



# ANNUAL EDUCATION RESULTS REPORT 2022-2023





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# MESSAGE FROM THE BOARD CHAIR

It is my pleasure to present the Peace River School Division's 2022-2023 Annual Education Results Report. This report includes details about the strategies utilized during the school year, the results achieved and the priorities that lie ahead. The board is committed to providing students with the best educational experiences possible through engaging and inclusive learning environments, and by providing students with the supports they need to ensure their mental and emotional wellness needs are met.

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

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

*Crystal Owens*  
Peace River School Division Board Chair



# ADVOCATES OF PUBLIC EDUCATION

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

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

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

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

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

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

## OUR COMMITMENT

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

## ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the Peace River School Division for the 2022-2023 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the jurisdiction can acquire the knowledge, skills, and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

*Crystal Owens*  
Board Chair  
OwensCry@prsd.ab.ca

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



# MESSAGE FROM THE SUPERINTENDENT

I am so proud of the collective work the Peace River School Division staff demonstrates each day in supporting success in academic achievement and overall growth and development of our youth. We are seeing good progress as a result. Great job PRSD staff and students!

The cumulative impact of your collective and significant effort is represented in this Annual Education Results Report (AERR). The AERR highlights the commitment of staff to use a collaborative response approach to ensure delivery of differentiated educational services in pursuit of an inclusive education environment that best meets the needs of all our students, not just many or most. Your efforts to utilize formative assessment strategies, differentiated instructional practices, and individual learner profiles to personalize the learning experience, provides meaningful and effective supports for all students.

The Peace River School Division is aligning supports, professional development, and resources at all levels to ensure every student is successful. We commit to achieving this goal through our Three-Year Education Plan that focuses on ensuring all students will be literate, numerate, and included. If you have any questions about this report, or our **Three-Year Education Plan**, please do not hesitate to contact your school principal, and/or join the school council to make a positive impact in public education. I look forward to a wonderful school year, Learning Together ~ Success for All!

*Adam Murray*  
Peace River School Division



# MESSAGE FROM THE PRINCIPAL

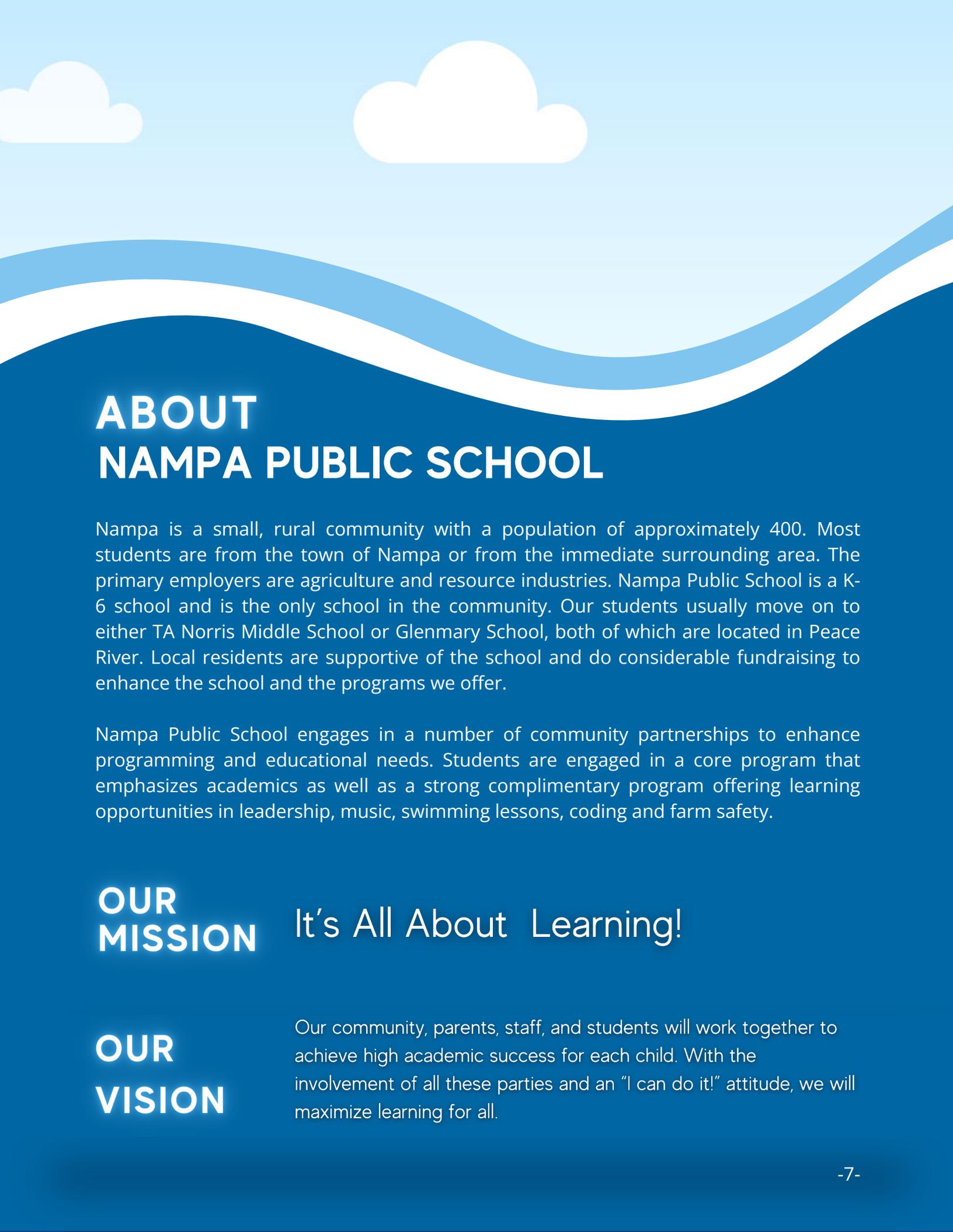
2022-2023 was a year of learning for all. Students at Nampa Public School have achieved great things with the excellent support of their community, their families, and school staff.

Nampa Public School is a proud part of the community, and will continue to support not only the students in the surrounding area, but other endeavours it can support, from the opening of the new Nampa & District Daycare, to family fun events such as Family Dodgeball night and the Annual Derby Dash.

Through all of the changes, our students remained resilient and adapted. We focused on improving our literacy and numeracy rates while continuing to fill learning losses that occurred because of the pandemic. Every single day, students and staff were

This report highlights some of the achievements alongside some areas we can continue to work on over the next few years. Thank you for being part of our learning team as we celebrate Learning together, Success for All.

*Mr. Hayden Gust*  
SNampa Public School



# ABOUT NAMPA PUBLIC SCHOOL

Nampa is a small, rural community with a population of approximately 400. Most students are from the town of Nampa or from the immediate surrounding area. The primary employers are agriculture and resource industries. Nampa Public School is a K-6 school and is the only school in the community. Our students usually move on to either TA Norris Middle School or Glenmary School, both of which are located in Peace River. Local residents are supportive of the school and do considerable fundraising to enhance the school and the programs we offer.

Nampa Public School engages in a number of community partnerships to enhance programming and educational needs. Students are engaged in a core program that emphasizes academics as well as a strong complimentary program offering learning opportunities in leadership, music, swimming lessons, coding and farm safety.

**OUR  
MISSION**    It's All About Learning!

**OUR  
VISION**    Our community, parents, staff, and students will work together to achieve high academic success for each child. With the involvement of all these parties and an "I can do it!" attitude, we will maximize learning for all.

