



**ANNUAL EDUCATION
RESULTS REPORT
2023-2024**



TABLE OF CONTENTS

Message from the Principal.....	1
About Worsley Central School.....	2
Alberta Education Results Report Introduction.....	3
Literacy Achievement Results.....	4
• Early Years Assessments: Percentage of Students Considered at Risk	5
• Fountas & Pinnell Data.....	6
• Reading Comprehension Assessment Tool (RCAT) Data	7
• Writing Assessment Tool (WAT) Data	8
• Division Report Card Data	9
• PRSD Education Assurance Survey Results	12
• Provincial Achievement Test Results - Grade 9	13
• Summary of Literacy Achievement Results	14
Numeracy Achievement Results	15
• Elk Island Catholic Schools (EICS) Math Assessment Data (Grade 1-7)	16
• Mathematics Intervention/Programming Instrument (MIPI) Data (Grade 8-10)	17
• Numeracy Common Assessment Tool Data (NCAT)	18
• Division Report Card Data	19
• PRSD Education Assurance Survey Results	21
• Provincial Achievement Test Results - Grade 9	22
• Summary of Numeracy Achievement Results	23
Inclusive Education Practices	24
• Attendance Data	24
• PRSD Education Assurance Survey Results	25
• Alberta Education Assurance Measures: Safe and Caring Schools.....	26
• Summary of Inclusion Education Practices	28
Summary of Financial Results	29
Connect With Us.....	30



MESSAGE FROM THE PRINCIPAL

At Worsley Central School, our unwavering commitment is to ensure every student thrives academically, socially, and emotionally. Our mission is clear, we are Working, Caring, and Succeeding together.

We believe that every student is unique, and as such, deserves a personalized approach to their education. By tailoring programs to meet individual needs, we create pathways for success that respect and honor each learner's strengths and challenges. Our focus on engaged learning ensures that students are not just participants but active contributors to their own growth and development.

In addition to academic excellence, we emphasize character development and citizenship. We strive to nurture responsible, caring individuals who are prepared to contribute positively to their communities. By fostering these qualities, we are shaping leaders and lifelong learners who will carry the values of integrity, empathy, and resilience into the future.

This Annual Education Results Report reflects our dedication to these goals and highlights the progress we've made as a school community. Together, with the support of our families and partners, we remain steadfast in our commitment to providing a rich, inclusive, and supportive learning environment for every student.

Thank you for your continued trust in Worsley Central School. Together, we can ensure that every child achieves their full potential.



Mrs. Jennifer Daniel
Worsley Central School, Principal



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 MISSION

Working, Caring, Succeeding

2023-2024 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: School Data Regarding Programming for Special Needs students, School Data Regarding Student Absenteeism, and School Survey Results Regarding Inclusionary Practices.

The **Provincial-level Alberta Education data** in this report include the following:

Literacy: Provincial Achievement Tests (PATs) Results for Grade 9;

Numeracy: Provincial Achievement Tests (PATs) Results for Grades 9;

Inclusionary Practices: Alberta Education Assurance Measures;

Grade 6 PAT exams were not written for Language Arts or Math in 2023-2024. Diploma results were not included as our cohort was too small to report without risking privacy concerns.



SCHOOL GOAL ONE:

ALL STUDENTS ARE LITERATE

OUTCOME:

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

Worsley Central School (WCS) and Peace River School Division (PRSD) have made significant investments in Fountas and Pinnell resources for Grades 1–8, enabling teachers to conduct Running Records at key points throughout the year. These assessments help measure students' overall reading progress and guide targeted instruction based on their needs.

In addition, WCS has invested in training and materials for individualized interventions. This includes the Lindamood LiPS system to support students struggling with decoding or phonemic awareness and the Remediation Plus reading intervention program.

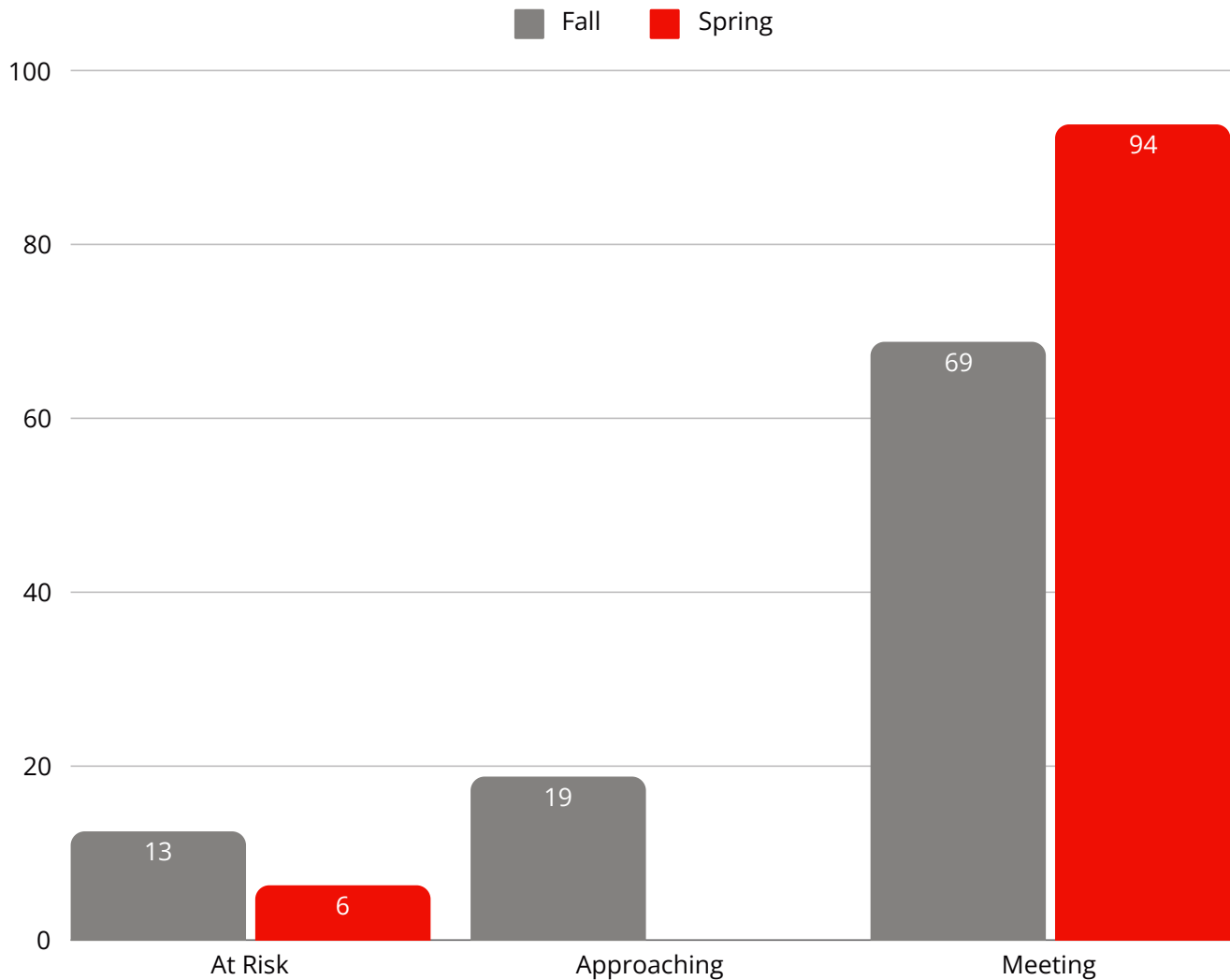
To track growth over time, WCS uses the Reading Comprehension Assessment Tool (RCAT). These results complement other literacy assessments from Peace River School Division (PRSD) and Alberta Education, providing a comprehensive understanding of students' reading and writing development.

The school's staffing includes a certified teacher dedicated to delivering research-based reading instruction to all kindergarten and primary grade students. A collaborative response culture ensures that teachers and educational assistants work together to support students needing help with literacy skills or additional enrichment.

WCS teachers also collaborate with division-level Literacy and Inclusion Coordinators to ensure every student receives the instruction they need to succeed.

