

# Grimshaw Public School



## Combined Three Year Education Plan 2021 - 2024

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## Annual Education Results Report 2020 - 2021

# Grimshaw Public School

## Our Mission

*Inspiring our Students Today for Tomorrow's Future*

## Our Vision

*Grimshaw Public School:*

*A welcoming environment where all students discover success!*

## Our Values

*Guiding respect and honesty through our actions*

*Promoting positive and inspiring relationships to ensure lifelong learning*

*Succeeding in a safe and caring environment that welcomes all*

## Our Motto

*GPS: The Right Direction*

*School Administration*

Principal **Jessica Shaw**

Vice Principal **Andrew Ostrowerka**

Office Managers **Moiria Ford**  
**Terrie Rendall**  
**Tina Robinson**

School Based Technician **Tina Robinson**

Academic and Career Counsellor **Tina Bernetic**

Athletic Director **Kiersten Jackman**

Inclusive Education Coaches **Janet Wallentiny**  
**Lora Casselman**

Indigenous Support Worker **Bev Dachuk**

Information Specialist **Marilyn Maggs**

Project Peace Success Coaches **Darbee Rainville**  
**Jade Hargrave-McKen**

Caretaker **Jim Lovas**

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*Teachers*

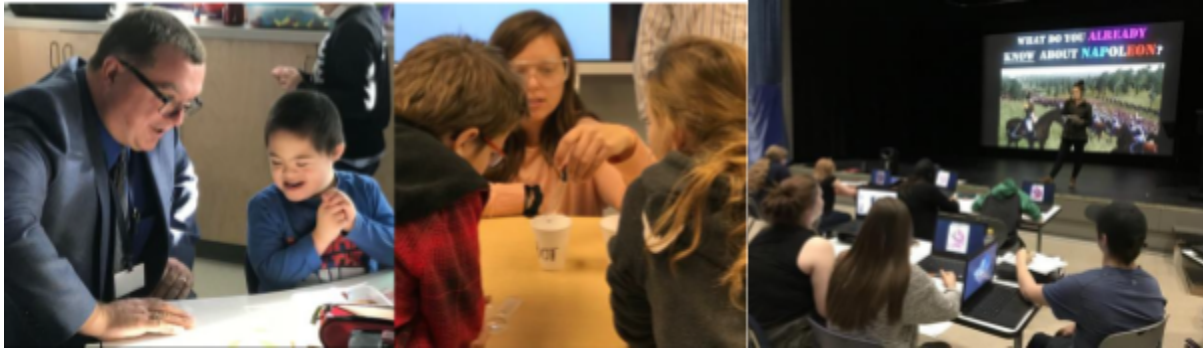
<b>Natalie Aucoin</b>	Grade 4	<b>Heather Mohr</b>	Grade 3
<b>Rick Aucoin</b>	Grade 5	<b>Jon Myles</b>	Social 9, Literacy/Numeracy 9, Social 10-1, 20-1, 30-1/2, Drama 10, 20, 30
<b>Tina Bernetic</b>	Social 8, ELA 9, 10-1, 20-1, 30-1/2	<b>Alicia O'Donnell</b>	Math 7, 9, 10-C, 20-1, 30-2
<b>Sarah Bowman</b>	Grade 6	<b>Rene Paulson</b>	Grade 5, Grade 6
<b>Kelly Brown</b>	Grade 4	<b>Sarah Rea</b>	PE 7, 8, 9, 10
<b>Chris Connell</b>	Industrial Arts, Health 7, 8, 9	<b>Rebecca Riener</b>	Early Childhood
<b>Michael Dyke</b>	Grade 1	<b>Kristina Seerey</b>	Literacy/Numeracy 7, Social 7, Science 8, CALM
<b>Laurie Grant</b>	Grade 2	<b>Meagan Sinclair</b>	Literacy/Numeracy 7, 8, Math 8, 10-3, 20-2, 30-1
<b>Ashlea Huberts</b>	Early Childhood	<b>Jody St. Andre</b>	Literacy/Numeracy 9, ELA 8, 20-2, Art 10, 20, 30, CTS Options
<b>Kiersten Jackman</b>	PE 1, 2, 3, 4, 5, 6	<b>Erin Taje</b>	Science 7, 9, 10, Biology 20, 30
<b>Kimberley Jeffs</b>	Grade 2	<b>Hayley White</b>	CTS Options, Home Economics, Aboriginal Studies 10, 20, 30, Literacy/Numeracy 8
<b>Chad Kozculab</b>	Foundations 7, Science 14/24, Math 20-3, Chemistry 20, 30, Physics 20, 30	<b>Sonya Williams</b>	Grade 3
<b>Cathy Meston</b>	French 7, 8, 9, 10, 20, 30	<b>Stacey Wollum</b>	Grade 1

