



**ANNUAL EDUCATION
RESULTS REPORT
2022-2023**

HINES CREEK COMPOSITE



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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



Welcome to Hines Creek Composite School! It is a privilege and an honour to be a part of this K-12 school community where traditions run deep and relationships are the foundation of everything we do. It is enjoyable to come to school each day to spend time with our school family! Staff work very hard at HCC to ensure we are providing the best possible opportunities for our students to be successful. Collaboration is key to student success. As a staff we use Collaborative Response to work as a collective to ensure all students' learning needs are being met. Hines Creek Composite continues to access PRSD's Virtual Education Program to ensure that our high school students have access to all of the academic courses they need, and to keep them in front of the virtual learning curve that will always be a part of our lives. Being a part of the Hines Creek Composite Community means that you will be a Tiger. Tigers are celebrated for displaying the following traits: teamwork, integrity, giving, excellence, respect and success! We all look forward to welcoming you to the Tigers' Den where we have a saying "Once a Tiger, Always a Tiger".

Janice Charchuk
Hines Creek Composite



ABOUT HINES CREEK COMPOSITE

Hines Creek Composite is a K-12 school that provides quality educational opportunities, through a variety of instructional strategies, to meet the learning needs of our students.

We have a school population of 130 students, 12 teachers, and 10 support staff.

At Hines Creek Composite we value Teamwork, Integrity, Giving, Excellence, Respect, and Success!

SUCCESSFUL FUTURES BUILT TOGETHER



ABOUT PEACE RIVER SCHOOL DIVISION

OUR VISION

To provide opportunities for learning that foster growth and success for each individual learner.

OUR MISSION

Learning, Growing,
Succeeding Together

FOUNDATION STATEMENTS

QUICK FACTS

“

OUR MOTTO

Pride in Public Education
Respect, Responsibility and Integrity
Student-Centered; Promoting Success and Safety
Diversity Celebrated; Differences Embraced

”



**3,000 +
STUDENTS**



**21
SCHOOLS**



**69
BUS ROUTES**



**500 +
STAFF**

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.

2022/2023 ANNUAL EDUCATION RESULTS REPORT

AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION

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 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) data shared in this report include the following:

Literacy: Early Years Assessments to assess for students considered at risk, **Fountas & Pinnell (F&P Benchmark Data from Grades 1-8, Reading Comprehension Assessment Tool (RCAT) Data for Grades 4-12, Divisional Report Card Data, and Divisional Survey Results Regarding Literacy Achievement;**

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

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

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

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

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

Inclusionary Practices: Alberta Education Assurance Measures.





PRSD GOAL ONE:

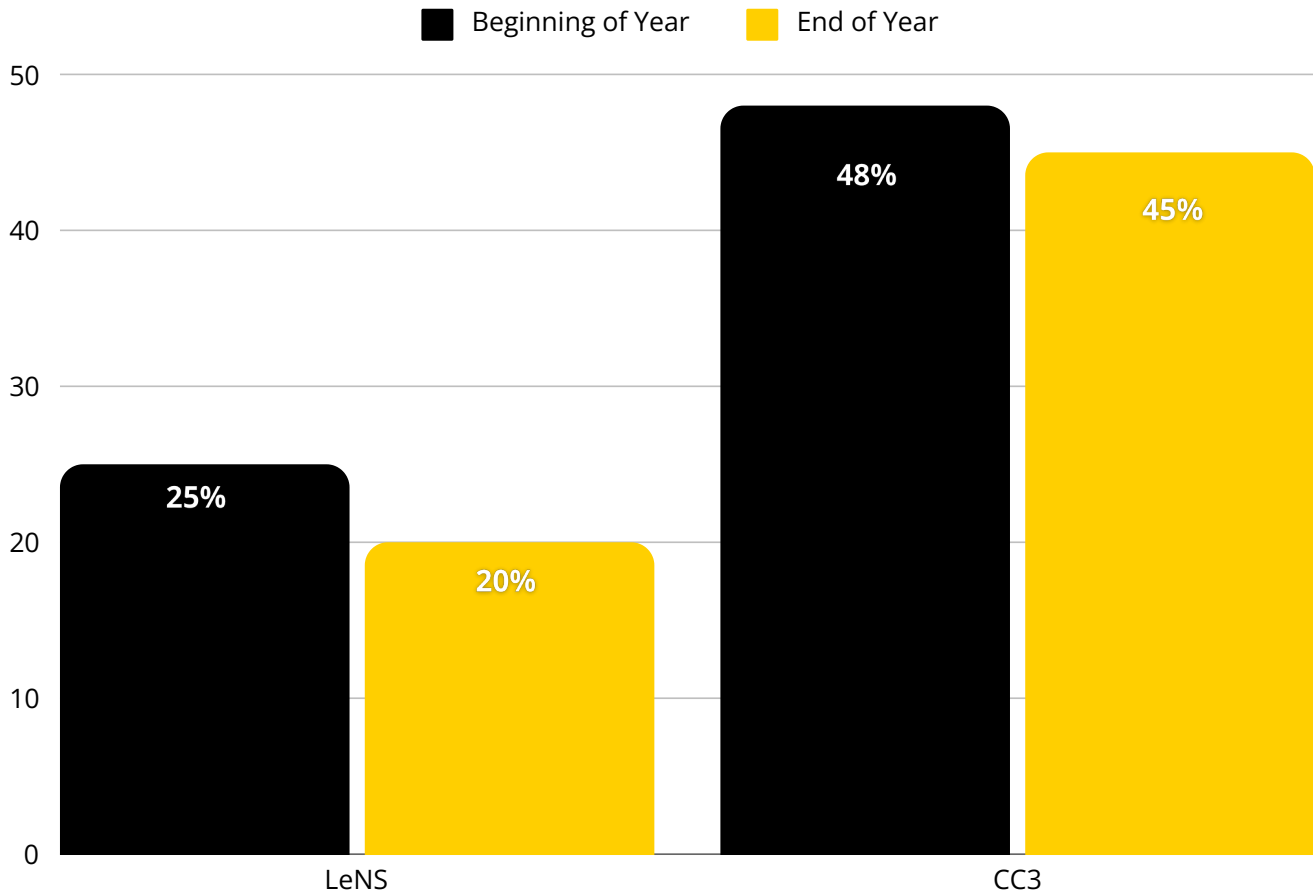
ALL STUDENTS ARE LITERATE

OUTCOME:

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

LITERACY ACHIEVEMENT RESULTS

Early Years Assessments - Percentage of Students Considered at Risk



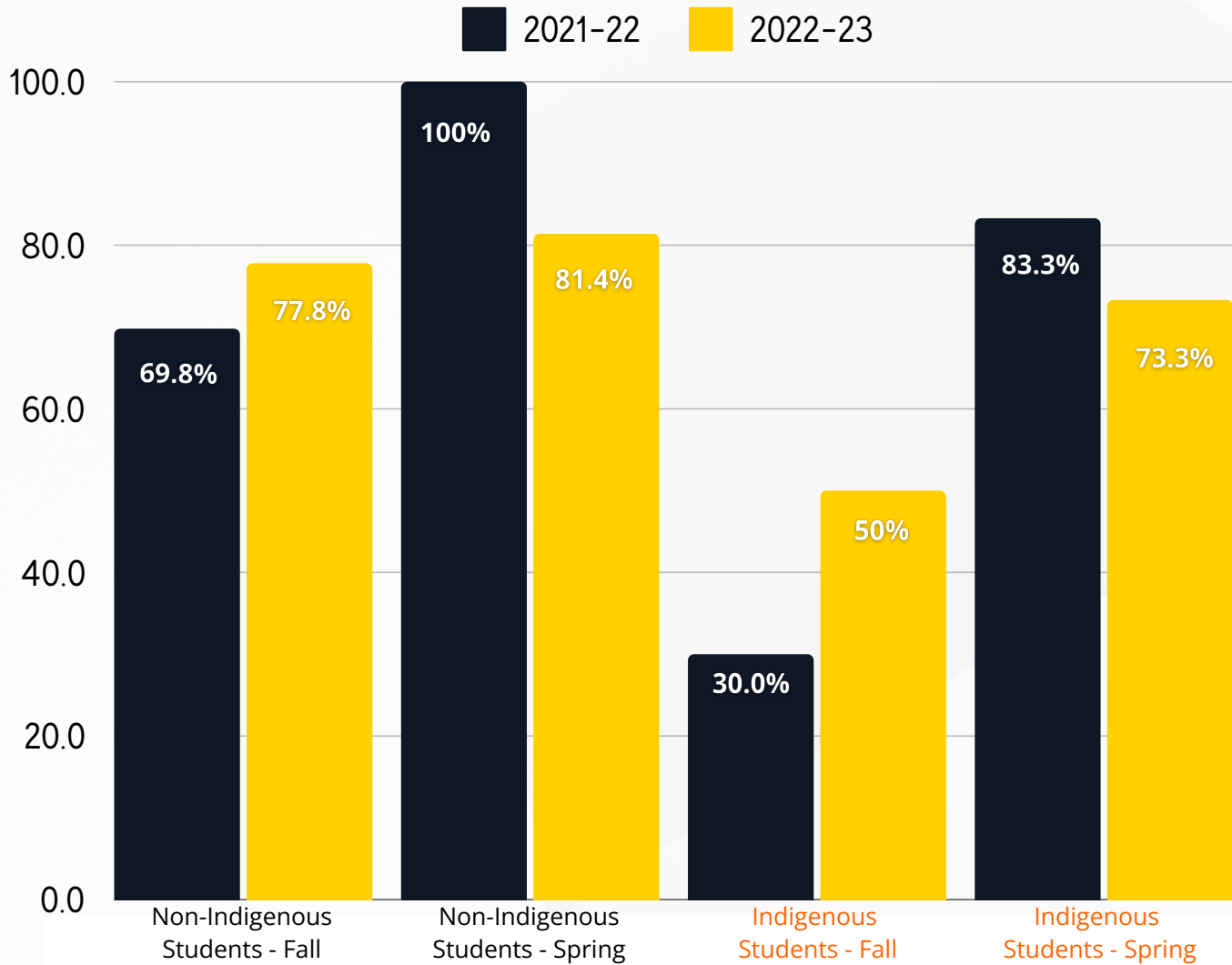
Summary

The Letter Name-Sound (LeNS) assessment and Castles and Coltheart 3 (CC3) assess student skills in the area of literacy. Data from LeNS in the 2022-23 school year shows a drop in students considered at risk from 25% to 20% and the Castles and Coltheart 3 (CC3) shows a similar drop from 48% to 45%. This data is showing a trend in the right direction.