# FOUNDATION STATEMENTS



## OUR MOTTO

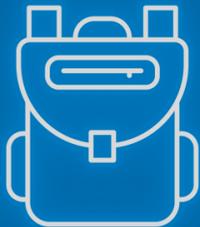
**P**ride in Public Education  
**R**espect, Responsibility and Integrity  
**S**tudent-Centered; Promoting Success and Safety  
**D**iversity Celebrated; Differences Embraced



## PRINCIPLES & BELIEFS

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

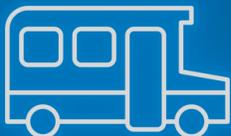
## QUICK FACTS



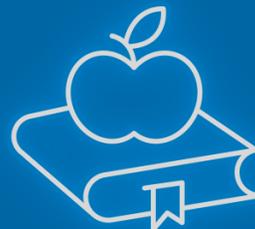
**3,000 +  
STUDENTS**



**21  
SCHOOLS**



**69  
BUS ROUTES**



**500 +  
STAFF**

# 2022/2023 ANNUAL EDUCATION RESULTS REPORT

**AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION**  
**SCHOOL: 1510 NAMPA PUBLIC 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 PRSD, Nampa Public School 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 (PRSD/NampaPublic School) 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 1-6, Reading Comprehension Assessment Tool (RCAT) Data for Grades 4-6, 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 2-6, Numeracy Common Assessment Tool (NCAT) Data for Grades 1-6, Divisional Report Card Data, and Divisional Survey Results Regarding Numeracy Achievement;**

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

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

**Literacy:** Provincial Achievement Tests (PATs) Results for Grades 6 Results;

**Numeracy:** Provincial Achievement Tests (PATs) Results for Grades 6 Results;

**Inclusionary Practices:** Alberta Education Assurance Measures.



## **PRSD GOAL ONE:**

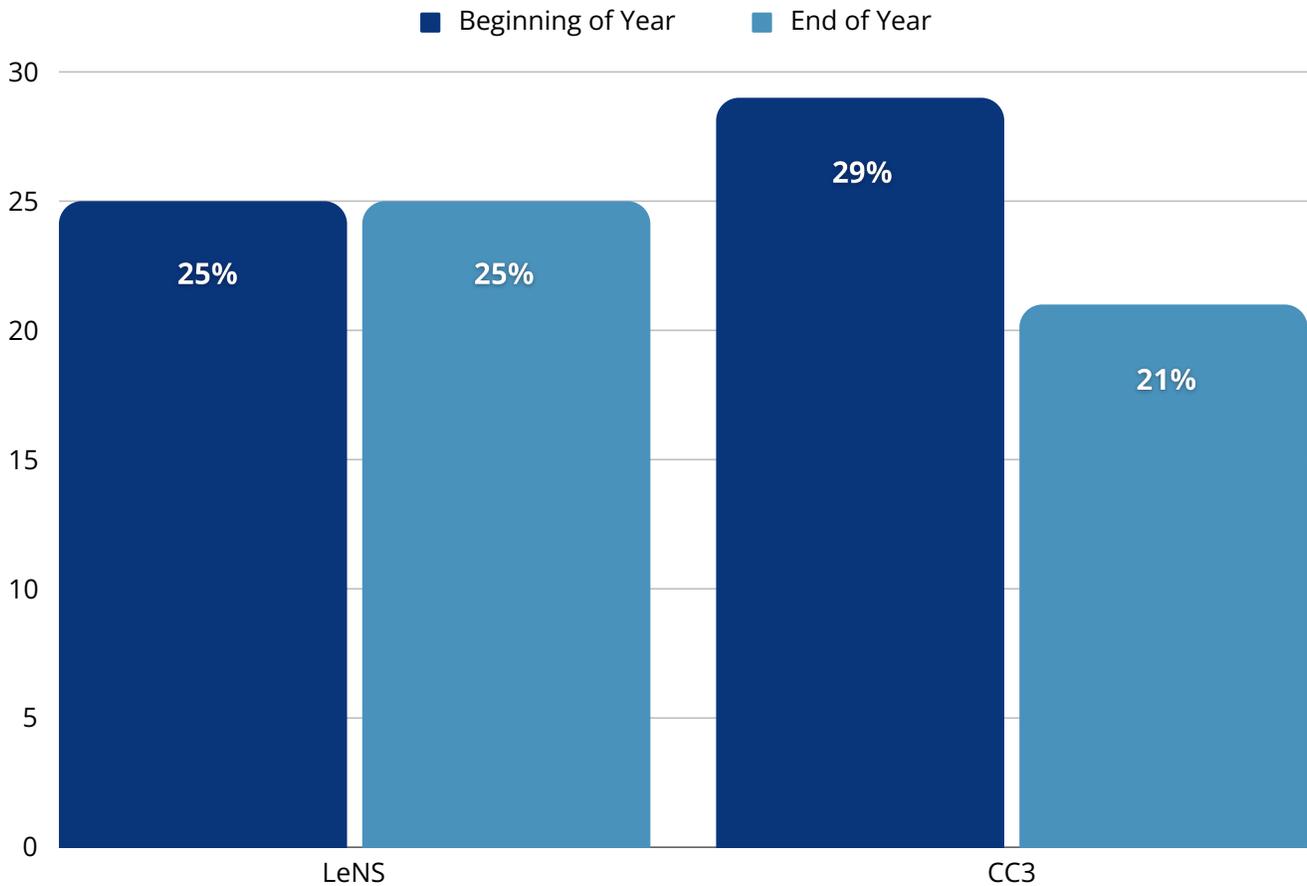
**ALL STUDENTS ARE LITERATE**

## **OUTCOME:**

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

# LITERACY ACHIEVEMENT RESULTS

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



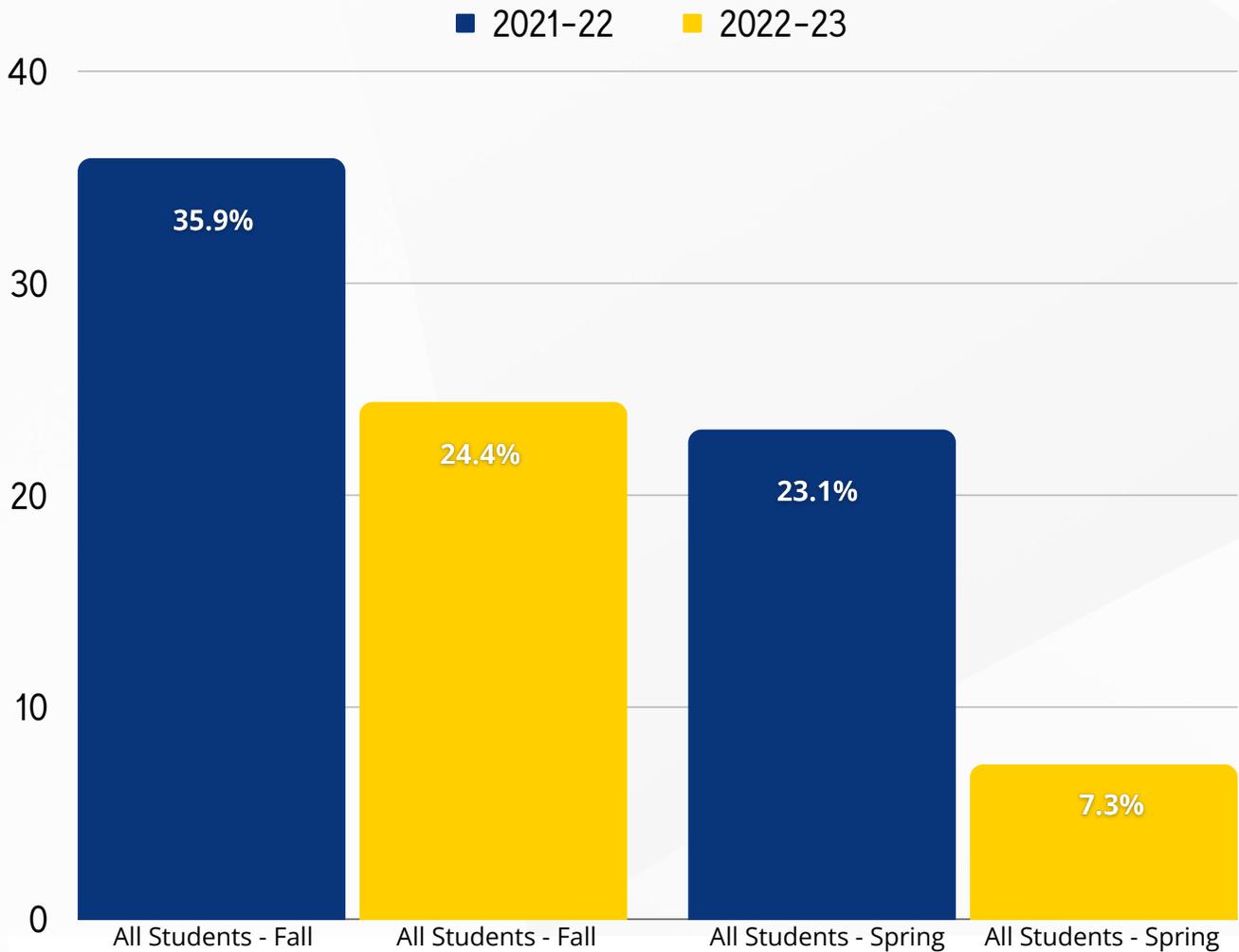
### Summary

The Letter Name-Sound (LeNS) assessment and Castles and Coltheart 3 (CC3) assess student skills in the area of literacy. Data from the 2022-23 school year shows a steady number of students considered at risk of 25% and the Castles and Coltheart 3 (CC3) shows a drop from 29% to 21%. This data is showing a trend in the right direction.