*Educational Assistants*

<b>Roxanne Borger</b>	<b>Jessica Ferdais</b>	<b>Melissa Partridge</b>	<b>Colleen Stewart</b>
<b>Ethel Brightwell</b>	<b>Greta Garaba</b>	<b>Janet Regal</b>	<b>Devona Stone</b>
<b>Tannis Coen</b>	<b>Malinda Hare</b>	<b>Shauna Robertson</b>	<b>Cindy Woodward</b>
<b>Charmaine Culbert</b>	<b>Marilyn Maggs</b>	<b>Robin Saunders</b>	<b>Sophie Wu</b>

## School Profile

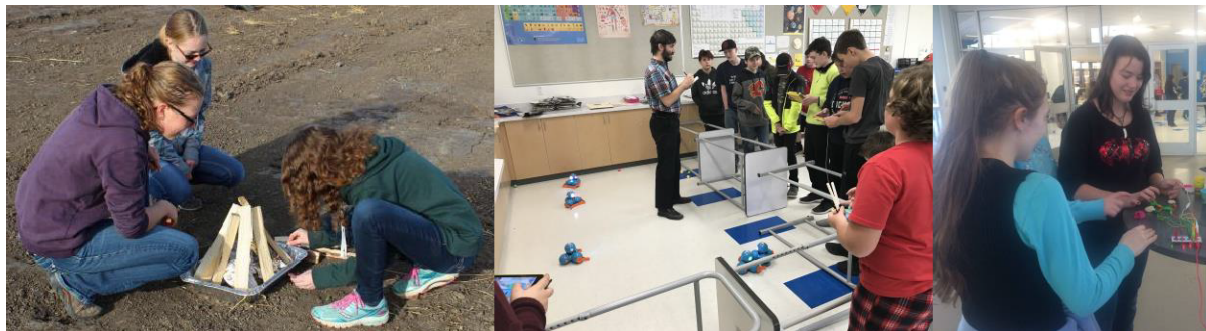
Grimshaw Public School (GPS) was established in 2017 and is located in the town of Grimshaw, Alberta. The school is state-of-the-art and was designed to be energy efficient and environmentally friendly. GPS is a K-12 school that serves the rural community of Grimshaw and surrounding areas. The school's population is approximately 500 students with a complement of 53 staff members teaching and supporting our students.



Grimshaw Public School shares a large three-gymnasium field-house, a full-sized ice surface, an indoor running track, a large state-of-the-art theatre, and a fully-stocked community library. Students enjoy spending time in the large, open atrium where they are surrounded by floor-to-ceiling windows, plants, and comfortable seating where they can collaborate and share ideas. The school also features a beautiful and well-equipped Home Economics lab and Industrial Arts lab.

Our students make use of all the newest educational technologies while they learn. Each student in our school has been assigned access to a laptop or Chromebook. Teachers and students have access to iPads, interactive displays, document cameras, 3D printers, robotics equipment and audio-video production equipment, as well as design and industrial arts technology such as a large format printer, t-shirt and mug presses, a ScanNCut machine and computer-guided industrial router.

Grimshaw Public School has student furniture that supports different learning styles. We have classrooms that have stand-up desks, collaborative workstations, and single desks for students that benefit from working independently. We provide students with different chairs to suit their learning styles. We have four-legged chairs with flexible backs, cantilever chairs, wobble stools, rocking chairs, and high chairs for standing desks.



Students have a wide selection of electives and complementary courses and programming options at GPS, including Fine and Industrial Arts, Home Economics, Drama, Design Studies, and French. Students also benefit from our athletic programs that include basketball, volleyball, track and field, badminton, and ice hockey. Students can also choose from a wide variety of electives in the areas of communications, robotics and programming, hunters' and outdoor education, music club, archery, STEM options, and personal wellness options.