LITERACY ACHIEVEMENT RESULTS

Early Years Assessments - Percentage of Students Considered at Risk



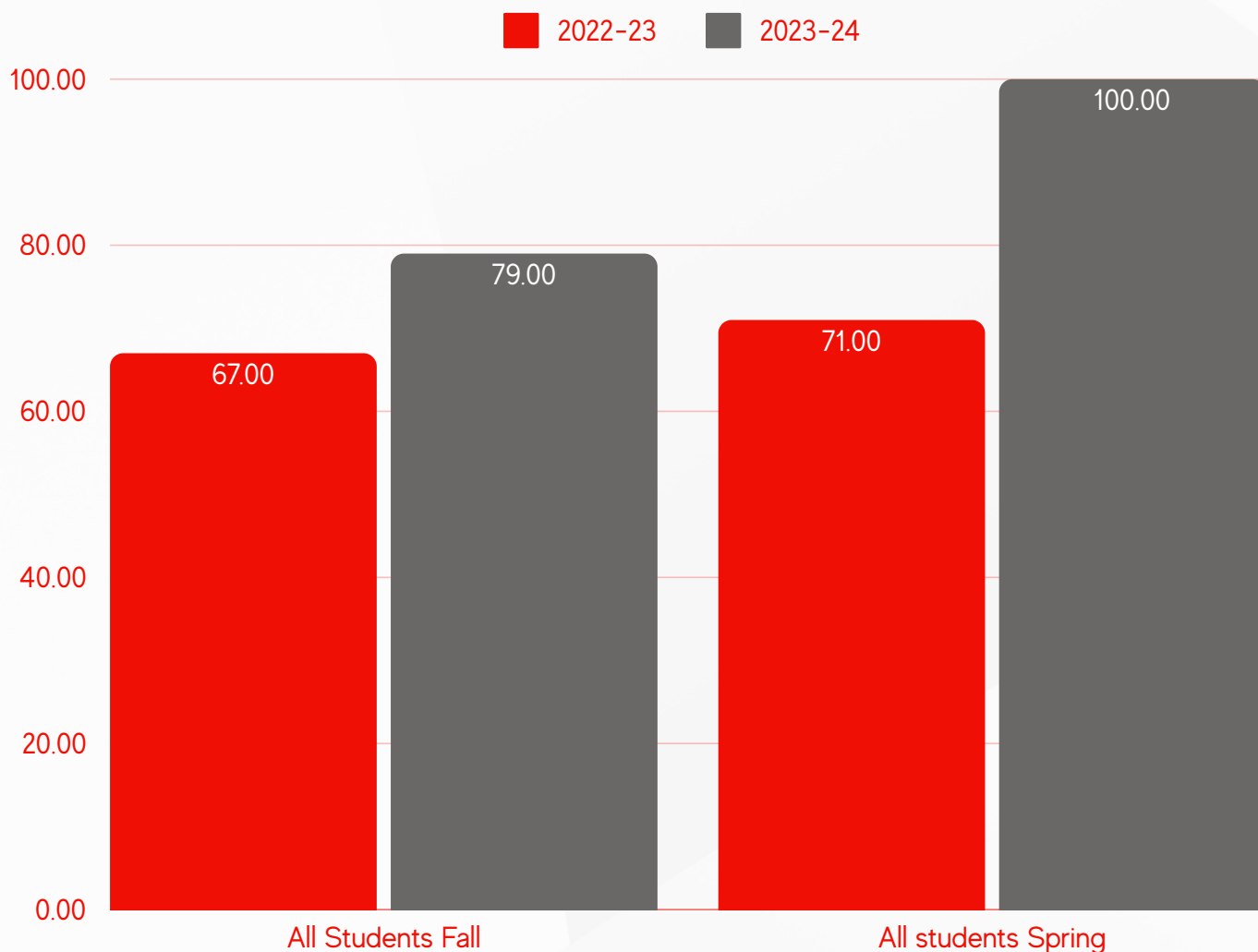
Summary

The Elk Island Catholic Schools Phonological Assessment (EICS PA) is a screening tool that assesses students' knowledge in various areas of phonological awareness and phonics. It was adapted from various assessments, including Heggerty's Phonemic Awareness Skills Screener Assessments, the Letter Name-Sound (LeNS) and Castles and Coltheart 3 (CC3) assessments, the Reading Readiness Screening Tool (RRST), and Kilpatrick's Phonological Awareness Screening Test (PAST).

Results indicate a significant decrease in the number of students identified as at risk at the end of the 2023-24 school year.

LITERACY ACHIEVEMENT RESULTS

WCS Fountas & Pinnell BAS I and II Data



Summary

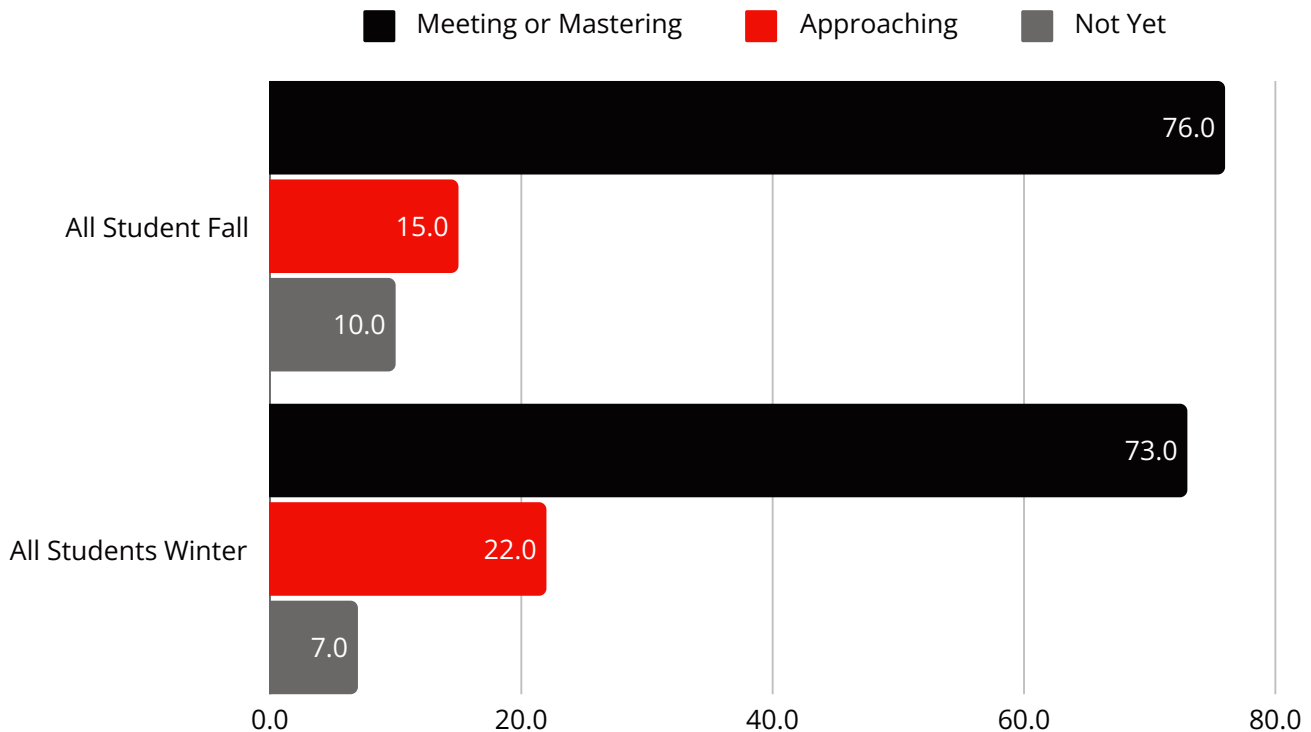
The F & P Benchmark Assessment System has established expected reading levels at each grade level that increase from the beginning of the school year to the end. The Fall to Spring assessment showed significant growth of nearly 30% for 2023-2024, and then 20% growth year to year for the Spring data. This increase in results moves students, from Worsley Central School, towards PRSD's goal of literacy and success for all.

About Fountas & Pinnell BAS I and II Data



LITERACY ACHIEVEMENT RESULTS

Reading Comprehension Assessment Tool (RCAT)



Overall RCAT Results

Summary

The RCAT is an online assessment tool that evaluates students' reading comprehension using grade-level passages from narrative, informational, and poetic texts. It measures their abilities across five key reading comprehension skills.

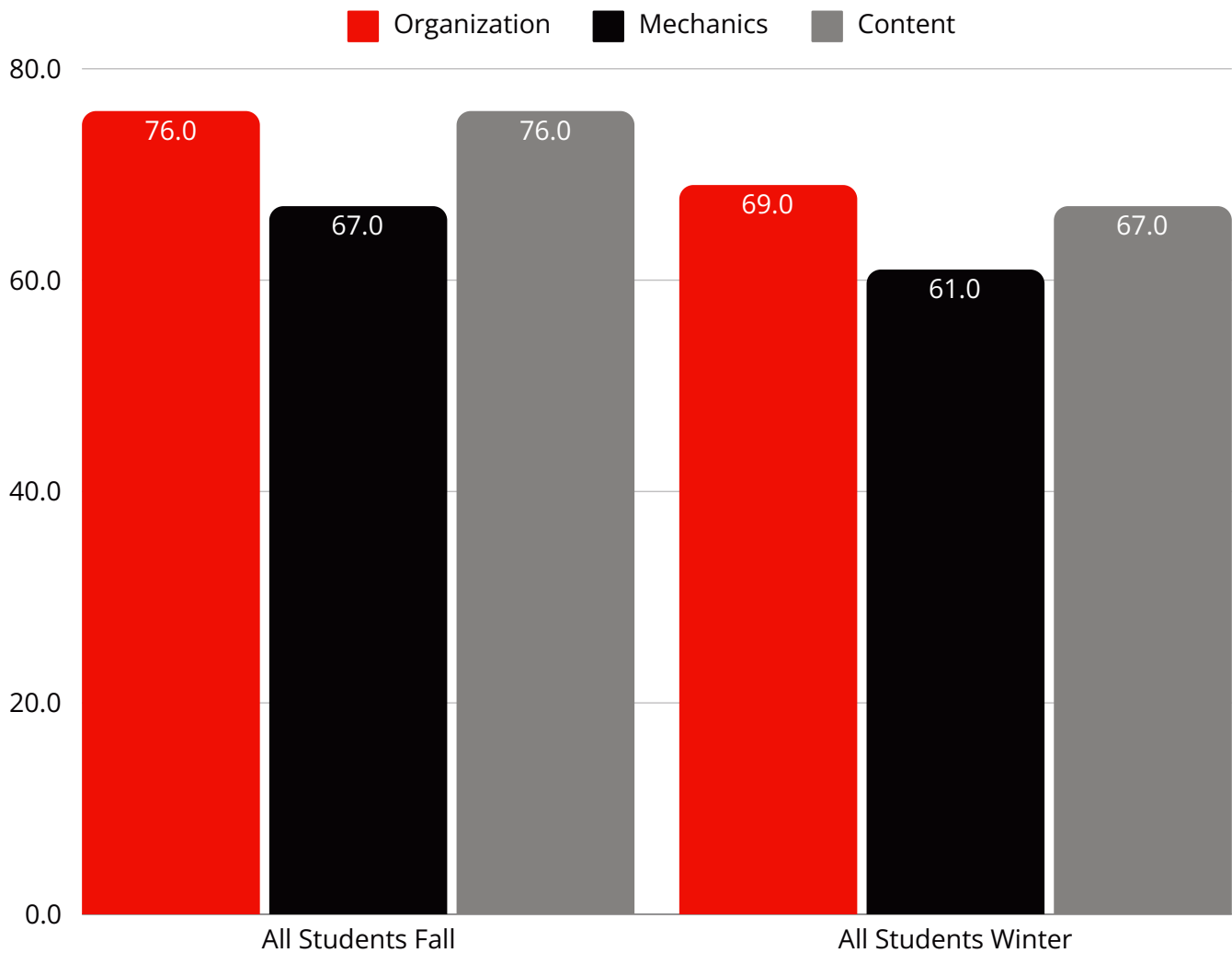
The data reflects positive growth among students in the "not yet" category from the Fall to Winter assessment. This improvement has contributed to more students moving into the "approaching" category and a narrowing of the academic achievement gap between the "not yet," "approaching," and "meeting" categories. While there was a slight decrease in the number of students in the "meeting" or "mastering" categories during this period, Worsley Central School remains committed to its mission of achieving success for all students by focusing on moving students from "approaching" to "meeting."

