




# ANNUAL EDUCATION RESULTS REPORT 2021-2022





*Peace River School Division*

*Learning Together - Success for All*

*Peace River School D*

*Learning Together - Success for All*

# MESSAGE FROM THE SUPERINTENDENT

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

*Adam Murray*

Peace River School Division





# MESSAGE FROM THE PRINCIPAL

Grimshaw Public School follows a strong tradition of supporting achievement, development and overall well-being of students. GPS students benefit from goal setting and a school environment that ensures every student has opportunities to be successful through access to different teaching strategies, materials, and courses. It is our job to do all we can to ensure that students reach their full potential.

We will attain this goal by making sure the educational experience is engaging and learning is enjoyable and rewarding. At GPS we believe community leadership is an essential skill to nourish in our school and students will continue to be given opportunities to support their community through a wide variety of social initiatives. At GPS we provide our students with a safe learning environment where students can make good choices, setting a path for success in current and future grade levels and for career preparation. We are here to support our students in their learning endeavours and to help build strategies to achieve their goals. Our greatest support in this area comes from parents and guardians; with encouragement at home - and a few reminders to complete homework - our students can achieve anything they want from life.

*Jessica Shaw*  
Grimshaw Public School



# ABOUT

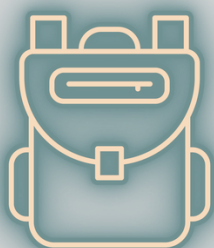
## THE PEACE RIVER SCHOOL DIVISION

### OUR VISION

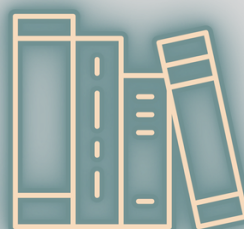
First Choice for Students:  
We are a dynamic learning  
community focused on  
student success.

### OUR MISSION

Learning Together -  
Success for All



**2,900 +  
STUDENTS**



**21  
SCHOOLS**



**500 +  
STAFF**



**69  
BUS ROUTES**





# ABOUT

## GRIMSHAW PUBLIC SCHOOL

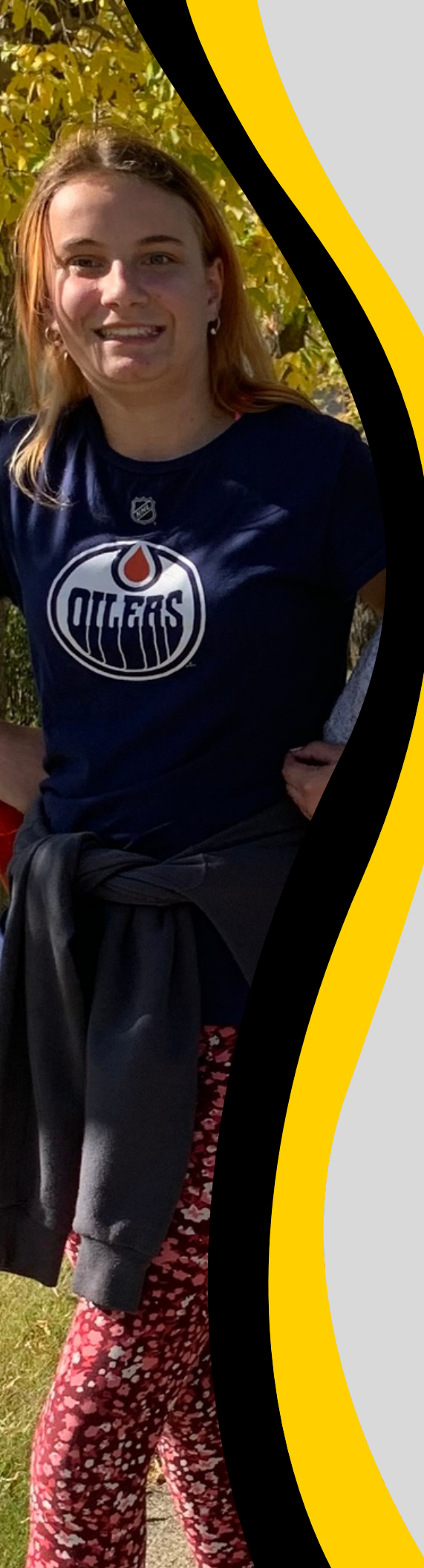
Grimshaw Public School (GPS) was established in 2017 and is a K-12 school that serves the rural community of Grimshaw and surrounding areas. The school's population is approximately 520 students, with a complement of approximately 55 staff members teaching and supporting our students. Grimshaw Public School shares a large three-gymnasium fieldhouse, an indoor running track, a large state-of-the-art theatre, well-equipped Home Economics and Industrial Arts labs, and a fully-stocked community library. Our students make use of all the newest educational technologies while they learn, with a 1-1 student-to-device ratio. Grimshaw Public School supports different learning styles in classrooms through alternative seating that includes stand-up desks, collaborative workstations, wobble stools, rocking chairs, and single desks for students that benefit from working independently. 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, Robotics, and French. Students also benefit from our athletic programs, which include basketball, volleyball, track and field, and badminton. 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.

### OUR VISION

Grimshaw Public School:  
A welcoming environment  
where all students discover  
success!

### OUR MISSION

Inspiring our students  
today for tomorrow's  
future



# 2021/2022 ANNUAL EDUCATION RESULTS REPORT

**AUTHORITY: 1505 GRIMSHAW PUBLIC SCHOOL**

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

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

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

**Numeracy:** Math Intervention/Programming Instrument (MIPI) Data for Grades 2-10, Numeracy Comprehension Assessment Tool (NCAT) Data for Grades 1-9, 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 (ABED) data in this report include the following:**

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

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

**Inclusionary Practices:** Alberta Education Assurance Measures (AEAMs).





# PRSD GOAL ONE

## ALL STUDENTS ARE LITERATE

### OUTCOME:

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

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Literacy Programs, Dedicated Divisional Support  
Programs, Literacy Framework.

# LITERACY ACHIEVEMENT RESULTS

## Fountas & Pinnell BAS I and II Data

48.2%

All Students, Fall Results:  
47.4% met grade-level expectations

68.8%

All Students, Spring Results:  
68.8% met grade-level expectations

33.3%

Indigenous Students, Fall Results:  
33.3% met grade-level expectations

52.2%

Indigenous Students, Spring Results:  
52.2% met grade-level expectations

- The percentage of students in Grades 1-8 meeting grade-level expectations in reading increased significantly in both our aggregated and disaggregated data over the course of last year. We will continue to utilize focused literacy blocks and quality core instruction to see continued gains in this area.

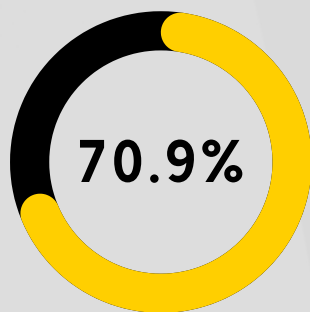




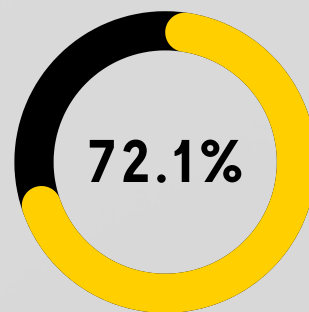
# LITERACY

## ACHIEVEMENT RESULTS

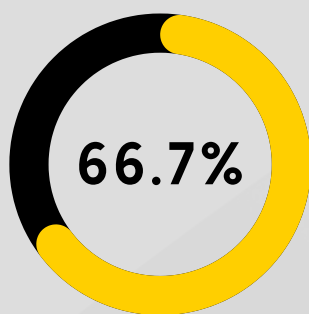
### Reading Comprehension Assessment Tool Data



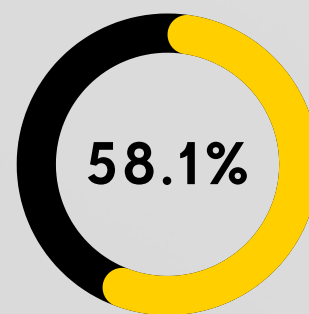
Grades 4-12: 70.9% of students assessed during the fall administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.



Grades 4-12: 72.1% of students assessed during the winter administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.



Grades 4-12: 66.7% of Indigenous students assessed during the fall administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.



Grades 4-12: 58.1% of Indigenous students assessed during the winter administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.

- The percentage of students in Grades 4-12 meeting grade-level expectations for reading comprehension (identifying and interpreting ideas) increased slightly over the course of the year in our aggregated data, while it decreased significantly in our disaggregated data. Continued use of resources such as Scholastic's "Moving Up" program, as well as consultation with GPS' Indigenous Support Worker and the Divisional FNMI Coordinator for additional strategies will be a focus this year.

# LITERACY

## ACHIEVEMENT RESULTS

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

### **Grades 1-6: Term 1**

Reading Comprehension

**58.4%**

Reading Fluency

**58%**

Writing Content &  
Organization

**41.1%**

Writing Conventions

**48.4%**

### **Grades 1-6: Term 3**

Reading Comprehension

**76.1%**

Reading Fluency

**73%**

Writing Content &  
Organization

**65.3%**

Writing Conventions

**65.5%**

- The percentage of students in Grades 1-6 meeting grade-level expectations increased significantly in all areas of report card data (literacy). Writing is a focus this year, using resources such as Empowering Writers.