All students in Grade 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 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

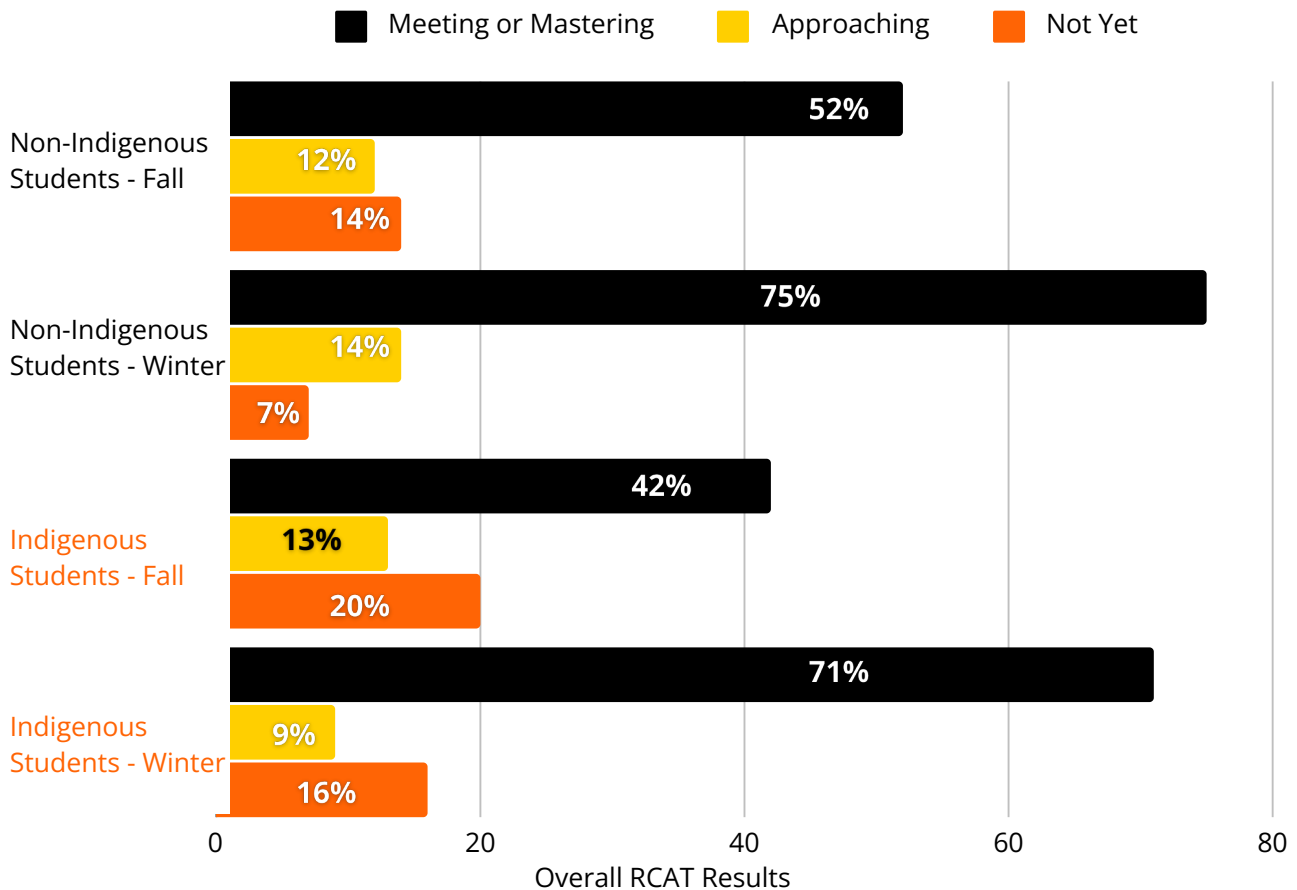
The F & P Benchmark Assessment System has established expected reading levels at each grade level that increase from the beginning of the school year to the end. As such, any increase in reading performance from the Fall to the Spring represents significant growth. While our students continue to test below desirable levels and there are gaps between Indigenous and non-Indigenous students, the data indicate there was some growth in their reading abilities in the 2022-23 school year. We are committed to continuing our important work in this area.

***It is worth noting that there was not data entered for all students in Spring 2021-2022 for Non-Indigenous and Indigenous students.**

About Fountas & Pinnell BAS I and II Data

LITERACY ACHIEVEMENT RESULTS

Reading Comprehension Assessment Tool (RCAT)



Summary

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

This set of data indicate growth for all of our learners from the Fall to Winter assessment periods (based on data taken from the Identify and Interpret category) and a narrowing of the academic achievement gap between our Indigenous learners and non-Indigenous learners. In the Fall assessment period, the percentage of non-Indigenous students who were either meeting or mastering grade-level expectations was 10% greater than our Indigenous students. However, in the Winter assessments that achievement gap narrowed dramatically to just 4%.

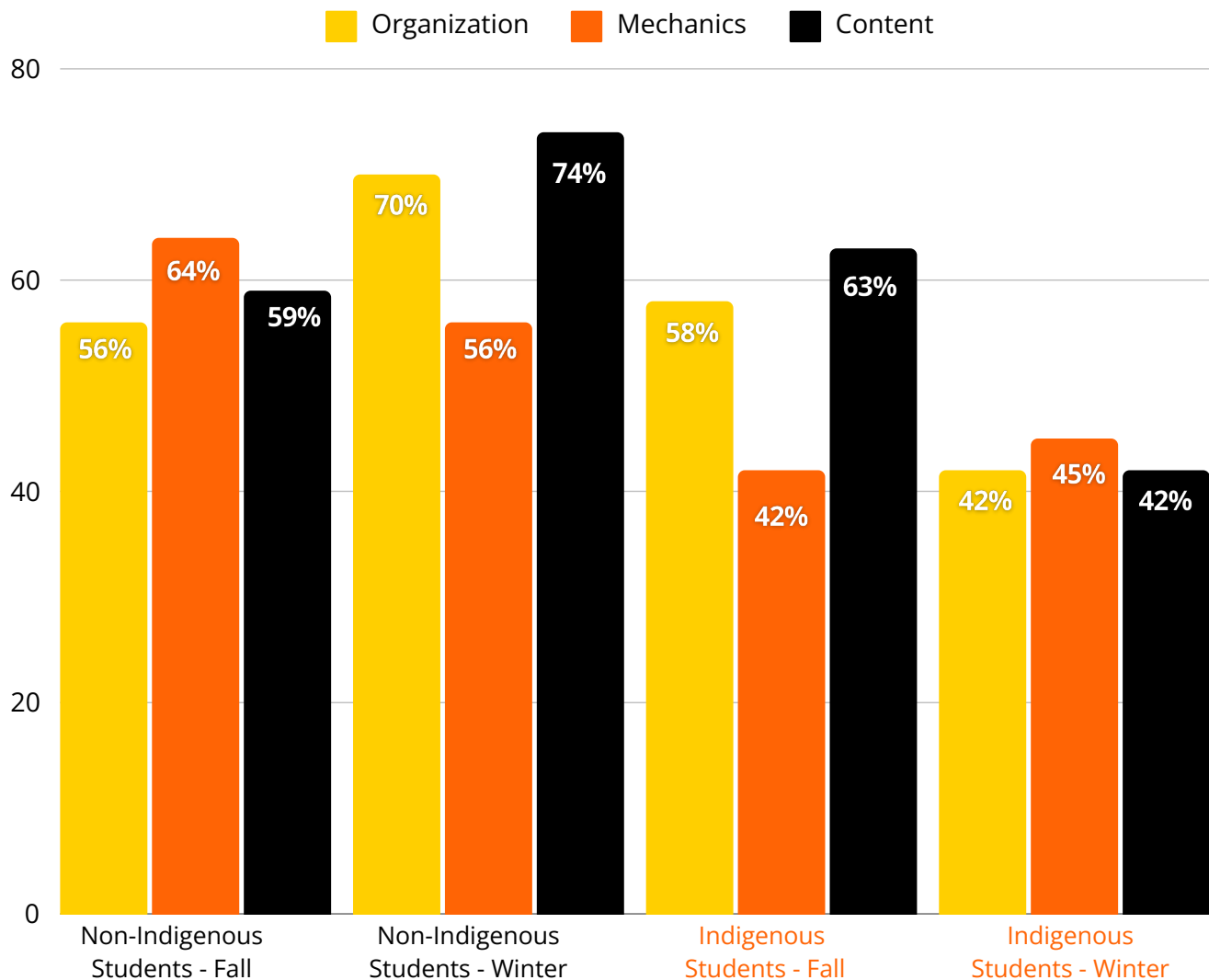
The Division's goal is to continue to narrow this gap between our Indigenous and non-Indigenous learners in order to fully achieve our mission of success for all.