All students in Grades 1 and 2 completed the LeNS, and CC3 assessments. All students in Grade 3 completed the CC3 assessment. Only those Grade 4 students identified as at-risk at the end of the 2022-23 school year, completed the CC3 assessment. Results indicate a significant drop in the number of students considered at risk at the end of the school year.

# LITERACY ACHIEVEMENT RESULTS

## Division Fountas & Pinnell BAS I and II Data



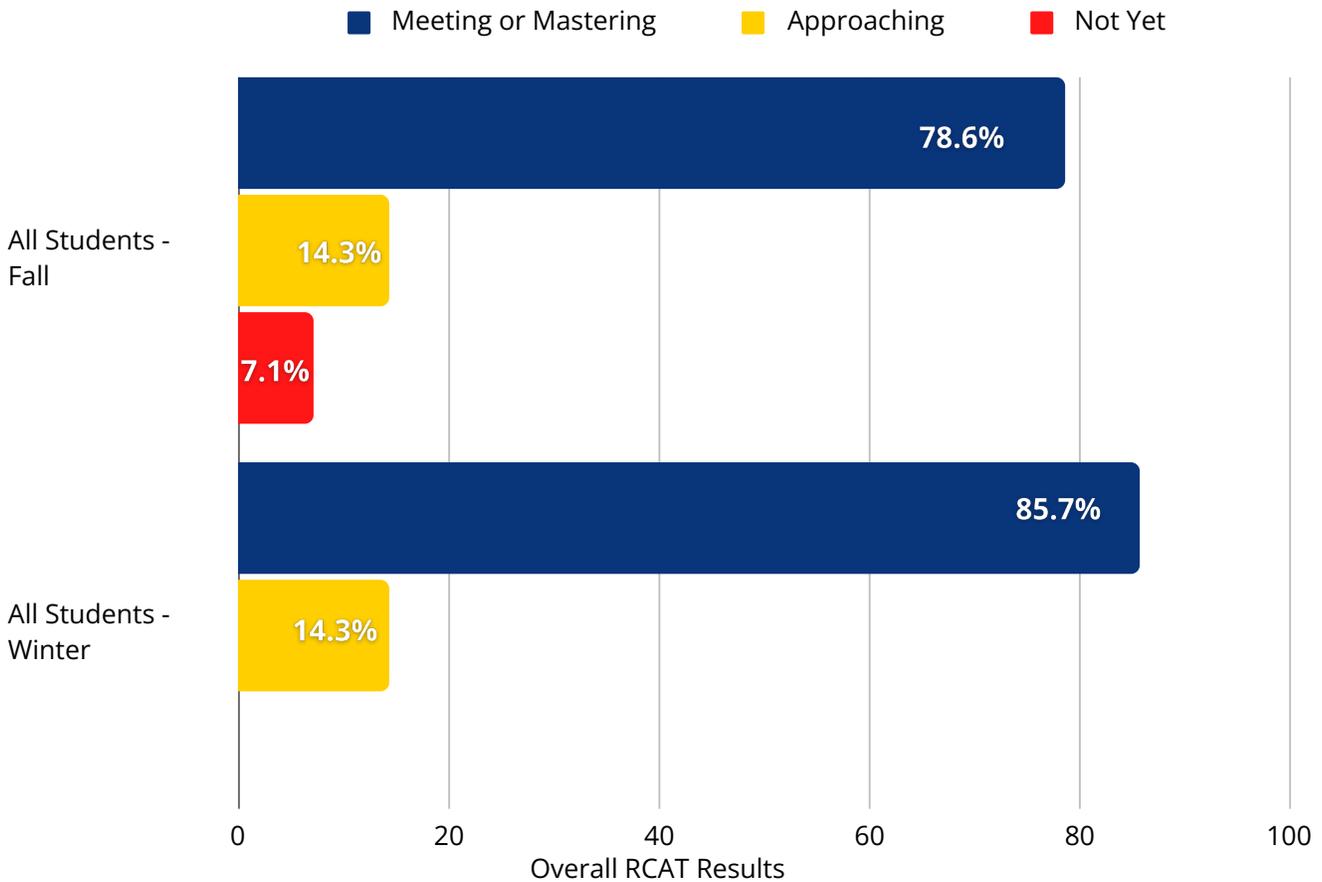
### Summary

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. As such, any increase in reading performance from the Fall to the Spring represents significant growth. While our students continue to test below desirable levels and there are significant gaps between Indigenous and non-Indigenous students, the data indicate there was significant growth in their reading abilities in the 2022-23 school year, and results have also improved from the previous year. We are committed to continuing our important work in this area.

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

# LITERACY ACHIEVEMENT RESULTS

## Reading Comprehension Assessment Tool (RCAT)



### Summary

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

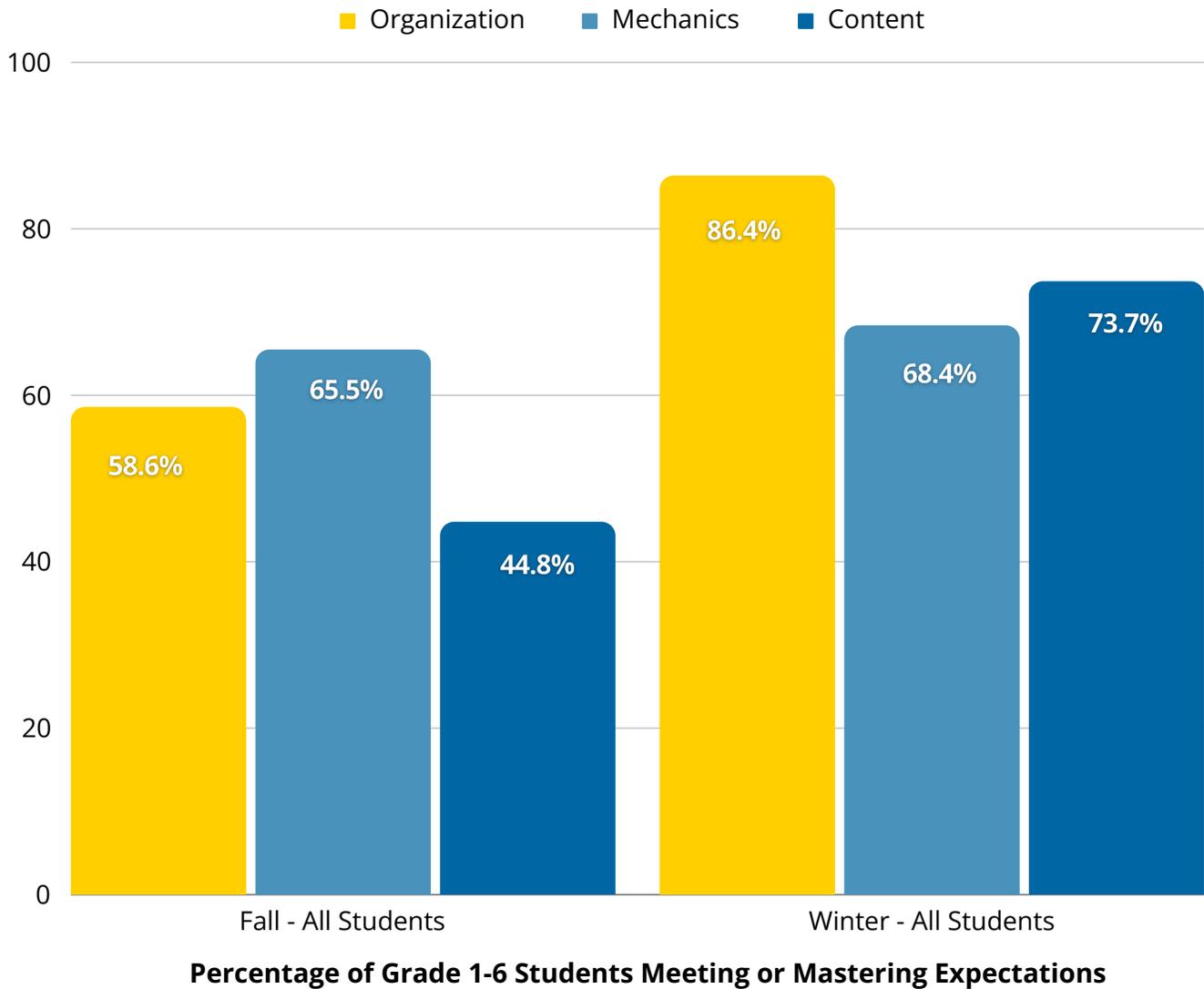
This set of data shows some growth for our students from the Fall to Winter assessment periods. In the Fall assessment period, the percentage of students who were either meeting or mastering grade-level expectations was 78.3%. However, in the Winter assessments the number of students meeting or mastering increased, while the number of students not yet approaching was reduced to 0% in the Winter assessment.

