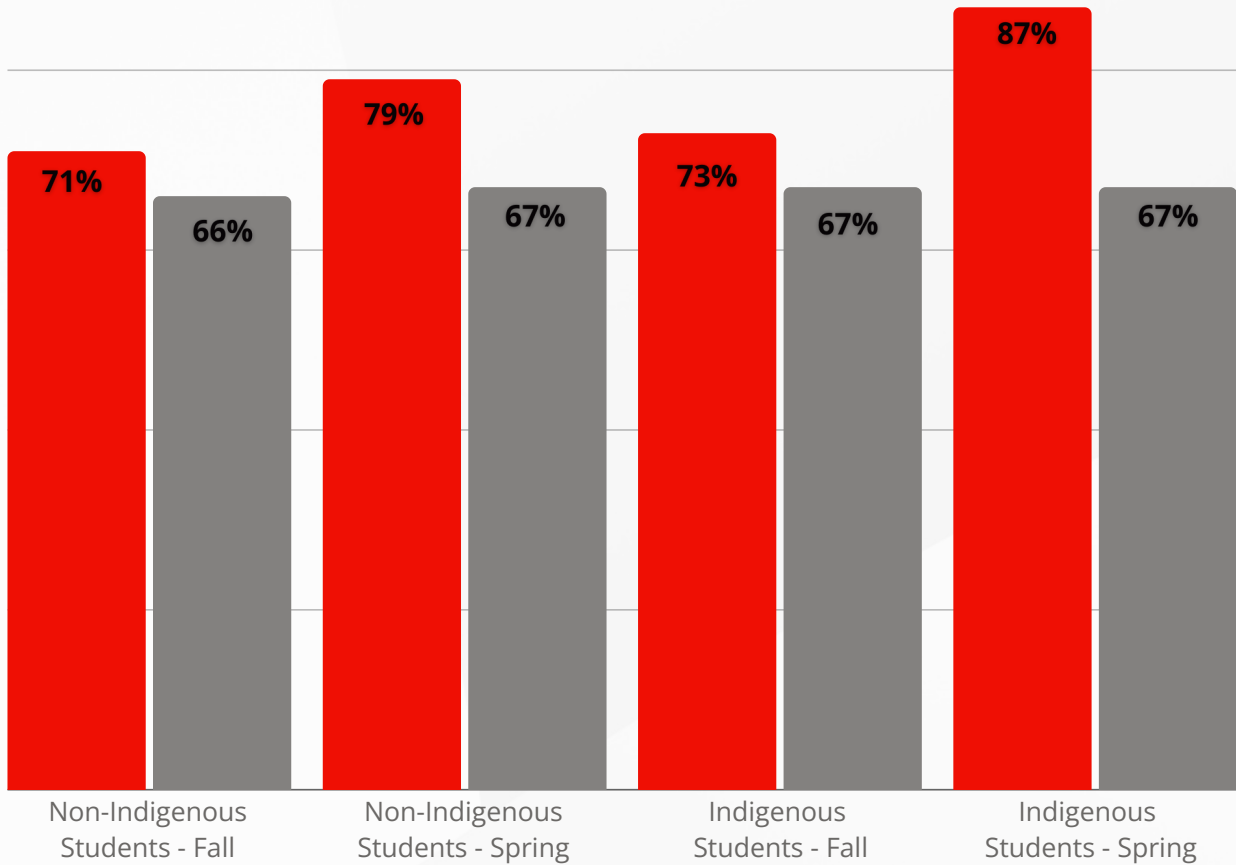
All students in Grade 1 and 2 completed the LeNS, and CC3 assessments. All students in Grade 3 would have completed the CC3 assessment - only we did not have any enrolled. Only those Grade 4 students identified as at-risk at the end of the 2022-23 school year, completed the CC3 assessment.



# LITERACY ACHIEVEMENT RESULTS

## WCS Fountas & Pinnell BAS I and II Data

2021-22 2022-23



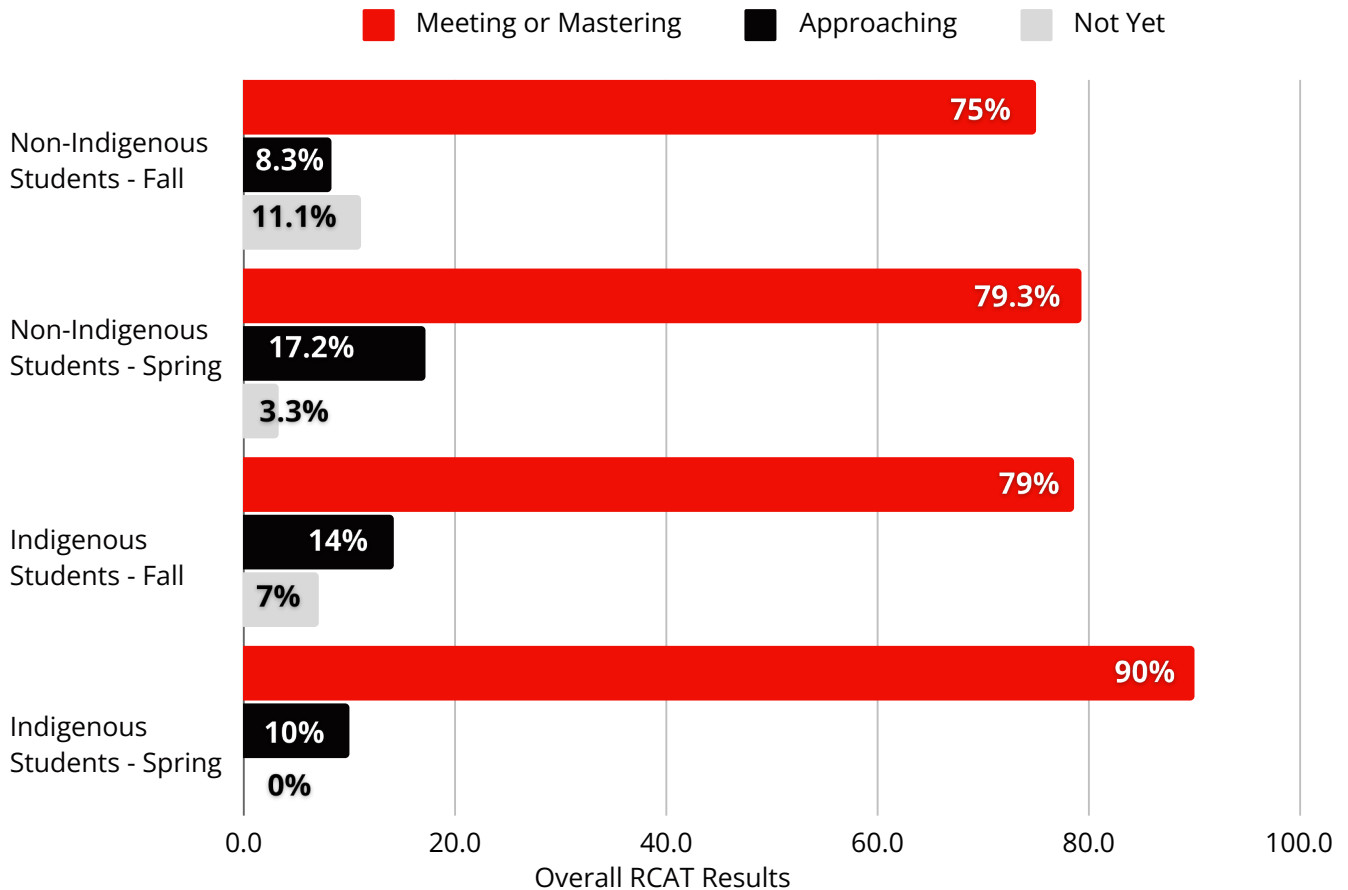
### Summary

The F & P Benchmark Assessment System has established expected reading levels at each grade level that increase from the beginning of the school year to the end. As such, any increase in reading performance from the Fall to the Spring represents significant growth. While our students continue to test below desirable levels and there are not significant gaps between Indigenous and non-Indigenous students, the data indicate there was growth in their reading abilities in the 2022-23 school year, although results have not improved from the previous year. We are committed to continuing our important work in this area.

### About Fountas & Pinnell BAS I and II Data

# LITERACY ACHIEVEMENT RESULTS

## Reading Comprehension Assessment Tool (RCAT)



### Summary

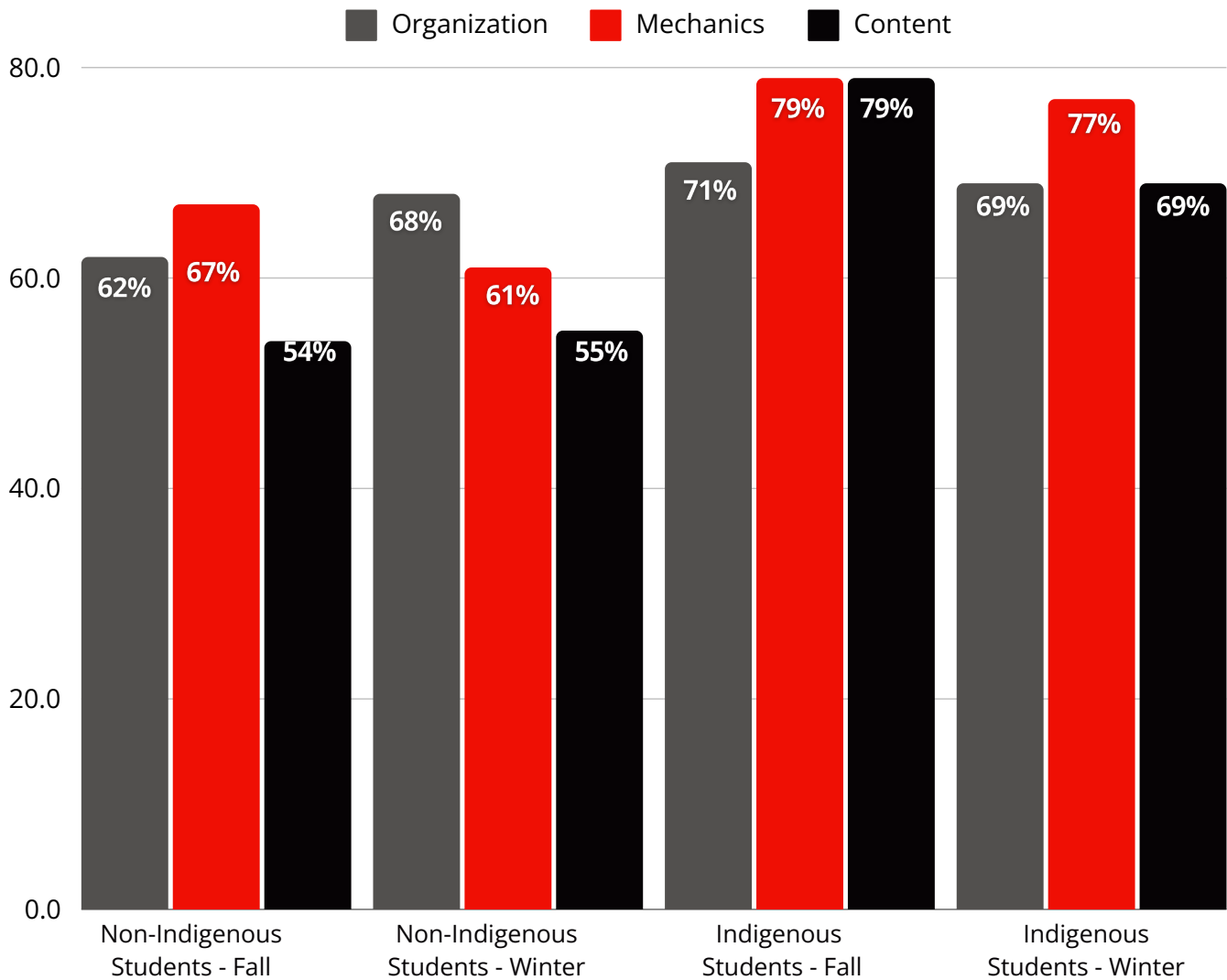
The RCAT is an on-line assessment tool that provides grade level reading passages from narrative, informational, and poetic readings to assess students' comprehension abilities in the five major skills required for reading comprehension.

This set of data indicate significant growth for our Indigenous students from the Fall to Winter assessment periods and a narrowing of the academic achievement gap between our Indigenous learners and non-Indigenous learners. In the Fall assessment period, the percentage of Indigenous students who were either meeting or mastering grade-level expectations was 4% greater than our non-Indigenous students. Additionally, in the Winter assessments that achievement gap increased to 10%.