[See full 2022-23 data results here](#)

[About Reading Comprehension Assessment Tool Data](#)

LITERACY ACHIEVEMENT RESULTS

Writing Assessment Tool (WAT) Data



Percentage of Grade 1-9 Students Meeting or Mastering Expectations

Summary

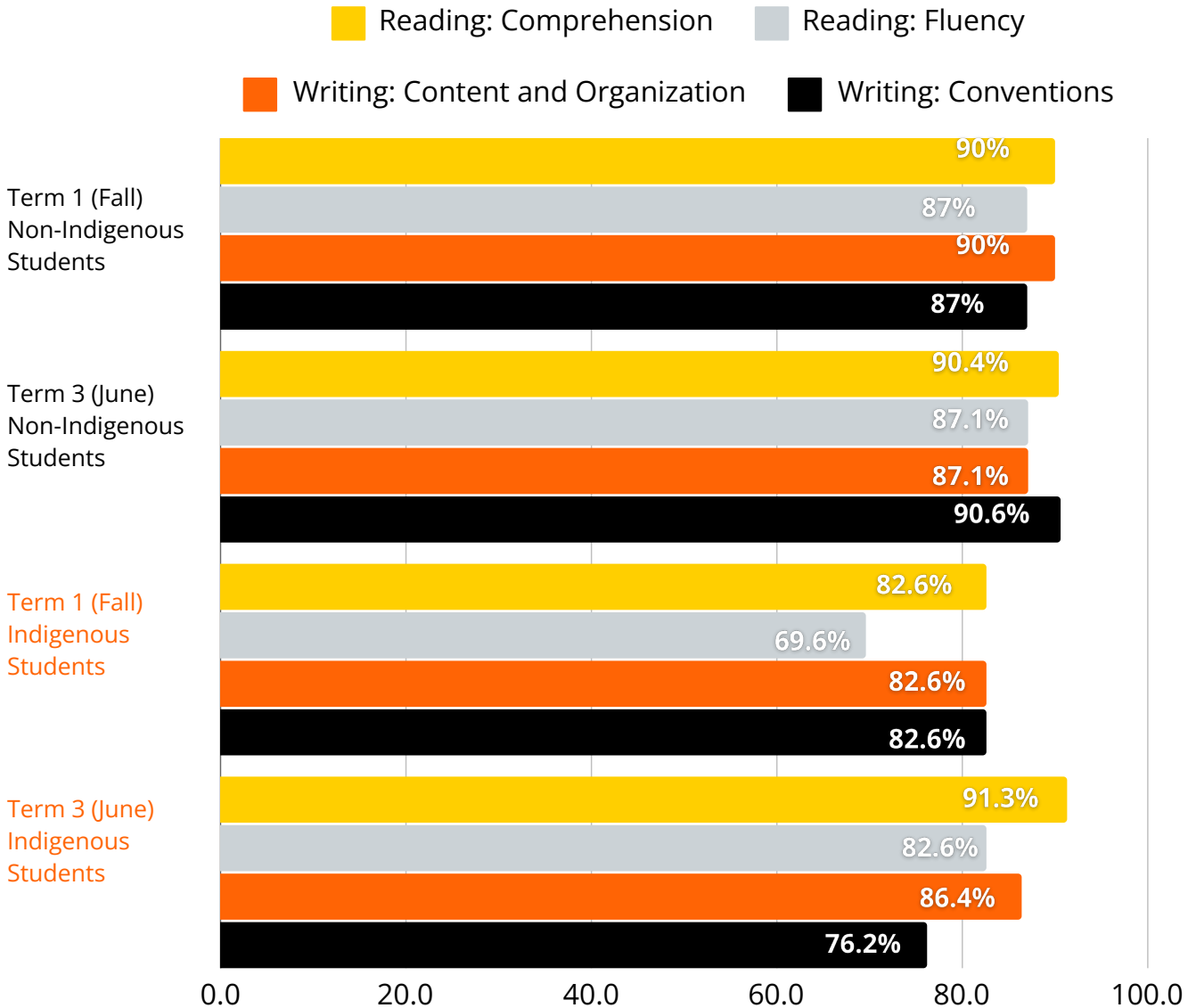
The Division Writing Assessment Tool (WAT) is an internally developed assessment that measures proficiency in organization, mechanics and content. The Division does not write the WAT in the Spring because WAT data are primarily used to inform instruction throughout the year. The Fall data is based on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

The Writing Assessment Tool (WAT) data for 2022-2023 show that more than 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 significant room for improvement. The Fall data exclude the Grade 1 students because they did not complete this assessment at that time. Moving forward, continued efforts will be made to ensure students become more proficient in writing.

LITERACY ACHIEVEMENT RESULTS

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. Work is required to eliminate the achievement gaps for our Indigenous students and to ensure all of our students are meeting program expectations.

LITERACY ACHIEVEMENT RESULTS

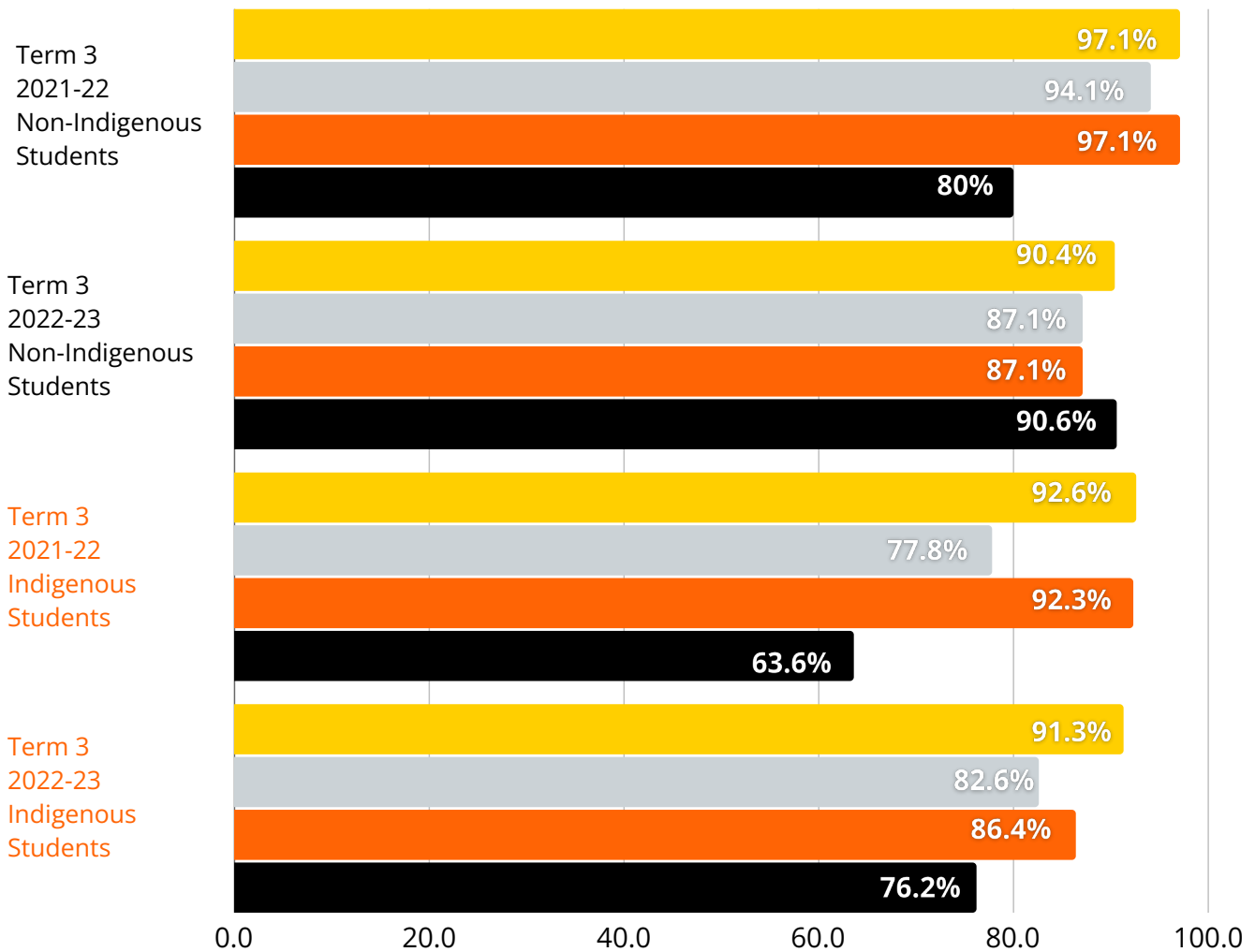
Division Report Card Data for Literacy

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

Year-over-year comparison

■ Reading: Comprehension
 ■ Reading: Fluency

■ Writing: Content and Organization
 ■ Writing: Conventions



Summary

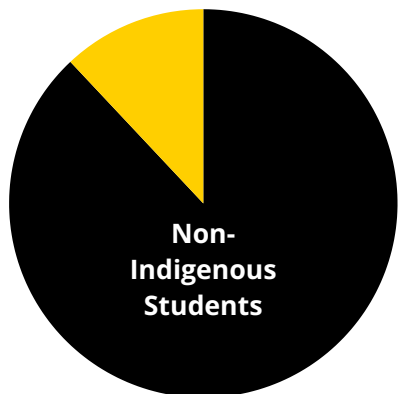
The year over year comparison of report card data indicate there was an increase in the percentage of Grades 1 through 6 students meeting grade-level expectations for Indigenous students in most areas of Reading and Writing. HCC experienced a 5% gain in reading fluency amongst our non-Indigenous students and an 11.9%. For writing conventions, the gain was 13% for Indigenous students. While much work remains, efforts to improve achievement and eliminating the gap between our Indigenous and non-Indigenous learners are having a positive impact.

LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy

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

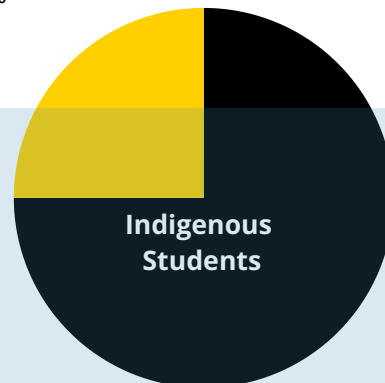
Approaching
12%



Non-Indigenous Students

Meeting or Mastering
88%

Approaching Expectations
25%

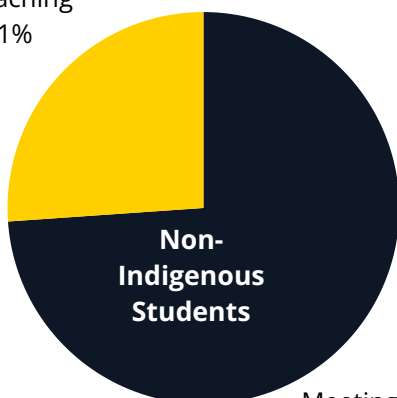


Indigenous Students

Meeting or Mastering
75%

November 2022-23 Results

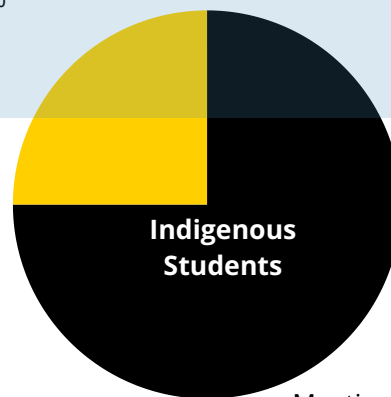
Approaching
26.1%



Non-Indigenous Students

Meeting or Mastering
73.9%

Approaching Expectations
25%



Indigenous Students

Meeting or Mastering
75%

June 2022-23 Results

Previous Year's Results

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

Non-Indigenous Students



Indigenous Students



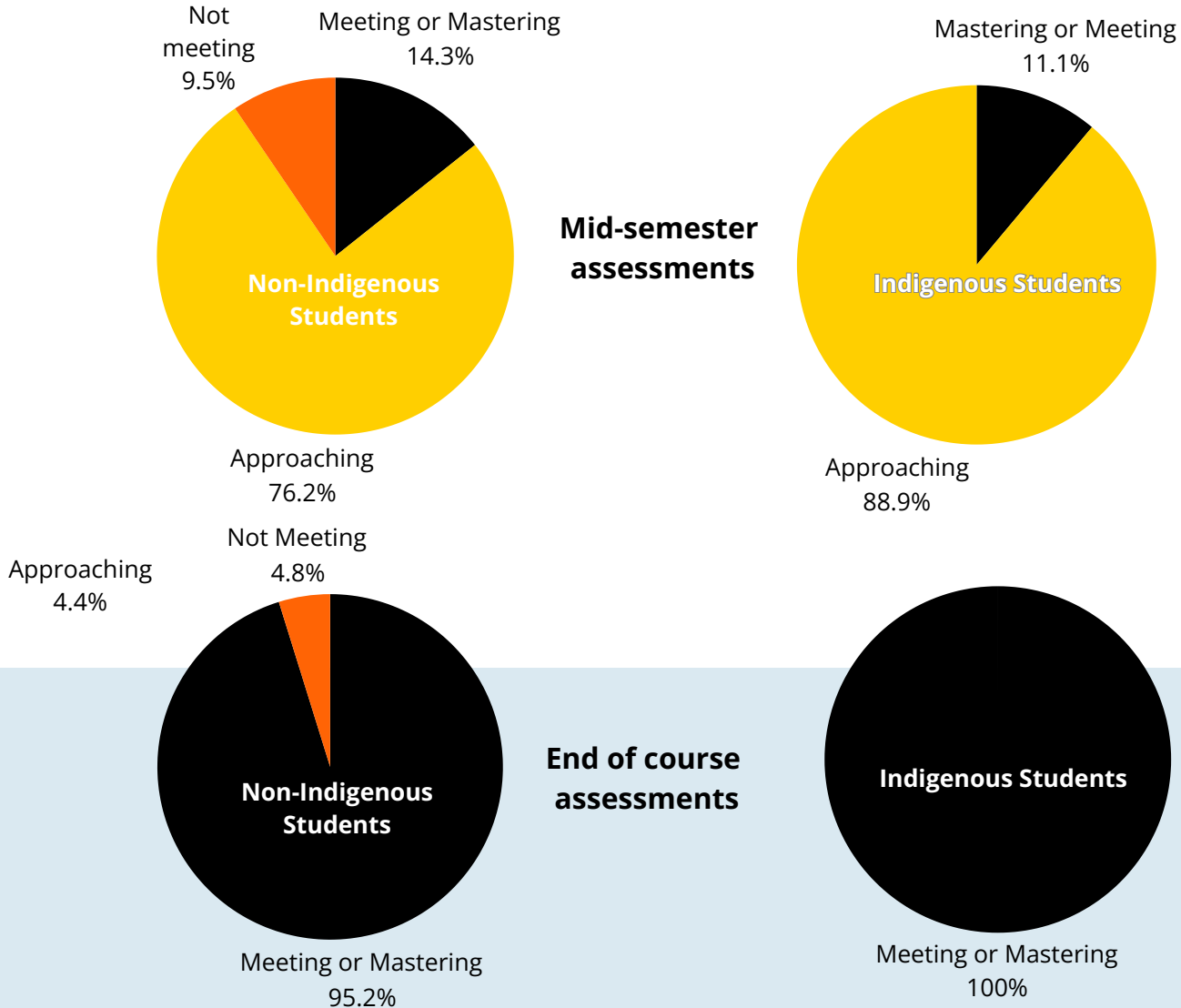
Summary

The Grades 7-9 school report card data indicate 73.9% of non-Indigenous students met or mastered grade-level expectations at the end of the school 2022-23 school year, which is 23% lower than in the previous school year. Amongst our Indigenous students, 75% met or mastered grade-level expectations, which is a loss of 25% from the previous school year.

LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy

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



Previous Year's Results

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



Summary

The Grades 10-12 school report card data indicate that 95.2% of non-Indigenous students and 100% of Indigenous students met or mastered grade-level expectations at the end of their courses. Both sets of students showed significant growth over their mid-semester marks. The achievement gap between our Indigenous students and non-Indigenous students was reversed with Indigenous students achieving 5% higher than non-Indigenous students. The data suggest a positive trend towards closing the achievement gap.

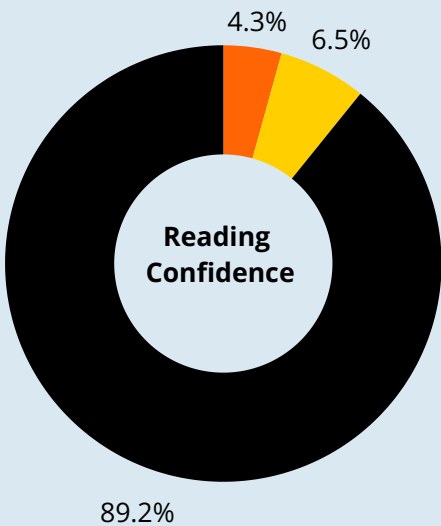
LITERACY ACHIEVEMENT RESULTS

HCC Education Assurance Survey Results: Goal One - Literacy

- Confident to Very Confident
- Less Confident
- Not Confident



Grades 3-6



Grades 7-12



Summary

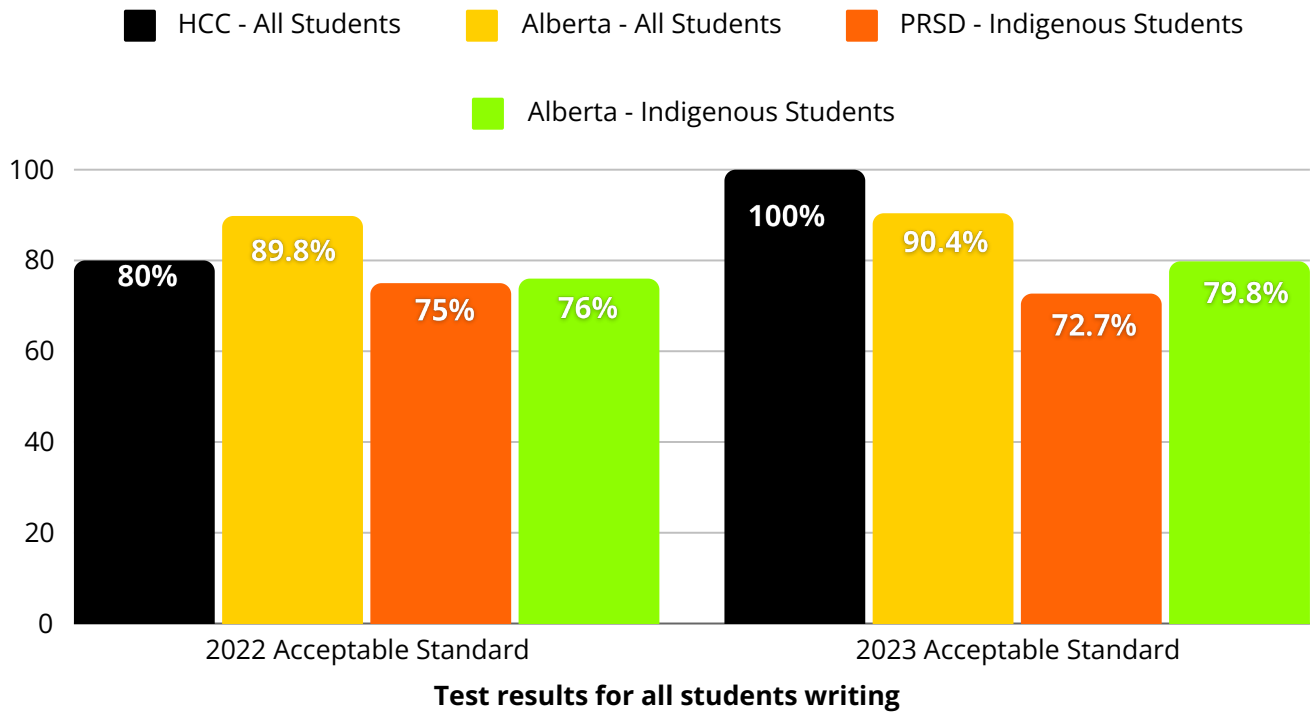
Students were asked to rate their level of confidence in their own reading and writing skills on a scale of 1 to 5, with one being “not confident” and five being “very confident”. The literacy results from the survey are very positive and show the majority of students are confident in their reading and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