GPS uses a Collaborative Response (CR) approach to support student learning and differentiate instruction. Through universal assessment and supports and constant progress monitoring, teachers at GPS can support all of our learners and ensure all students have access to the most current literacy and numeracy instruction.

GPS has a very active parent group that makes up our GPS School Council and GPS Fundraising Society. The groups meet monthly and all parents and guardians are invited to attend and become involved. Our school also has dedicated hot lunch volunteers affectionately known as the Hot Lunch Mamas. They have been making lunch for students on Wednesdays for decades and are always looking for more volunteers.



Students are well-represented at Grimshaw Public School through two amazing Student Parliaments that represent the entire student population. These student leadership groups are composed of students from grades 4 to 12 and are the voice of GPS students. They plan a number of school and community events, including spirit days, pep rallies, and winter and spring carnivals. Our GPS Student Parliament has received provincial recognition and acclaim for their leadership initiatives and our entire community is very proud of them. New students to GPS will be in good hands as the Student Parliament will make them feel part of our school.

*Spring 2021 Required Alberta Education Assurance Measures - Overall Summary*

Assurance Domain	Measure	Grimshaw Public School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	84.2	n/a	n/a	85.6	n/a	n/a
	Citizenship	84.7	81.8	86.9	83.2	83.3	83.0
	3-year High School Completion	68.2	72.5	77.1	83.4	80.3	79.6
	5-year High School Completion	75.6	86.2	80.9	86.2	85.3	84.8
	PAT: Acceptable	n/a	n/a	54.3	n/a	n/a	73.7
	PAT: Excellence	n/a	n/a	7.1	n/a	n/a	20.3
	Diploma: Acceptable	n/a	n/a	84.3	n/a	n/a	83.6
	Diploma: Excellence	n/a	n/a	17.9	n/a	n/a	24.1
Teaching & Leading	Education Quality	87.6	89.7	91.3	89.6	90.3	90.2
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.4	n/a	n/a	87.8	n/a	n/a
	Access to Supports and Services	81.4	n/a	n/a	82.6	n/a	n/a
Governance	Parental Involvement	80.4	82.0	81.7	79.5	81.8	81.4

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

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## Outcome One: Alberta's students are successful

### Comment on Results

*(an assessment of progress toward achieving the target)*

Last year, students did not write Grade 6 and 9 Provincial Achievement Tests (PATs) due to COVID-19.

Student achievement continues to be an immediate focus at Grimshaw Public School. Strategies used to increase student achievement are outlined below:

- Using the Benchmark Assessment System (BAS) to support and inform instruction in all subject areas.
- Meeting with all teachers to discuss their comprehensive literacy plans and the support they may require.
- Scheduled visits to all classes to conduct environmental scans and observations of instructional practices with follow-up discussions focused on literacy and numeracy.
- Using all available assessment data to inform instructional discussions during our Collaborative Team Meetings (CTM).
- Consistent focus on literacy and numeracy strategies implemented in all content areas.
- Junior High timetable devotes more instructional minutes to ELA and Math.
- Grade 9 High School orientation.
- Ensure equitable student access to devices, other technologies, and assistive technologies to support student learning.
- Keyboarding is taught as an essential skill in grades 1-8 with grades 4-8 receiving keyboarding lessons.

### Strategies

This is the last report using the AERR model. Grimshaw Public School is transitioning to the AE Assurance model, and will report goals and strategies for moving forward in this report.



# Outcome One: Alberta's students are successful (continued)

Measure	Grimshaw Public School		
	Current Result	Prev Year Result	Prev 3 Year Average
3-year High School Completion	68.2	72.5	77.1
5-year High School Completion	75.6	86.2	80.9
Diploma Exam Participation Rate (4+ Exams)	n/a	48.3	44.7
Drop Out Rate	3.9	5.5	3.7
Rutherford Scholarship Eligibility Rate	58.1	59.4	58.4
Transition Rate (6 yr)	55.9	50.1	51.4

## Notes:

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2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
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7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Only supplemental measures with Achievement standards are included in the Supplemental AEAMs – Overall Summary.
3. Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
4. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

## Comment on Results

(an assessment of progress toward achieving the target)

Last year, students did not write diploma exams due to COVID-19.

We saw a decrease in the percentage of students who completed high school within three years of entering grade 10 (-4.3%). We saw a decrease in annual dropout rate (-1.6%), and increases in students transitioning to post-secondary within six years of entering Grade 10 (+5.8%). The percentage of students writing four or more diploma exams within three years of entering Grade 10 was not applicable due to COVID-19.