# LITERACY

## ACHIEVEMENT RESULTS

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

### **Grades 1-6: Term 1**

Reading Comprehension

**44.6%**

Reading Fluency

**44.6%**

Writing Content &  
Organization

**19%**

Writing Conventions

**33.9%**

### **Grades 1-6: Term 3**

Reading Comprehension

**61.9%**

Reading Fluency

**63.4%**

Writing Content &  
Organization

**43.7%**

Writing Conventions

**39.4%**

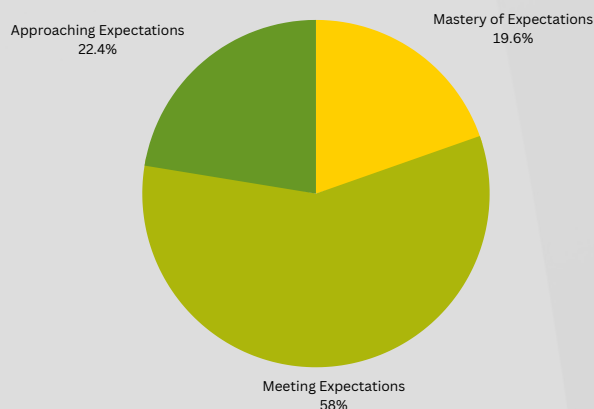
- The percentage of students in Grades 1-6 meeting grade-level expectations increased significantly in all areas of report card data (literacy). Continued work with GPS' Indigenous Support Worker and PRSD's FNMI Coordinator is required to close the achievement gap.

# LITERACY

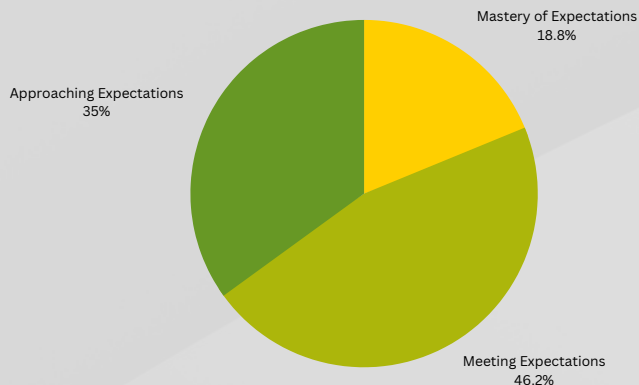
## ACHIEVEMENT RESULTS

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

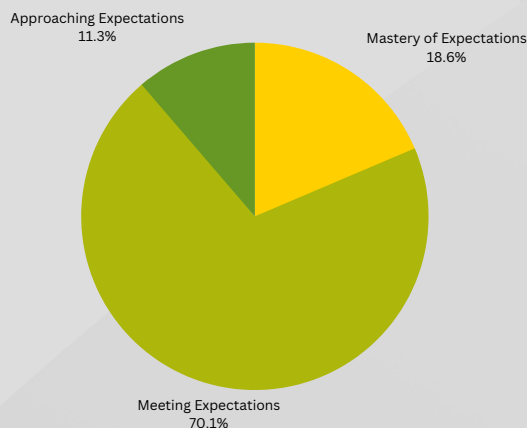
Grades 7-9 November



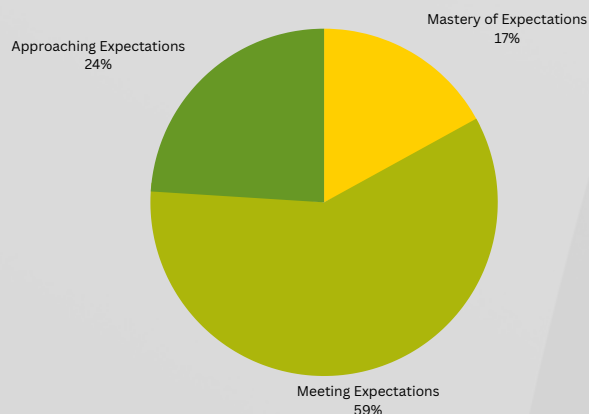
Grades 7-9 June



Grades 10-12 November



Grades 10-12 June



- This data represents an overall average of all core courses for students
- A slight increase in the number of students approaching grade-level expectations indicates a need to explore strategies to keep students engaged throughout the year. There was a noticeable change in the data from Quarter 3 (April) to final reporting (June), indicating that students demonstrated fatigue near the end of the year and struggled on final exams
- This was the first set of high stakes (final) exams since the temporary suspension of school in March 2020.

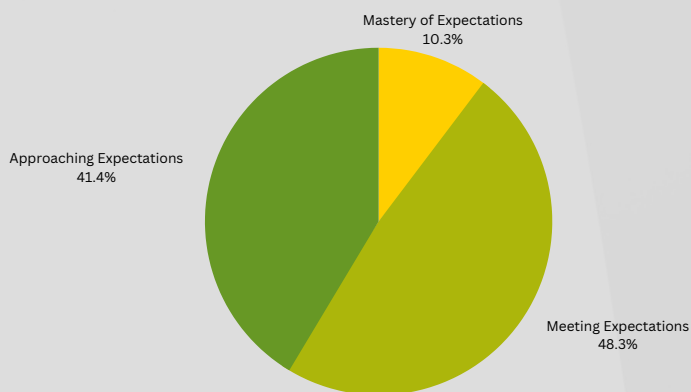


# LITERACY

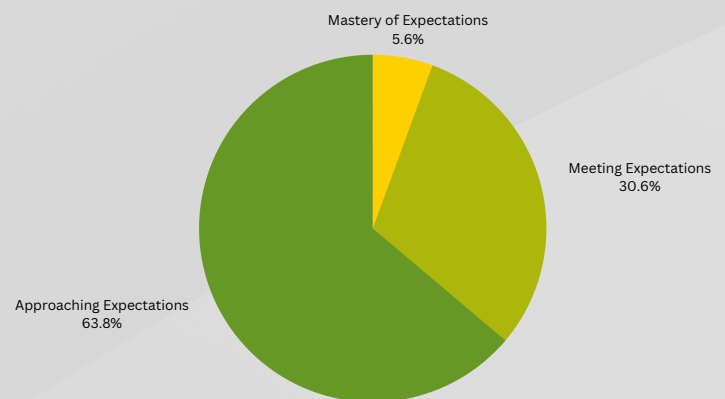
## ACHIEVEMENT RESULTS

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

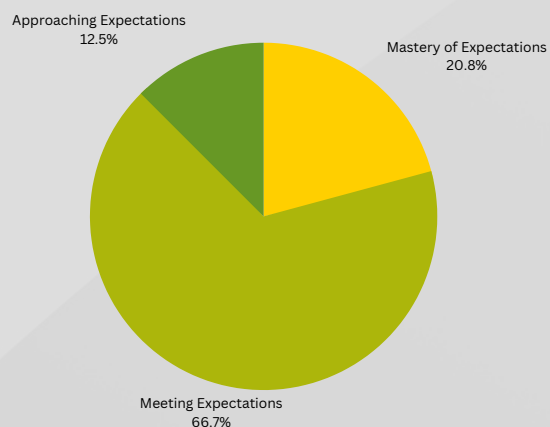
Grades 7-9 November



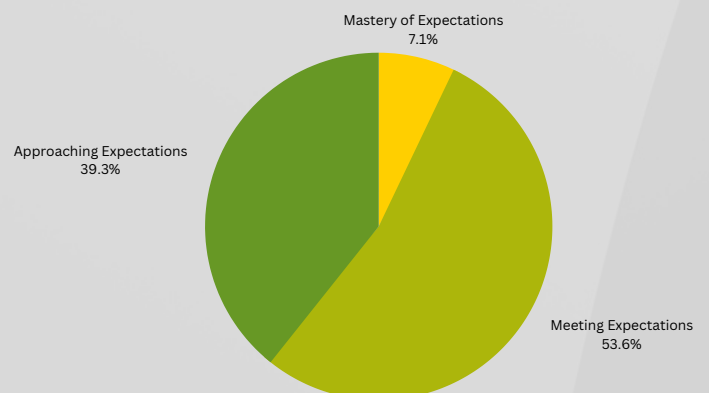
Grades 7-9 June



Grades 10-12 November



Grades 10-12 June



- This data represents an overall average of all core courses for students
- A slight increase in the number of students approaching grade-level expectations indicates a need to explore strategies to keep students engaged throughout the year. There was a noticeable change in the data from Quarter 3 (April) to final reporting (June), indicating that students demonstrated fatigue near the end of the year and struggled on final exams
- This was the first set of high stakes (final) exams since the temporary suspension of school in March 2020.

# LITERACY ACHIEVEMENT RESULTS

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



95%

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

83%

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

94%

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

87%

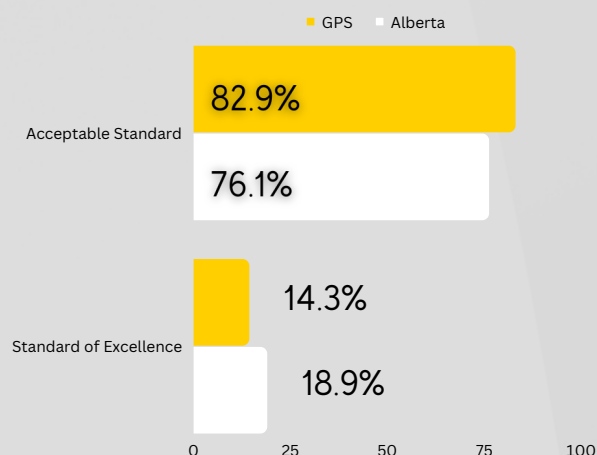
Percentage of students in Grades 7-12 who felt more confident in their writing skills.

- Students are recognizing the growth demonstrated in our benchmark (F&P, RCAT) and classroom assessment data. While final exams are an area of concern, students are increasing their literacy skills and developing confidence in their ability to be literate students.