A year over year comparison of the Grade 6 PAT results indicate 20% more HCC Grade 6 students achieved an acceptable standing on the test in 2023. [CLICK HERE for all PAT Results](#)

Grade 6 English Language Arts

Division Year-End Report Card Data All Students

Reading 95%

Writing 95%

Indigenous Students

Reading 100%

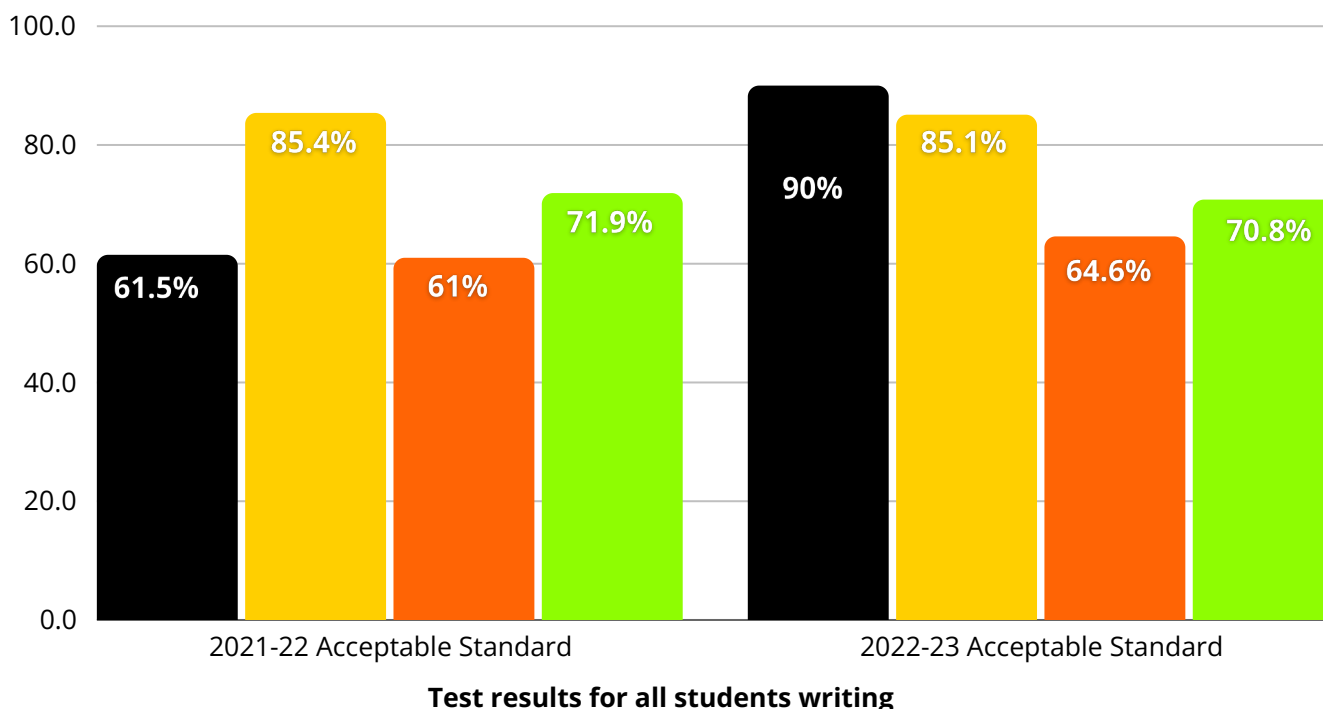
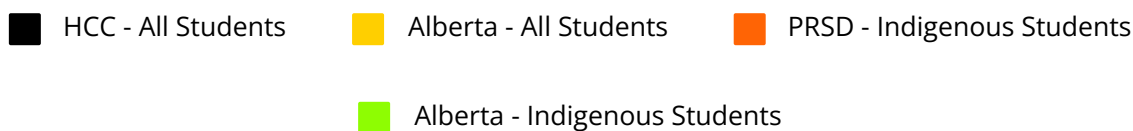
Writing 100%

A Comparison

The division's year-end report card data indicate 95% of our Grade 6 students were either meeting or mastering expectations in Reading Comprehension and Fluency and 95% were either meeting or mastering in Writing Content and Organization, and Conventions, which is 15% above their performance on the PAT. Working to improve assessment practices will continue to be a priority focus moving forward.

LITERACY ACHIEVEMENT RESULTS

Grade 9 Provincial Achievement Test (PAT) Acceptable/Excellence Year over Year Comparison of Grade 9 English Language Arts



Summary

The percentage of Acceptable Standard performance for the Grade 9 ELA PAT increased from 61.5% to 90% in 2022-23, with HCC students outperforming the province by 5%. PRSD's Indigenous students also improved their performance on the PAT by 3.6% from 61% to 64.6% in 2022-23.

[CLICK HERE for all PAT Results](#)

Grade 9 English Language Arts

Division Year-End Report Card Data

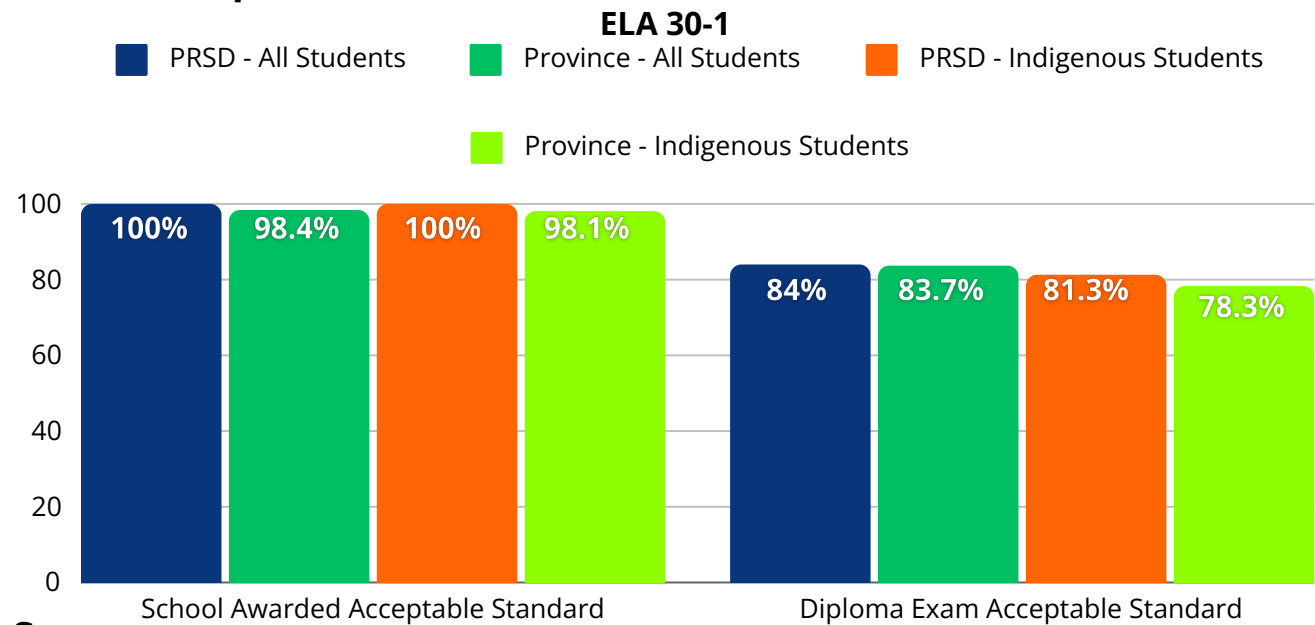


A Comparison

The Division's year-end report card data indicate 100% of our Grade 9 students, non-Indigenous and Indigenous, were meeting or mastering the core outcomes in ELA.

LITERACY ACHIEVEMENT RESULTS

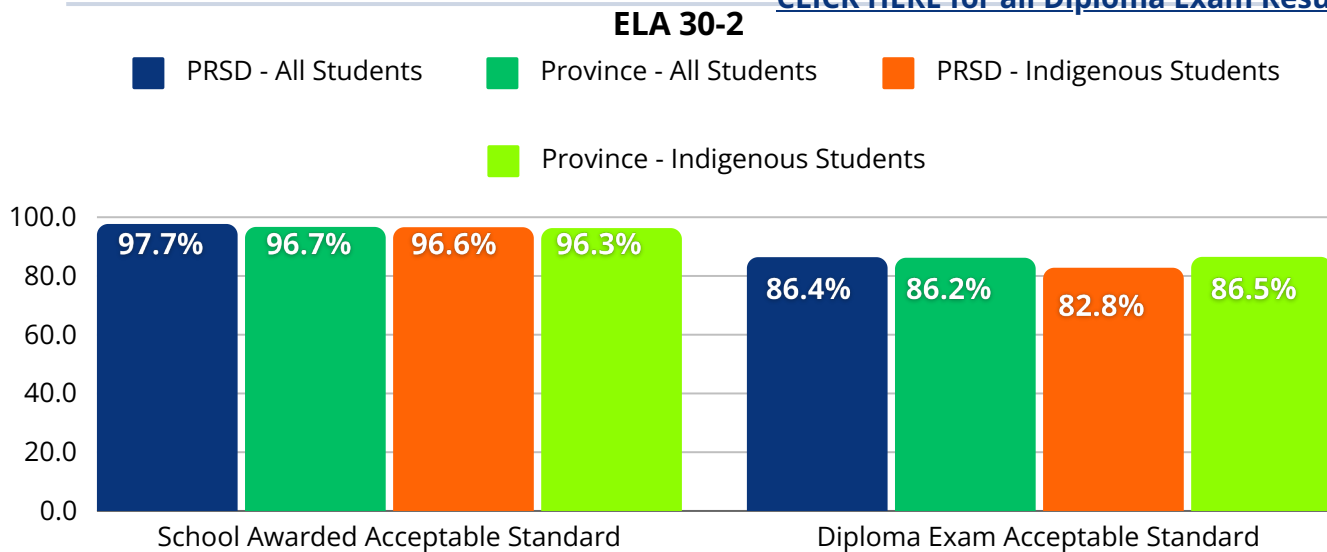
Provincial Diploma Exam Results



Summary

In the 2022-23 school year, 100% of our ELA 30-1 students achieved a school-awarded acceptable standard. When blending these results with the diploma exam marks, which were above 80% for all of our students, every PRSD student enrolled in ELA 30-1 in 2022-23 received a passing grade. The number of students writing at HCC is too few to report.