Student achievement continues to be an immediate focus at Grimshaw Public School. Strategies to increase student achievement, including eligibility for post-secondary and scholarships, are outlined below:

- Continuing to work on deconstructing our curriculums through PLCs and developing consistency in instruction and assessment.
- Jr/Sr High students have access to an Academic and Career Counselor emphasizing goal-setting and preparing for future success and graduation. We work with students to ensure they are meeting post-secondary entrance requirements.
- Sr High students have access to an Off-Campus Coordinator and off-campus learning opportunities including Work Experience, Green Certificate, and the Registered Apprenticeship Program (RAP).
- Sr High students are able to take a wide variety of Career and Technology Studies (CTS) courses and participate in Student Parliament and High School First Responders.
- Career and Life Management (CALM) and Work Preparation are offered each semester as classes and seminars with guest speakers from industry, post-secondary institutions, and government (including Alberta Learning Information System (ALIS) annual Learning Clicks presentation and presentations by Careers: The Next Generation).
- Grade 10 math prep course during first semester in preparation for Math 10C and Math 10-3.
- Additional support available to students from our two Project Peace Success Coaches and our Indigenous Support Worker (ISW).
- Continuing with Alberta's Moving Forward with High School Redesign initiative, providing additional opportunities for Sr High students through credit recovery, flex block, blended learning and distance education

## Strategies

This is the last report using the AERR model. Grimshaw Public School is transitioning to the AE Assurance model, and will report goals and strategies for moving forward in this report.



**Outcome One: Alberta's students are successful (continued)**

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

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	182	82.7	168	90.4	143	88.4	140	81.8	110	84.7
Parent	17	75.3	22	79.1	24	79.8	21	70.5	15	85.3
Student	149	76.6	121	93.7	88	87.2	94	79.8	71	74.7
Teacher	16	96.3	25	98.4	31	98.1	25	95.2	24	94.1

**Comment on Results**

(an assessment of progress toward achieving the target)

Last year we saw an increase in the percentage of teachers, parents, and students who are satisfied that students at Grimshaw Public School model the characteristics of active citizenship (+2.9%). Some aspects of demonstrating active citizenship were impacted by COVID-19 restrictions and periodic at-home learning.

Strategies implemented last year included:

- Student Parliament students will engage the school in school spirit days as well as participate in school wide improvement through collaboration with teachers, the informational specialist, and administration
- Continue to engage students in citizenship activities and/or projects, such as Christmas Concerts, Spring Art Show, Citizenship activities with our First Nations Coordinators, and AMA crossing Guards
- Success Coach facilitated programs in classrooms to support our school's STARS (Safe and Caring, Trustworthy, Accountable, Respectful, Successful) behaviours
- Continue to educate students on the principles of responsible digital citizenship by providing meaningful opportunities for students to use technology to complete individual and group learning activities
- Continue to promote honesty, fair play, and sportsmanship qualities in all school athletics, including the PRSD Hand Games Tournament
- Establish community and post-secondary partnerships to assist with global digital responsibilities.
- Develop the characteristics of the entrepreneurial spirit through a broad range of learning opportunities, for example class recycling projects, and class fundraising initiatives
- Grimshaw Public School will continue to strengthen relationships with industry and community
- Grimshaw Public School will continue to offer CTS courses that provide students with an opportunity to demonstrate their entrepreneurial spirit
- Continue to use our dedicated Work Experience Coordinator to promote opportunities such as Green Certificate, RAP, and work experience courses

**Strategies**

This is the last report using the AERR model. Grimshaw Public School is transitioning to the AE Assurance model, and will report goals and strategies for moving forward in this report.

## Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

### Comment on Results

*(an assessment of progress toward achieving the target)*

Last year, students did not write Grade 6 and 9 Provincial Achievement Tests (PATs) or diploma exams due to COVID-19.