# LITERACY ACHIEVEMENT RESULTS

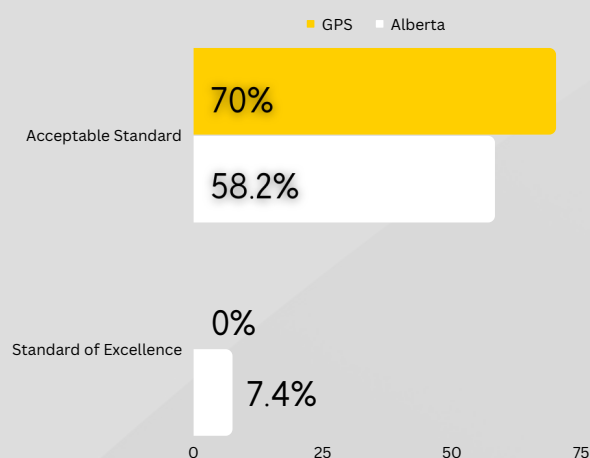
## Alberta Education - Student Growth & Achievement in Literacy Provincial Achievement Test (PAT) Acceptable/Excellence

### Grade 6 English Language Arts - All Students



- 82.9% of students achieved an Acceptable Standard on the English Language Arts PAT (+6.8% above Provincial average), and 14.3% achieved a Standard of Excellence.
- This was the first PAT written since June 2019.

### Grade 6 English Language Arts - Indigenous Students



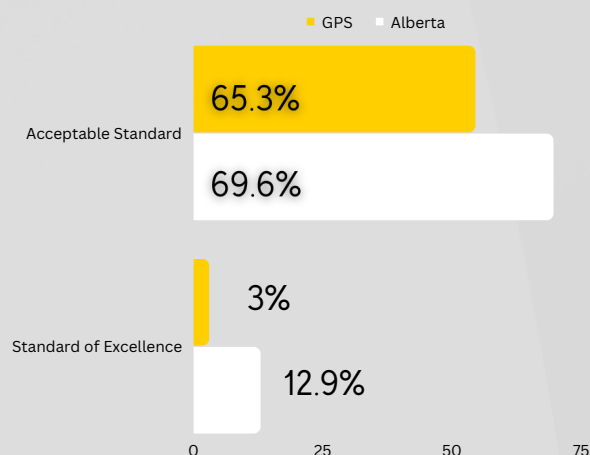
- 70% of Indigenous students achieved an Acceptable Standard on the English Language Arts PAT (+11.8% above Provincial average).
- This was the first PAT written since June 2019.



# LITERACY ACHIEVEMENT RESULTS

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

### Grade 9 English Language Arts - All Students



- 65.3% of students achieved an Acceptable Standard on the English Language Arts PAT (4.3% below Provincial average), and 3% achieved a Standard of Excellence.
- This was the first PAT written since June 2019.

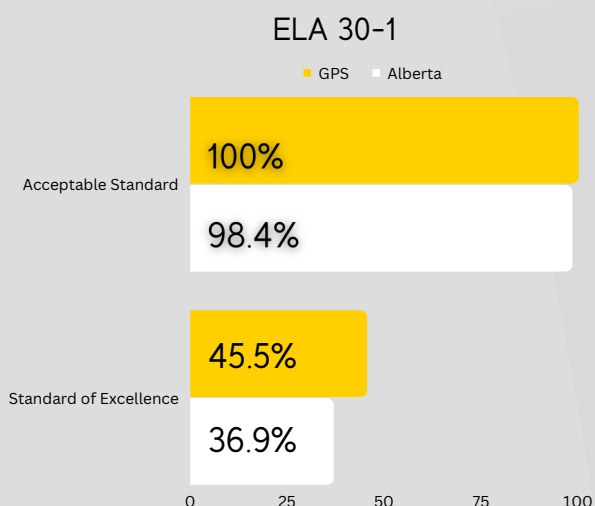
### Grade 9 English Language Arts - Indigenous Students

- Disaggregated data is not available as there was not a sufficient number of students who wrote this exam.

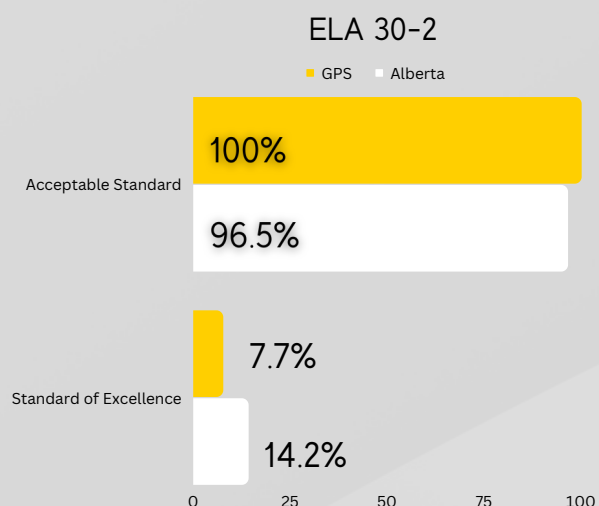
# LITERACY ACHIEVEMENT RESULTS

## Alberta Education - Student Growth & Achievement in Literacy Diploma Exams Acceptable/Excellence

### All Students:



- 100% of students achieved an Acceptable Standard on the ELA 30-1 Diploma Exam (+1.6% above Provincial average), and 45.5% achieved a Standard of Excellence.
- This was the first DIP written since January 2020.



- 100% of students achieved an Acceptable Standard on the ELA 30-2 Diploma Exam (+3.5% above Provincial average), and 7.7% achieved a Standard of Excellence.
- This was the first DIP written since January 2020.

### Indigenous Students:

- Disaggregated data is not available as there was not a sufficient number of students who wrote this exam.

# Summary of Literacy Achievement Results

- **General Statement**

- Local measures such as Fountas and Pinnell data, Reading Comprehension Assessment Tool (RCAT) data, and Year-end Report Card data, reveal growth in literacy development across grade levels during the school year. This growth was further verified through the division'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, Grade 9 testing did not demonstrate the desired level of achievement. Gaps in achievement for our Indigenous versus non-Indigenous learners continues to be a concern.

- **Factors that affected results**

- Teaching and learning during the Covid-19 pandemic caused tremendous challenges that certainly impacted teachers' ability to establish and maintain the academic press necessary for maximized student learning. The pandemic resulted in substantial attendance challenges for both students and teachers, and there were serious substitute staff shortages that 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. In addition, the PATs, Diplomas, and final exams written in June 2022 were the first high-stakes exams written by these students since June 2019 or January 2020.

- **Next steps**

- Literacy development will remain a priority for the upcoming school year and beyond. We remain committed to Collaborative Response to ensure differentiated instructional and assessment practices 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. Through the continued use of programs such as Empowering Writers and Scholastic Moving up to support expert instruction we aim to continue to see gains in all areas of literacy throughout GPS.





# 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.

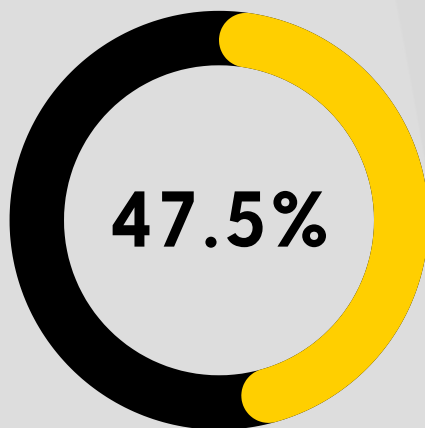
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Numeracy Program Information, Divisional Support  
Programs, Numeracy Framework

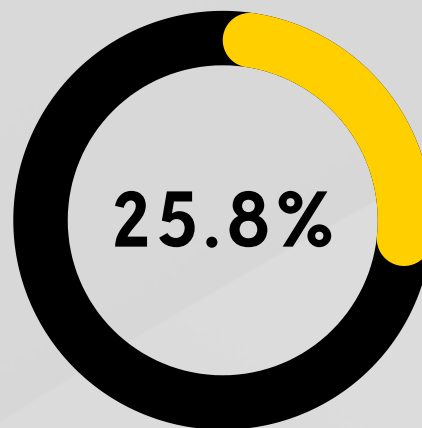
# NUMERACY ACHIEVEMENT RESULTS

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

**Grade 2-6  
Results:**



**Grade 7-10  
Results:**



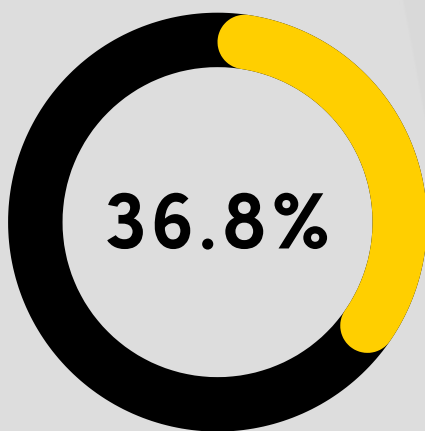
- The MIPI is administered at the beginning of the year to determine how well students understand key concepts from the previous year's work, which provides a useful starting point for the current year's instruction. The September 2021 results show that 47.5% of Grades 2-6 students started their school year meeting or mastering the core concepts from the previous grade level. Meanwhile, only 25.8% of Grades 7-10 students commenced the 2021-2022 school year meeting or mastering the core content of the previous grade level.



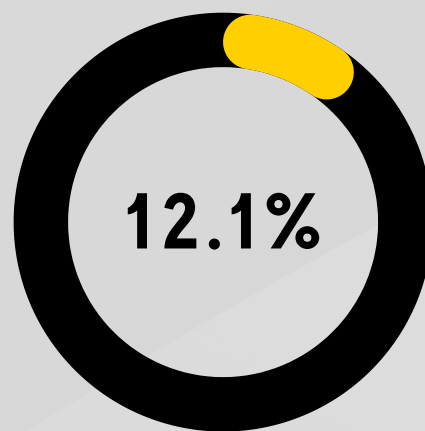
# NUMERACY ACHIEVEMENT RESULTS

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

**Grade 2-6  
Results:**



**Grade 7-10  
Results:**



- The September 2021 results show that 36.8% of Grades 2-6 Indigenous students started their school year meeting or mastering the core concepts from the previous grade level. Meanwhile, only 12.1% of Grades 7-10 students commenced the 2021-2022 school year meeting or mastering the core content of the previous grade level.