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



Summary

Student performance in the ELA 30-2 Diploma Exams was similar to that of the students who completed ELA 30-1. In 2023, 82.8% of our Indigenous students and 86.4% of our total student population achieved the acceptable standard or greater on their ELA 30-2 diploma exams. While the average mark for the PRSD Indigenous students was 3.7% below the provincial average, the Division's total student population achieved a slightly higher level than the provincial average for the acceptable standard or greater, and the Blended Score indicate that all students achieved an acceptable standard (100% success rate). The number of HCC students writing ELA 30-2 is too few to report.

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

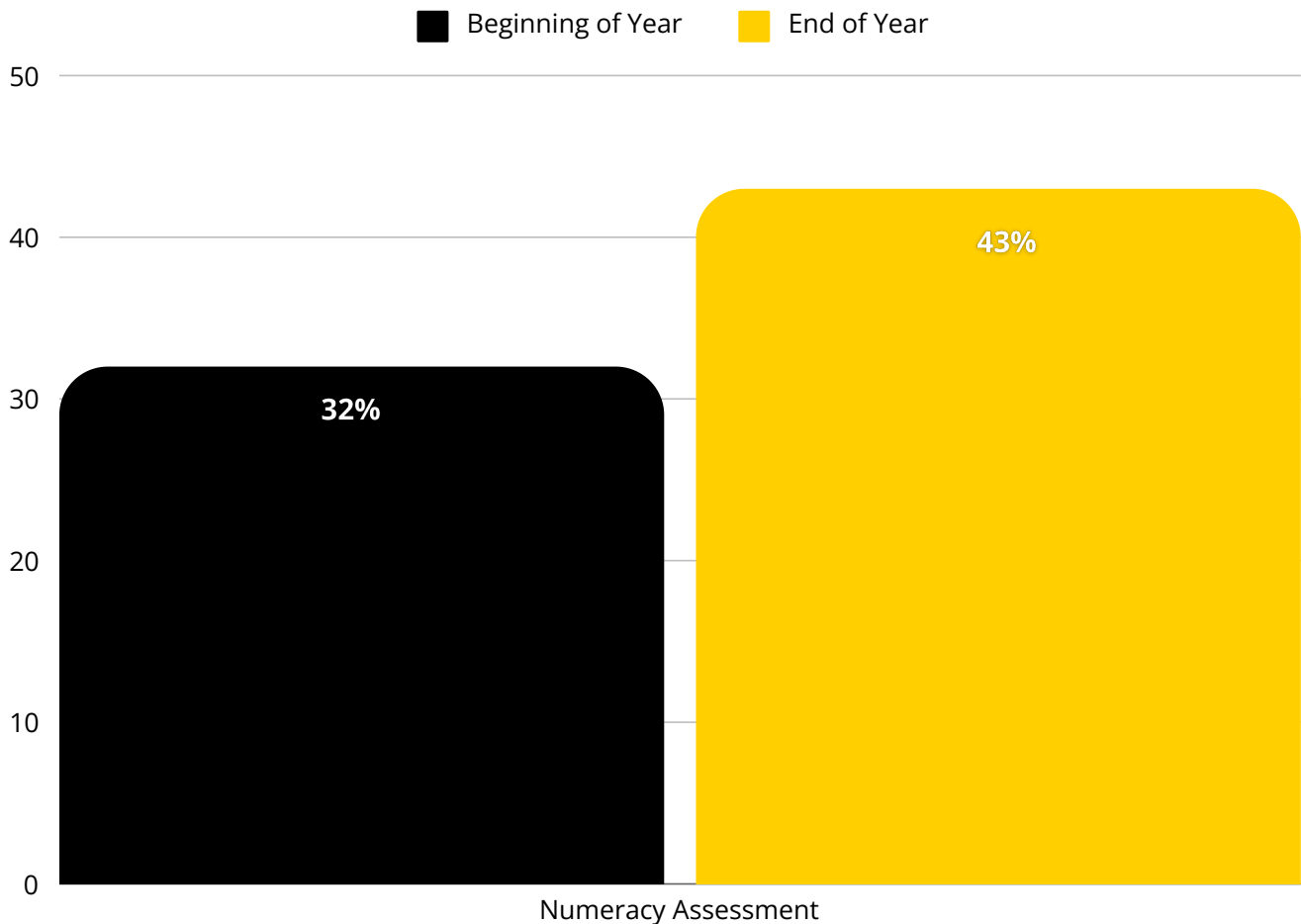
ALL STUDENTS ARE NUMERATE

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



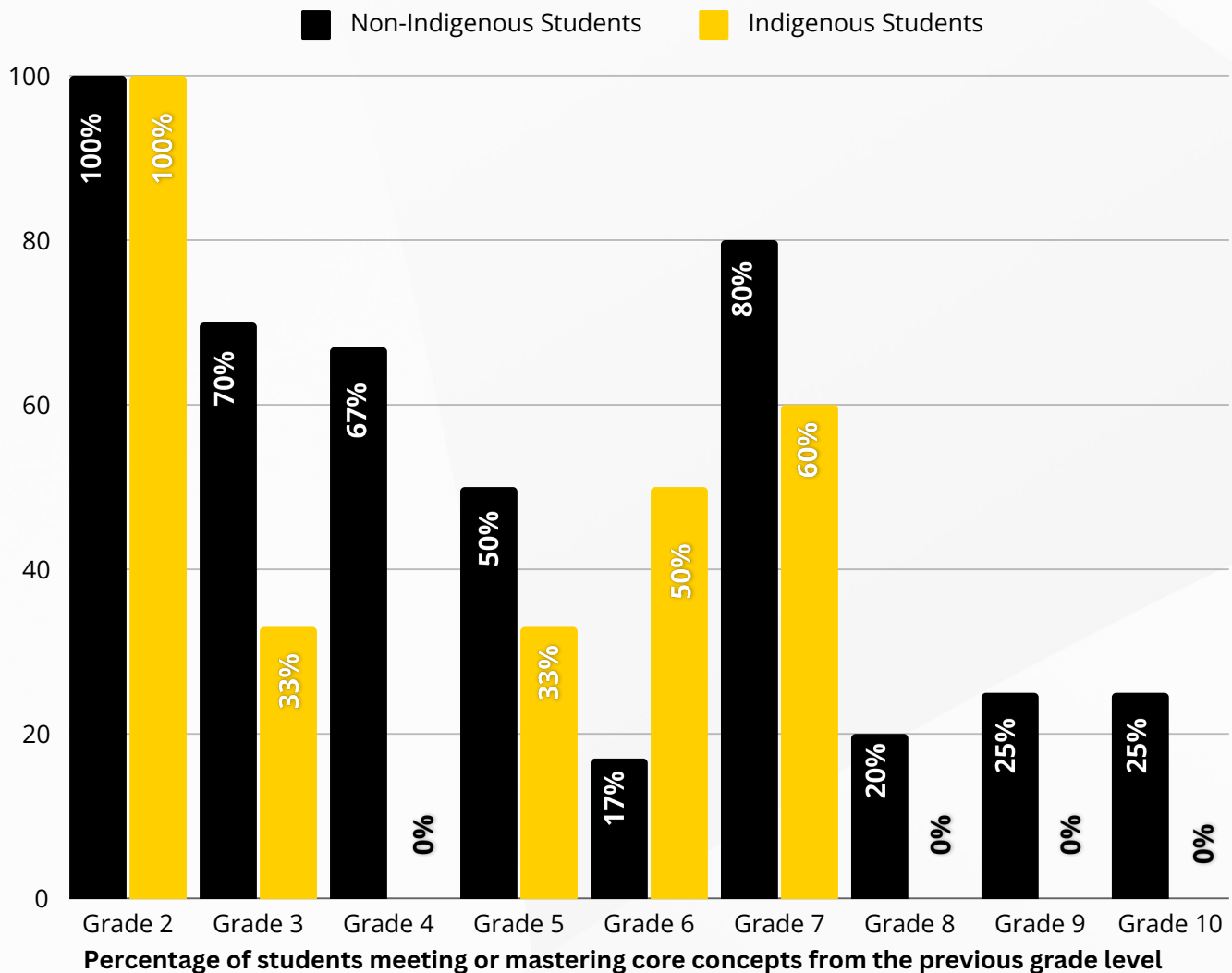
Summary

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

All students in Grades 1, 2 and 3 completed the numeracy assessment. Only those Grade 4 students identified as at-risk at the end of the 2021-22 school year, completed the numeracy assessment in the fall of 2022. Results indicate a significant number of students still considered at risk at the end of the school year. This will be an area for growth in the upcoming year.