Nampa Public School's goal is to continue to improve student reading comprehension in order to fully achieve our mission of success for all.

### About Reading Comprehension Assessment Tool Data

# LITERACY ACHIEVEMENT RESULTS

## Writing Assessment Tool (WAT) Data



### Summary

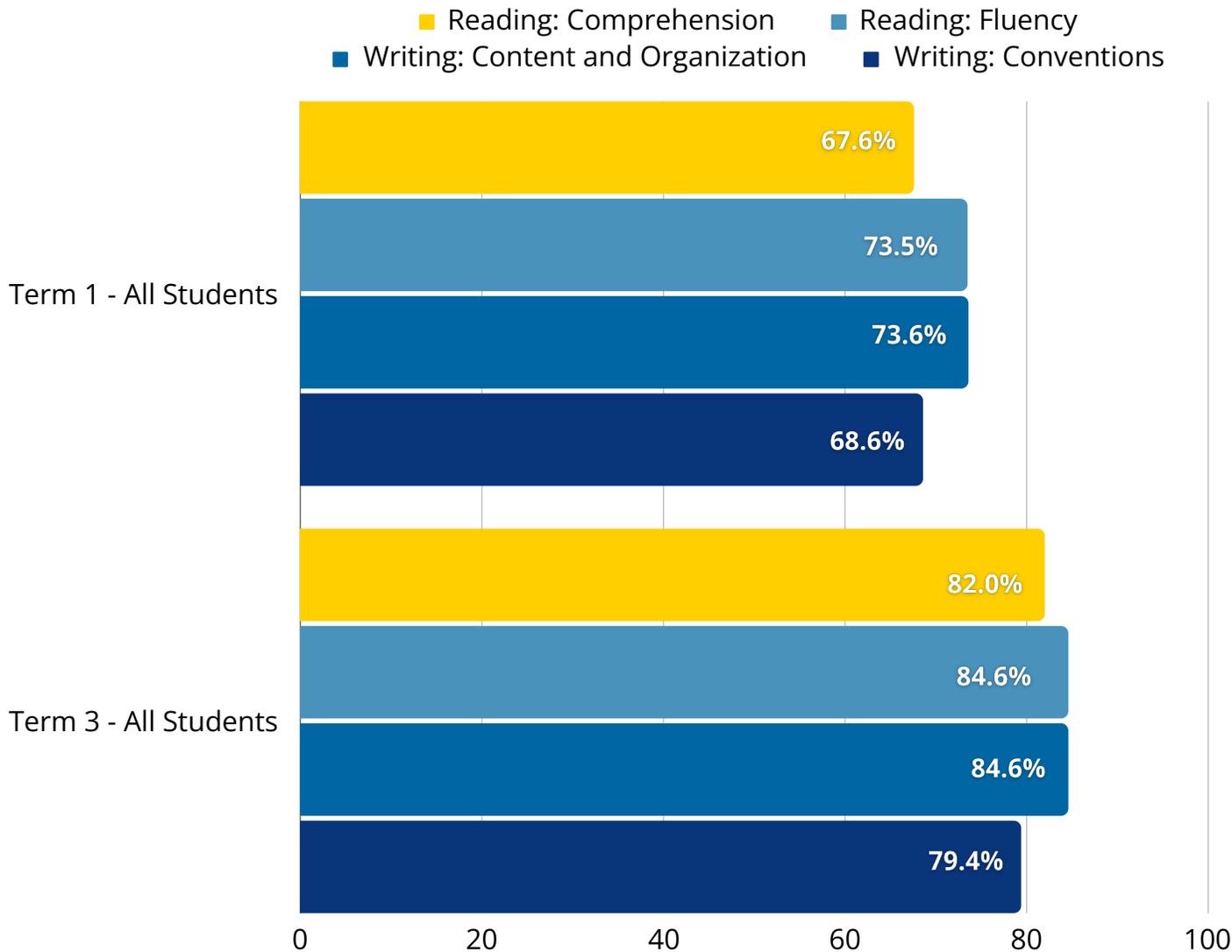
The Division Writing Assessment Tool (WAT) is an internally developed assessment that measures proficiency in organization, mechanics and content. The Division does not write the WAT in the Spring because WAT data are primarily used to inform instruction throughout the year. The Fall data is based on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

The Writing Assessment Tool (WAT) data for 2022-2023 show that over 50% of all students were meeting or mastering grade-level expectations in writing during the Fall reporting period. While there were gains between the fall and winter reporting periods, there remains room for improvement. The Fall data exclude the Grade 1 students because they did not complete this assessment at that time. Moving forward, continued efforts will be made to ensure students become more proficient in writing.

# LITERACY ACHIEVEMENT RESULTS

## Division Report Card Data for Literacy

Percentage of Grades 1-6 students meeting or mastering expectations



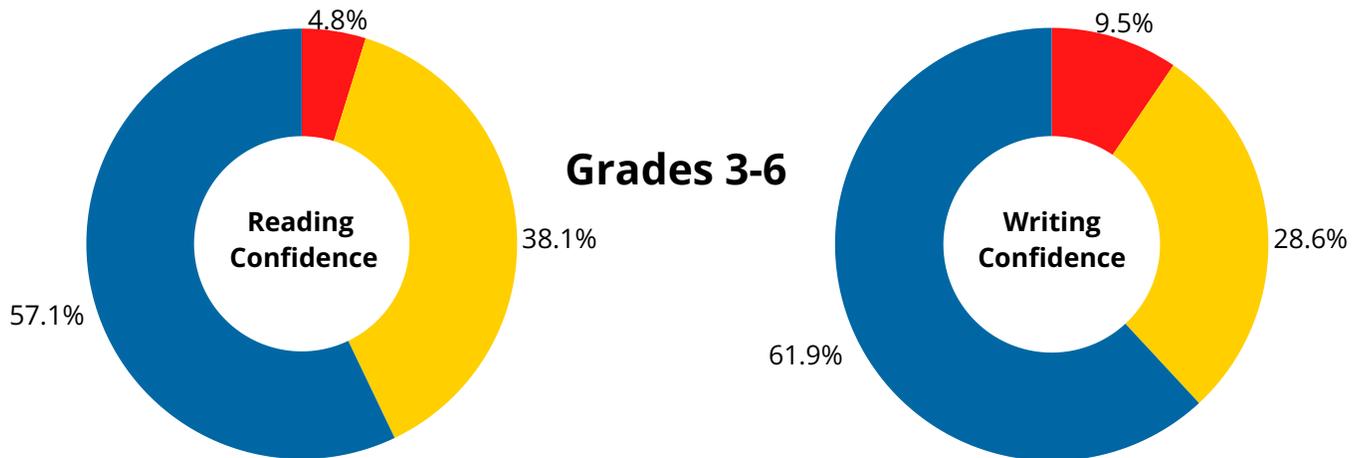
### Summary

The report card data indicate that from the Term 1 report to the Term 3 report there was an increase in the percentage of Grades 1-6 students meeting grade-level expectations in all areas of Reading and Writing. While this is very positive, the overall data suggest that further work can be done to ensure our students are meeting program expectations.