In the Fall assessment, 10% of students were in the "not yet" category. By the Winter assessment, this number had decreased to 7%, showing progress. Although this is a modest gain, it demonstrates steady progress toward the school's goal of continuous improvement.

The Peace River School Division is dedicated to achieving literacy success for all students by narrowing the gaps between the "meeting," "approaching," and "not yet" categories and increasing overall reading scores.

LITERACY ACHIEVEMENT RESULTS

Writing Assessment Tool (WAT) Data



Summary

The Division Writing Assessment Tool (WAT) is an internally developed assessment designed to measure students' proficiency in organization, mechanics, and content. The WAT data is primarily used to guide instructional planning throughout the year. Fall assessments focus on curricular outcomes from the previous grade level, while Winter assessments reflect current grade-level outcomes.

The 2023-2024 WAT data shows that nearly 75% of students met or exceeded grade-level expectations in writing during the Fall reporting period, reflecting efforts to cultivate proficient writers. However, a slight decrease was observed between the Fall and Winter assessments. It's important to note that Fall data did not include Grade 1 students, as they did not complete the assessment at that time.

Moving forward, the school will continue its focus on helping students improve their writing skills, striving to develop strong, proficient writers. Overall, the students at Worsley Central School have demonstrated significant success in writing, aligning with the school's mission of achieving literacy for all.

LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy

Percentage of Grades 1-6 students meeting or mastering expectations in 2023-2024



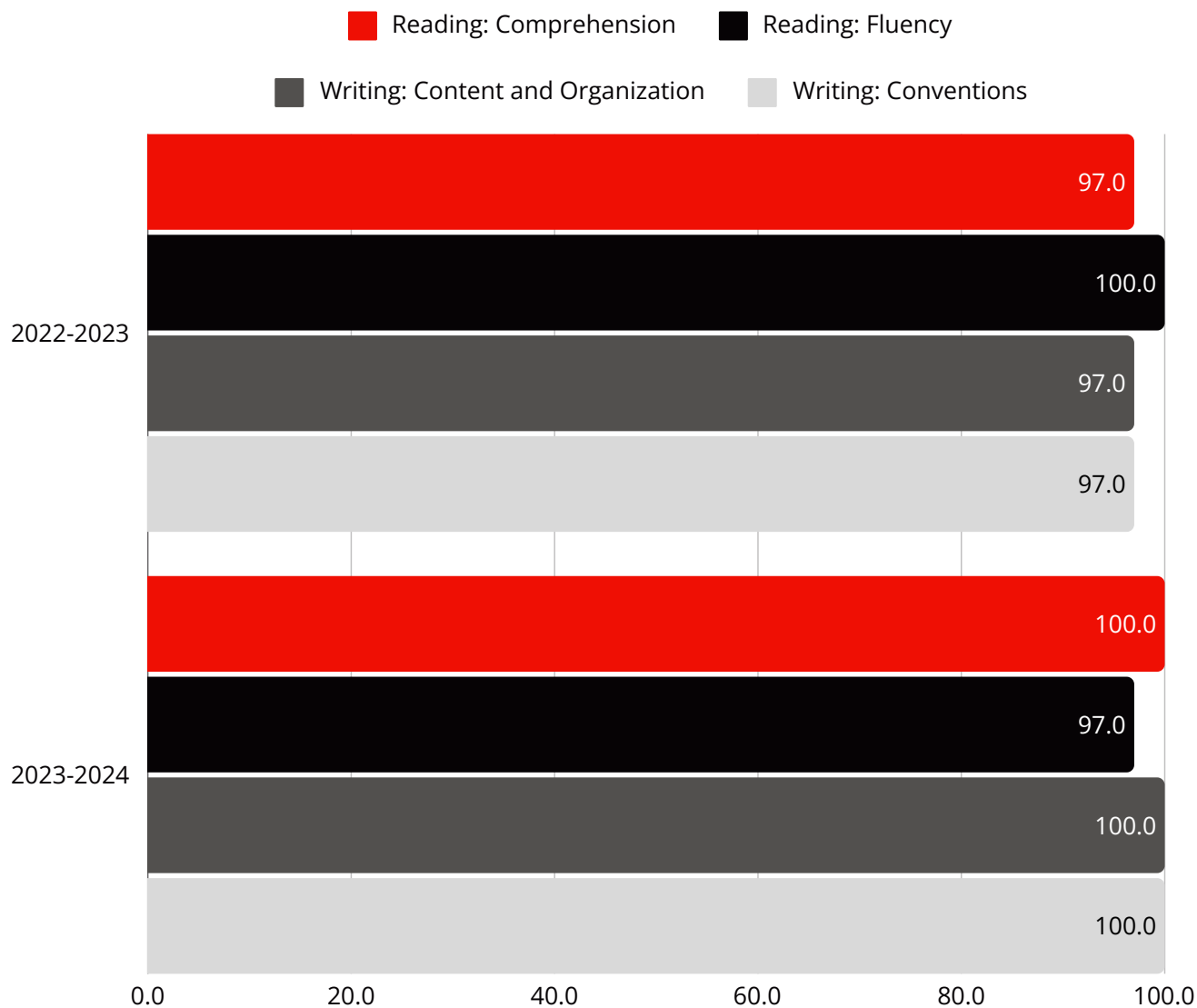
Summary

The report card data indicates that from the Term 1 report to the Term 2 report there was continued success in the percentage of Grades 1-6 students meeting expectations in all areas of Reading and Writing at their level. This data is extremely positive and demonstrates that Worsley Central School is meeting the individualized needs of all students in grade 1-6.

LITERACY ACHIEVEMENT RESULTS

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

Year-over-year comparison - Term 3 Results



Summary

The year-over-year report card data indicates that students at Worsley Central School are consistently meeting expectations in all areas of Reading and Writing at their level. Students at the elementary level are being taught the necessary skills and processes to improve their literacy skills in a variety of areas and are meeting success as they make improvements.

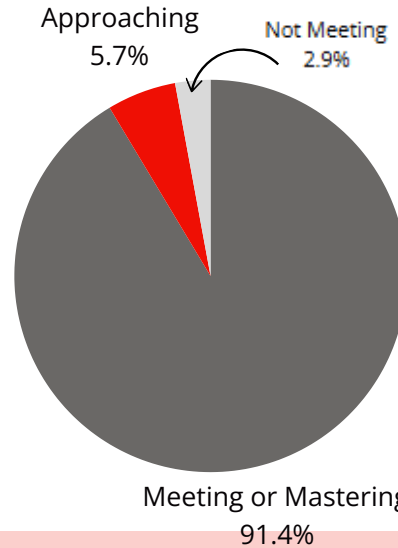
LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy

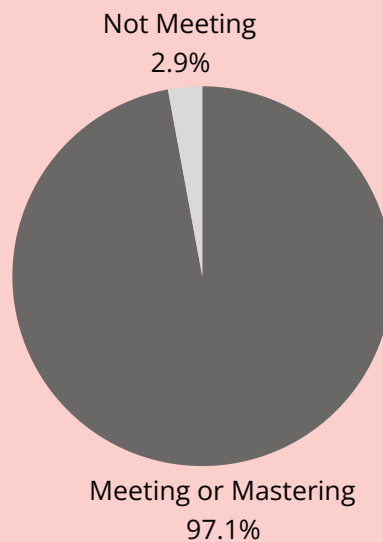
Percentage of Grades 7-12 students meeting or mastering expectations: 2023-2024



Mid-term assessments



End of course assessments



Previous Year's Results

Percentage of students Meeting or Mastering grade-level expectations
End of Course Assessment