NUMERACY ACHIEVEMENT RESULTS

Division Mathematics Intervention/Programming Instrument (MIPI) Data



Summary

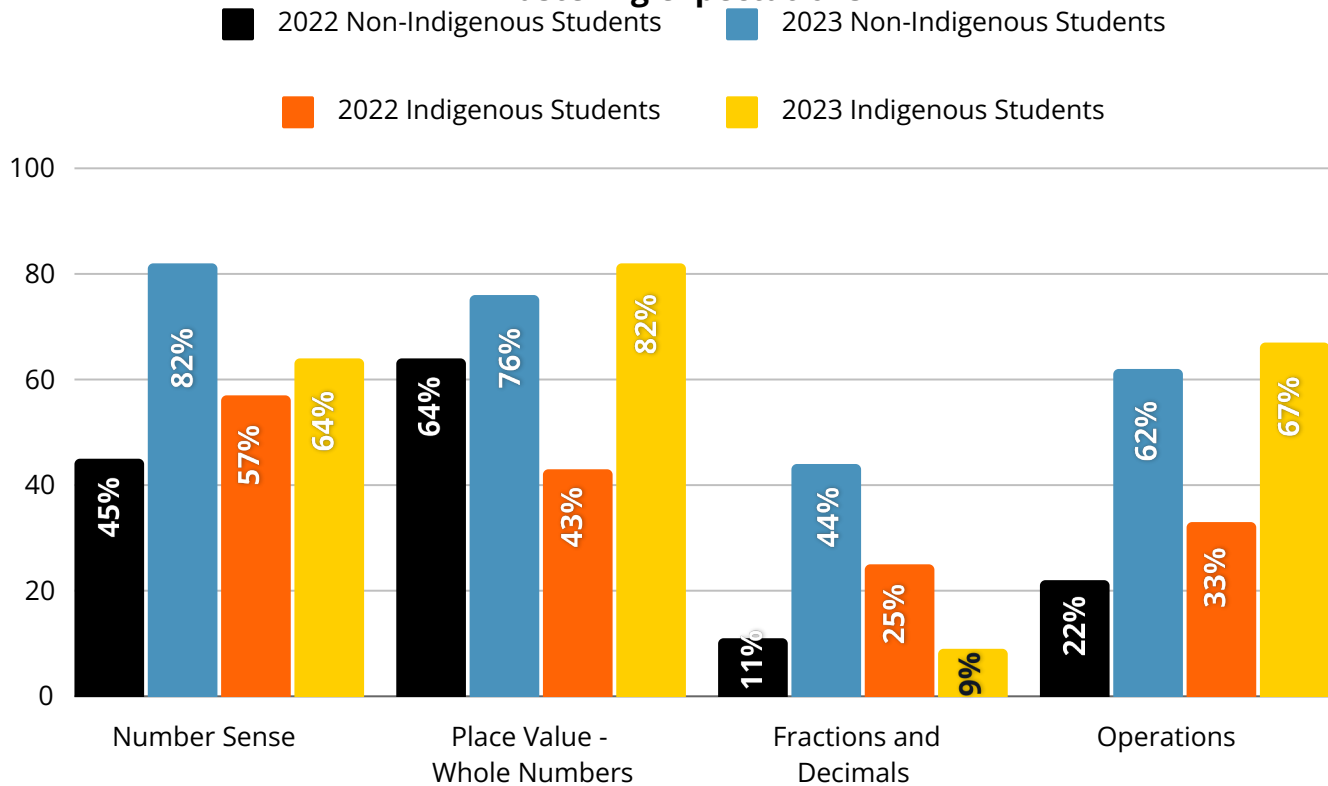
The MIPI is administered at the beginning of the year to determine how well students understand key concepts from previous year's work, which provides a useful starting point for the current year's instruction. The September 2022 results showed that 60.8% of non-Indigenous Grade 2 through 6 students and 54% of Indigenous students started their school year meeting or mastering the core concepts from the previous grade level. Meanwhile, only 37.5% of Grades 7-10 non-Indigenous students and 60% of Indigenous students were meeting or mastering the core content of the previous grade level. The above chart also shows a decline in the number of students meeting or mastering core content as students get older. This data is very useful in helping teachers to identify priority areas for intense instruction in numeracy throughout the year. In 2023, we made the decision to repeat the MIPI in the Spring. [View the Spring results here.](#)

[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 1-9 curriculum as key units of work are completed. These assessments provide a snapshot of student progress at points in time throughout the school year.

The 2022-23 NCAT results suggest that 45% to 64% of non-Indigenous students had met or mastered the concepts in these four numeracy strands at the time of test administration, and teachers used this information to inform their planning and instruction for the remainder of the year.

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

Similar trends can be seen in the data regarding our Indigenous students. Further work is also required to eliminate the achievement gaps for our Indigenous students and to ensure all of our students are meeting program expectations.

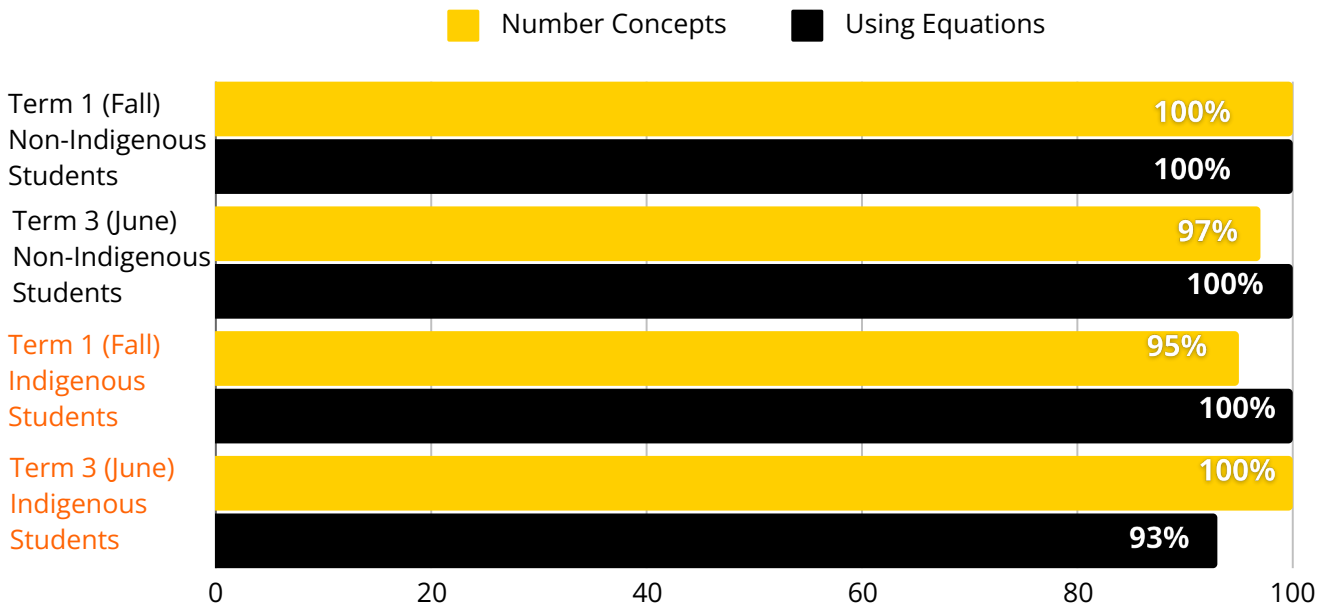
About Numeracy Comprehension Assessment Tool



NUMERACY ACHIEVEMENT RESULTS

Division Year-End Report Card Data for Numeracy

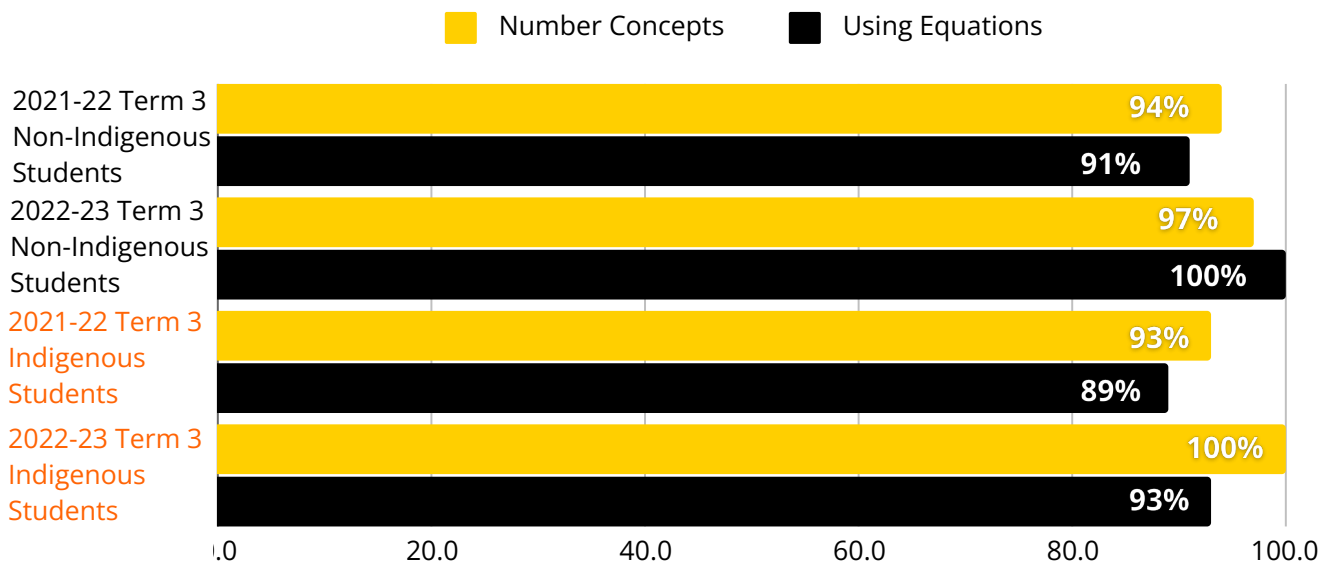
Percentage of Grades 1-6 students meeting or mastering expectations in 2022-23



Summary

The Report Card Data for the 2022-23 school year showed similar results in the percentage of Grades 1-6 students who met or mastered the core learning outcomes in the Number Concepts strand of mathematics. As shown in the graph below, a slight increase is evident in the results from our non-Indigenous students in the year-over-year comparison.