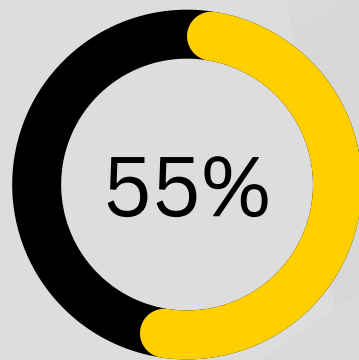


# NUMERACY ACHIEVEMENT RESULTS

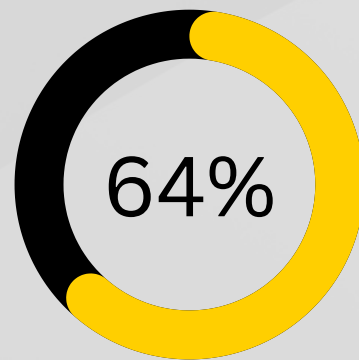
## Numeracy Comprehension Assessment Tool Data: All Students Grades 1-9

- The NCAT is a formative assessment tool that assesses student proficiency in 4 core strands of mathematics, and the assessments are administered at various points throughout the Grades 1-9 curriculum as key units of work are completed. These assessments provide a snapshot of student progress at points in time throughout the school year. The 2021-2022 NCAT results suggest that from 45% to 64% of students had met or mastered the concepts in these 4 numeracy strands at the time of test administration.

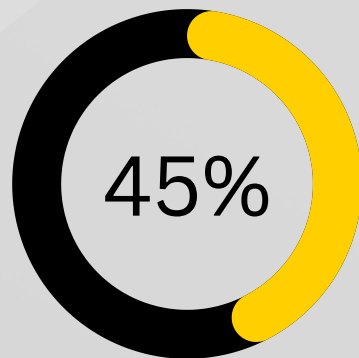
**Number Sense**



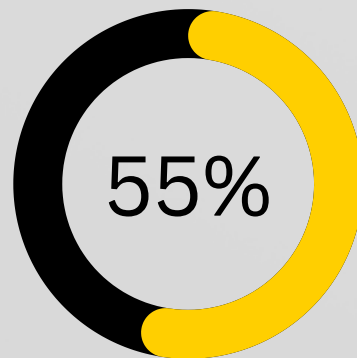
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**Fractions & Decimals**



**Operations**

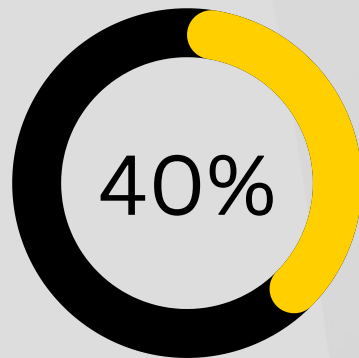


# NUMERACY ACHIEVEMENT RESULTS

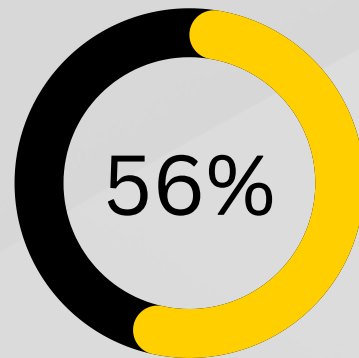
## Numeracy Comprehension Assessment Tool Data: Indigenous Students Grades 1-9

- The 2021-2022 NCAT results suggest that from 20% to 56% of Indigenous students had met or mastered the concepts in the 4 core numeracy strands at the time of test administration throughout the year.

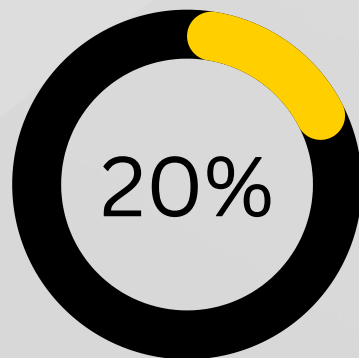
**Number Sense**



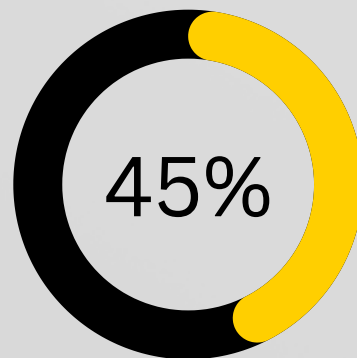
**Place Value**



**Fractions & Decimals**



**Operations**



# NUMERACY ACHIEVEMENT RESULTS

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

## **All Students:**

**Grade 1-6: Term 1**  
Number Concepts

**71.1%**

**Grade 1-6: Term 3**  
Number Concepts

**75.4%**

## **Indigenous Students:**

**Grade 1-6: Term 1**  
Number Concepts

**52.4%**

**Grade 1-6: Term 3**  
Number Concepts

**67.4%**

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

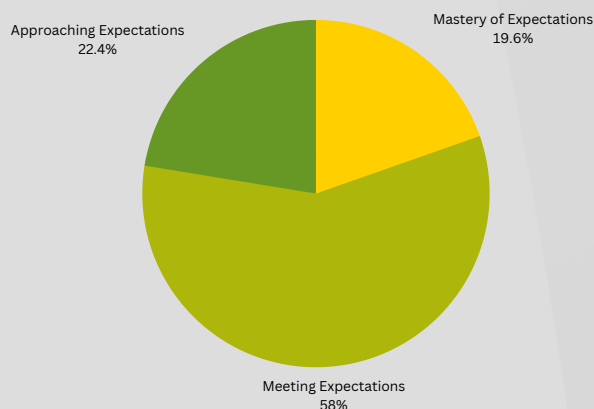




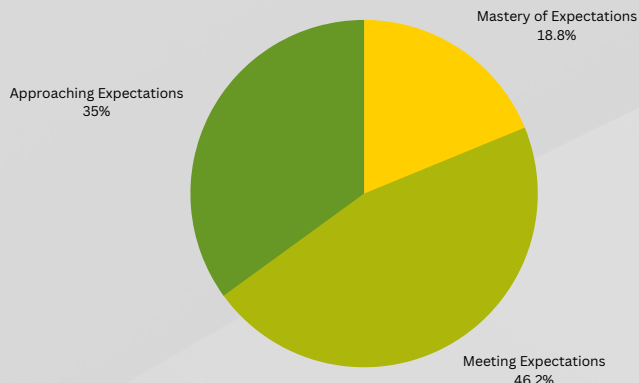
# NUMERACY ACHIEVEMENT RESULTS

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

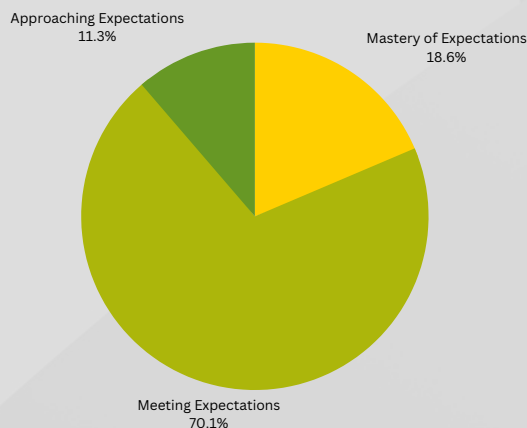
Grades 7-9 November



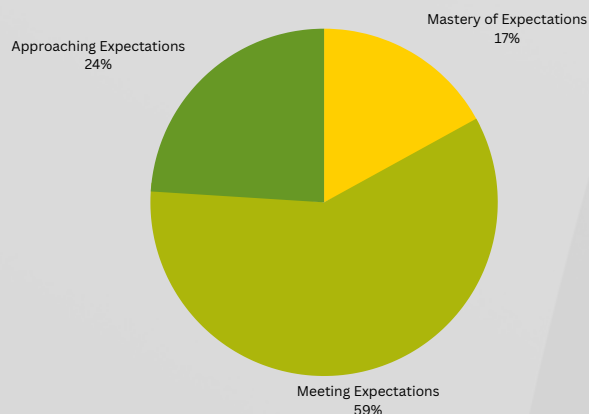
Grades 7-9 June



Grades 10-12 November



Grades 10-12 June

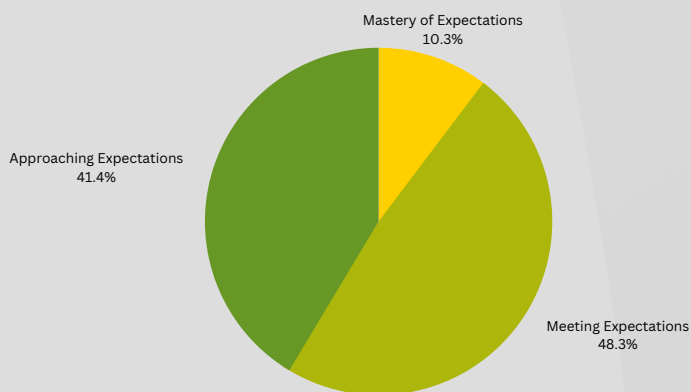


- This data represents an overall average of all core courses for students
- A slight increase in the number of students approaching grade-level expectations indicates a need to explore strategies to keep students engaged throughout the year. There was a noticeable change in the data from Quarter 3 (April) to final reporting (June), indicating that students demonstrated fatigue near the end of the year and struggled on final exams
- This was the first set of high stakes (final) exams since the temporary suspension of school in March 2020.