Achievement of First Nations, Metis, and Inuit students continues to be an immediate focus at Grimshaw Public School. Strategies used to increase student achievement are outlined below:

- Teachers will continue to monitor FNMI student data through the Collaborative Response Model.
- Indigenous Support Worker (ISW) will continue to work as a liaison between the school and home as well as provide support in-class to students as needed and as indicated by teacher assessment and observation.
- Teachers will work collaboratively with the school's Inclusive Education Coaches and ISW, as well as the division's FNMI Program Coordinator, to support the educational needs of Indigenous students. The Project Peace Success Coaches will work on supporting social/emotional needs reflective of the Indigenous student population within the school. We will continue to provide wrap-around support for Indigenous students to ensure student needs are met.
- Providing learning opportunities for staff and students regarding Canada's history of residential schools, steps towards reconciliation, and the rich history of local Indigenous peoples.
- Continuing to support and provide learning opportunities around Orange Shirt Day/Every Child Matters, Metis Week and National Indigenous Peoples Day.
- Professional Development (PD) opportunities for teachers will be focused on strategies to improve FNMI student achievement. Staff are encouraged to attend PD opportunities that reflect Indigenous ways of knowing, such as Restorative Justice.
- Increase and strengthen partnerships with organizations, agencies, and bands that support FNMI student success.
- Acquire literature and resources for classrooms which represent local FNMI cultures.
- Provide opportunities for Indigenous students to feel a sense of belonging, mastery, generosity, and independence through the use of resources such as a blanket exercise, flex time, and hands-on activities, as well as utilizing the FNMI Program Coordinator to plan units or lessons that embed Indigenous ways of knowing.

### Strategies

This is the last report using the AERR model. Grimshaw Public School is transitioning to the AE Assurance model, and will report goals and strategies for moving forward in this report.

**Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)**

Measure	Grimshaw Public School		
	Current Result	Prev Year Result	Prev 3 Year Average
3-year High School Completion	54.8	72.7	71.6
5-year High School Completion	75.3	66.0	59.3
Diploma Exam Participation Rate (4+ Exams)	n/a	27.3	26.1
Drop Out Rate	5.4	0.0	0.0
Rutherford Scholarship Eligibility Rate	50.0	27.3	44.9
Transition Rate (6 yr)	44.4	20.7	33.9

**Notes:**

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6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
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3. Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
4. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

**Comment on Results**

(an assessment of progress toward achieving the target)

Last year, we saw a decrease in the percentage of self-identified FNMI students who completed high school within three years of entering grade 10 and an increase in the percentage of self-identified FNMI students who completed high school within five years of entering grade 10. The percentage of students writing four or more diploma exams within three years of entering Grade 10 was not applicable due to COVID-19.

Student achievement continues to be an immediate focus at Grimshaw Public School. Strategies to increase student achievement, including eligibility for post-secondary and scholarships, are outlined below:

- Graduating students will be encouraged to participate in the Eagle Feather graduation ceremony.
- Jr/Sr High students will be encouraged to attend the annual FNMI career fair and will be informed of scholarships available to FNMI students.
- Teachers will continue to monitor FNMI student data through the Collaborative Response Model.
- Indigenous Support Worker (ISW) will continue to work as a liaison between the school and home as well as provide support in-class to students as needed and as indicated by teacher assessment and observation.
- Teachers will work collaboratively with the school's Inclusive Education Coaches and ISW, as well as the division's FNMI Program Coordinator, to support the educational needs of Indigenous students. The Project Peace Success Coaches will work on supporting social/emotional needs reflective of the Indigenous student population within the school. We will continue to provide wrap-around support for Indigenous students to ensure student needs are met.
- Providing learning opportunities for staff and students regarding Canada's history of residential schools, steps towards reconciliation, and the rich history of local Indigenous peoples.
- Continuing to support and provide learning opportunities around Orange Shirt Day/Every Child Matters, Metis Week and National Indigenous Peoples Day.
- Professional Development (PD) opportunities for teachers will be focused on strategies to improve FNMI student achievement. Staff are encouraged to attend PD opportunities that reflect Indigenous ways of knowing, such as Restorative Justice.
- Increase and strengthen partnerships with organizations, agencies, and bands that support FNMI student success.
- Acquire literature and resources for classrooms which represent local FNMI cultures.
- Provide opportunities for Indigenous students to feel a sense of belonging, mastery, generosity, and independence through the use of resources such as a blanket exercise, flex time, and hands-on activities, as well as utilizing the FNMI Program Coordinator to plan units or lessons that embed Indigenous ways of knowing.

**Strategies**

This is the last report using the AERR model. Grimshaw Public School is transitioning to the AE Assurance model, and will report goals and strategies for moving forward in this report.

## Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	182	75.3	134	90.8	106	89.6	107	84.5	86	85.5
Parent	17	58.2	22	78.6	24	80.0	21	77.4	15	87.7
Student	149	76.3	87	94.9	51	90.3	61	83.3	47	81.8
Teacher	16	91.4	25	99.0	31	98.4	25	92.8	24	86.8

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

### Comment on Results

(an assessment of progress toward achieving the target)

Last year, we saw a slight increase in the percentage of teachers, parents, and students satisfied with the opportunity for students to receive a broad program of studies at Grimshaw Public School including fine arts, career, technology, and health and physical education (+1.0%).

Strategies utilized last year included:

- Providing Music and Art for all elementary students and French and Health for all Jr High students.
- Athletic Director, Physical Education specialists, athletics teams (when possible) to support athletic skill development.
- Community members and coaches utilized as resources whenever possible.
- Sr High students have access to formal courses in Fine Art, Design Studies, Drama, French, Home Economics, Industrial Arts, Sports Performance, Physical Education, and Outdoor Education.
- Student leadership opportunities through Student Parliament
- Continue to work with the school and divisional Communications Coordinator to promote activities and opportunities implemented within the school.
- Continue to enhance course options through the appropriate use of new technologies like 3D printers, computer programming tools, and filmmaking equipment
- Student-centered learning is supported through a Blended Learning and Distance Education model that includes variations of time, place, path or pace.

### Strategies

This is the last report using the AERR model. Grimshaw Public School is transitioning to the AE Assurance model, and will report goals and strategies for moving forward in this report.

## Outcome Four: Alberta's education system is well governed and managed

Measure	Grimshaw Public School		
	Current Result	Prev Year Result	Prev 3 Year Average
Safe and Caring	93.4	89.9	91.6
School Improvement	70.8	86.4	87.9
Work Preparation	80.4	86.1	84.3
Basic Education (overall)	87.6	89.7	89.6
Lifelong Learning (overall)	79.9	84.2	81.9
Parental Involvement	80.4	82.0	81.7

### Notes:

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2. Only supplemental measures with Achievement standards are included in the Supplemental AEAMs – Overall Summary.
3. Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
4. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

### Comment on Results

(an assessment of progress toward achieving the target)

Last year, we saw an increase in the percentage of teacher, parent, and student agreement that students are safe at Grimshaw Public School, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school (+3.5%). We saw a decrease in other metrics, which may have been impacted by the COVID-19 pandemic and delays in survey availability.

Strategies utilized to address these measures were:

- Enhance the use of a variety of communication methods to communicate key messages:
- Weekly news updates through email and Facebook with key messages from administration and staff
- Online school website and Facebook page updated regularly with key successes, activities, and other information
- Ongoing phone calls, emails, and notes from teachers to parents and parents to teachers
- Teacher blogs, class websites, and classroom newsletters with key information for class activities and homework
- Continue to plan events and activities for Parents Matter week
- Effective Communication with students through morning announcements and monthly assemblies
- School Parliament continues to have a voice in school decision-making
- Continue hosting Grade 9 and Grade 12 parent meetings.
- Continue to partner with business, industry, local governments, and community service programs to enhance student learning opportunities by sharing information about career opportunities, education, training, and job preparation (Eg.: internships, volunteerism, RAP, and Work Experience).
- PRSD continues to provide students, teachers, administrators and other education professionals with access to well-designed, safe, high-speed, reliable and sustainable networks and technology infrastructures.

### Strategies

This is the last report using the AERR model. Grimshaw Public School is transitioning to the AE Assurance model, and will report goals and strategies for moving forward in this report.

## Local Outcome Five: Positive safety attitudes – Communicate and celebrate the importance of safety to all stakeholders

Performance Measure	Results (in percentages)				
	2017	2018	2019	2020	2021
<b>Key Safety Messages</b> Grimshaw Public School will communicate (and report to PRSD) monthly key safety messages to stakeholders through a variety of means and media.	100	30	100	100	100
<b>Safety Education/Activities</b> Grimshaw Public School will provide (and report to PRSD) monthly safety education/activities to staff and students.	100	30	70	20	100
<b>Required Emergency Drills</b> Grimshaw Public School will conduct (and report to PRSD) the required number of fire drills and lockdown drills.	100	100	100	100	100

### Comment on Results

*(an assessment of progress toward achieving the target)*

Safety messages and safety educational activities were provided to stakeholders 100% of the time, with accommodations made to adhere to restrictions related to the COVID-19 pandemic.