# LITERACY ACHIEVEMENT RESULTS

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

- Confident to Very Confident
- Less Confident
- Not Confident



### Summary

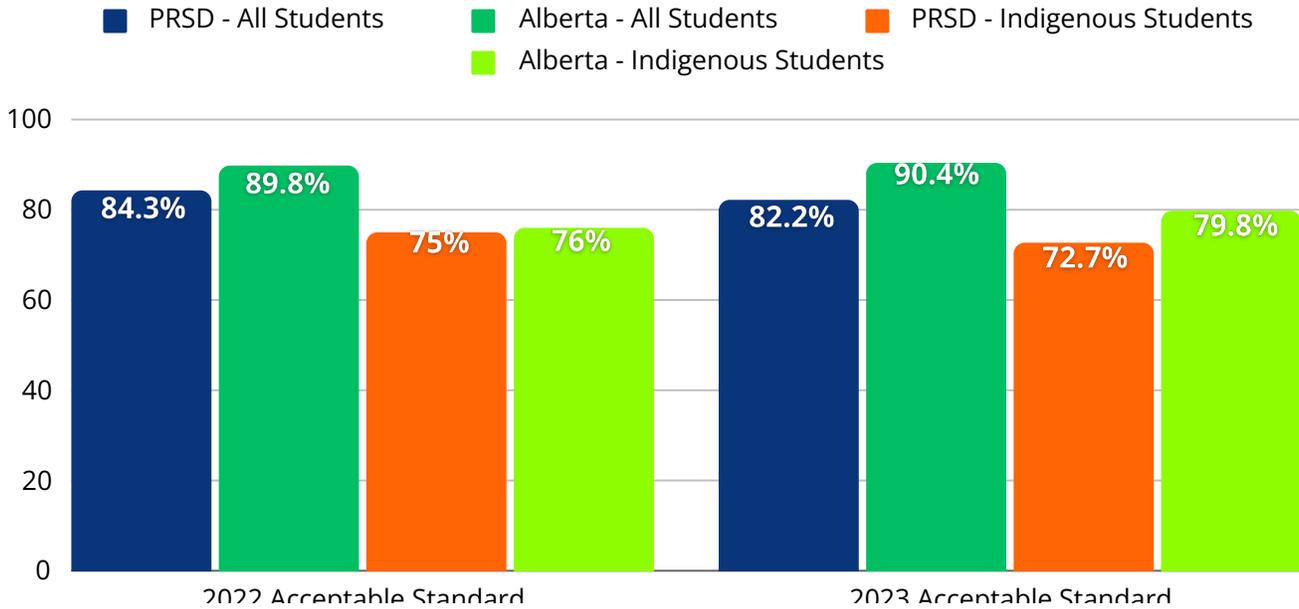
Students were asked to rate their level of confidence in their own reading and writing skills on a scale of 1 to 5, with one being “not confident” and five being “very confident”. Results include responses from 21 students in Grades 3-6, which represents approximately 85 percent of eligible students. The literacy results from the survey are very positive and show the majority of students are confident in their reading and writing abilities.

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

# LITERACY ACHIEVEMENT RESULTS

## Grade 6 Provincial Achievement Test (PAT) Acceptable/Excellence

### Year over Year Comparison of Grade 6 English Language Arts



### Summary

#### Test results for all students writing

As less than 6 students were enrolled in grade 6 for the 2022-2023 school year, our Nampa Public School data was suppressed.

A year over year comparison of the Grade 6 PAT results indicate PRSD students, on average, scored 2.2% lower on the test in 2023.

### Grade 6 English Language Arts

#### Division Year-End Report Card Data All Students

Reading 82.8%

Writing 81%

#### Indigenous Students

Reading 76.3%

Writing 74.1%

### A Comparison

As less than 6 students were enrolled in grade 6 for the 2022-2023 school year, our Nampa Public School data was suppressed.

The division's year-end report card data indicate 82.8% of our Grade 6 students were either meeting or mastering expectations in Reading Comprehension and Fluency and 81% were either meeting or mastering in Writing Content and Organization, and Conventions, which is 8.7% below their performance on the PAT. Working with our schools regarding assessment practices will continue to be a priority focus moving forward.

The report card data for our Indigenous students are in line with the Provincial Achievement Test results.

# Summary of Literacy Achievement Results

## **General Statement**

Local PRSD measures such as Fountas and Pinnell data, RCAT data, and year-end report card data, reveal growth in literacy development across grade levels throughout the division during the school year. This growth was further verified through the 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, the overall growth in literacy development is not yet at the levels desired. Additionally, while the PRSD is excited to see the gaps in achievement between our non-Indigenous and Indigenous students lessen, more work is needed to continue improving this measure.