All Students



Summary

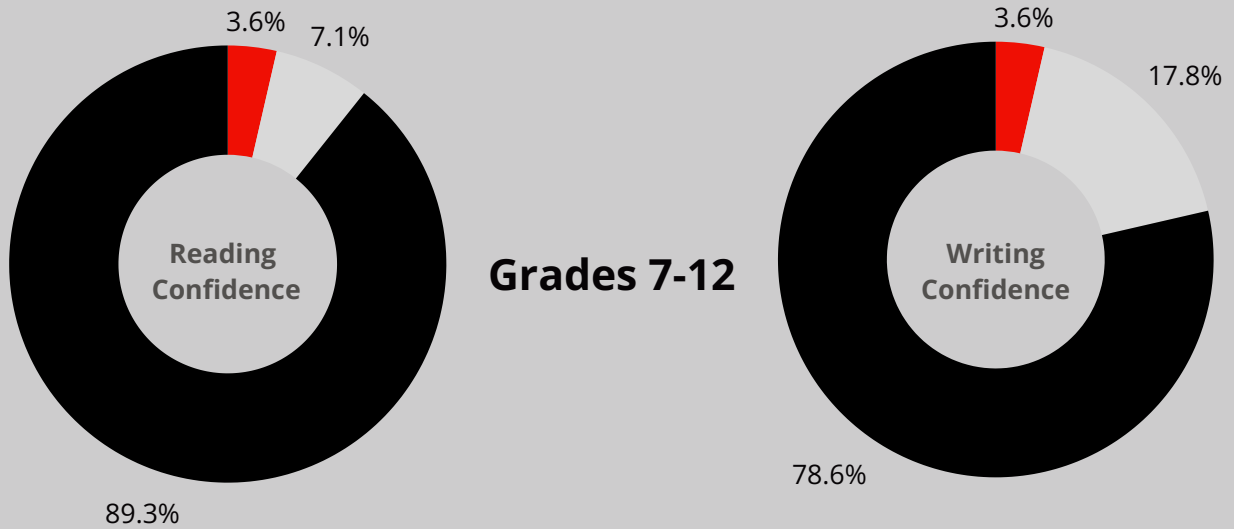
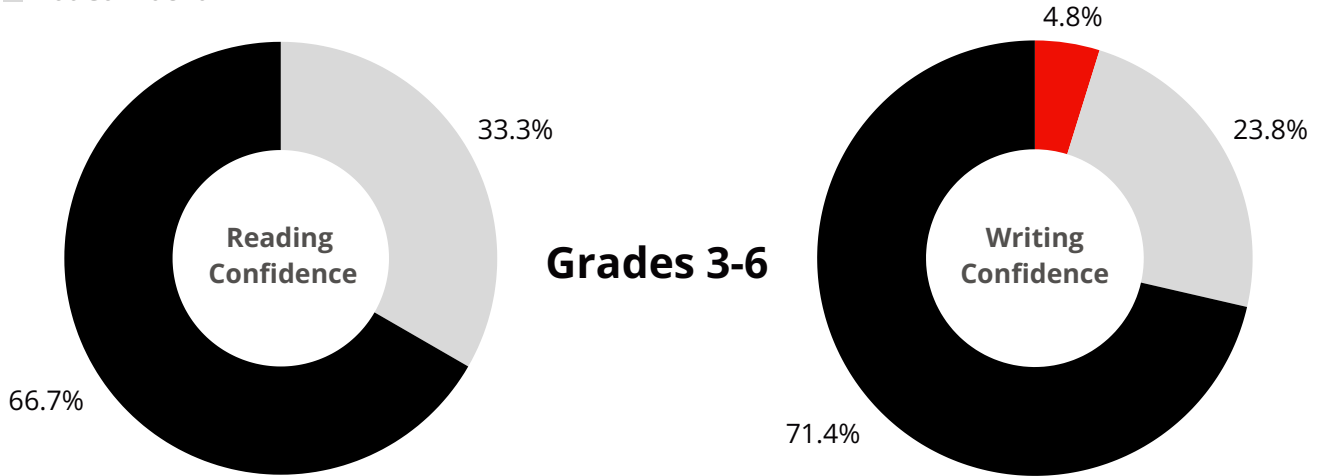
The Grades 7-12 report card data shows that over 90% of students achieved success in mid-term assessments by meeting or mastering course-level expectations. This high level of achievement continued into the end-of-course assessments, where nearly 100% of students met or exceeded course-level expectations.

While there is still progress to be made to ensure all students reach course-level proficiency, the data highlights a positive trend toward success for all students in Grades 7-12.

LITERACY ACHIEVEMENT RESULTS

PRSD Education Assurance Survey Results: Goal One - Literacy

- Confident to Very Confident
- Less Confident
- Not Confident



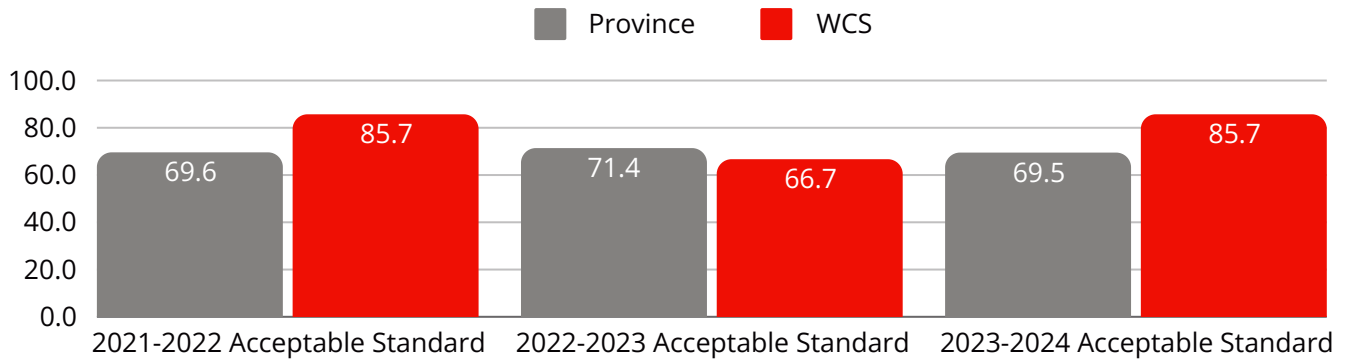
Summary

Students rated their confidence in their reading and writing skills on a scale from 1 to 5, with 1 meaning "not confident" and 5 meaning "very confident." The survey results were very positive, showing that most students in Grades 3-12 feel confident in their reading and writing abilities. The next steps will focus on further increasing reading and writing confidence among students in Grades 3-6 through ongoing individualized support and targeted programs for all learners.

LITERACY ACHIEVEMENT RESULTS

Grade 9 Provincial Achievement Test (PAT) Acceptable/Excellence

Year over Year Comparison of Grade 9 English Language Arts



Summary

Test results for all students writing

In order for results to be made public for Provincial Achievement Tests, there must be a six or more students who take the test. As Worsley Central School has a small number of students in each grade it is essential that these data are viewed with caution. Of the three years posted above, the largest cohort was nine students. This means that if one student does not meet the acceptable standard, the “percentage of students” who meet the standard may appear artificially deflated. In general, over the past three years, Worsley Central School students have had a higher percentage of students who meet the acceptable standard in grade nine English Language Arts. While not shown in the graph above, the average number of students meeting the acceptable standard from 2021-2024 has been steadily increasing. *Provincial data is based on all students enrolled in grade 9 in Alberta.*

Grade 9 English Language Arts

Division Year-End Report Card Data

All Students



A Comparison

The Division’s year-end report card data indicate 100% of our Grade 9 students were meeting the core outcomes of English Language Arts. Additionally, 57% of grade nine students were achieving a standard of excellence. When comparing report card marks to PAT marks, it is important to remember that in the English Language Arts curriculum there are outcomes that are measured by the teacher in class that are not measurable on a multiple choice or written exam.

Summary of Literacy Achievement Results

General Statement

Local measures at Worsley Central School, such as Fountas and Pinnell data, RCAT data, and year-end report card assessments, reveal consistent growth in literacy development across grade levels during the school year. This growth is further supported by school-based survey results, where the vast majority of students from Grades 3 to 12 reported improvements in their reading and writing skills throughout the year. Alberta Education achievement results for PATs in English Language Arts also indicate progress in literacy development. While overall growth is positive, there remains room for improvement to reach the desired levels.

Factors That Affected Results

At Worsley Central School, our achievement data suggest that students are making strides in overcoming the learning loss created by the COVID-19 pandemic. However, challenges persist, particularly in the areas of regular attendance and staffing shortages. These factors have impacted teachers' ability to deliver consistent instruction and students' ability to fully engage in learning opportunities, affecting overall academic outcomes.

Next Steps

Literacy development will continue to be a priority at Worsley Central School in the upcoming school year and beyond. Our commitment to Collaborative Response will guide efforts to ensure differentiated assessment and instructional practices that support inclusive classrooms. This approach will provide all students with multiple opportunities to strengthen their literacy skills, which are essential for overall academic success.

Our school division continues to support teachers in using a variety of assessment tools to gather meaningful data on students' literacy development, enabling more intentional and effective instructional planning. School staff will also continue to work to establish common assessments of key learner outcomes in English Language Arts and to maintain dedicated literacy instructional blocks in all classrooms. By continuing these efforts, Worsley Central School aims to ensure sustainable progress in literacy for every student.



SCHOOL GOAL TWO

ALL STUDENTS ARE NUMERATE

OUTCOME:

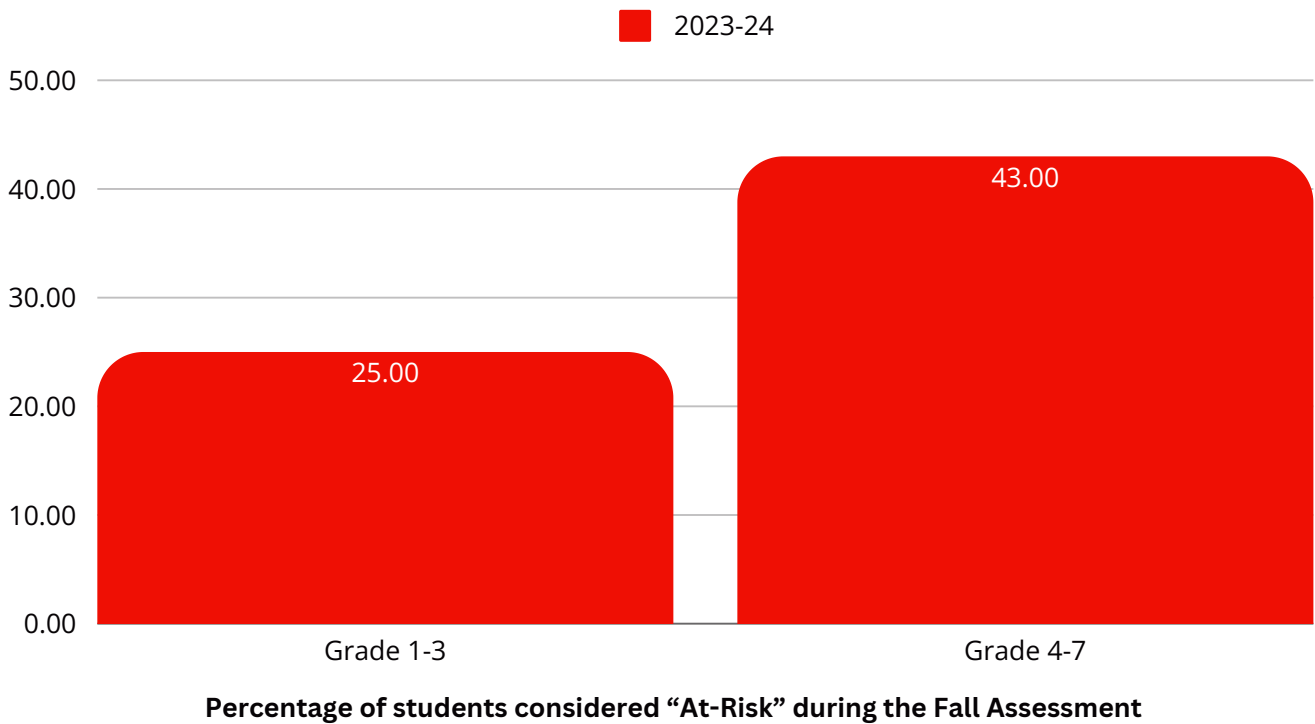
ALL STUDENTS ARE PERFORMING AT OR ABOVE GRADE LEVEL IN NUMERACY OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.

The Division and WCS invested significant resources to support numeracy instruction and have worked with Alberta Education to focus on learning loss intervention supports. The Division used the Mathematics Intervention/Programming Instrument (MIPI) to benchmark student comprehension of core numeracy content at the beginning of the year and also used the Numeracy Common Assessment Tool (NCAT) to assess proficiency in core areas of mathematics, and these assessments complement report card data as well as provincial assessment data. One of the major investments for the 2024-2025 school year is the “Bridges” math intervention system that is designed to assess student gaps and provide an appropriate program to “Bridge” those gaps.

The Division's staffing includes a Program Coordinator for Numeracy who works collaboratively with other Learning Services team members to provide extensive supports to teachers throughout the Division. Furthermore, the Division's **Numeracy Framework** provides excellent guidance, resources and overall supports to teachers in their work to achieve the Division's Numeracy goal.

NUMERACY ACHIEVEMENT RESULTS

Division Elk Island Catholic Schools Math Assessment Data (Grade 1-7)



Spring Results



Summary

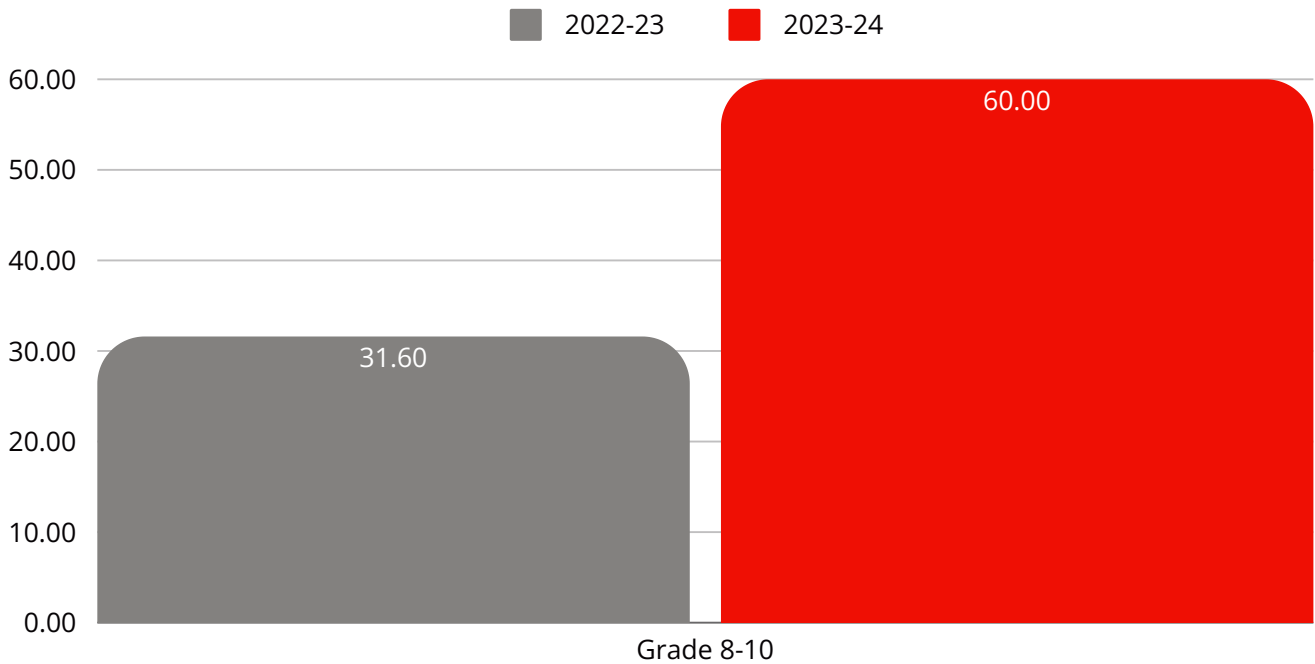
The EICS is administered at the beginning of the year to determine how well students understand key concepts from previous year's work, which provides a useful starting point for the current year's instruction.

The data demonstrates the percentage of students "At-risk" is high during the Fall assessment. The change to a new curriculum and gaps in our numeracy skills is apparent in the results, and Worsley Central School will work towards reducing the number of "At-Risk" students with targeted instruction to bring success for all in math. With a significant reduction in the number of students at risk in the spring compared to the fall, Worsley Central School is well poised to ensure all students are numerate.

Overview of Divisional Literacy and Numeracy Assessments

NUMERACY ACHIEVEMENT RESULTS

Division Mathematics Intervention/Programming Instrument (MIPI) Data



Percentage of students meeting or mastering core concepts from the previous grade level

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 31.6% of students started their school year meeting or mastering the core concepts from the previous grade level. This percentage almost doubled to 60% in September of 2023. This data is very useful in helping teachers to identify priority areas for intense instruction in numeracy throughout the year.

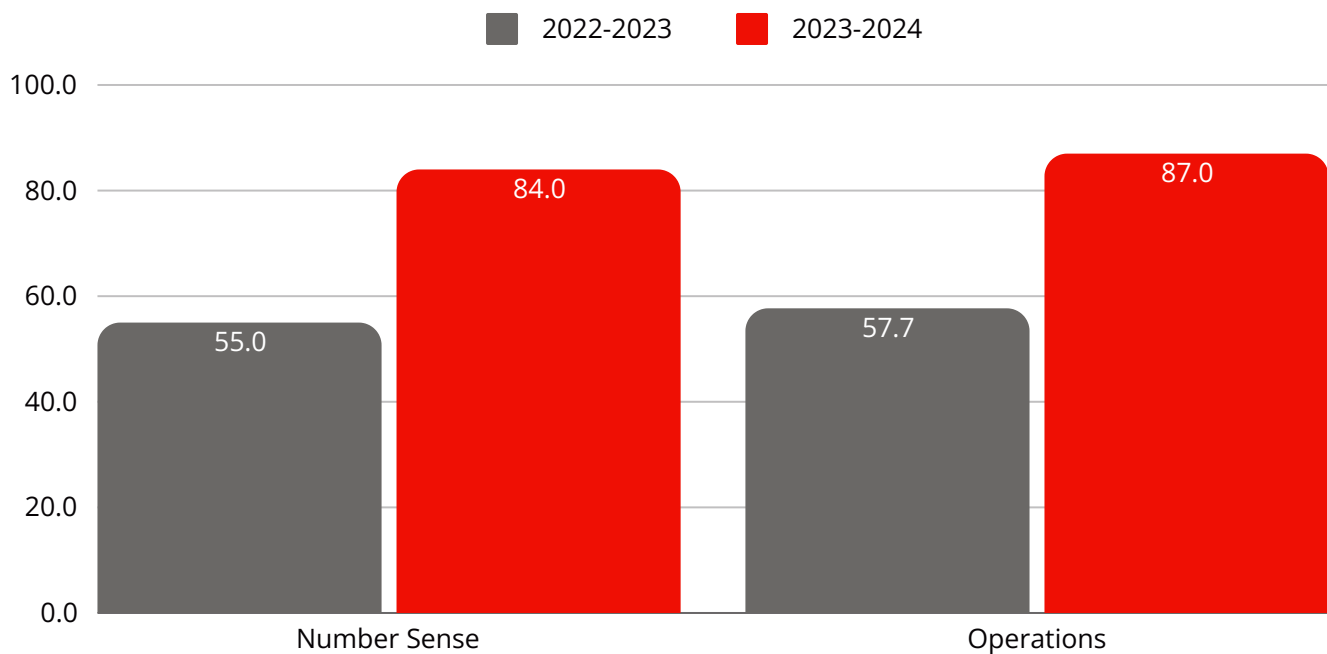
[Overview of Divisional Literacy and Numeracy Assessments](#)



NUMERACY ACHIEVEMENT RESULTS

Division Numeracy Common Assessment Tool (NCAT) Data

Grade 1-9 year-over-year comparison 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 84% of students had met or mastered the concepts in Number Sense and 87% in Operations 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 significantly better in 2023-2024 than in 2022-2023 at the time of administration.