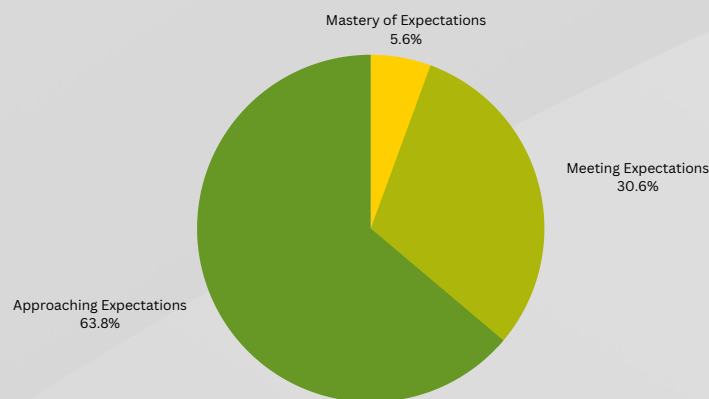
# NUMERACY ACHIEVEMENT RESULTS

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

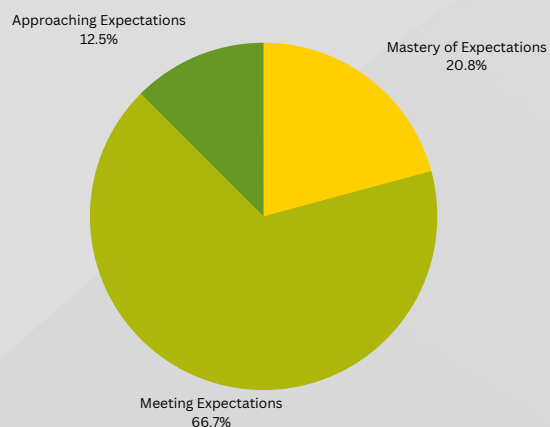
Grades 7-9 November



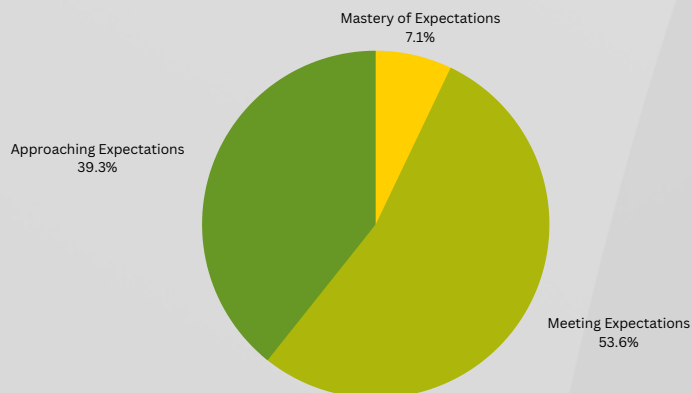
Grades 7-9 June



Grades 10-12 November



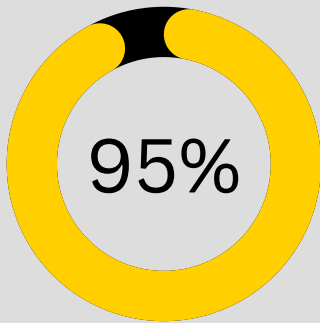
Grades 10-12 June



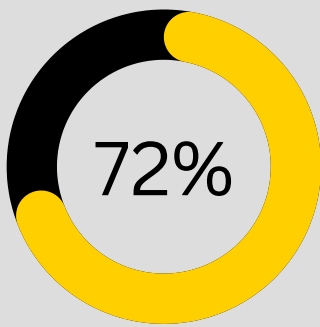
- This data represents an overall average of all core courses for students
- A slight increase in the number of students approaching grade-level expectations indicates a need to explore strategies to keep students engaged throughout the year. There was a noticeable change in the data from Quarter 3 (April) to final reporting (June), indicating that students demonstrated fatigue near the end of the year and struggled on final exams
- This was the first set of high stakes (final) exams since the temporary suspension of school in March 2020.

# Numeracy Achievement Results

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



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



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

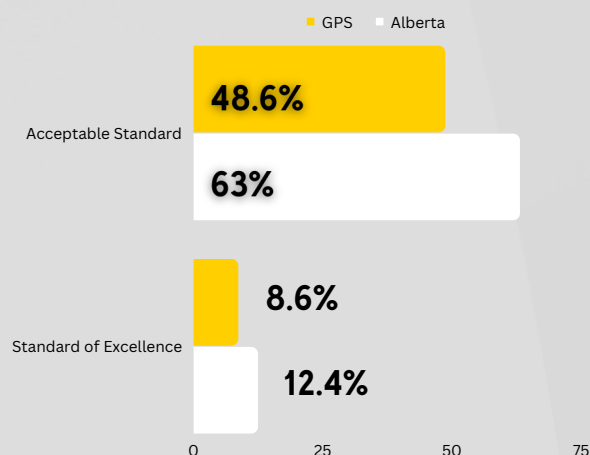
- Students are recognizing the growth demonstrated in classroom assessment data. While benchmark assessment data is an area of concern, students are increasing their essential numeracy skills and developing confidence in their ability to be numerate students.



# NUMERACY ACHIEVEMENT RESULTS

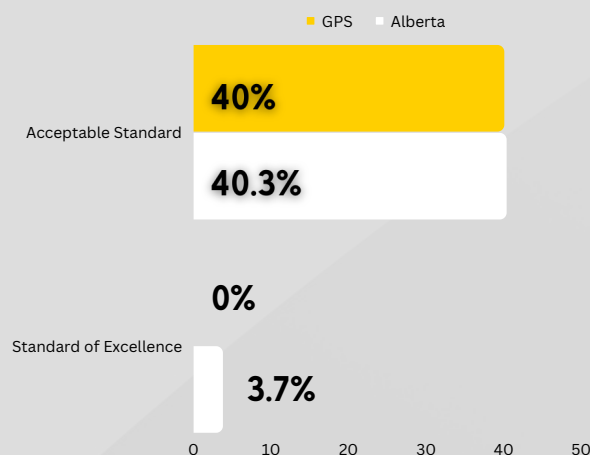
## Alberta Education - Student Growth & Achievement in Numeracy Provincial Achievement Test (PAT) Acceptable/Excellence

### Grade 6 Mathematics - All Students



- 48.6% of students achieved an Acceptable Standard on the Mathematics PAT (14.4% below Provincial average), and 8.6% achieved a Standard of Excellence.
- This was the first PAT written since June 2019.

### Grade 6 Mathematics - Indigenous Students



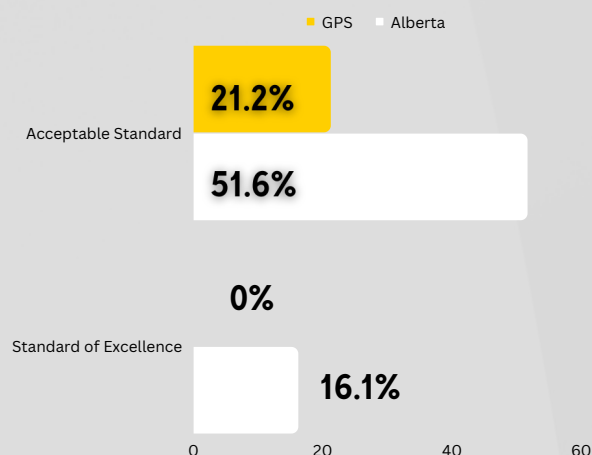
- 40% of students achieved an Acceptable Standard on the Mathematics PAT (4.6% below Provincial average).
- This was the first PAT written since June 2019.



# NUMERACY ACHIEVEMENT RESULTS

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

### Grade 9 Mathematics - All Students



- 21.2% of students achieved an Acceptable Standard on the Mathematics PAT (30.4% below Provincial average)
- This was the first PAT written since June 2019.

### Grade 9 Mathematics - Indigenous Students

- Disaggregated data is not available as there was not a sufficient number of students who wrote this exam.



# **NUMERACY ACHIEVEMENT RESULTS**

**Alberta Education - Student Growth & Achievement in Numeracy  
Diploma Exams Acceptable/Excellence**

- **There were no mathematics diplomas written by students at Grimshaw Public School last school year.**

# Summary of Numeracy Achievement Results

## • General Statement

- Local measures such as the Mathematics Intervention/Programming Instrument (MIPI), Numeracy Comprehension Assessment Tool (NCAT) data, and Year-end Report Card data, reveal slight growth in numeracy development during the school year. This growth was further verified through the division's survey data where the vast majority of students from Grades 3 to 12 reported they felt their numeracy skills had improved throughout the year. It is noted that growth in Gr. 7-12 was less positive overall. Alberta Education achievement results for PATs and Diploma exams in Mathematics did not demonstrate the desired level of achievement. Gaps in achievement for our Indigenous versus non-Indigenous learners continues to be a concern. There is a need to intensify the focus on numeracy instruction and assessment to address the overall underperformance in this area.

## • Factors that affected results

- Teaching and learning during the Covid-19 pandemic caused tremendous challenges that certainly impacted teachers' ability to establish and maintain the academic press necessary for maximized student learning. The pandemic resulted in substantial attendance challenges for both students and teachers, and there were serious substitute staff shortages that 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. In addition, the PATs, Diplomas, and final exams written in June 2022 were the first high-stakes exams written by these students since June 2019 or January 2020.

## • Next steps

- Numeracy development will remain a priority for the upcoming school year and beyond. We remain committed to Collaborative Response to ensure differentiated instructional and assessment practices where all students have multiple opportunities to further develop their numeracy skills. 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 scope and sequence in the best interest of all students. Through the use of programs such as Mathology and the Bridges Intervention program to support expert instruction, we aim to continue the work to be done to create a solid foundational numeracy base for our students.