The Peace River School Division goal is to narrow the gap between our Indigenous and non-Indigenous learners in order to fully achieve our mission of success for all. Worsley Central School's data is actually opposite from both the province and the school division in that our Indigenous students are achieving higher reading scores. Ideally there would be no gap between the groups

# LITERACY ACHIEVEMENT RESULTS

## Writing Assessment Tool (WAT) Data



**Percentage of Grade 1-9 Students Meeting or Mastering Expectations**

### Summary

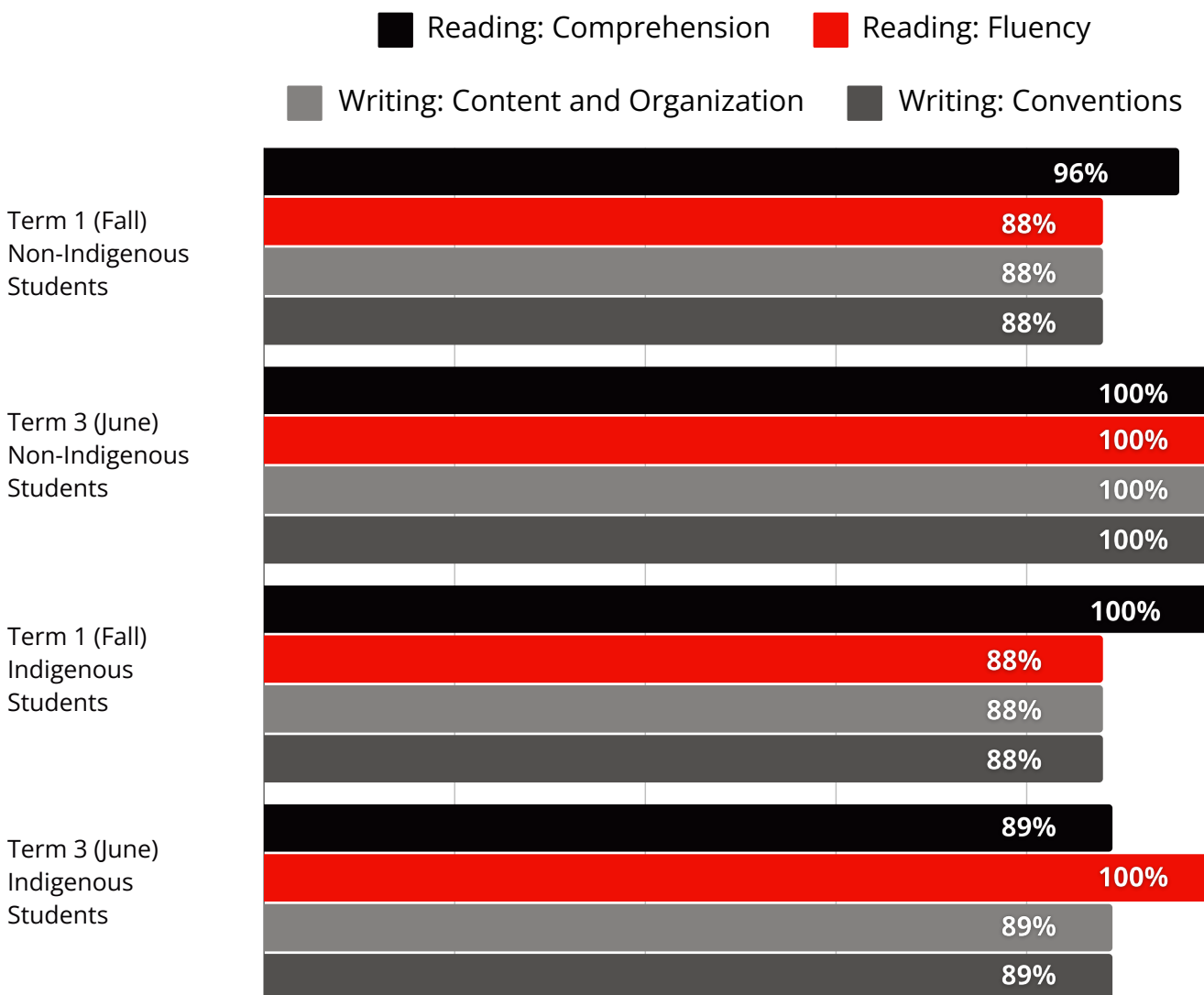
The Division Writing Assessment Tool (WAT) is an internally developed assessment that measures proficiency in organization, mechanics and content. The Division does not write the WAT in the Spring because WAT data are primarily used to inform instruction throughout the year. The Fall data is based on curricular outcomes from the previous grade level and the Winter data is based on current grade level outcomes.

The Writing Assessment Tool (WAT) data for 2022-2023 show that just over half of all students were meeting or mastering grade-level expectations in writing during the Fall reporting period. While there were gains between the fall and winter reporting periods, there remains significant room for improvement. The Fall data exclude the Grade 1 students because they did not complete this assessment at that time. Moving forward, continued efforts will be made to ensure students become more proficient in writing.

# LITERACY ACHIEVEMENT RESULTS

## Report Card Data for Literacy

Percentage of Grades 1-6 students meeting or mastering expectations



### Summary

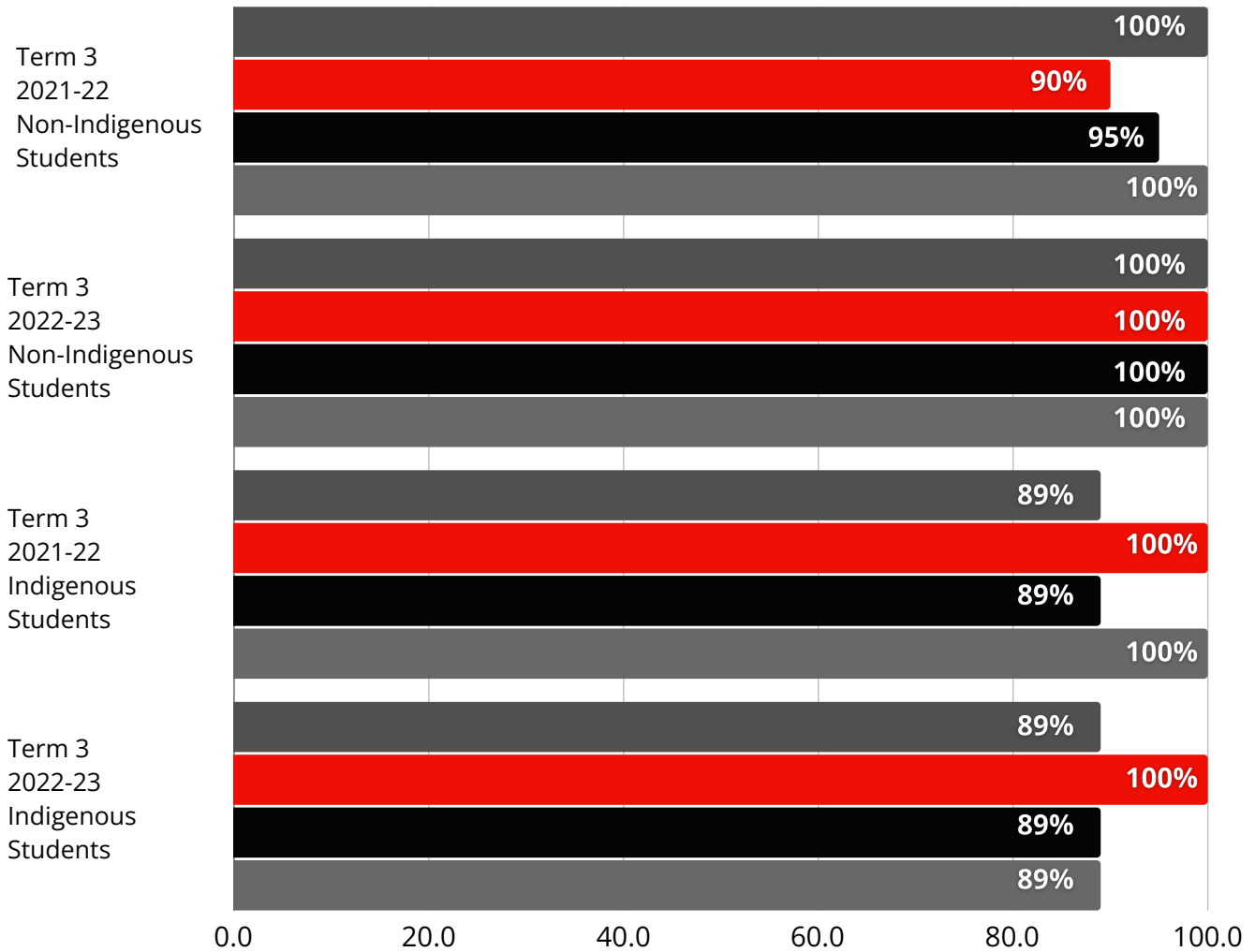
The report card data indicate that from the Term 1 report to the Term 3 report there was a significant increase in the percentage of Grades 1-6 students meeting grade-level expectations in all areas of Reading and Writing. While this is very positive, the overall data suggest that further important work is required to ensure our students are meeting program expectations. Further work is also required to eliminate the achievement gaps for our Indigenous students and to ensure all of our students are meeting program expectations.

# LITERACY ACHIEVEMENT RESULTS

Percentage of Grades 1-6 students meeting or mastering expectations: Year-end results

## Year-over-year comparison

Reading: Comprehension    
  Reading: Fluency  
 Writing: Content and Organization    
  Writing: Conventions



## Summary

The year over year comparison of report card data indicate there was a general increase in the percentage of Grades 1 through 6 students meeting grade-level expectations in all areas of Reading and Writing. While much work remains, efforts to improve achievement for all of our students is having a good effect. With collaborative response measures in place, we are able to target our instruction to students and immediately respond to learning difficulties. This is paying off over time with the number of students meeting grade-level expectations.



# LITERACY ACHIEVEMENT RESULTS

## Report Card Data for Literacy

Percentage of Grades 7-9 students meeting or mastering expectations - 2022-2023

Non-Indigenous Students

November 2022-23 Results

Indigenous Students

Meeting or Mastering  
100%

Meeting or Mastering  
100%

Non-Indigenous Students

June 2022-23 Results

Indigenous Students

Meeting or Mastering  
100%

Meeting or Mastering  
100%

### Previous Year's Results

Percentage of students Meeting or Mastering grade-level expectations  
June 2022

Non-Indigenous Students

100%

Indigenous Students

100%

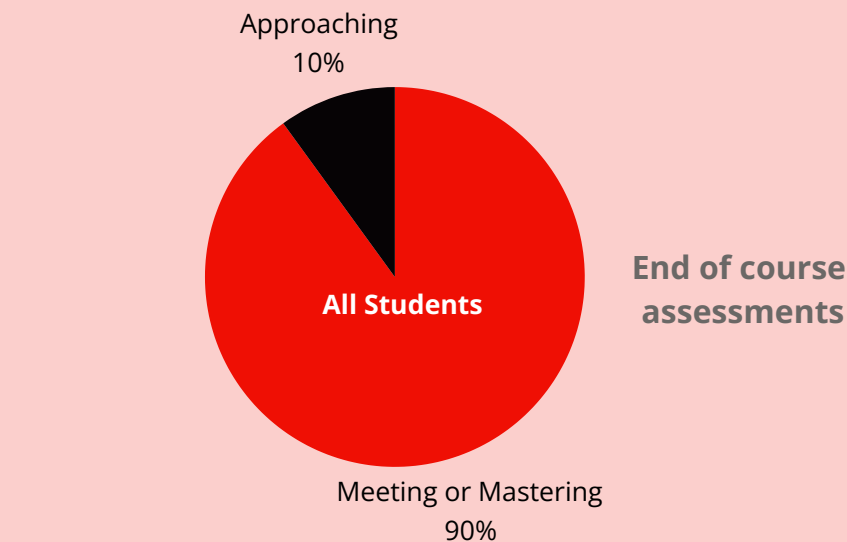
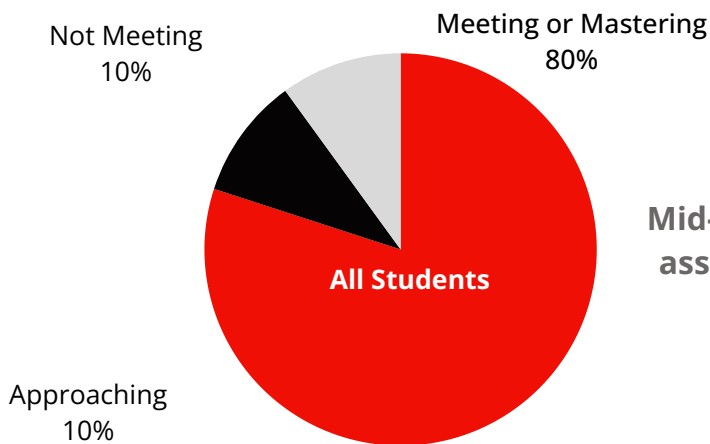
### Summary

The Grades 7-9 school report card data indicate 100% of non-Indigenous students met or mastered grade-level expectations at the end of the school 2022-23 school year, which is identical to the previous school year. Amongst our Indigenous students, 100% met or mastered grade-level expectations. This data is evidence of the WCS's strong commitment to literacy education.