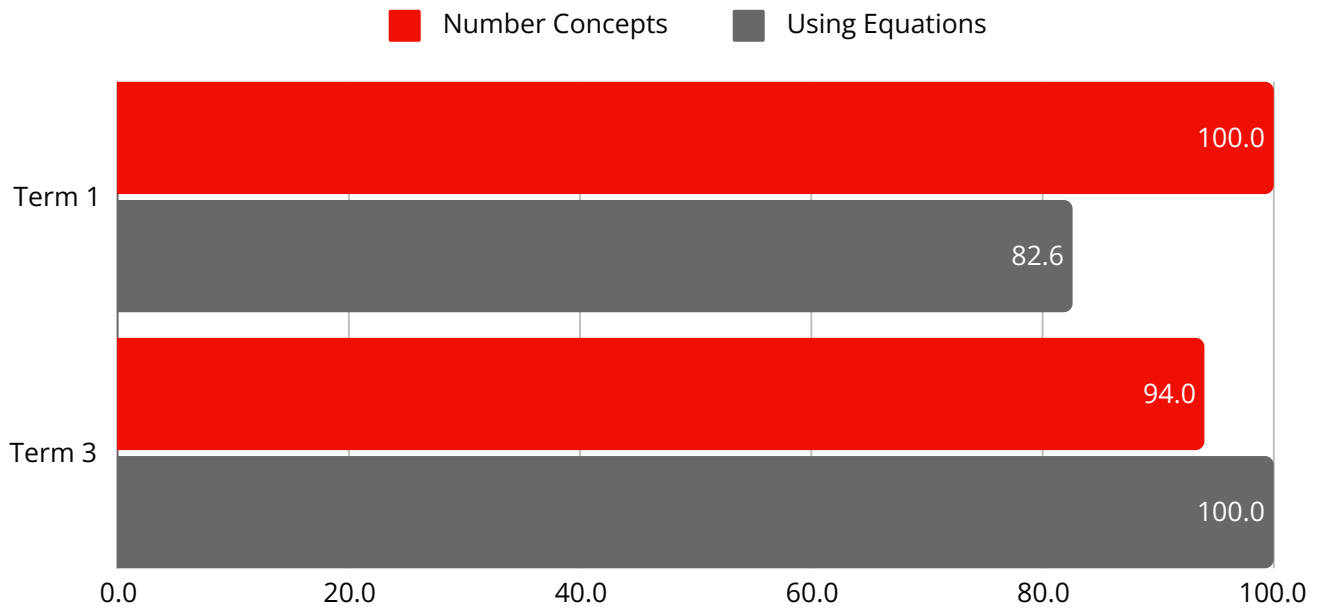
Overview of Divisional Numeracy Assessments



NUMERACY ACHIEVEMENT RESULTS

Division Year-End Report Card Data for Numeracy

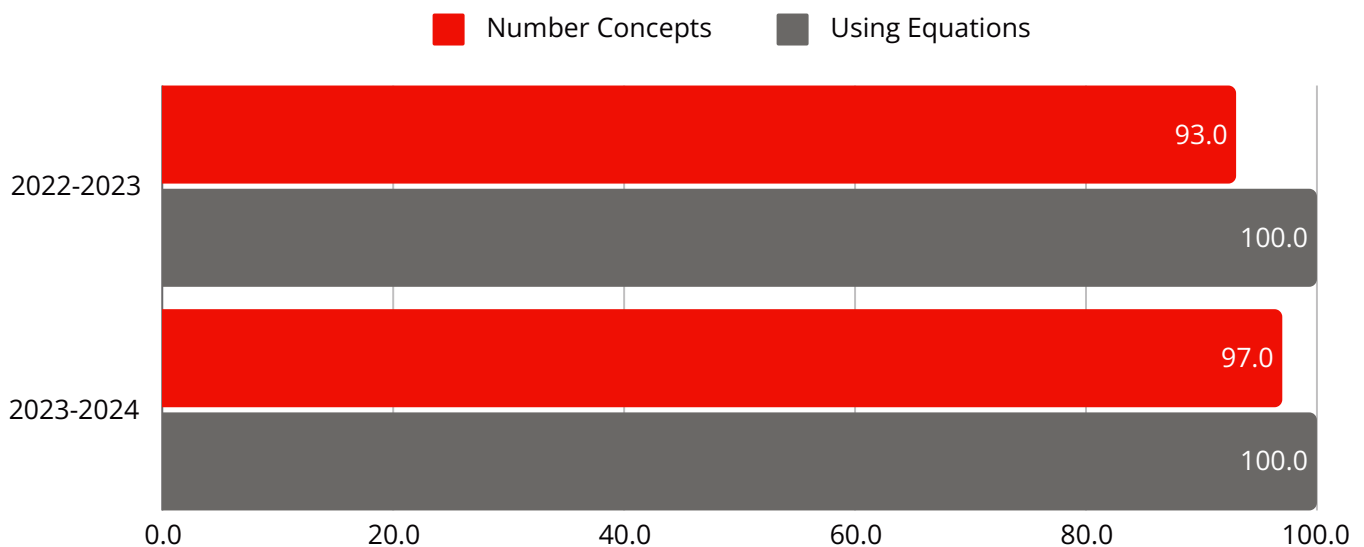
Percentage of Grades 1-6 students meeting or mastering expectations in 2023-24



Summary

The Report Card Data for the 2023-2024 school year showed results regressed from Term 1 to Term 3 in Number Concepts. This data is not consistent with previous years data and it has room for improvement to reach numeracy goals in Number Concepts and Using Equations. Worsley Central School will continue to work towards increasing the numeracy skills of students in grades 1-6.

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



NUMERACY ACHIEVEMENT RESULTS

Percentage of Grades 7-12 Students Meeting or Mastering Expectations

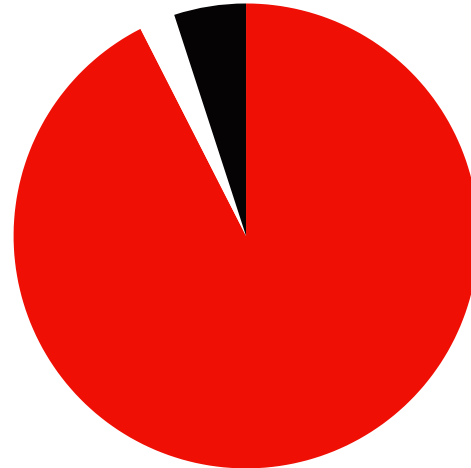
- Meeting or Mastering
- Approaching
- Not yet



Mid-term Results

Approaching
2.5%

Not Meeting
5%



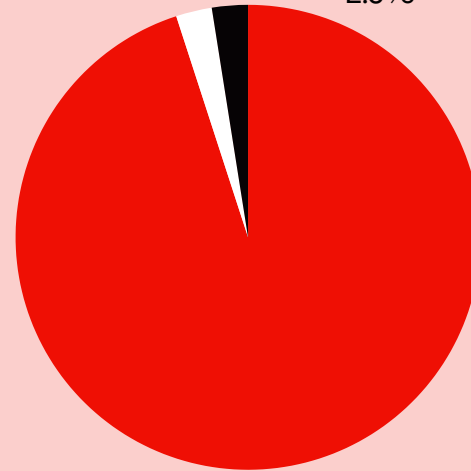
Meeting or Mastering
92.5%

- Meeting or Mastering
- Approaching
- Not yet

End of Course Results

Approaching
2.5%

Not Yet
2.5%



Meeting or Mastering
95%

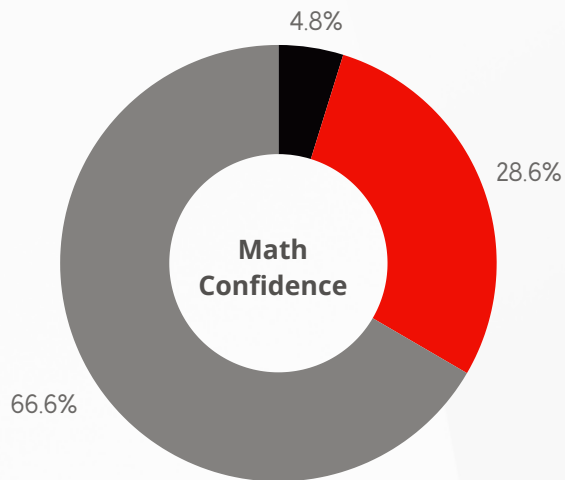
Summary

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 remained consistent. Moving forward, Worsley Central School staff will continue to work at maintaining this results as well as shifting the students from "approaching" into "meeting or mastering."

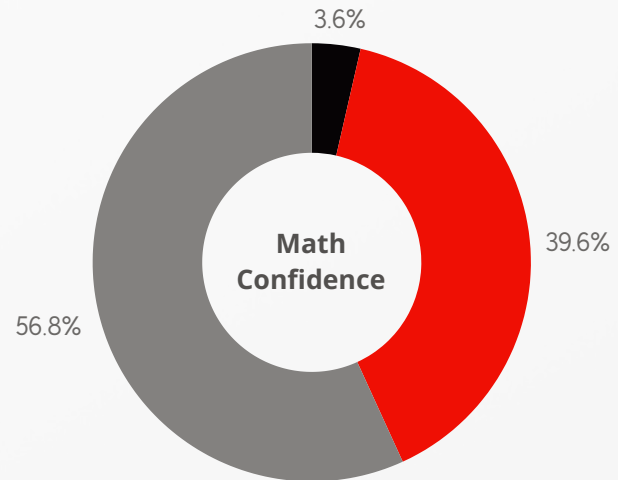
NUMERACY ACHIEVEMENT RESULTS

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 very confident. As you can see in the above graphs, the PRSD Education Assurance Survey data indicated that more than 95% (combined percentages from students who answered either three or greater on the survey) of Grades 3 to 6 Students felt confident in their numeracy skills and 96% of Grades 7 to 12 students felt the same way.