## **Factors That Affected Results**

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

## **Next Steps**

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



## **PRSD GOAL TWO**

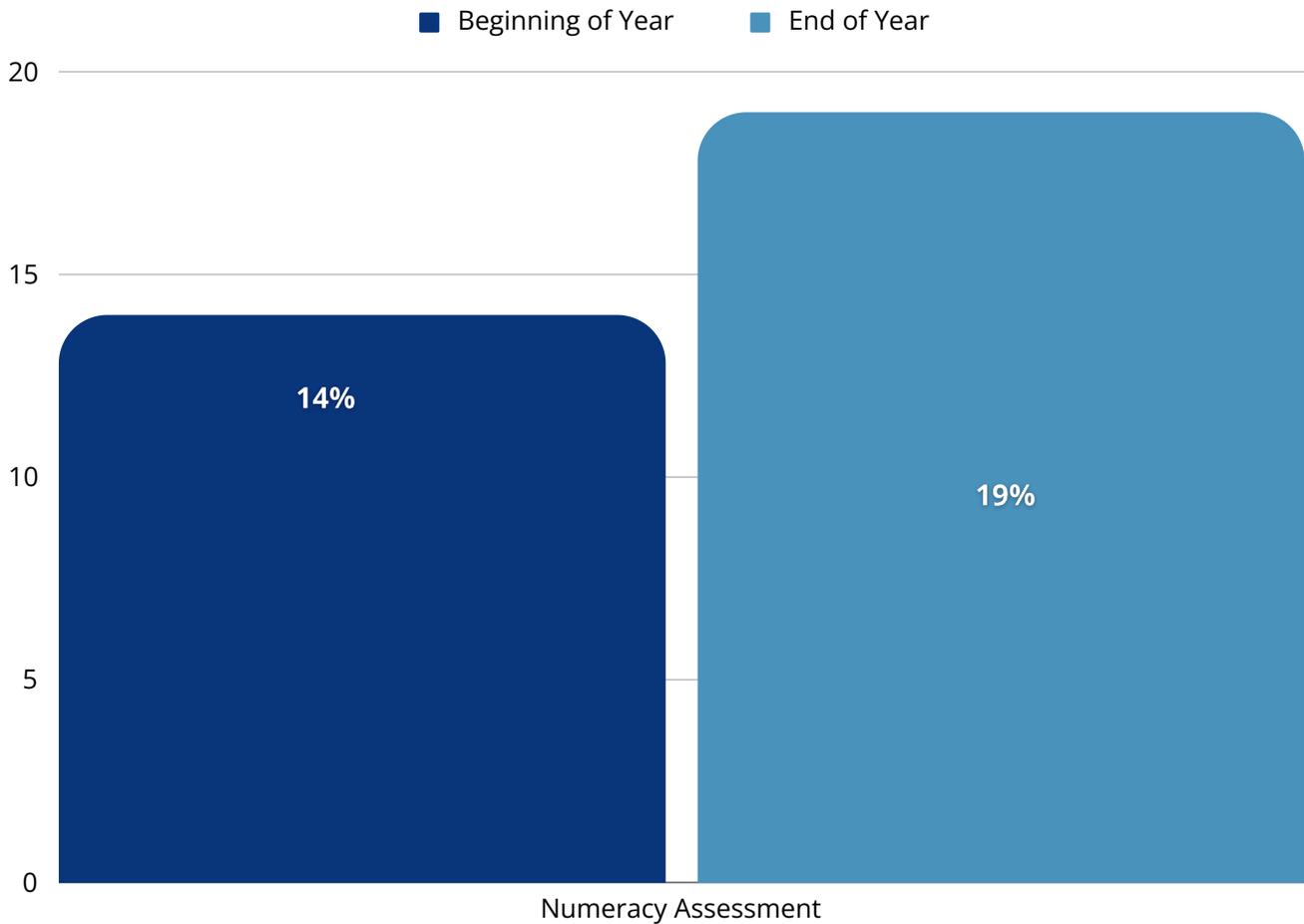
ALL STUDENTS ARE NUMERATE

### **OUTCOME:**

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

# NUMERACY ACHIEVEMENT RESULTS

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



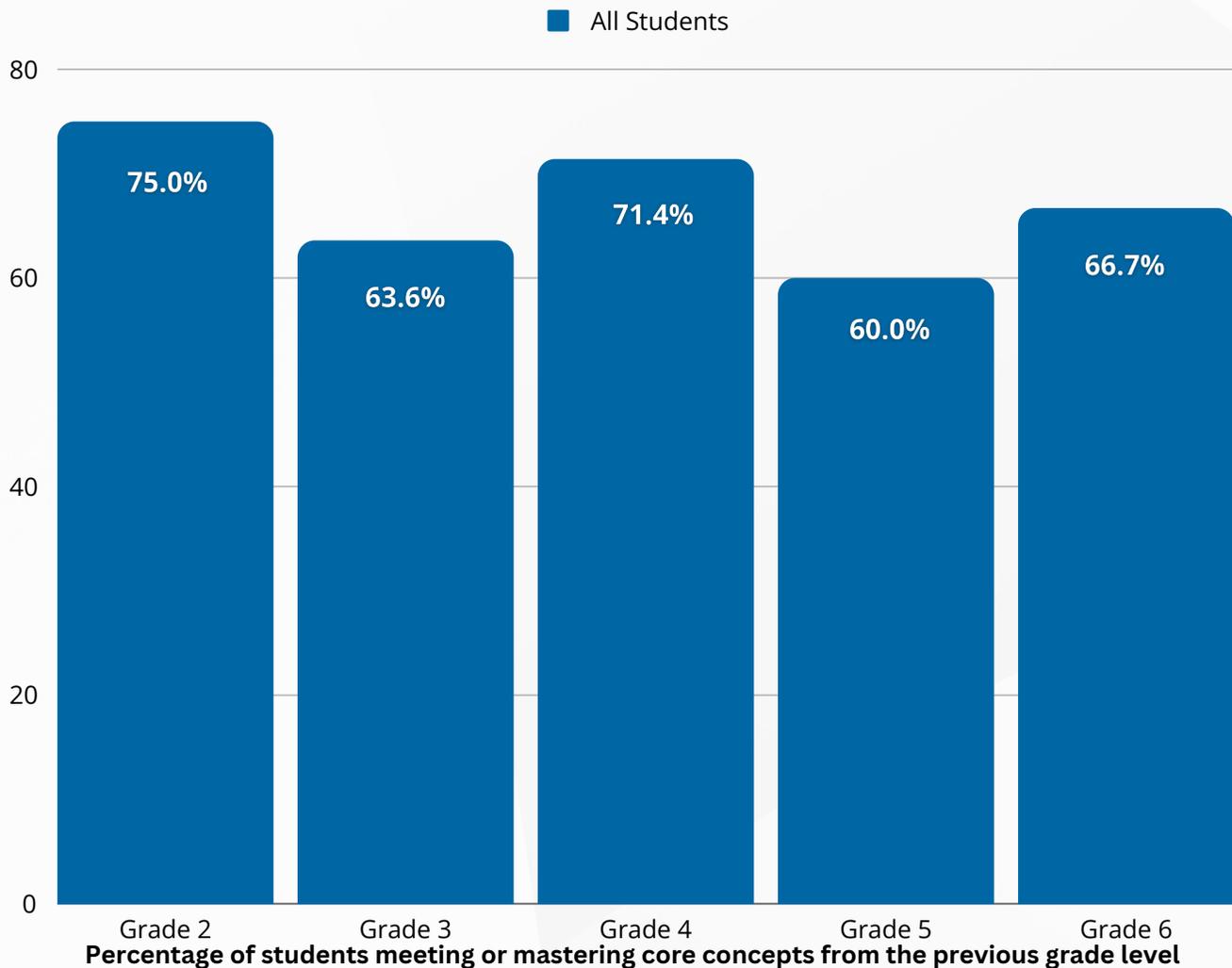
### Summary

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

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

# NUMERACY ACHIEVEMENT RESULTS

## Division Mathematics Intervention/Programming Instrument (MIPI) Data



### Summary

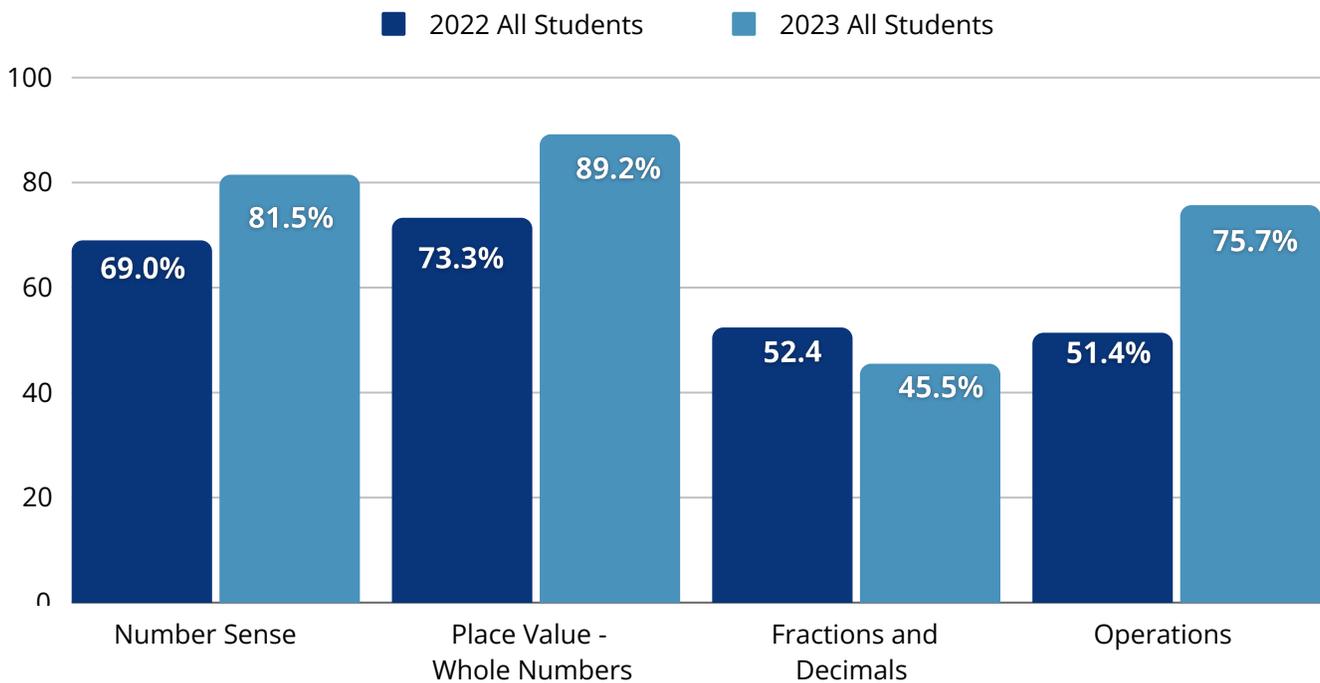
The MIPI is administered at the beginning of the year to determine how well students understand key concepts from previous year's work, which provides a useful starting point for the current year's instruction. The September 2022 results showed that Grade 2 through 6 students started their school year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

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

# NUMERACY ACHIEVEMENT RESULTS

## Division Numeracy Common Assessment Tool (NCAT) Data

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



### Summary

The NCAT is a summative assessment tool that assesses student proficiency in four core strands of mathematics. The assessments are administered at various points throughout the Grades 1-6 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 45% to 89% of students had met or mastered the concepts in these four numeracy strands at the time of test administration, and teachers used this information to inform their planning and instruction for the remainder of the year.

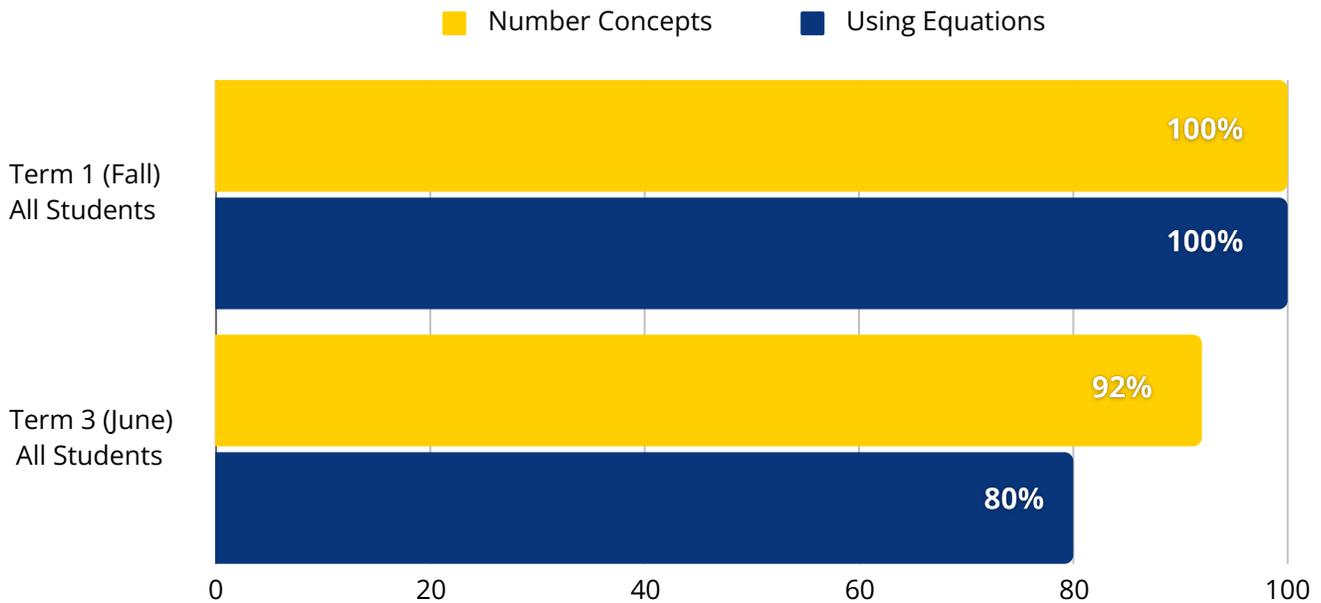
The year-over-year comparison indicates that students performed better in the previous school year at the time of test administration, in all areas except fractions and decimals. Results may be lower because the K-3 students received a new curriculum school year.