# LITERACY ACHIEVEMENT RESULTS

## Division Report Card Data for Literacy

Percentage of Grades 10-12 students meeting or mastering expectations: 2022-2023



### Previous Year's Results

Percentage of students Meeting or Mastering grade-level expectations  
June 2022

#### Non-Indigenous Students



#### Indigenous Students



### Summary

The Grades 10-12 school report card data indicate that 90% of all students met or mastered grade-level expectations at the end of their courses. During mid-semester assessments, 20% of students were struggling to meet expectations but with targeted instruction, universal supports and collaboration between staff members, the number of struggling students was cut in half. Due to the low student population, caution is urged when comparing results from year to year as the number of students are not always statistically significant.

# LITERACY ACHIEVEMENT RESULTS

## PRSD Education Assurance Survey Results: Goal One - Literacy

- Confident to Very Confident
- Less Confident
- Not Confident



Grades 3-6



Grades 7-12



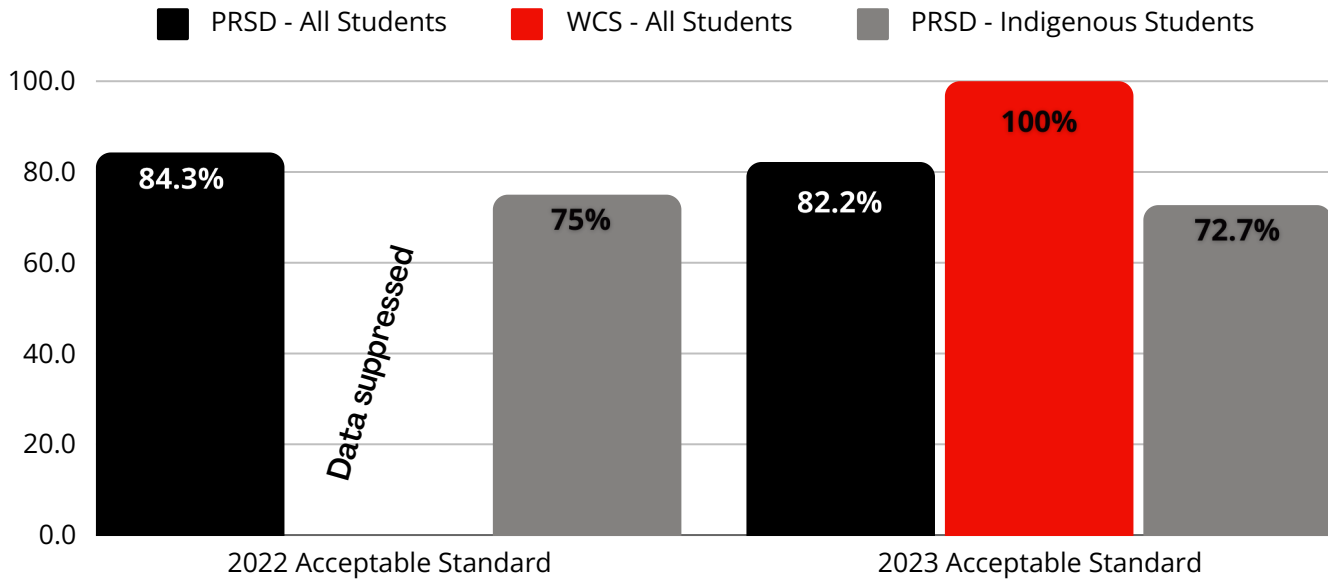
### Summary

Students were asked to rate their level of confidence in their own reading and writing skills on a scale of 1 to 5, with one being “not confident” and five being “very confident”. Results include responses from students in Grades 3-12. The literacy results from the survey are very positive and show the majority of students are confident in their reading and writing abilities.

[Link to the PRSD Student Assurance Survey Qualitative Data](#)

# LITERACY ACHIEVEMENT RESULTS

## Grade 6 Provincial Achievement Test (PAT) Acceptable/Excellence Year over Year Comparison of Grade 6 English Language Arts



Test results for all students writing

### Summary

Due to low enrollment numbers in individual grades it is difficult to monitor the results of this exam over time. Classes with enrollments under 6 are suppressed to protect student privacy.

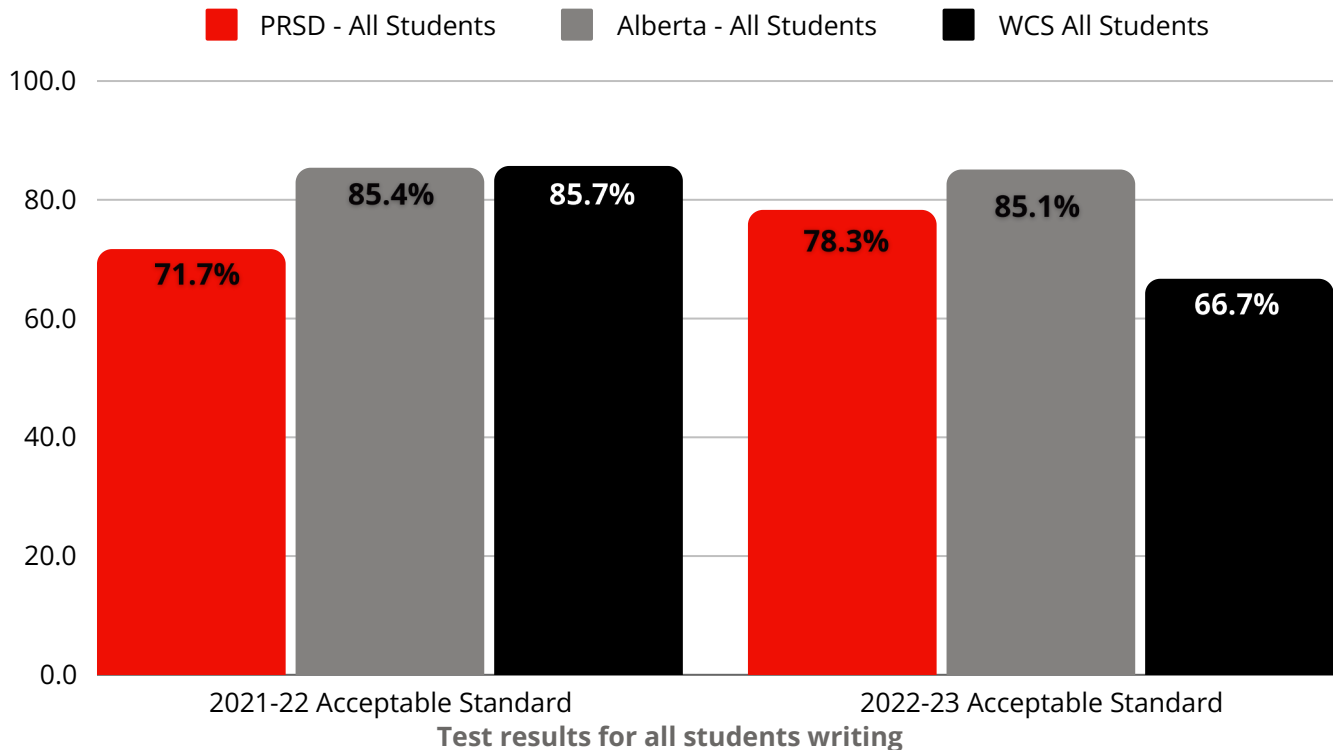
[CLICK HERE](#) for all PRSD PAT Results



# LITERACY ACHIEVEMENT RESULTS

## Grade 9 Provincial Achievement Test (PAT) Acceptable/Excellence

### Year over Year Comparison of Grade 9 English Language Arts



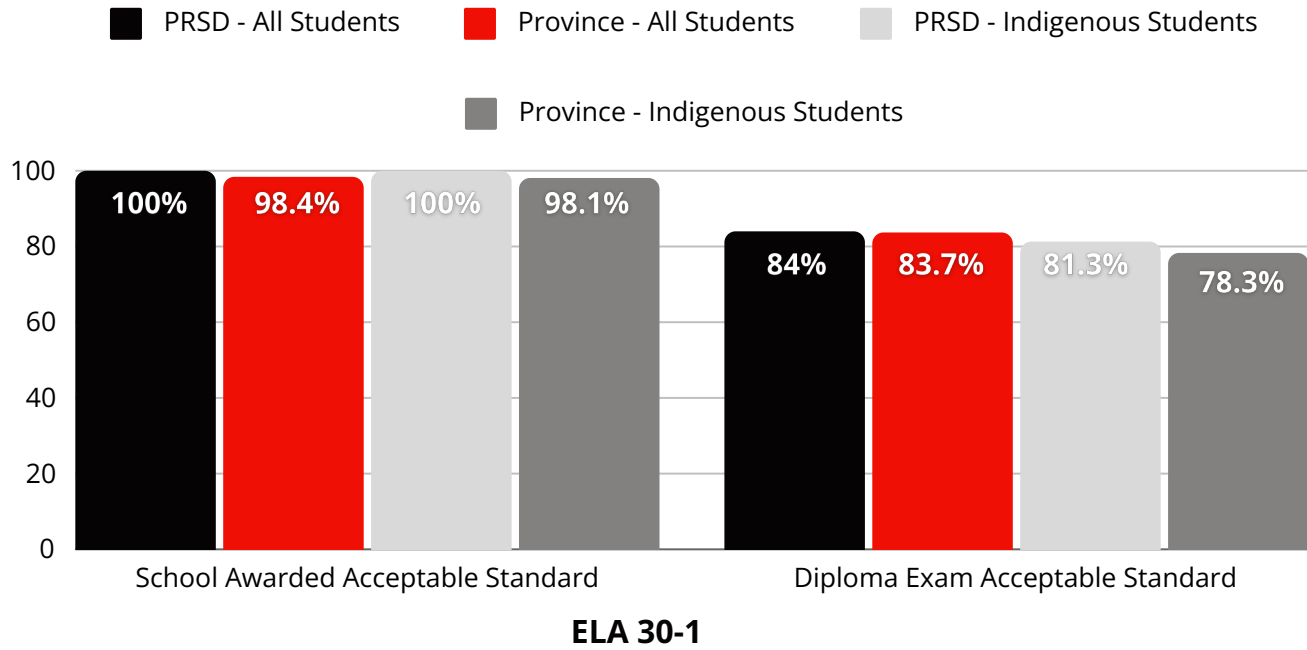
### Summary

The percentage of Acceptable Standard performance for the Grade 9 ELA PAT decreased from 85.7% to 66.7% in 2022-23. This reduction caused an increased gap between WCS student performance and provincial student performance. Further work is required to help ensure students perform better on this assessment in future years. It is also important to note the small number of students writing does make it easier for there to be significant swings in results from year to year.

[CLICK HERE](#) for all PRSD PAT Results

# LITERACY ACHIEVEMENT RESULTS

## Provincial Diploma Exam Results



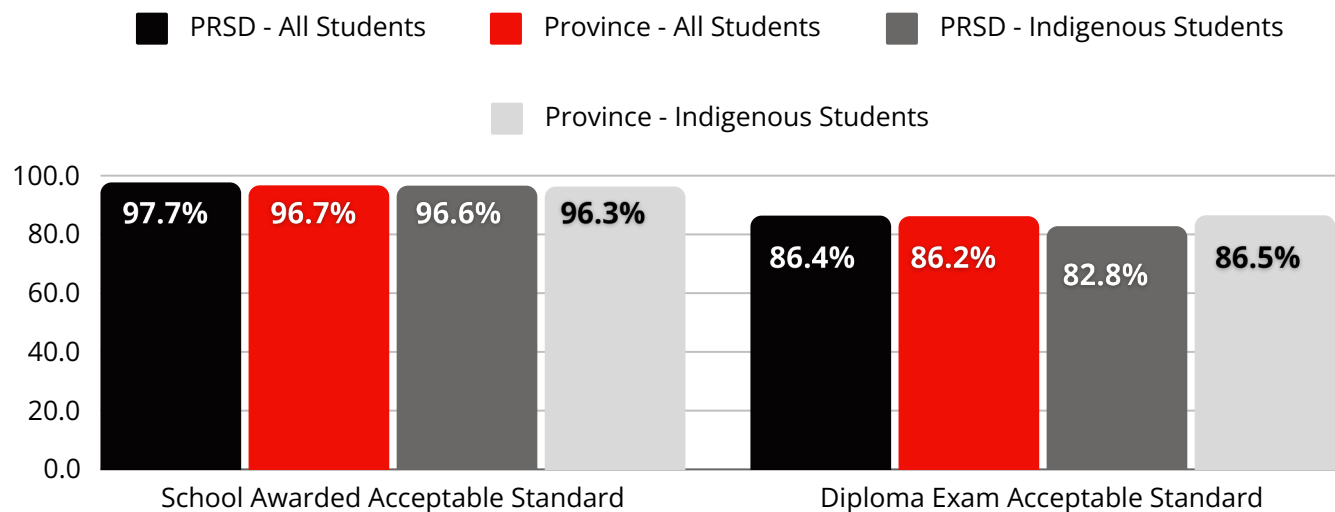
### Summary

In the 2022-23 school year, 100% of our ELA 30-1 students achieved a school-awarded acceptable standard. When blending these results with the diploma exam marks, which were above 80% for all of our students, every PRSD student enrolled in ELA 30-1 in 2022-23 received a passing grade. PRSD results for ELA 30-2 were slightly lower but still slightly higher than the provincial average.