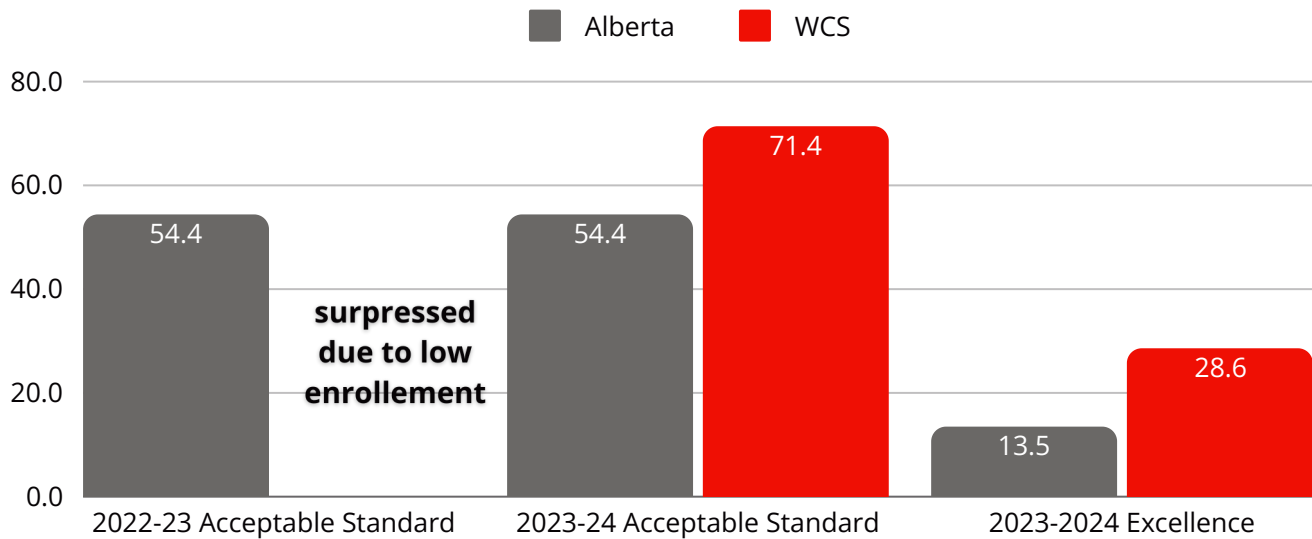
[Link to the PRSD Student Assurance Survey Qualitative Data](#)



NUMERACY ACHIEVEMENT RESULTS

Provincial Achievement Test (PAT) - Grade 9

Year over Year Comparison of Grade 9 Mathematics



Test results for all students writing

Summary

In order for results to be made public for Provincial Achievement Tests, there must be a six or more students who take the test. As Worsley Central School has a small number of students in each grade it is essential that these data are viewed with caution as results can be easily over inflated or deflated by one or two students. Overall however, the trend at Worsley Central School is an increase in the percentage of students meeting the acceptable and standard of excellence. Additionally, it is important to highlight that Worsley Central School has scored almost 20% higher than the province in both the acceptable standard and the standard of excellence.

Grade 9 Mathematics

Division Year-End Report Card Data

Meeting or Mastering
Grade-Level Expectations

2023-2024



Summary

The division's year-end report card data indicate that 100% of our Grade 9 students were meeting or mastering grade-level expectations. This is well in-line with the current year's PAT results.

Summary of Numeracy Achievement Results

General Statement

Local Worsley Central School 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 school during the year.

Factors That Affected Results

The achievement data from Worsley Central School indicate that students are beginning to overcome the learning loss caused by the COVID-19 pandemic. However, significant challenges remain in the area of regular attendance, along with coping with serious substitute staff shortages. These factors created less-than-ideal circumstances throughout the year. The ability of teachers to adequately cover course content and for students to fully engage in learning was compromised by inconsistent attendance levels. It is also essential that readers take into consider the population that is being analyzed. Most class cohorts are nine students at the largest.

Next Steps

The focus on numeracy development will remain a priority for Worsley Central School in the upcoming school year and beyond. The school remains committed to Collaborative Response as a key strategy to ensure differentiated instructional and assessment practices that foster inclusive classrooms, where all students have multiple opportunities to further develop their numeracy skills as a 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. This will enable instructional activities to be purposefully planned and delivered through a common instructional sequence to best serve all students.

School staff will continue to collaborate with division-level personnel to develop common assessments of core learner outcomes in mathematics. Efforts will also focus on maintaining focused numeracy instructional blocks within all classrooms. There is much work to be done to maintain a solid foundational numeracy base for all students, and Worsley Central School remains committed to achieving this goal.





SCHOOL GOAL THREE

ALL STUDENTS ARE SUCCESSFUL THROUGH INCLUSIONARY PRACTICES

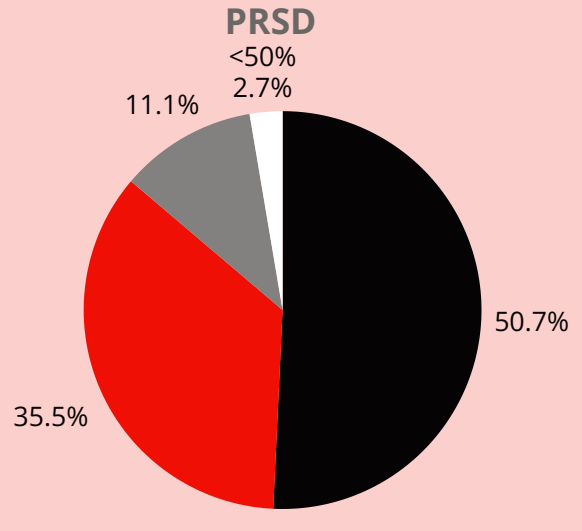
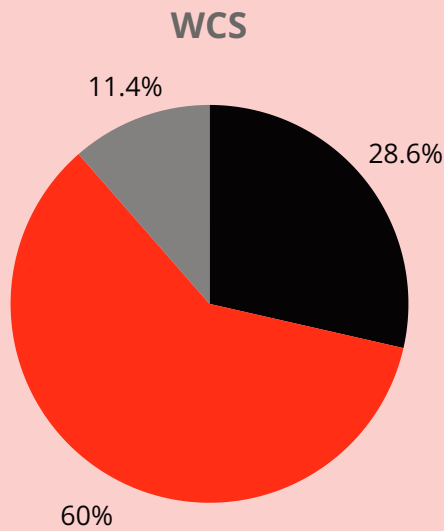
OUTCOME:

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

In an effort to ensure the needs of all students are met, Learning Services team members support schools with the creation and implementation of educational program plans that are informed by Individual Program Plans (IPPs) and Behaviour Support Plans (BSPs). Through the work of collaborative response, differentiated instruction and partnerships with multiple agencies, efforts are made to ensure all students' needs are met.

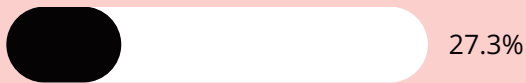
INCLUSIVE EDUCATION PRACTICES

Attendance Data

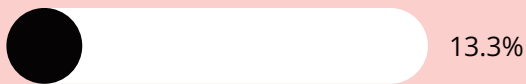


90-100%
 75-89%
 50-74%
 <50%

2022-2023 90-100% Attenders



2021-2022 90-100% Attenders



Summary

The 2023-2024 attendance data indicate that 28.6% of Worsley Central School students attended school 90% of the time or more compared to 50.7% of PRSD students. The percentage of students with an attendance of 90% or more has increased at both the school and division level.

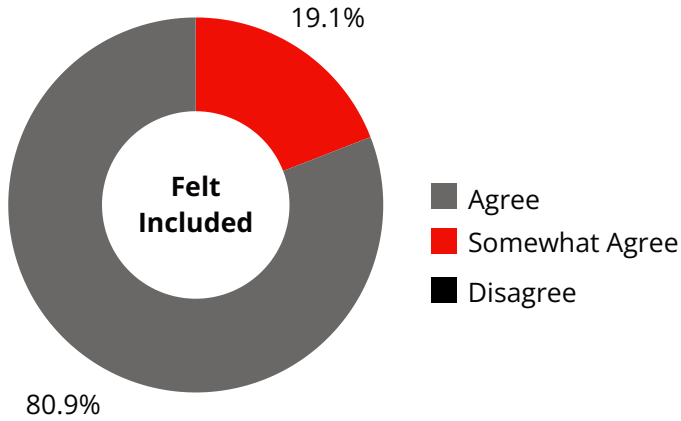
The Division's targeted attendance rate is at least 90% as research suggests that an absenteeism rate of 10% or higher results in lower levels of academic achievement. While last year's attendance rates were not where we want them to be, there was a slight improvement over the 2022-2023 school year. Pre-pandemic attendance rates were much higher than current rates of attendance, and efforts to improve attendance will continue.