# 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.

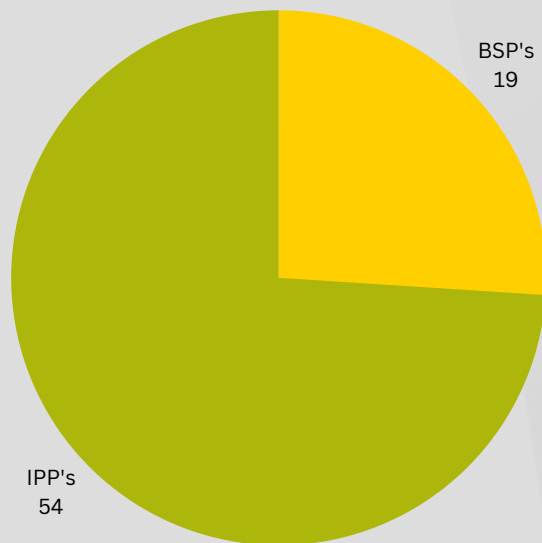
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Inclusionary Programs and Supports & Student Success



# INCLUSIVE EDUCATION PRACTICES

## School-Based Data - Behavioural Support Plans & Individual Program Plans for Special Needs Students

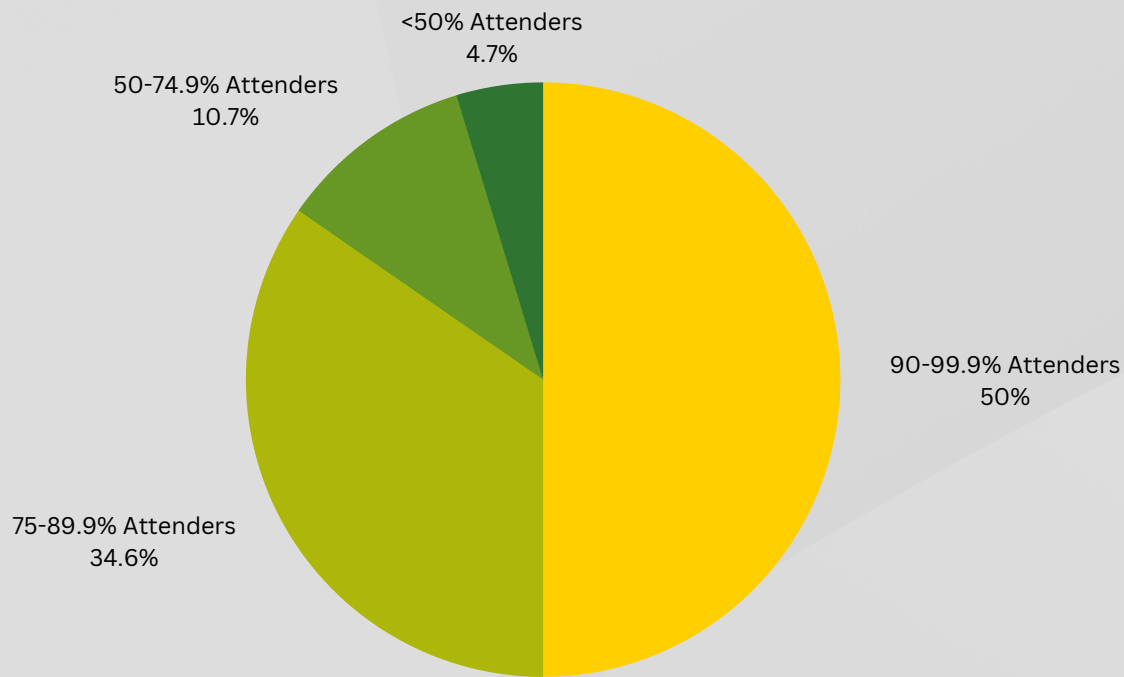


**Regarding School-Based data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 19 BSPs completed and 54 IPP's completed in the 2021-2022 school year**

- 54 students at GPS who require additional support receive individualized programming in the areas of academics, while 19 students receive support in the area of behaviour.

# INCLUSIVE EDUCATION PRACTICES

## Attendance Data: All Students

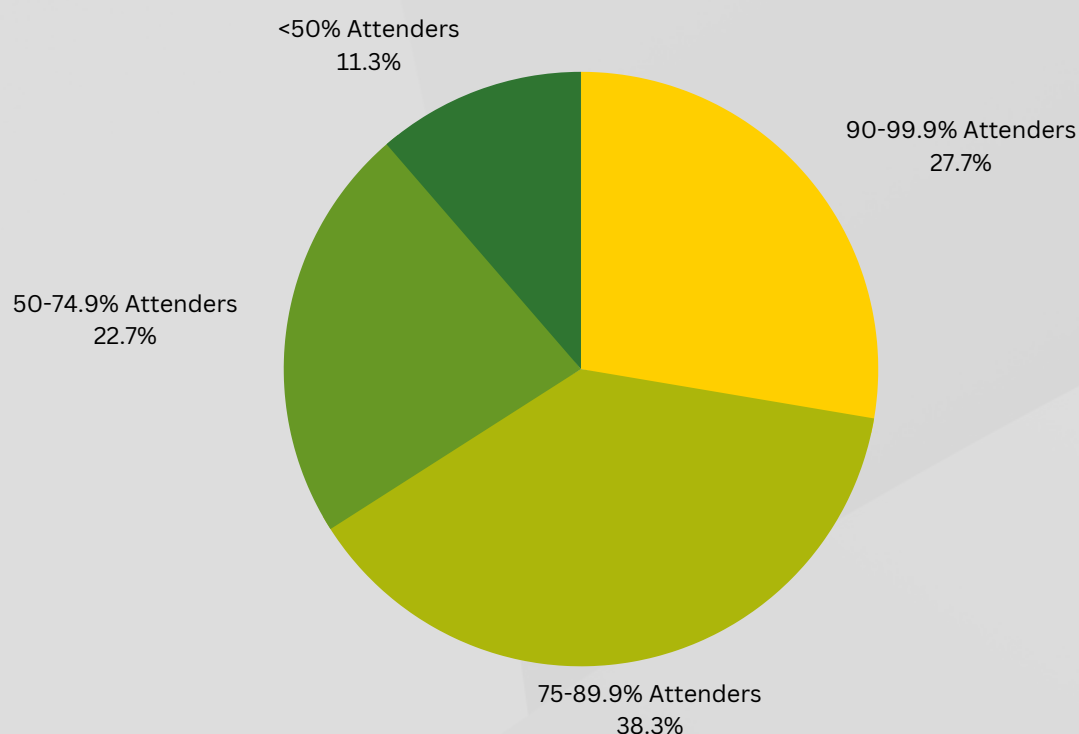


- 50% of students attended over 90% of the 2021-2022 school year. A further 34.6% of students attended over 75% of the school year.



# INCLUSIVE EDUCATION PRACTICES

## Attendance Data: Indigenous Students



- 27.7% of Indigenous students attended over 90% of the 2021-2022 school year. A further 38.3% of students attended over 75% of the school year. There is a significant difference between the aggregated and disaggregated data in the area of attendance.



# INCLUSIVE EDUCATION PRACTICES

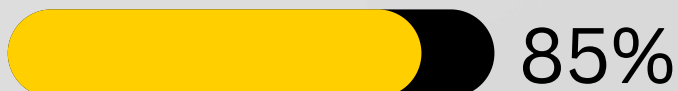
## PRSD Education Assurance Survey Results: Goal Three - Inclusion

Percentage of students who felt included in their schools:

- Grades 3-6:



- Grades 7-12:



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

- Grades 3-6:



- Grades 7-12:



- 85%-92% of students felt included at GPS in the 2021-2022 school year.
- 93%-98% of students felt supported by the adults at GPS in the 2021-2022 school year.

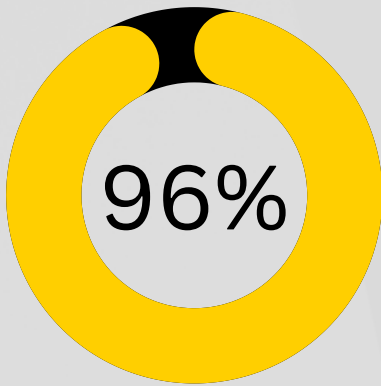




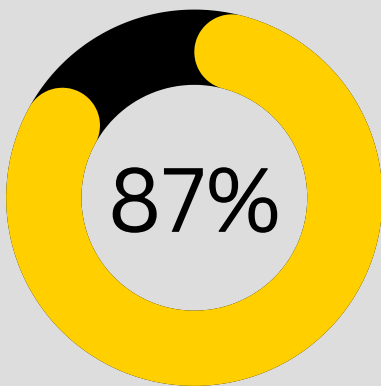
# INCLUSIVE EDUCATION PRACTICES

## PRSD Education Assurance Survey Results:

### Goal Three - Inclusion



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



Percentage of students in Grades 7-12 who felt their academic learning needs were being met.

- 87%-96% of students felt that their learning needs were met at GPS in the 2021-2022 school year.