Due to small class sizes, it is not possible to display results for WCS diploma exams.

[CLICK HERE for all Diploma Exam Results](#)

### ELA 30-2



# Summary of Literacy Achievement Results

## **General Statement**

Local PRSD measures such as Fountas and Pinnell data, RCAT data, and year-end report card data, reveal growth in literacy development across grade levels throughout the division during the school year. This growth was further verified through the school's survey data where the vast majority of students from Grades 3 to 12 reported they felt their reading and writing skills had improved throughout the year. Alberta Education achievement results for PATs and Diploma exams in English Language Arts generally revealed that students have made gains in their literacy development; however, the overall growth in literacy development is not yet at the levels desired.

## **Factors That Affected Results**

The WCS' achievement data indicate our students are turning a corner in terms of overcoming the learning loss created by the COVID-19 Pandemic. However, we continue to experience significant challenges in the area of regular attendance in addition to coping with serious substitute staff shortages that have resulted in far less than desirable circumstances throughout the year. Consequently, the ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels.

## **Next Steps**

The school's focus on literacy development will remain a priority for the upcoming school year and beyond. We remain committed to Collaborative Response as the vehicle to continue our reculturation work to ensure differentiated instructional and assessment practices that foster inclusive classrooms where all students have multiple opportunities to further develop their literacy skills as the foundation for overall academic success. Efforts will continue to support teachers in using a variety of assessment tools to gather critical information about students' literacy development so that instructional activities can be more purposefully planned and delivered in the best interest of all students. Division-level staff will continue to work with school staff to develop common assessments of core learner outcomes in English Language Arts, and will continue to assist in establishing and maintaining focused literacy instructional blocks within all classrooms throughout the division.



## **PRSD GOAL TWO**

ALL STUDENTS ARE NUMERATE

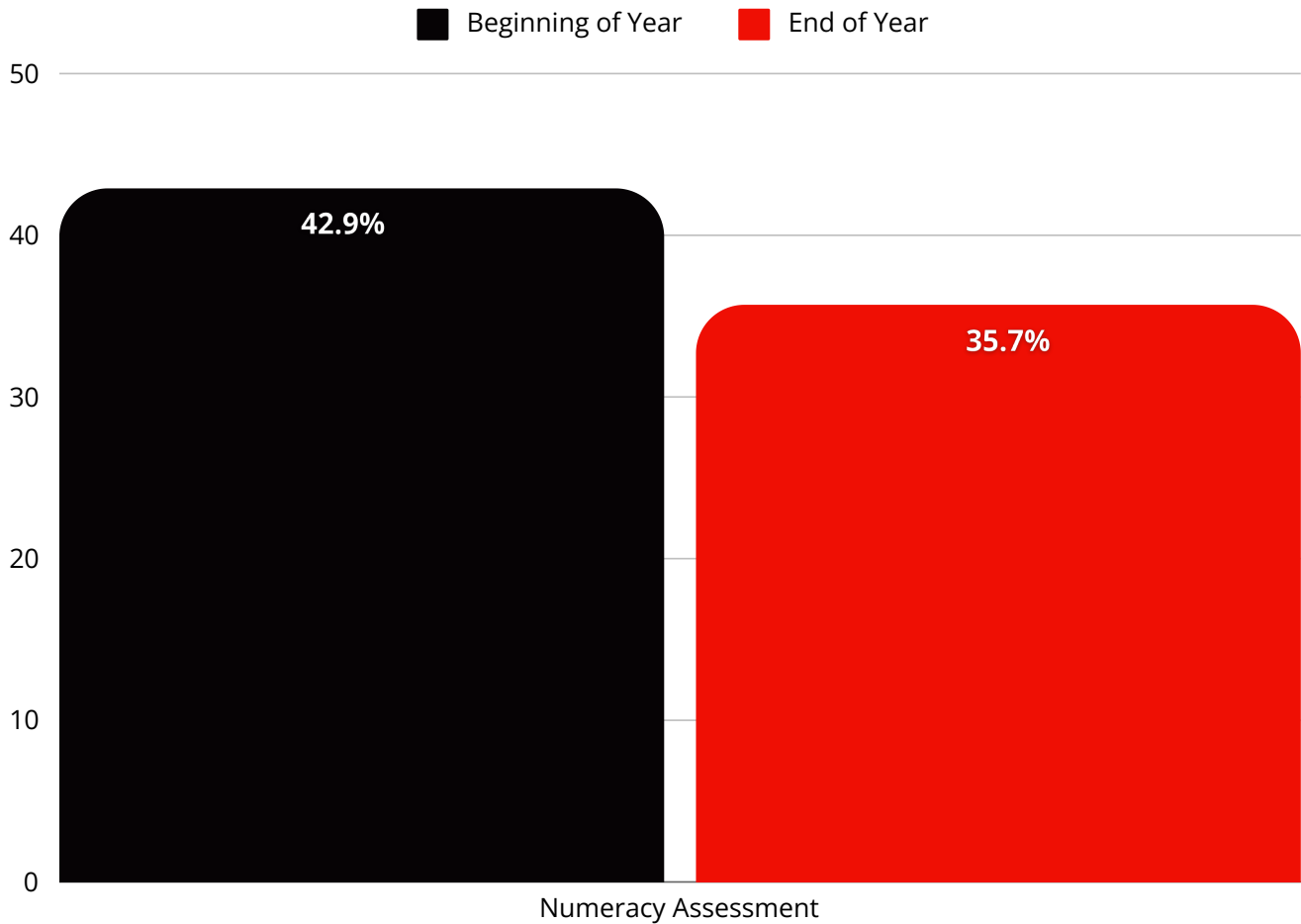
### **OUTCOME:**

ALL STUDENTS ARE PERFORMING AT OR ABOVE GRADE LEVEL IN NUMERACY OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.



# NUMERACY ACHIEVEMENT RESULTS

## Early Years Assessments - Percentage of Students Considered at Risk



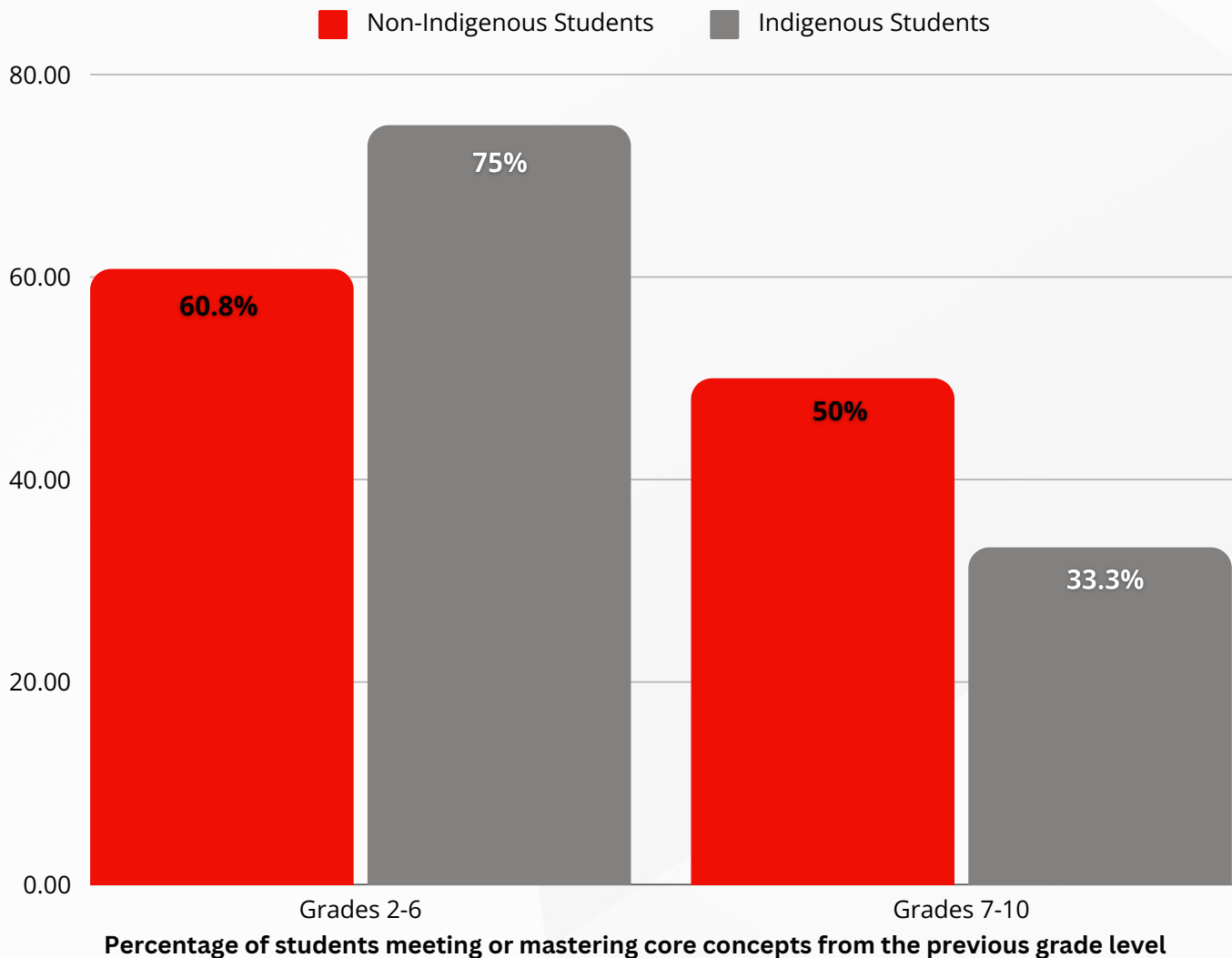
### Summary

While all students completed this assessments at the beginning of the 2022-23 school year, only those who were identified as being at-risk were reassessed at the end of the year.

All students in Grades 1, 2 and 3 completed the numeracy assessment. Only those Grade 4 students identified as at-risk at the end of the 2021-22 school year, completed the numeracy assessment in the fall of 2022. Results indicate a significant drop in the number of students considered at risk at the end of the school year.