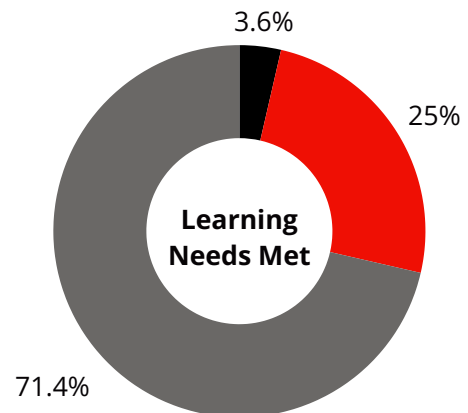
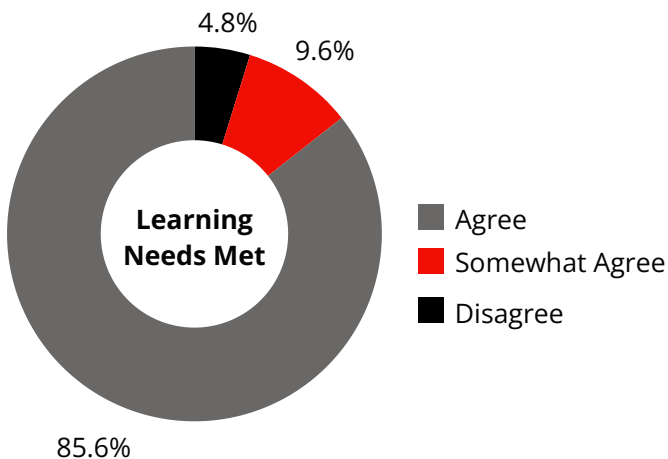
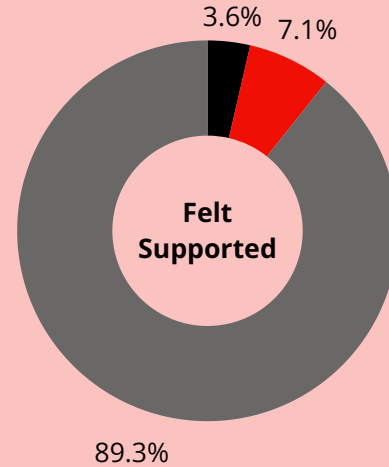
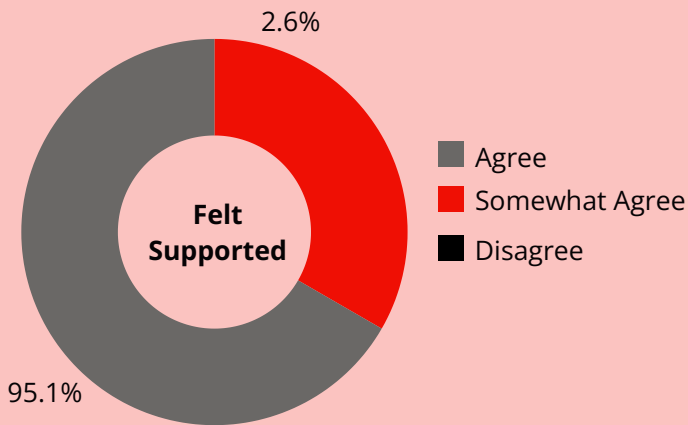
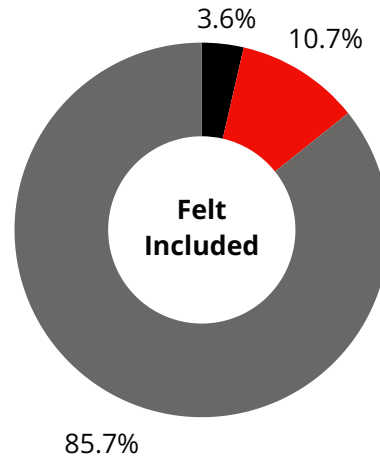
INCLUSIVE EDUCATION PRACTICES

PRSD Education Assurance Survey Results: Goal Three - Inclusion

Grades 3-6



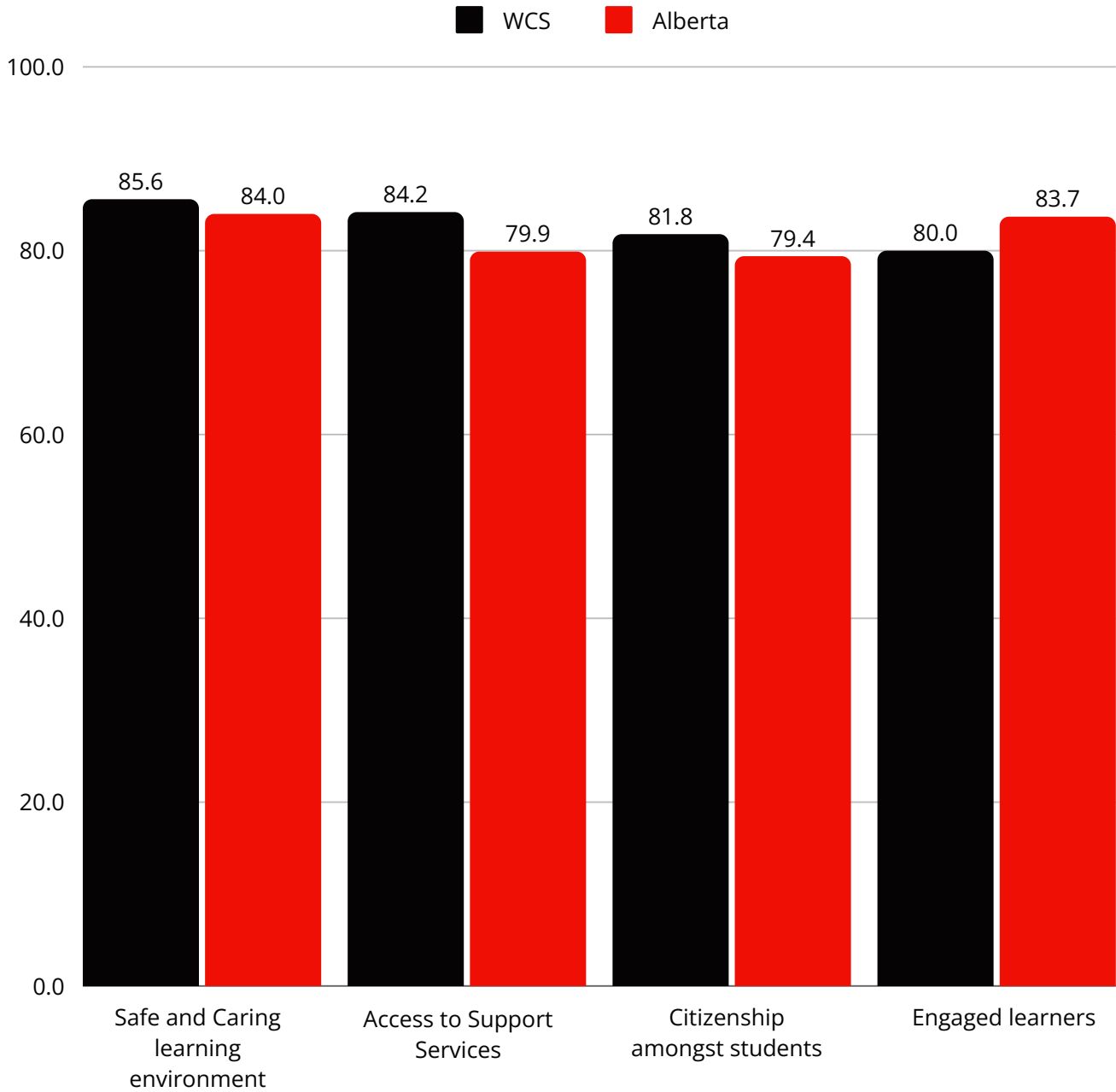
Grades 7-12



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

INCLUSIVE EDUCATION PRACTICES

Alberta Education Assurance Measures - Overall Summary Results



Percentage of students, parents and teachers who agree

Summary

Based on the graph above, WCS scored 80% or above in all four categories: safe and caring learning environments, access to support services, citizenship amongst students, and engaged learners. WCS slightly overperformed the province in most categories.

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 2023-2024 school year. Divisional and Provincial data also showed that a majority of our students felt their learning needs were being met. Internal data also showed that students with specialized academic and behavioural support needs were supported with Individual Program Plans and Behaviour Support Plans. Students and parents have generally expressed a high level of satisfaction with programming and the inclusionary and safe nature of our schools, and gains in literacy achievement. When student absenteeism is greater than 10%, there is an impact on their academic development, and this matter will need to remain a priority moving forward.

Factors That Affected Results

The PRSD 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 and the PRSD will continue to focus its efforts to improve attendance rates during the 2024-2025 school year as it is recognized that regular attendance is a critical factor in determining the overall experience and success in school. The school will continue with its commitment to provide meaningful and engaging services for all students in an inclusive environment that is welcoming, safe, and supportive.





SUMMARY OF SCHOOL FINANCIAL RESULTS

2023-2024

REVENUES

	<u>Budget</u>	<u>Actual</u>
School Allocation Funding	\$33048	\$33048
Indigenous Education Funding	\$840	\$840
Nutrition Grant Funding	\$5988	\$5988

EXPENSES

	<u>Budget</u>	<u>Actual</u>
Instructional (ECS)	\$500	\$254
Instructional - Grades 1 to 12	\$17750	\$19355.22
Library	\$1720	\$1572.68
Furniture and Equipment	\$1500	\$1386.41
Special Needs	\$750	\$534.21
Wellness	\$500	\$473.84
CTS	\$500	\$306.3
Field Trips	\$1000	\$4709.10
Building and Equipment Maintenance	\$750	\$2175.53
Student Awards & Public Relations	\$1908	\$2054.70

BUDGET HIGHLIGHTS

While the budget for Field Trips looks significantly over-spent, there were additional dollars not initially budgeted for payable by the Worsley Recreation Board that compensated the overage.

Extra money was allocated to building and ground maintenance to paint new basketball lines in the gym, pay our custodian extra cleaning fees for construction classes and to install a new toaster for the breakfast program. Additionally, some money was recovered later into the budget for grad decorating.

Additional money was spent from "Instructional - Grades 1-12" for a new math resource to help students who have gaps in their learning. This program was a cost-share between the school and the division to support students. The school's portion was \$1872.58.

\$2631.39 was spent on subscriptions to learning websites to support students in literacy and numeracy such as Starfall, Zorbis, IXL and Spark Reading.



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