### About Numeracy Comprehension Assessment Tool

# NUMERACY ACHIEVEMENT RESULTS

## Division Year-End Report Card Data for Numeracy

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



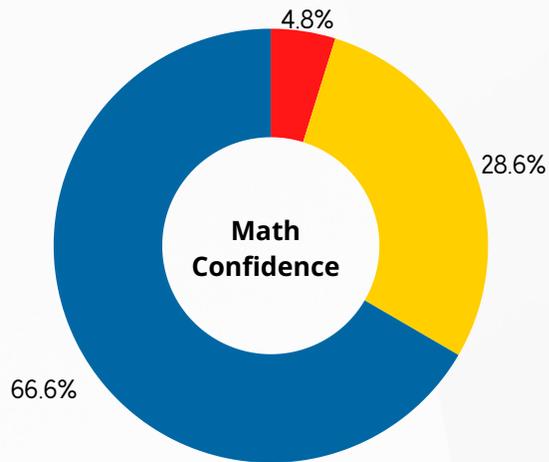
### Summary

The Report Card Data for the 2022-23 school year shows students mastered initial number and equation concepts, but showed a slight decrease in those meeting/mastering these concepts by the end of the school year when assessing all required outcomes in the areas of number concepts and the use of equations.

# NUMERACY ACHIEVEMENT RESULTS

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

### Grades 3-6



- Confident to Very Confident
- Less Confident
- Not Confident

### Summary

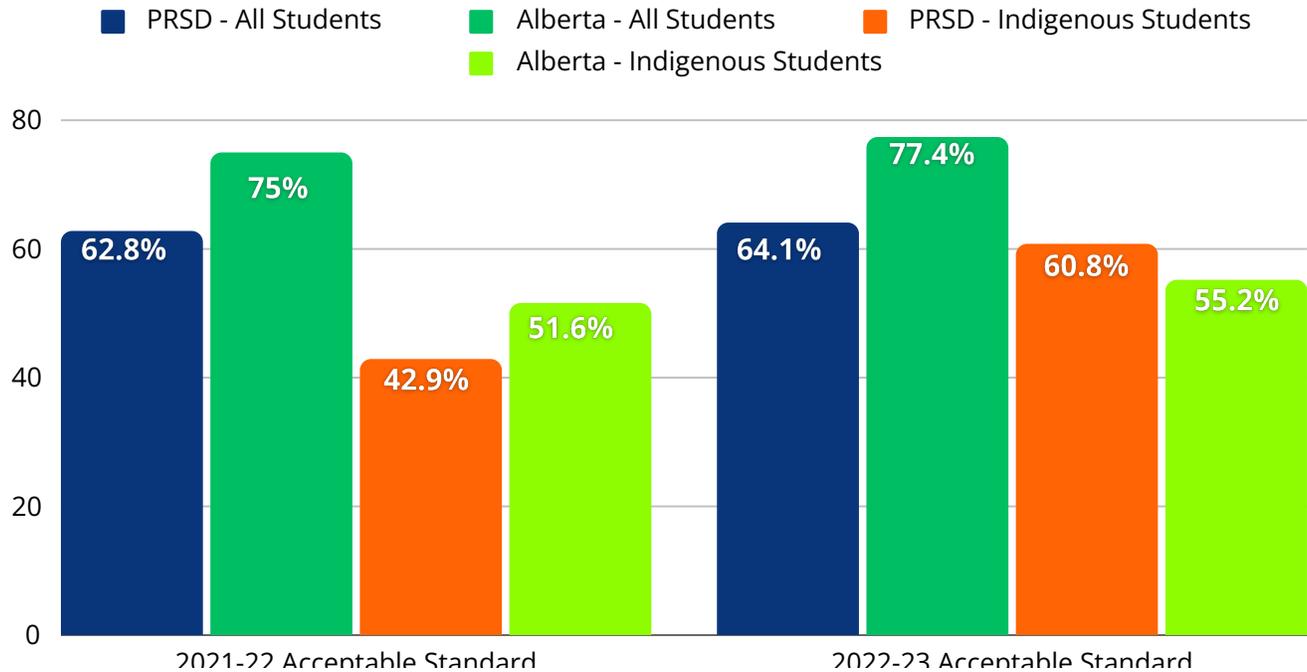
Students were asked to rate their level of confidence in their own math skills on a scale of 1 to 5, with 1 being not confident and 5 being extremely confident. As you can see in the above graphs, the PRSD Education Assurance Survey data indicated that 66.6% (combined percentages from students who answered either three or greater on the survey) of Grade 3 to 6 students felt confident in their numeracy skills.

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

# NUMERACY ACHIEVEMENT RESULTS

## Provincial Achievement Test (PAT) - Grade 6

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



### Summary

#### Test results for all students writing

As less than 6 students were enrolled in grade 6 for the 2022-2023 school year, our Nampa Public School data was suppressed.

The Grade 6 Math PAT results show a positive trend for the Peace River school Division. Not only did all of our students perform better in 2023 than in 2022, the achievement gap between our overall student population and our Indigenous students narrowed significantly, from 19.9% in 2022 to 3.3% in 2023. This is hugely celebratory and demonstrating that our collaborative response efforts are paying off.

## Grade 6 Mathematics

### Division Year-End Report Card Data

#### All Students

Number Concepts 82.8%

Using Equations 93.3%

#### Indigenous Students

Number Concepts 84.6%

Using Equations 92.8%

### Summary

As less than 6 students were enrolled in grade 6 for the 2022-2023 school year, our Nampa Public School data was suppressed.

The division's year-end report card data indicate there is very little achievement gap between all students and our Indigenous students, a trend that is further evidenced in our PAT results. Our report card data does however show a larger percentage of students meeting or mastering grade-level expectations. Further work to improve Division assessment practices will continue to be a priority focus moving forward.

# Summary of Numeracy Achievement Results

## **General Statement**

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

## **Factors That Affected Results**

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

## **Next Steps**

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



## **PRSD GOAL THREE**

ALL STUDENTS ARE SUCCESSFUL THROUGH  
INCLUSIONARY PRACTICES

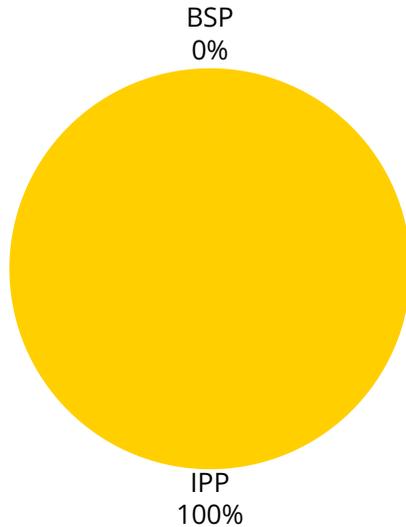
### **OUTCOME:**

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

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# INCLUSIVE EDUCATION PRACTICES

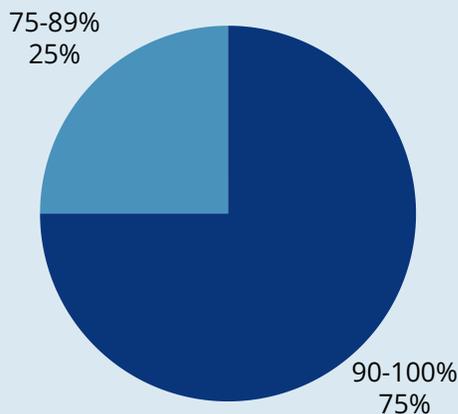
## Behavioural Support Plans and Individual Program Plans for Special Needs Students - Division Data



Regarding Nampa Public School data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were no BSPs completed and 2 IPPs completed in the 2022-23 school year. The total population of students within the PRSD in the same school year was 40.