# NUMERACY ACHIEVEMENT RESULTS

## Mathematics Intervention/Programming Instrument (MIPI) Data



### Summary

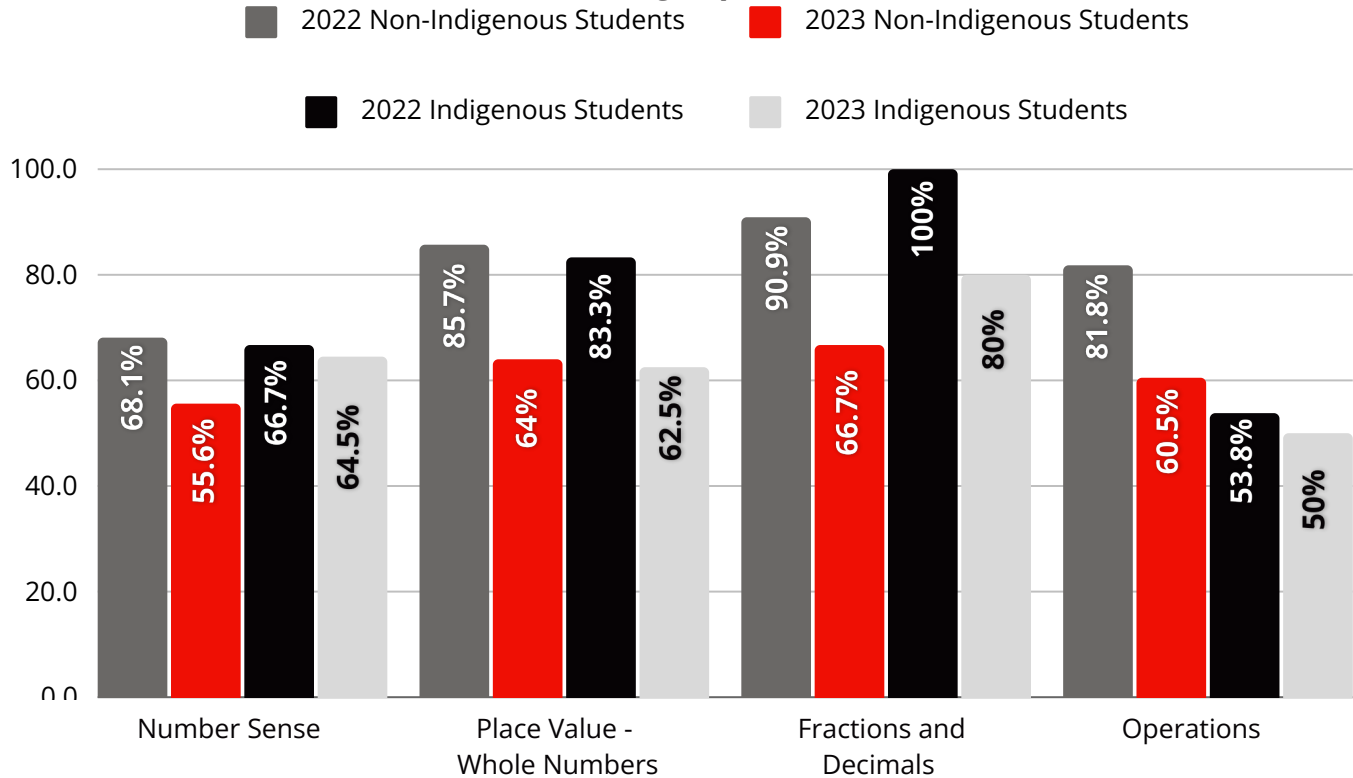
The MIPI is administered at the beginning of the year to determine how well students understand key concepts from previous year's work, which provides a useful starting point for the current year's instruction. The September 2022 results showed that 60.8% of non-Indigenous Grade 2 through 6 students and 75% of Indigenous students started their school year meeting or mastering the core concepts from the previous grade level. Meanwhile, only 50% of Grades 7-10 non-Indigenous students and 33% of Indigenous students were meeting or mastering the core content of the previous grade level. The above chart also shows a decline in the number of students meeting or mastering core content as students get older. This data is very useful in helping teachers to identify priority areas for intense instruction in numeracy throughout the year. In 2023, we made the decision to repeat the MIPI in the Spring.

### About Mathematics Intervention/Programming Instrument (MIPI)

# NUMERACY ACHIEVEMENT RESULTS

## Numeracy Common Assessment Tool (NCAT) Data

Grade 1 - 9 Year over Year comparison of percentage of student meeting or mastering expectations



### Summary

The NCAT is a summative assessment tool that assesses student proficiency in four core strands of mathematics. 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 2022-23 NCAT results suggest that 60% to 91% of non-Indigenous students had met or mastered the concepts in these four numeracy strands at the time of test administration, and teachers used this information to inform their planning and instruction for the remainder of the year.

The year over year comparison indicates that students performed slightly better in the previous school year at the time of test administration. Results may be lower because the K-3 students received a new curriculum in 2022-23 school year.

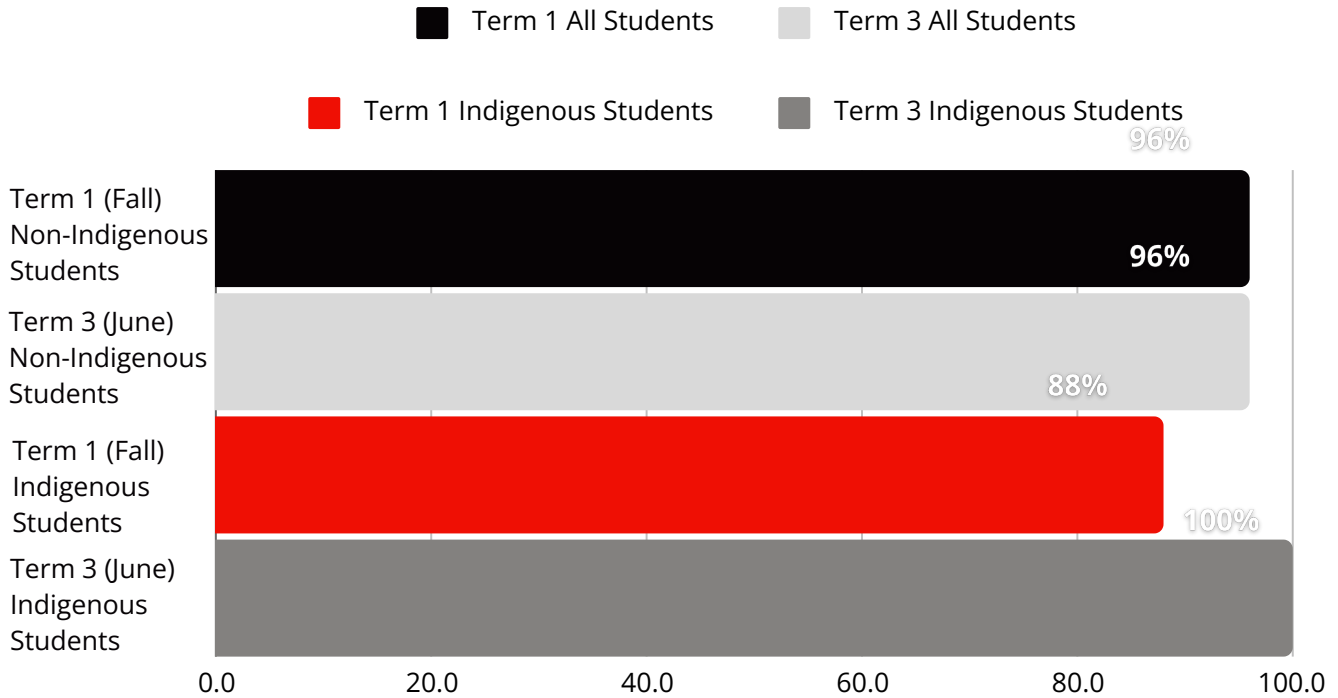
### About Numeracy Comprehension Assessment Tool



# NUMERACY ACHIEVEMENT RESULTS

## Division Year-End Report Card Data for Numeracy

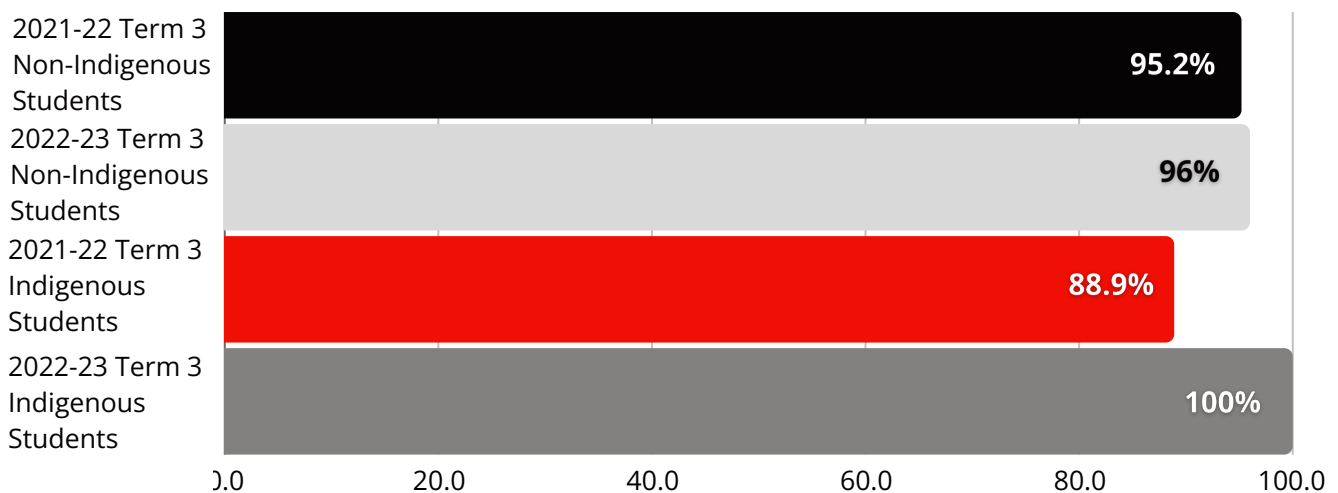
### Percentage of Grades 1-6 students meeting or mastering expectations in 2022-23



### Summary

The Report Card Data for the 2022-23 school year showed consistency in the percentage of Grades 1-6 students who met or mastered the core learning outcomes in the Number Concepts strand of mathematics. Indigenous Students experienced significant growth in this area. As shown in the graph below, growth is also evident in the results from our non-Indigenous students in the year-over-year comparison.

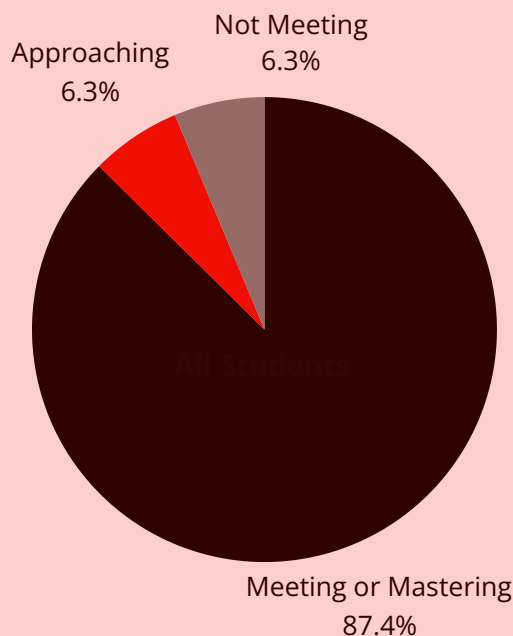
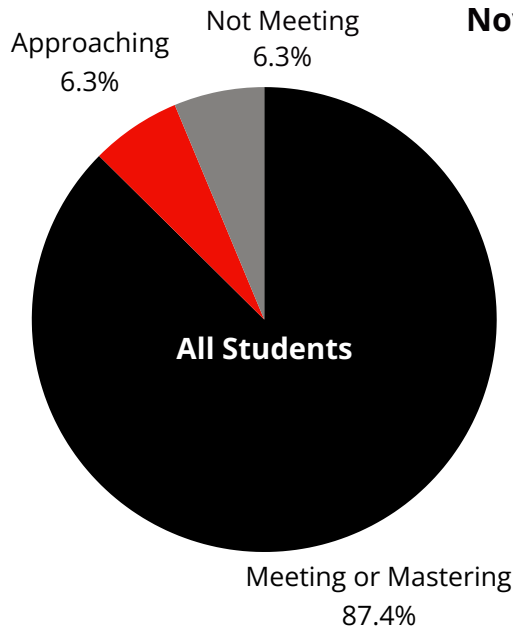
### Year-over-year comparison of the percentage of Grades 1-6 students meeting or mastering expectations in Term 3



# NUMERACY ACHIEVEMENT RESULTS

## Report Card Data for Numeracy:

### Percentage of Grades 7-9 Students Meeting or Mastering Expectations



## Summary

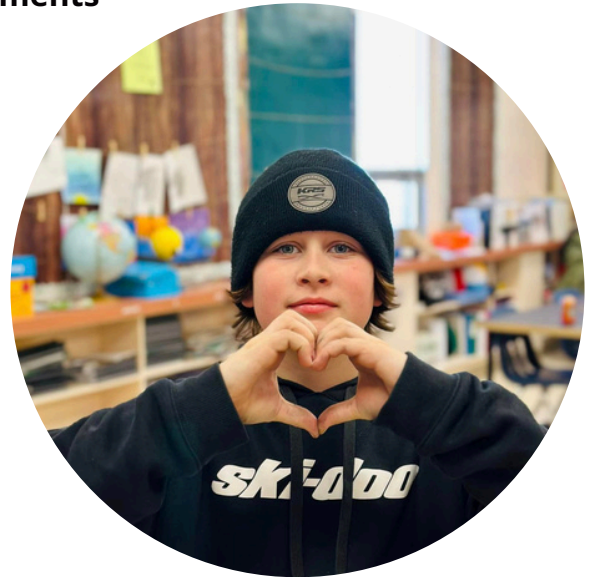
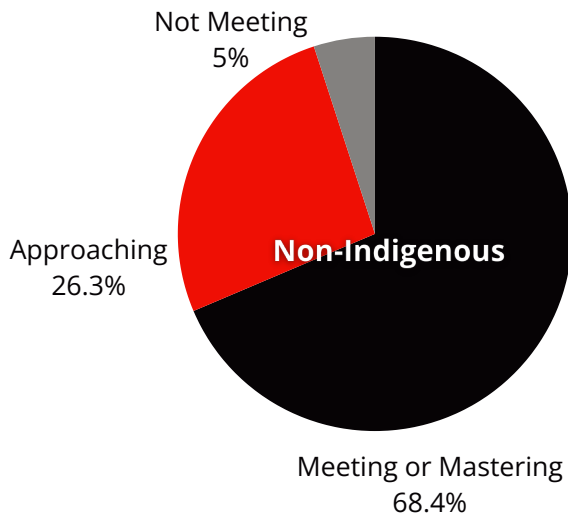
The Grades 7-9 report card data indicate that from the November reporting period to the June reporting period the percentage of all students meeting or mastering grade-level expectations in numeracy stays steady for all students. With a high percentage meeting or mastering grade-level expectations WCS will continue to focus on targeted interventions to assist struggling students.