Strategies utilized were:

- A site-based Emergency Management Plan is developed annually. Grimshaw Public School conducts six fire drills and two lockdown drills annually.
- A site-based Safety Plan is developed annually, with primary focus on safety education and activities for stakeholders.
- Key safety messages and safety education/activities are developed by PRSD and are communicated to Grimshaw Public School stakeholders through a variety of means, including: morning announcements, school assemblies, hallway digital signage, weekly memos, weekly communication emails and Facebook posts, and the school website.
- All staff complete training annually through Public School Works.

### Strategies

This is the last report using the AERR model. Grimshaw Public School is transitioning to the AE Assurance model, and will report goals and strategies for moving forward in this report.



## Budget Report

Peace River School Division No. 10

2020-2021 Spring Budget

### SCHOOL: Grimshaw Public School

#### Revenue And Allocations To Budget Center

AB ED: Service & Supports	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Total AB ED: Service & Supports	\$187,500	
% of Revenue And Allocations To Budget Center	96%	

AB ED: Base Funding	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Total AB ED: Base Funding	\$0	\$204,949
% of Revenue And Allocations To Budget Center	0%	99%

AB ED: Differential Cost Funding	2020-2021 Spring Budget	2019-2020 Fall Update Budget
FNMI Allocation: School: Current Year	\$6,840	\$7,080
FNMI Allocation Per Student: Current Year	\$80	\$80
FNMI and Aboriginal Enrolment: ECS	0 Students	18 Students
FNMI and Aboriginal Enrolment: Grade 1-12	114 Student	110 Student
Total AB ED: Differential Cost Funding	\$6,840	\$7,080
% of Revenue And Allocations To Budget Center	4%	3%

Transfers	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Transfer: Un-certificated PD	\$0	(\$5,000)
Total Transfers	\$0	(\$5,000)
% of Revenue And Allocations To Budget Center	0%	-2%

Total Revenue And Allocations To Budget Center	\$194,340	\$207,029
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#### Expenditures

Other Staffing Costs	2020-2021 Spring Budget	2019-2020 Fall Update Budget
School Based Certificated Sub Cost	\$11,100	\$11,100
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
Days of School Certified Subs	50.00 Days	50.00 Days
School Based Certificated Sub Benefits	\$1,110	\$1,110
School Based Certificated Sub Cost	\$11,100	\$11,100
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
Total Other Staffing Costs	\$12,210	\$12,210
% of Expenditures	6%	6%

Contracted Services	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Certificated Inservice/Reg Fees	\$21,000	\$21,000
Uncertificated Inservice/Reg Fees	\$10,000	\$10,000
Professional Fees	\$1,000	\$1,000
Postage & Phone	\$1,500	\$1,500
Advertising	\$500	\$500
Expense Reimbursement	\$1,500	\$1,500

\* - See the notes section for details about Line Item notes on this page

School: 1505 Grimshaw Public School

SCHOOL: Grimshaw Public School - Budget Report

2020-2021 Spring Budget

Contracted Services	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Field Trips	\$10,000	\$10,000
Contracted Building Grounds Maintenance	\$5,000	\$2,500
<b>Total Contracted Services</b>	<b>\$50,500</b>	<b>\$48,000</b>
<b>% of Expenditures</b>	<b>26%</b>	<b>23%</b>

Supplies	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Supplies	\$76,130	\$84,819
Library Supplies (Minimum Standard)	\$0	\$6,500
ECS Enrolment	0 Students	48 Students
Library Enhancement Rate	\$13.00	\$13.00
Total Head Count w/o ECS	0.00 Students	452.00 Students
Library Supplies	\$40,500	\$40,500
Furniture & Equipment	\$15,000	\$15,000
<b>Total Supplies</b>	<b>\$131,630</b>	<b>\$146,819</b>
<b>% of Expenditures</b>	<b>68%</b>	<b>71%</b>

<b>Total Expenditures</b>	<b>\$194,340</b>	<b>\$207,029</b>
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**Summary**

	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Total Revenues and Allocations To Budget	\$194,340	\$207,029
Total Expenditures	\$194,340	\$207,029
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>

**Notes**