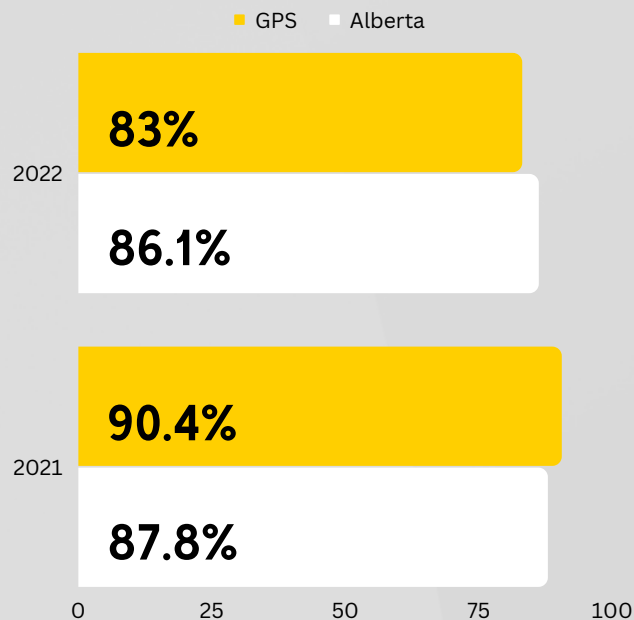
# INCLUSIVE EDUCATION PRACTICES

## Alberta Education

### Welcoming, Caring, Respectful & Safe Learning Environments

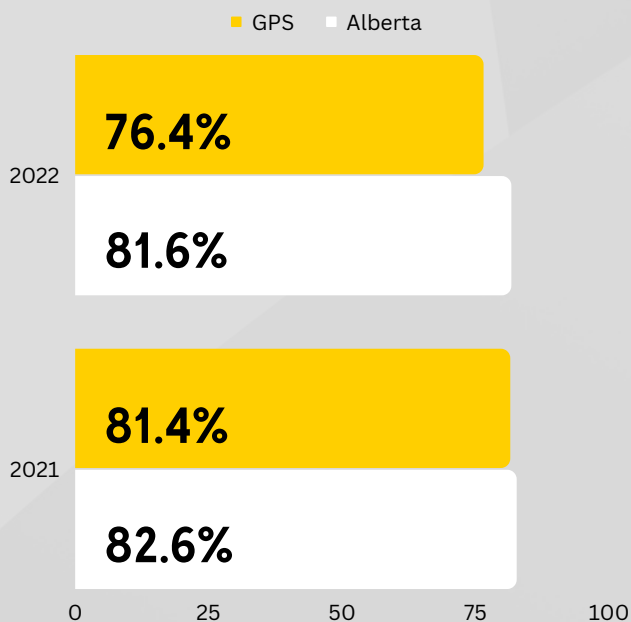
#### Assurance Measures - Overall Summary Results

Authority: 1505 Grimshaw Public School



- 83% of students surveyed felt that GPS was a welcoming, caring, respectful & safe learning environment in the 2021-2022 school year. This is a decline of 7.4% from the previous year.

### Access to Support Services



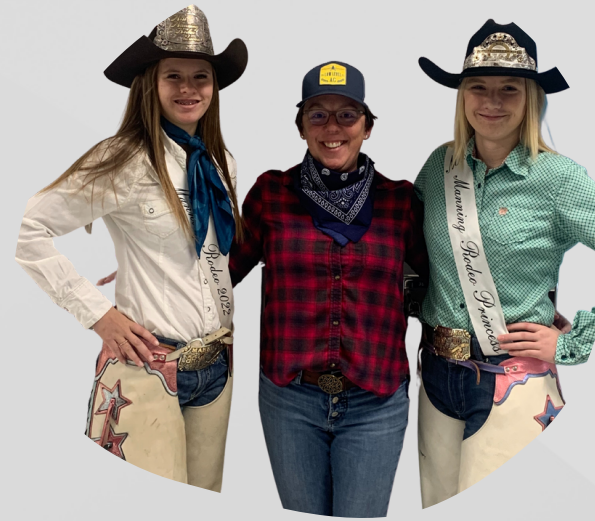
- 76.4% of students were satisfied with student access to support services in the 2021-2022 school year. This is a decline of 5% from the previous year.



# INCLUSIVE EDUCATION PRACTICES

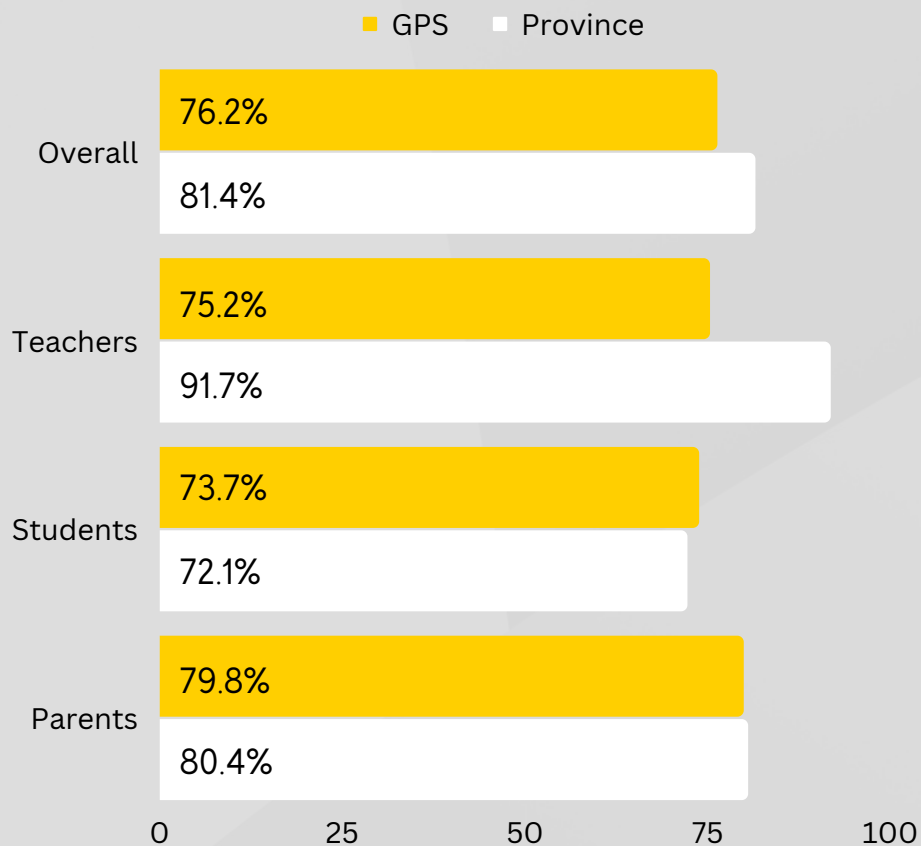
## Alberta Education Survey Results

AUTHORITY: 1505 GRIMSHAW PUBLIC SCHOOL



### Student Growth & Achievement: Citizenship

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



- Overall 76.2% of teachers, students, and parents felt that students at GPS demonstrated the characteristics of active citizenship in the 2021-2022 school year.

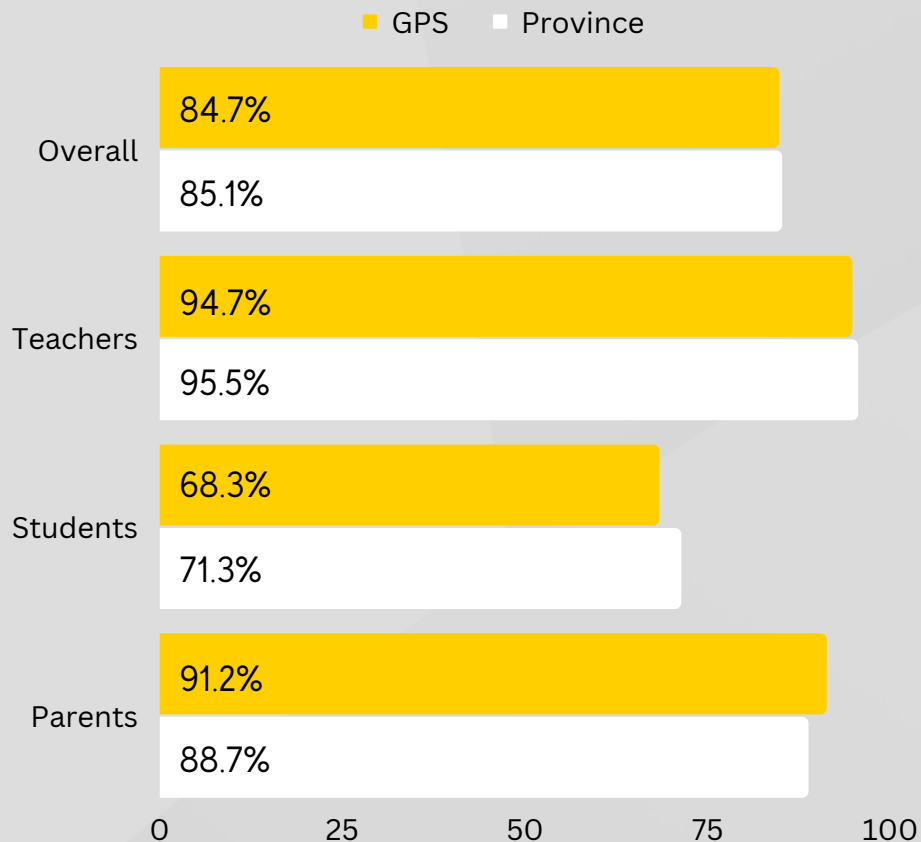
# INCLUSIVE EDUCATION PRACTICES

## Alberta Education Survey Results

AUTHORITY: 1505 GRIMSHAW PUBLIC SCHOOL

### Student Growth & Achievement Overall Summary

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



- Overall 84.7% of teachers, students, and parents felt that students at GPS were engaged in their learning during the 2021-2022 school year.