# NUMERACY ACHIEVEMENT RESULTS

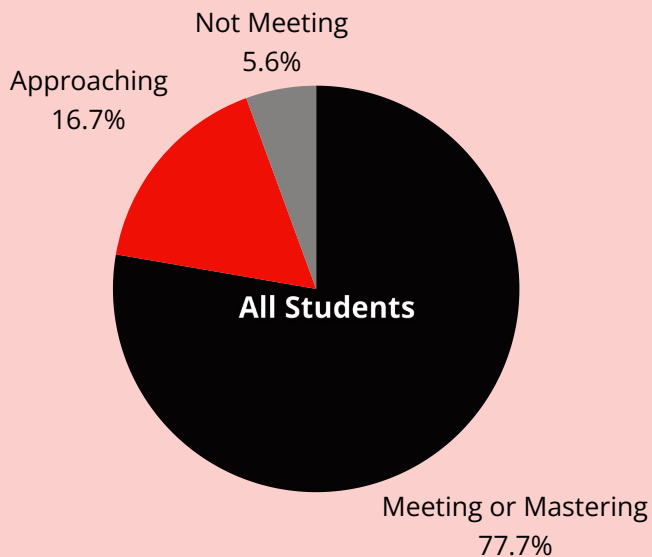
## Division Report Card Data for Numeracy:

### Percentage of Grades 10-12 Students Meeting or Mastering Expectations

#### Mid-Semester Assessments



#### End of Course Assessments



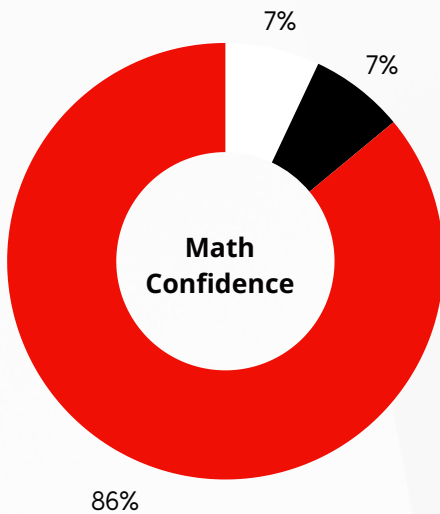
## Summary

The Grades 10-12 school report card data shows growth in the number of students who either met or mastered grade-level expectations at the end of their courses in Semesters 1 and 2.

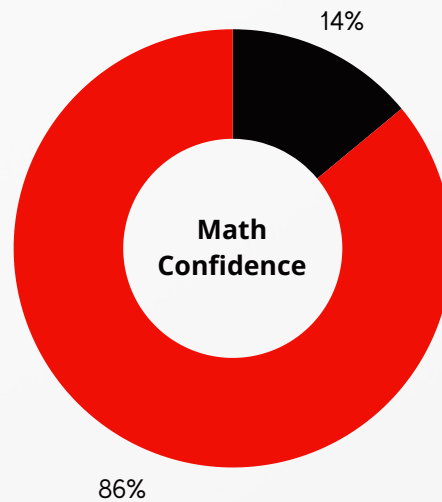
# NUMERACY ACHIEVEMENT RESULTS

## PRSD Education Assurance Survey Results: Goal Two - Numeracy

### Grades 3-6



### Grades 7-12



- Confident to Very Confident
- Less Confident
- Not Confident

### Summary

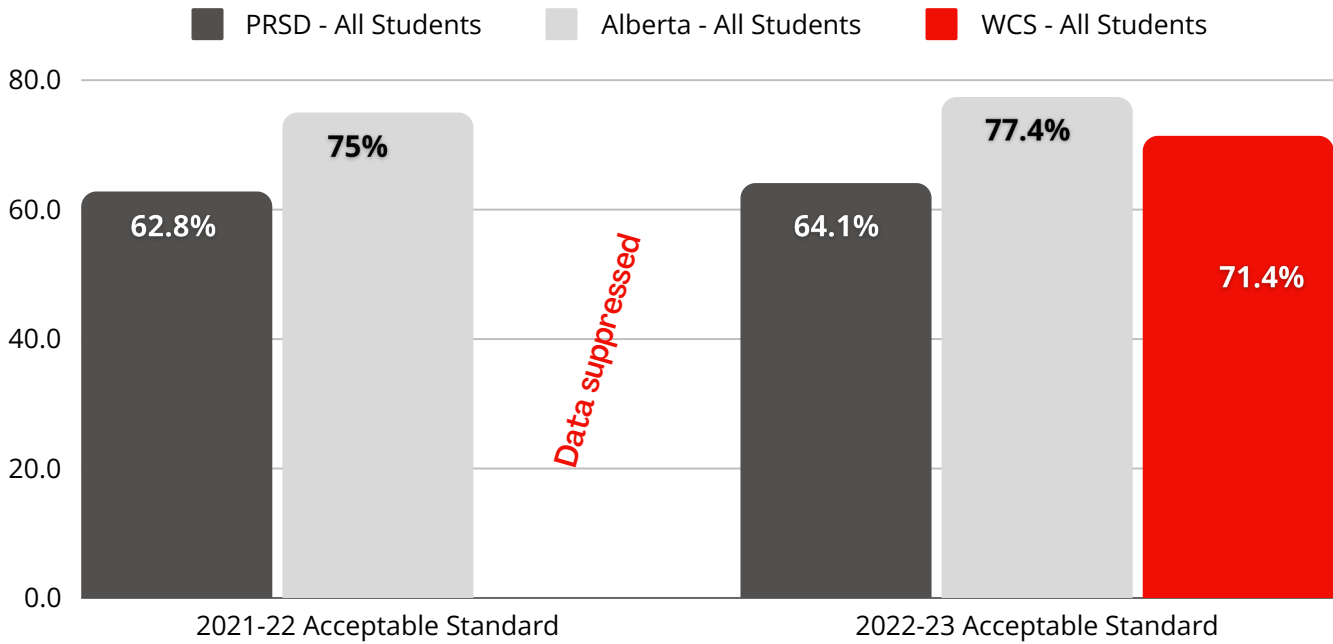
Students were asked to rate their level of confidence in their own math skills on a scale of 1 to 5, with 1 being not confident and 5 being extremely confident. As you can see in the above graphs, the PRSD Education Assurance Survey data indicated that 86% (combined percentages from students who answered either three or greater on the survey) of Grade 3 to 6 students felt confident in their numeracy skills and 86% of Grade 7 to 12 students felt the same way.

[Link to the PRSD Student Assurance Survey Qualitative Data](#)

# NUMERACY ACHIEVEMENT RESULTS

## Provincial Achievement Test (PAT) - Grade 6

### Year-over-Year Comparison of Grade 6 Mathematics



Test results for all students writing

### Summary

The Grade 6 Math PAT results show a positive trend for the Peace River school Division. This is hugely celebratory and demonstrating that our collaborative response efforts are paying off.

Worsley students demonstrated results that were lower than the province but higher than PRSD. Data from 2021-2022 was suppressed due to small class sizes.

[CLICK HERE for all PAT Results](#)