This works out to approximately 1 in every 20 Njampa Public School students requiring accommodations that enable them to be included in the classroom with their peers.

## Attendance Data: All Students



## Summary

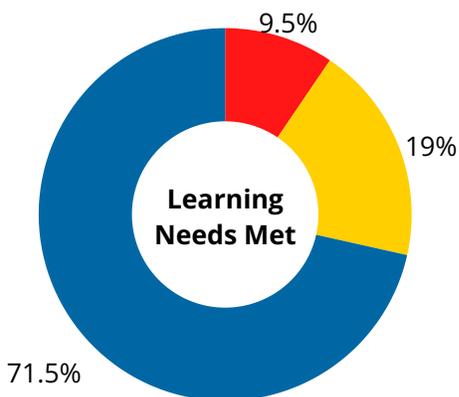
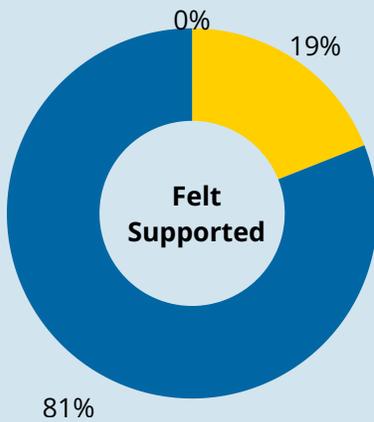
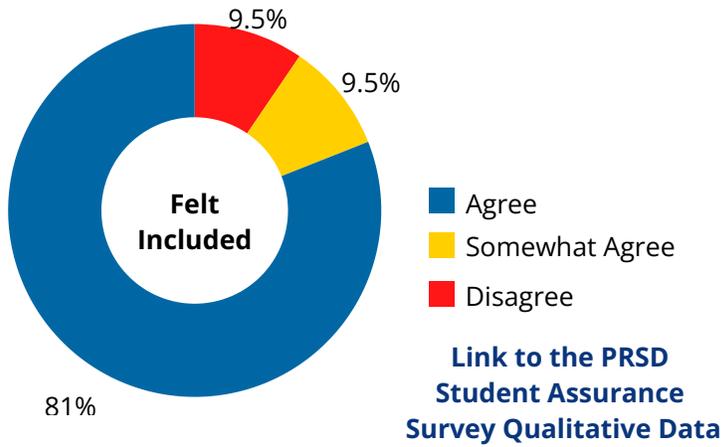
Out of the total number of students at Nampa Public School in the 2022-23 school year, three-quarters of our students attended 90% or more of the school year.

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. Nampa Public School is proud of how its students have been meeting, and almost meeting the Divisional attendance targets. Attendance was significantly impacted by the pandemic, and efforts will continue to ensure improved attendance moving forward, but the Students of Nampa Public School are showing how much attendance matters!

# INCLUSIVE EDUCATION PRACTICES

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

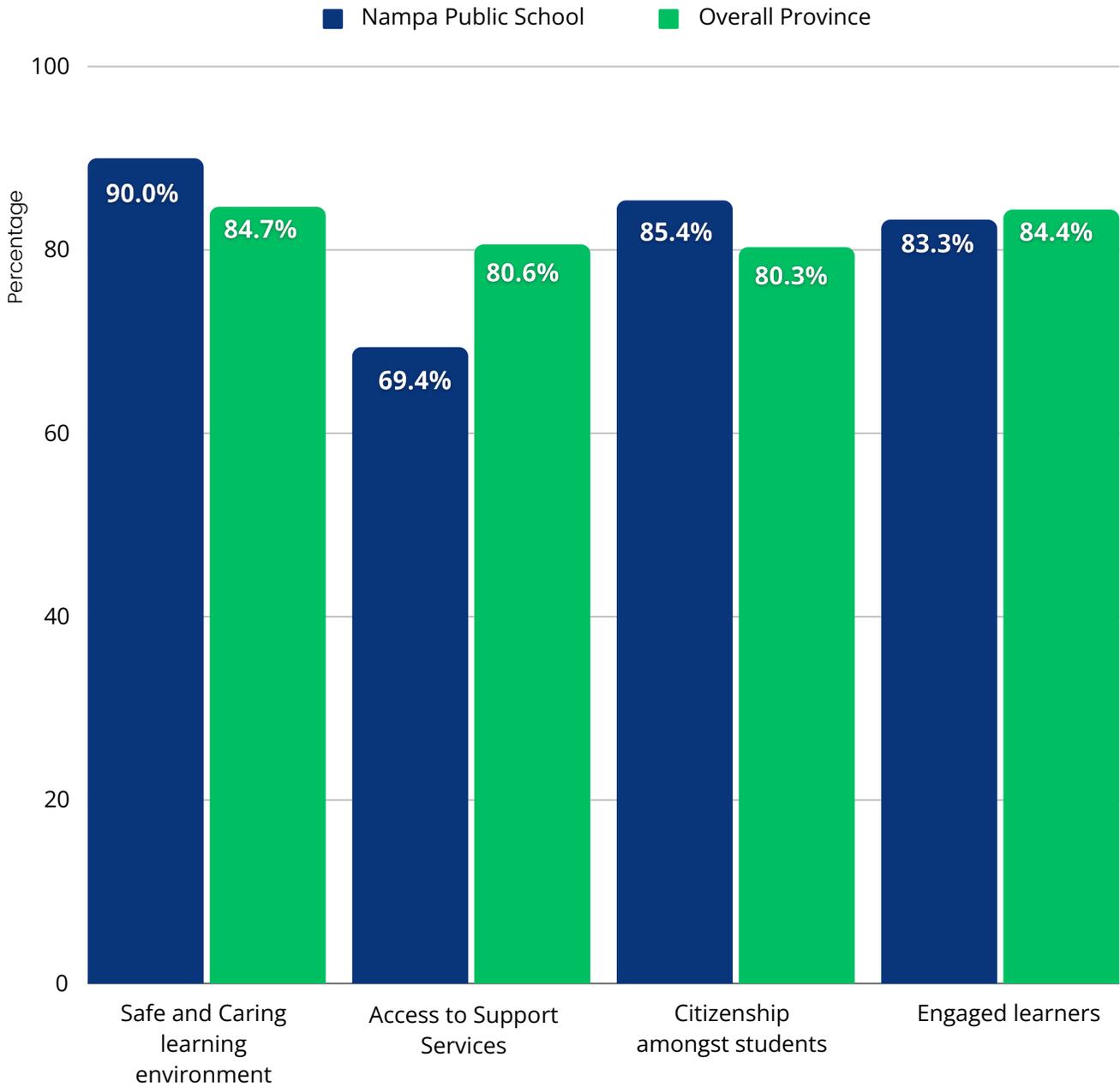
### Grades 3-6



# INCLUSIVE EDUCATION PRACTICES

## Alberta Education Assurance Measures - Overall Summary Results

Authority: 1070 The Peace River School Division



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

#### Summary

Based on provincial data, Nampa Public School met or exceeded the overall provincial average for the percentage in three of the four categories of safe and caring learning environments, citizenship, and engaged learners. In the category of access to support services, NPS was over 10% below the provincial average, but maintained its standing from the previous year. In all of these categories, the PRSD either maintained an already high standard, or improved upon last year's results.

# Summary of Inclusion Education Practices

## **General Statement**

Overall, based on PRSD and ABED survey data, PRSD students felt included, safe and well supported in their schools throughout the 2022-2023 school year. Divisional and Provincial data also showed that a majority of our students felt that 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. While students and parents have generally expressed a high level of satisfaction with programming and the inclusionary and safe nature of our schools, there have been gains in literacy achievement; however, there continues to be challenges in numeracy achievement, and particularly numeracy at the Grades 7-9 level. At the high school level, the Division's graduation rates in 2022-2023 were slightly higher than both the previous 3-year and 5-year average for both our overall student population and our Indigenous student population. Attendance rates for 2022-2023 improved over the previous year; however, they continue to be lower than our target with only 53.7% of our non-Indigenous students and 29.7% of our Indigenous students attending 90% or more of the time. 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**

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

# SUMMARY OF FINANCIAL RESULTS





# 2022-2023 BUDGET SUMMARY

# 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
- 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:



[WWW.PRSD.AB.CA](http://WWW.PRSD.AB.CA)



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