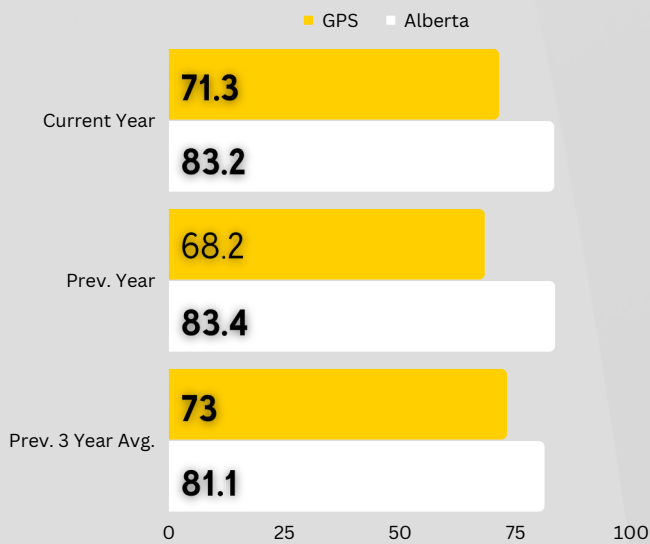
# INCLUSIVE EDUCATION PRACTICES

## Alberta Education Survey Results

AUTHORITY: 1505 GRIMSHAW PUBLIC SCHOOL

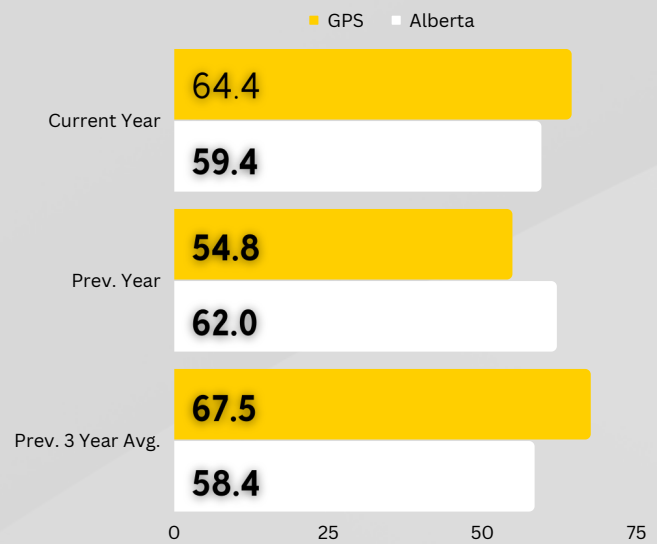


### 3-Year High School Completion Rates: All Students



- 71.3% of students at GPS completed high school in 3 years. This is an increase of 3.1% from the previous year.

### 3-Year High School Completion Rates: Indigenous Students



- 64.4% of Indigenous students at GPS completed high school in 3 years. This is an increase of 9.6% from the previous year.

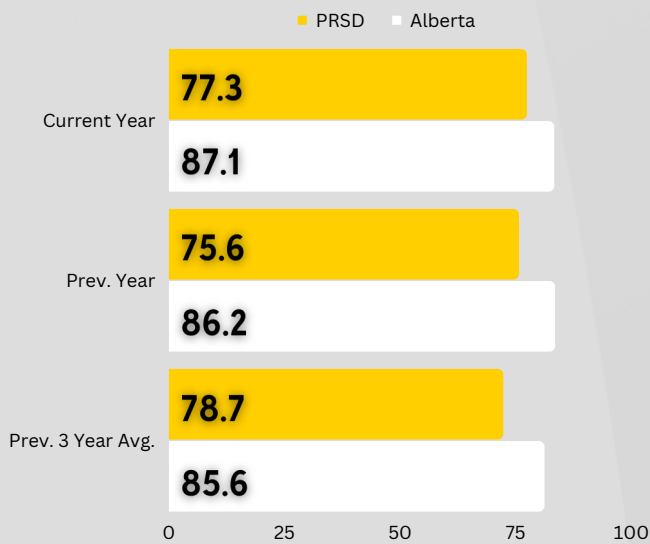
# INCLUSIVE EDUCATION PRACTICES

## Alberta Education Survey Results

AUTHORITY: 1505 GRIMSHAW PUBLIC SCHOOL

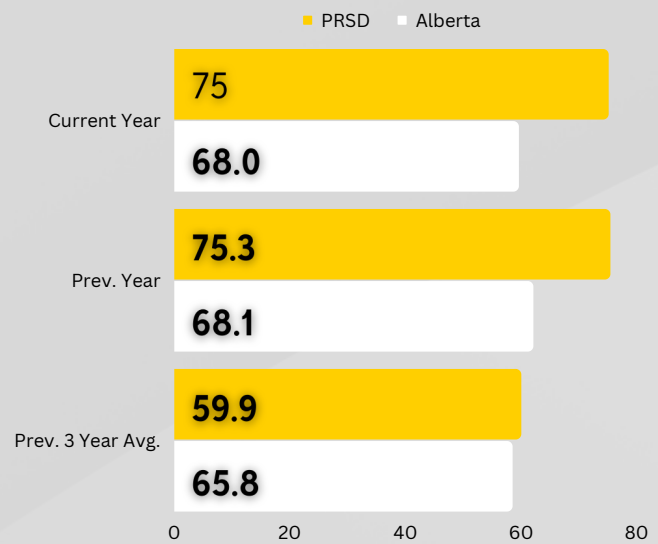


### 5-Year High School Completion Rates: All Students



- 77.3% of students at GPS completed high school in 5 years. This is an increase of 1.7% from the previous year.

### 5-Year High School Completion Rates: Indigenous Students



- 75% of Indigenous students at GPS completed high school in 5 years. This is a decrease of 0.3% from the previous year.

# Summary of Inclusive Education Practices

- **General Statement**

- Overall, based on PRSD and ABED survey data, GPS students felt included, safe and well supported in their school throughout the 2021-2022 school year. In addition, the majority of our students felt that their learning needs were being met. Students with specialized academic and behavioural support needs were supported with Individual Program Plans and Behavior Support Plans. At the high school level, GPS' overall graduation rates in 2021-2022 were slightly lower than the previous 3-year average, although; however, high school completion rates over 5 years increased significantly for Indigenous learners. 50% of GPS students attended 90% or more of the time in the 2021-2022 school year. 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**

- Teaching and learning during the Covid-19 pandemic caused tremendous challenges that certainly impacted GPS' efforts to ensure an inclusionary learning environment that was engaging and supportive of all students' needs. Significant illness and related student and staff absenteeism, and the lack of substitute staff impacted the quality of the services the school was able to provide. The student absenteeism rates were quite substantial, with only half of our students attending school for at least 90% of the time, and only 27.7% of Indigenous students attending at this rate. This reality was a major factor that impacted the Division's work towards the achievement of its three strategic goals.

- **Next steps**

- GPS will refocus its efforts to improve attendance rates during the 2022-2023 school year because 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, supportive and stimulating.

# SUMMARY OF FINANCIAL RESULTS

## Budget Report

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

### SCHOOL: Grimshaw Public School

#### Revenue and Allocations to Budget Center

AB ED: Service & Supports	2021-2022 Spring Budget	2020-2021 Spring Budget
Funding Framework Allocation	\$225,073	\$187,500
<b>Total AB ED: Service &amp; Supports</b>	<b>\$225,073</b>	<b>\$187,500</b>
<b>% of Revenue and Allocations to Budget Center</b>	<b>97%</b>	<b>96%</b>

AB ED: Differential Cost Funding	2021-2022 Spring Budget	2020-2021 Spring Budget
FNMI Allocation: School: Current Year	\$6,840	\$6,840
FNMI Allocation Per Student: Current Year	\$60	\$60
FNMI and Aboriginal Enrolment: ECS	0 Students	0 Students
FNMI and Aboriginal Enrolment: Grade 1-12	114 Student	114 Student
<b>Total AB ED: Differential Cost Funding</b>	<b>\$6,840</b>	<b>\$6,840</b>
<b>% of Revenue and Allocations to Budget Center</b>	<b>3%</b>	<b>4%</b>

<b>Total Revenue and Allocations to Budget Center</b>	<b>\$231,913</b>	<b>\$194,340</b>
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#### Expenditures

Other Staffing Costs	2021-2022 Spring Budget	2020-2021 Spring Budget
School Based Certificated Sub Cost	\$11,100	\$11,100
Days of School Certified Subs	50.00 Days	50.00 Days
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
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
<b>Total Other Staffing Costs</b>	<b>\$12,210</b>	<b>\$12,210</b>
<b>% of Expenditures</b>	<b>5%</b>	<b>6%</b>

Contracted Services	2021-2022 Spring Budget	2020-2021 Spring 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
Field Trips	\$10,000	\$10,000
Contracted Building Grounds Maintenance	\$5,000	\$5,000
<b>Total Contracted Services</b>	<b>\$50,500</b>	<b>\$50,500</b>
<b>% of Expenditures</b>	<b>22%</b>	<b>26%</b>

Supplies	2021-2022 Spring Budget	2020-2021 Spring Budget
Supplies	\$113,703	\$76,130
Library Supplies	\$40,500	\$40,500
Furniture & Equipment	\$15,000	\$15,000



# BUDGET SUMMARY

SCHOOL: Grimshaw Public School - Budget Report

2021-2022 Spring Budget

Supplies	2021-2022 Spring Budget	2020-2021 Spring Budget
Total Supplies	\$169,203	\$131,630
% of Expenditures	73%	68%

Total Expenditures	\$231,913	\$194,340
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## Summary

	2021-2022 Spring Budget	2020-2021 Spring Budget
Total Revenues and Allocations To Budget	\$231,913	\$194,340
Total Expenditures	\$231,913	\$194,340
Variance	\$0	\$0

# Stakeholder Engagement & Accountability System

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

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

# WHISTLEBLOWER PROTECTION

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

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

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

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

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

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



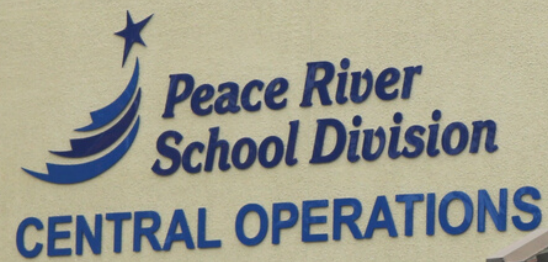


# TIMELINES AND COMMUNICATION

The Peace River School Division's AERR Report will be communicated in the following ways:

- Posted in the Documents section of the Peace River School Division website at [www.prsd.ab.ca](http://www.prsd.ab.ca);
- Published and distributed to each School Council within the Division;
- Made available at all Peace River School Division schools;
- Presented to Alberta Education;
- Displayed and accessible to parents and other stakeholders at the Division's Central Operations, Box 380, 4702 – 51 Street, Grimshaw, Alberta.





# CONNECT WITH US:

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**@PRSD2022**