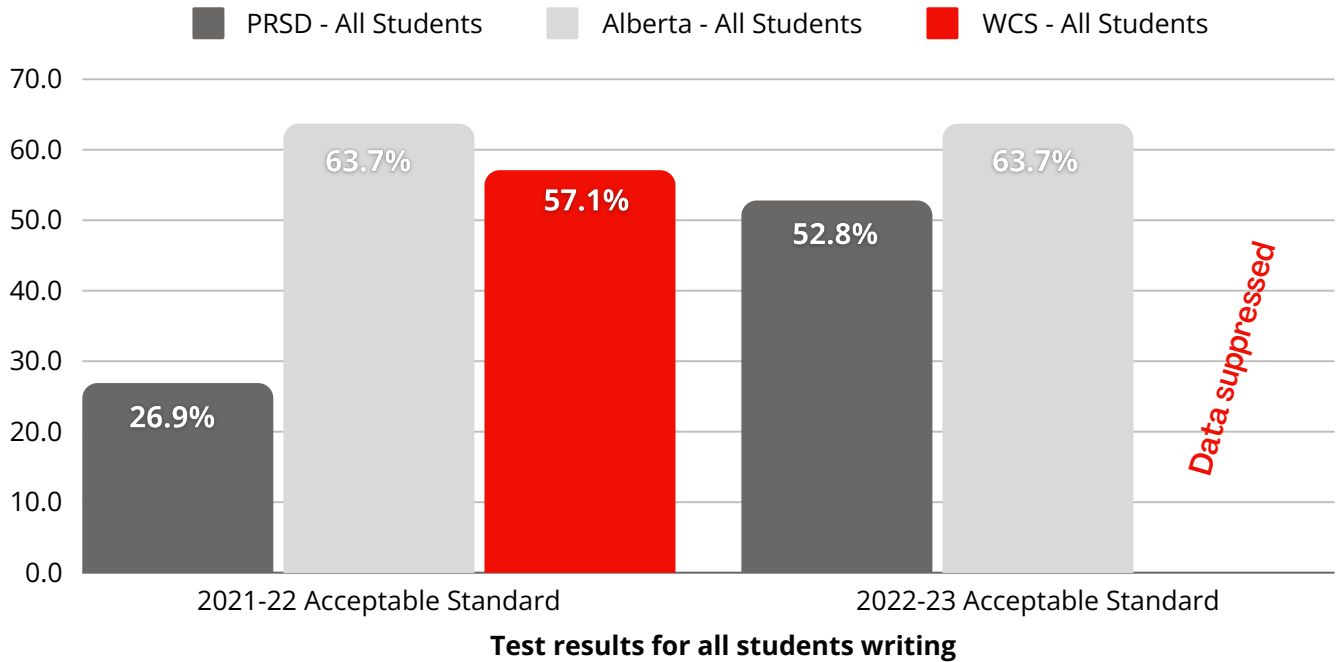




# NUMERACY ACHIEVEMENT RESULTS

## Provincial Achievement Test (PAT) - Grade 9

### Year over Year Comparison of Grade 9 Mathematics



### Summary

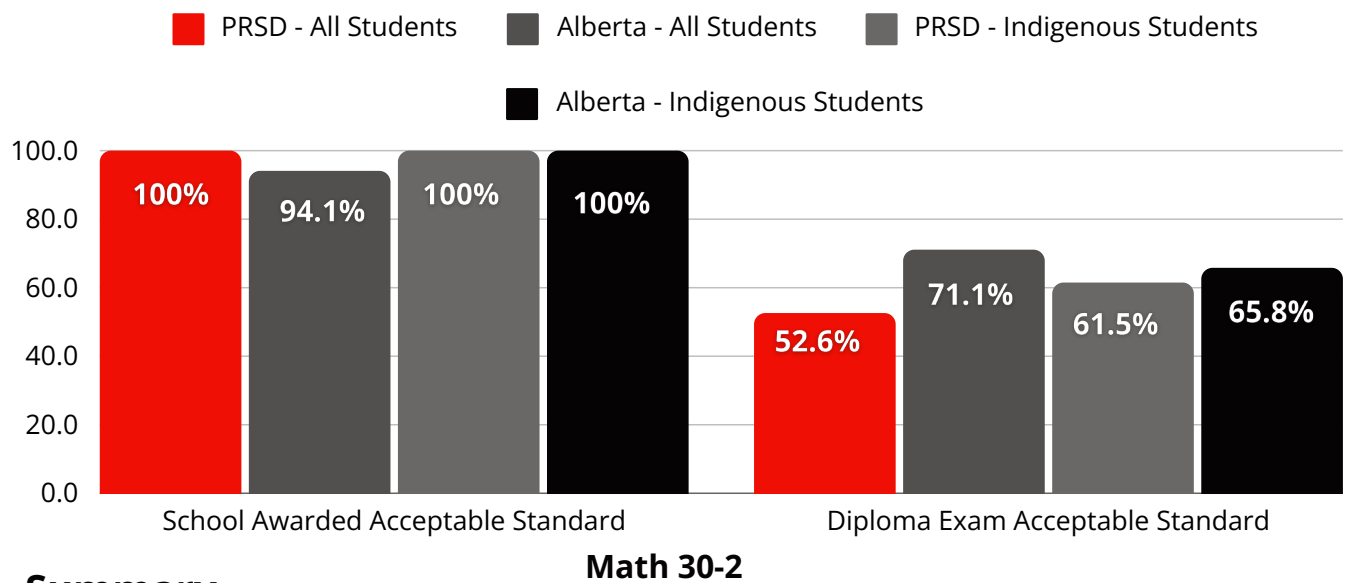
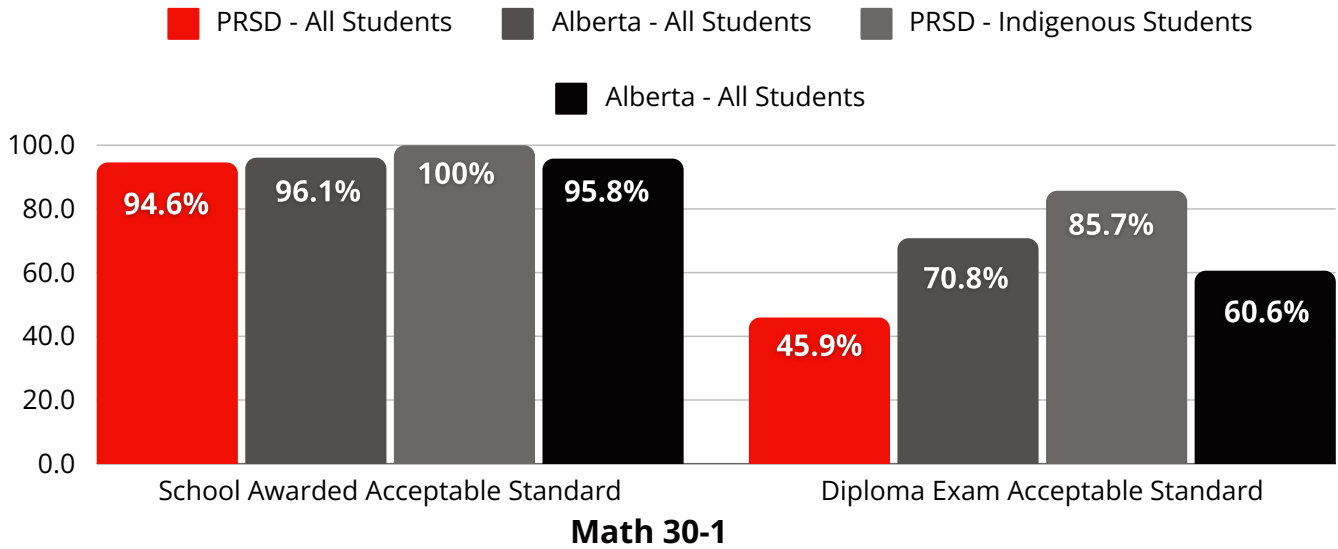
The Grade 9 PAT results in mathematics are lower than the Province for 2021-2022, but higher than PRSD. Data for the 2022-2023 school year was suppressed due to low enrollment.

[CLICK HERE for all PAT Results](#)



# NUMERACY ACHIEVEMENT RESULTS

## Provincial Diploma Exam Results - All Students



### Summary

In the 2022-23 school year, the PRSD’s achievement data for Math 30-2 indicate that 100% of our students achieved an acceptable standard on the school awarded mark, and while their acceptable standard performance on the diploma exam was only 52.6%, the “blended score” acceptable standard was 100% compared to 92.8% provincially. Although all students enrolled in this course received a passing grade, a priority moving forward is to help ensure students are better prepared to perform well on the diploma exam for this course.

Data for Worsley Central School is not publicly available due to low enrollment and to protect student privacy.

# Summary of Numeracy Achievement Results

## **General Statement**

Local PRSD measures such as the Mathematics Intervention/Programming Instrument (MIPI) data, NCAT data, and year-end report card data, revealed growth in numeracy development across grade levels throughout the division during the school year; however, achievement in Grades 7 to 9 was less positive overall. Growth in numeracy development was further evidenced through the division's survey data where the vast majority of students from Grades 3 to 12 reported they felt their numeracy skills and abilities had improved throughout the year. Alberta Education achievement results for PATs and Diploma exams in mathematics were generally less favourable than the growth experienced in literacy, and the gaps between the division and provincial performance are concerning, as are the continued gaps in achievement between our Indigenous and non-Indigenous learners. In essence, there is a significant need to intensify the focus on numeracy instruction and assessment to address the overall serious underperformance, particularly at the Grades 7 to 9 level.

## **Factors That Affected Results**

The WCS' achievement data indicate our students are turning a corner in terms of overcoming the learning loss created by the COVID-19 Pandemic. However, we continue to experience significant challenges in the area of regular attendance in addition to coping with serious substitute staff shortages that have resulted in far less than desirable circumstances throughout the year. The ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels.

## **Next Steps**

The Division's focus on numeracy development will remain a priority for the upcoming school year and beyond. We remain committed to Collaborative Response as the vehicle to continue our reculturation work to ensure differentiated instructional and assessment practices that foster inclusive classrooms where all students have multiple opportunities to further develop their numeracy skills as the foundation for overall academic success. Efforts will continue to support teachers in using a variety of assessment tools to gather critical information about students' numeracy development so that instructional activities can be more purposefully planned and delivered through a common instructional sequence in the best interest of all students. Division-level staff will continue to work with school staff to develop common assessments of core learner outcomes in mathematics, and will continue to assist in establishing and maintaining focused numeracy instructional blocks within all classrooms throughout the division. There is much work to be done to create a solid foundational numeracy base for our students, and we remain committed to doing exactly that.



## **PRSD GOAL THREE**

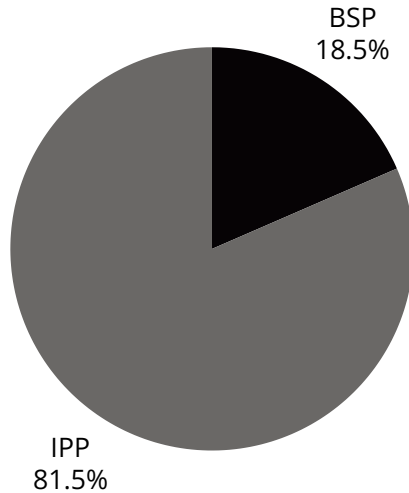
**ALL STUDENTS ARE SUCCESSFUL THROUGH INCLUSIONARY PRACTICES**

### **OUTCOME:**

**ALL STUDENTS' ACADEMIC, PHYSICAL AND SOCIO-EMOTIONAL NEEDS ARE MET WITHIN A CULTURE OF INCLUSION.**

# INCLUSIVE EDUCATION PRACTICES

## Behavioural Support Plans and Individual Program Plans for Special Needs Students - Division Data

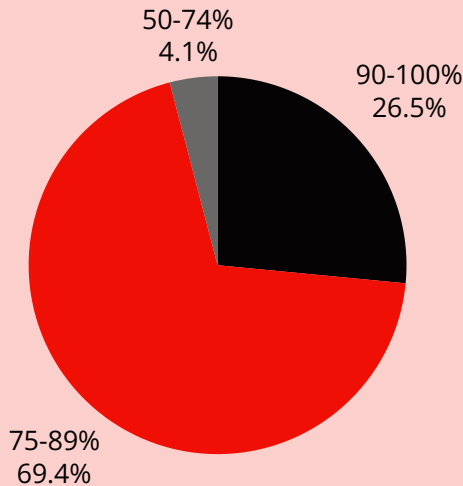


Regarding Division data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 63 BSPs completed and 278 IPPs completed in the 2022-23 school year. The total population of students within the PRSD in the same school year was 3,024.

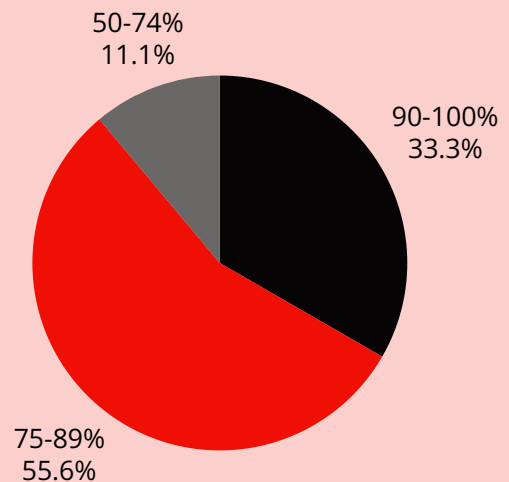
This works out to approximately 1 in every 9 PRSD students requiring accommodations that enable them to be included in the classroom with their peers.

The data specific to Worsley Central School is suppressed due to low student population.

### Attendance Data: Non-Indigenous Students



### Attendance Data: Indigenous Students



## Summary

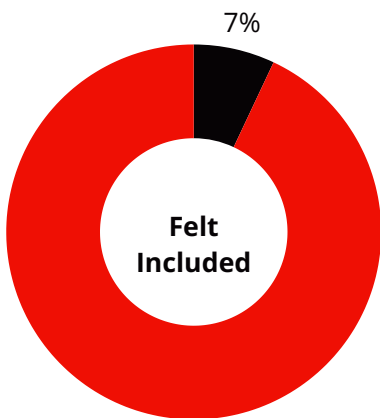
Out of the total number of students in the WCS in the 2022-23 school year, less than half of our students attended 90% or more of the school year. Amongst our Indigenous students, only a third attended 90% of the school year or more.

WCS's targeted attendance rate is at least 90% as research suggests that an absenteeism rate of 10% or higher results in lower levels of academic achievement. While not where we want them to be, these numbers are slightly improved over the 2021-22 school year. Attendance was significantly impacted by the pandemic, and efforts will continue to ensure improved attendance moving forward.

# INCLUSIVE EDUCATION PRACTICES

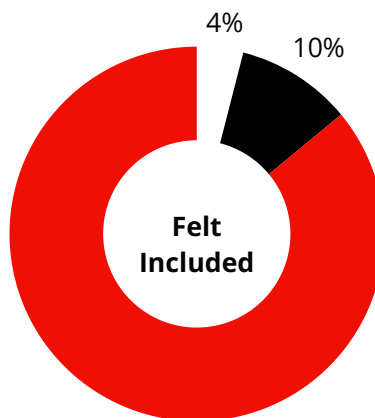
## PRSD Education Assurance Survey Results: Goal Three - Inclusion

Grades 3-6



93%

Grades 7-12



86%

- Agree
- Somewhat Agree
- Disagree

[Link to the PRSD Student Assurance Survey Qualitative Data](#)



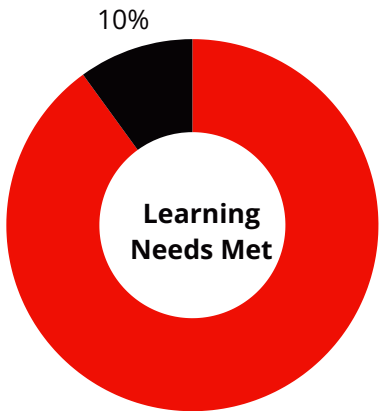
100%



100%



100%

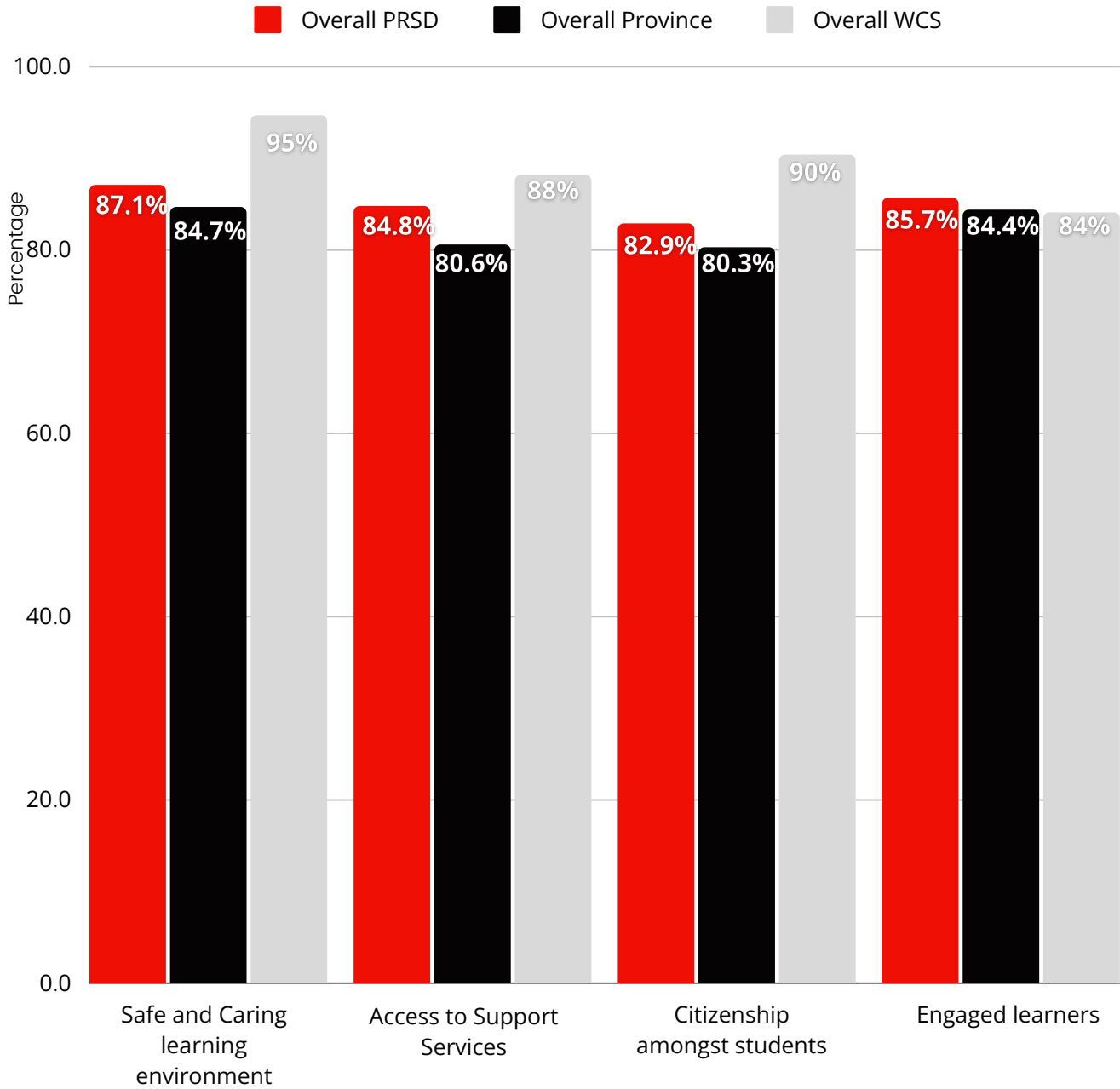


90%

# INCLUSIVE EDUCATION PRACTICES

## Alberta Education Assurance Measures - Overall Summary Results

Authority: 1070 The Peace River School Division



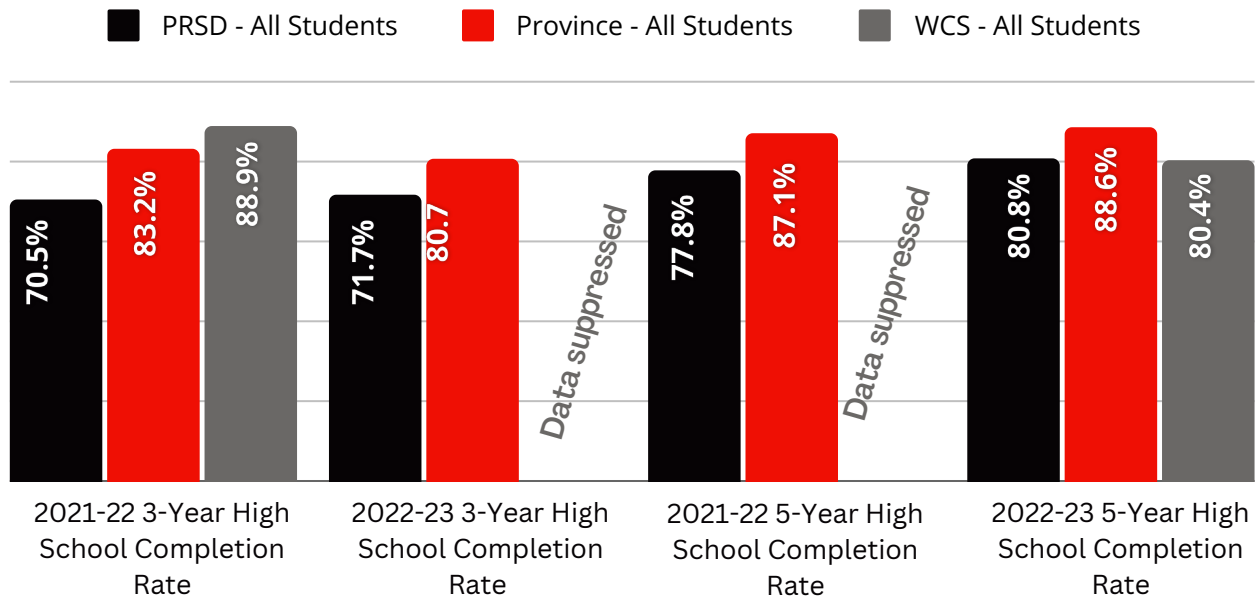
### Percentage of students, parents and teachers who agree

#### Summary

Based on provincial data, the WCS exceeded or met the overall provincial average for the percentage in all four categories of safe and caring learning environments, access to support services, citizenship, and engaged learners. In all of these categories, WCS either maintained an already high standard, or improved upon last year's results. Students reported significantly lower results for Engaged Learners than parents did. This area will require improvements going forward.

# INCLUSIVE EDUCATION PRACTICES

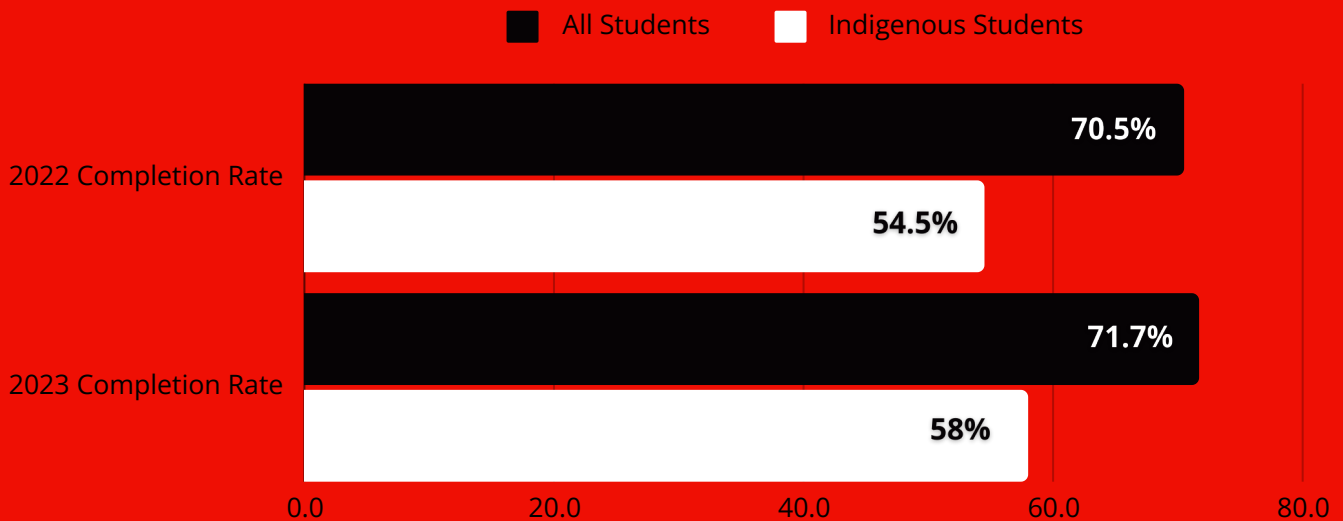
## Alberta Education Assurance Measures: High School Completion Rates



### Summary

WCS's 3 Year High School Completion Rate was higher than the province and the PRSD in 2021-2022 school year. The data was suppressed in 2022-2023 school year due to low student populations. The 5-Year High School Completion rate was slightly lower than both the PRSD and the Province of Alberta in 2022-2023 but it has significantly improved since a significant low in 2020-2021 when it was at 55%. Below the graph shows the PRSD Annual High School Completion Rate demonstrating the change over time and the differences between Indigenous and non-Indigenous student data.

### Alberta Education Survey Results: Annual High School Completion Rate





# Summary of Inclusion Education Practices

## General Statement

Overall, based on PRSD and ABED survey data, WCS students felt included, safe and well supported in their schools throughout the 2022-2023 school year. School and Division data also showed that a majority of our students felt that their learning needs were being met - with a decline in that feeling once students were in grades 7-12.

Internal data also showed that students with specialized academic and behavioural support needs were supported with Individual Program Plans and Behaviour Support Plans. While students and parents have generally expressed a high level of satisfaction with programming and the inclusionary and safe nature of our schools, there have been gains in literacy achievement; however, there continues to be challenges in numeracy achievement, and particularly numeracy at the Grades 7-9 level. At the high school level, the Division's graduation rates in 2022-2023 were slightly higher than both the previous 3-year and 5-year average for both our overall student population and our Indigenous student population.

## Factors That Affected Results

WCS continues to experience significant challenges in the area of regular attendance in addition to coping with serious substitute staff shortages that have resulted in far less than desirable circumstances throughout the year. The ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels.

## Next Steps

WCS will continue to focus its efforts to improve attendance rates during the 2023-2024 school year as it is recognized that regular attendance is a critical factor in determining the overall experience and success in school. The Division will continue with its commitment to provide meaningful and engaging services for all students in an environment that is welcoming, safe, and supportive.



# 2023-24 BUDGET SUMMARY

## Budget Report

Peace River School Division No. 10  
2022 - 2023 Spring Budget

### SCHOOL: Worsley Central

#### Revenue and Allocations to Budget Center

AB ED: Service & Supports	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Funding Framework Allocation	\$39,296	\$42,968
<b>Total AB ED: Service &amp; Supports</b>	<b>\$39,296</b>	<b>\$42,968</b>
<b>% of Revenue and Allocations to Budget Center</b>	<b>98%</b>	<b>98%</b>

AB ED: Differential Cost Funding	2022 - 2023 Spring Budget	2021-2022 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
<b>Total AB ED: Differential Cost Funding</b>	<b>\$840</b>	<b>\$840</b>
<b>% of Revenue and Allocations to Budget Center</b>	<b>2%</b>	<b>2%</b>

<b>Total Revenue and Allocations to Budget Center</b>	<b>\$40,136</b>	<b>\$43,808</b>
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#### Expenditures

Other Staffing Costs	2022 - 2023 Spring Budget	2021-2022 Spring Budget
School Based Certificated Sub Cost	\$2,664	\$5,328
Days of School Certified Subs	12.00 Days	24.00 Days
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
School Based Certificated Sub Benefits	\$266	\$533
School Based Certificated Sub Cost	\$2,664	\$5,328
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
<b>Total Other Staffing Costs</b>	<b>\$2,930</b>	<b>\$5,861</b>
<b>% of Expenditures</b>	<b>7%</b>	<b>13%</b>

Contracted Services	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Certificated Inservice/Reg Fees	\$1,000	\$1,000
Student Awards	\$2,000	\$2,000
Staff and Public Relations	\$2,000	\$1,000
Postage & Phone	\$1,000	\$1,000
Expense Reimbursement	\$750	\$1,500
Contracted Equipment & Vehicle Maintenance	\$1,000	\$0
<b>Total Contracted Services</b>	<b>\$7,750</b>	<b>\$6,500</b>
<b>% of Expenditures</b>	<b>19%</b>	<b>15%</b>

Supplies	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Supplies	\$24,986	\$26,977
Library Supplies	\$1,720	\$1,720
Furniture & Equipment	\$2,750	\$2,750
<b>Total Supplies</b>	<b>\$29,456</b>	<b>\$31,447</b>
<b>% of Expenditures</b>	<b>73%</b>	<b>72%</b>

<b>Total Expenditures</b>	<b>\$40,136</b>	<b>\$43,808</b>
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#### Summary

	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Total Revenues and Allocations To Budget	\$40,136	\$43,808
Total Expenditures	\$40,136	\$43,808
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>

# Stakeholder Engagement & Accountability System

The Peace River School Division and Worsley Central School 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
- Joint Board Meetings with neighbouring school divisions
- Regularly scheduled Parent School Council Meetings.

## 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.



## TIMELINES AND COMMUNICATION

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

- Posted in the Documents section of the Peace River School Division website at [www.worsleycentralschool.ca](http://www.worsleycentralschool.ca)
- Published and distributed to the Worsley Central School Council
- Made available at the school office
- Displayed and accessible to parents and other stakeholders at the school office, Box 210, 216 Alberta Avenue, Worsley, Alberta.

## CONNECT WITH US:



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