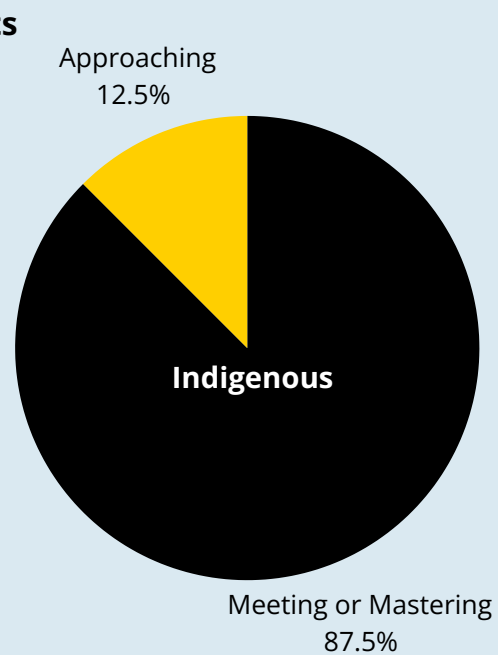
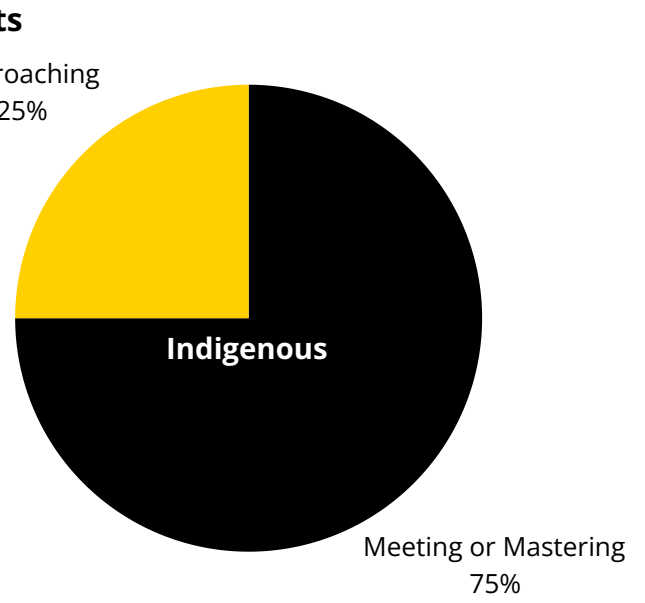
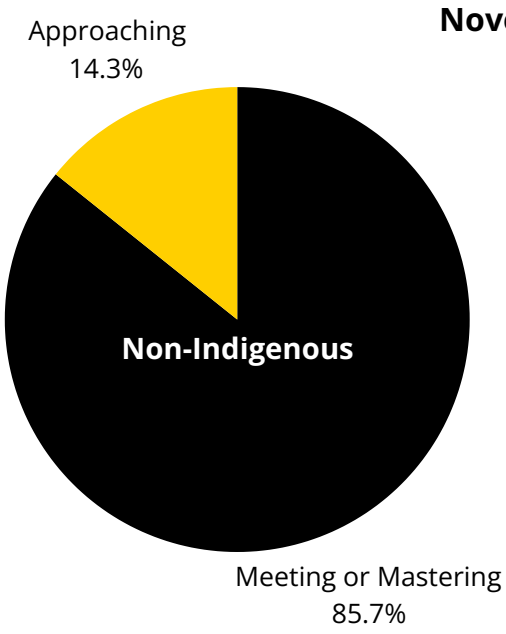
Year-over-year comparison of the percentage of Grades 1-6 students meeting or mastering expectations in Term 3



NUMERACY ACHIEVEMENT RESULTS

Division Report Card Data for Numeracy:

Percentage of Grades 7-9 Students Meeting or Mastering Expectations



Summary

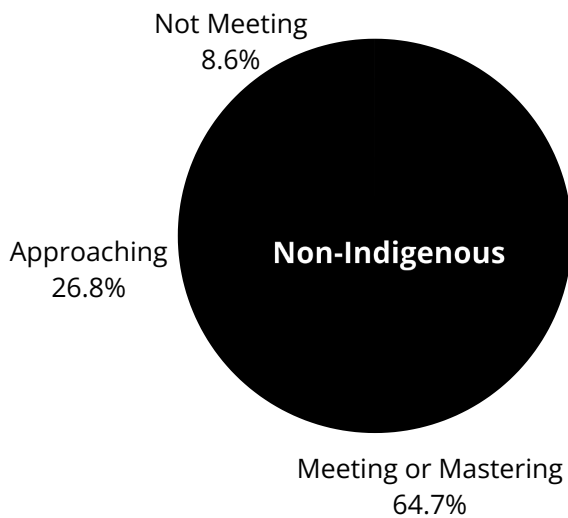
The Grades 7-9 report card data indicate that from the November reporting period to the June reporting period the percentage of all students meeting or mastering grade-level expectations in numeracy increased for both our non-Indigenous and Indigenous students.

NUMERACY ACHIEVEMENT RESULTS

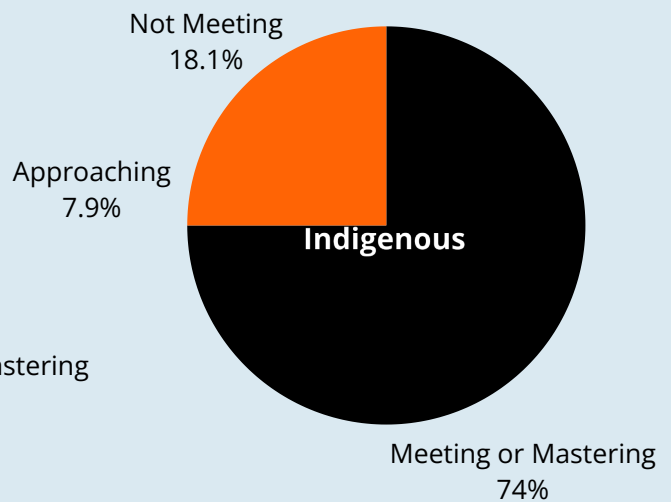
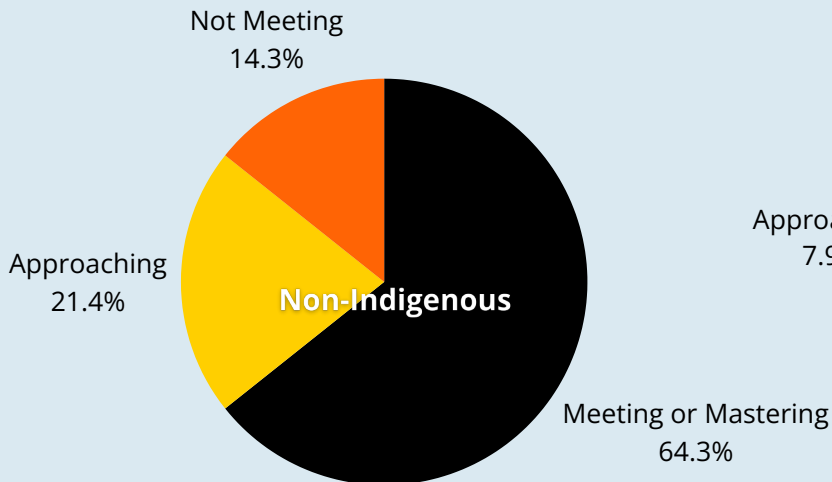
Division Report Card Data for Numeracy:

Percentage of Grades 10-12 Students Meeting or Mastering Expectations

Mid-Semester Assessments



End of Course Assessments



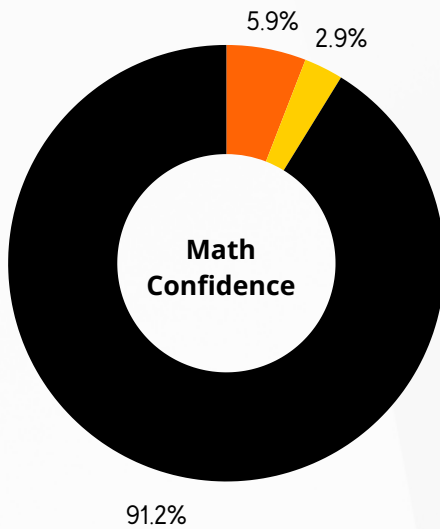
Summary

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

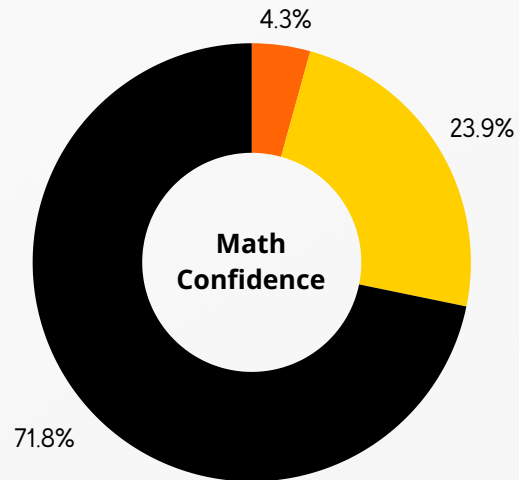
NUMERACY ACHIEVEMENT RESULTS

PRSD Education Assurance Survey Results: Goal Two - Numeracy

Grades 3-6



Grades 7-12



- Confident to Very Confident
- Less Confident
- Not Confident

Summary

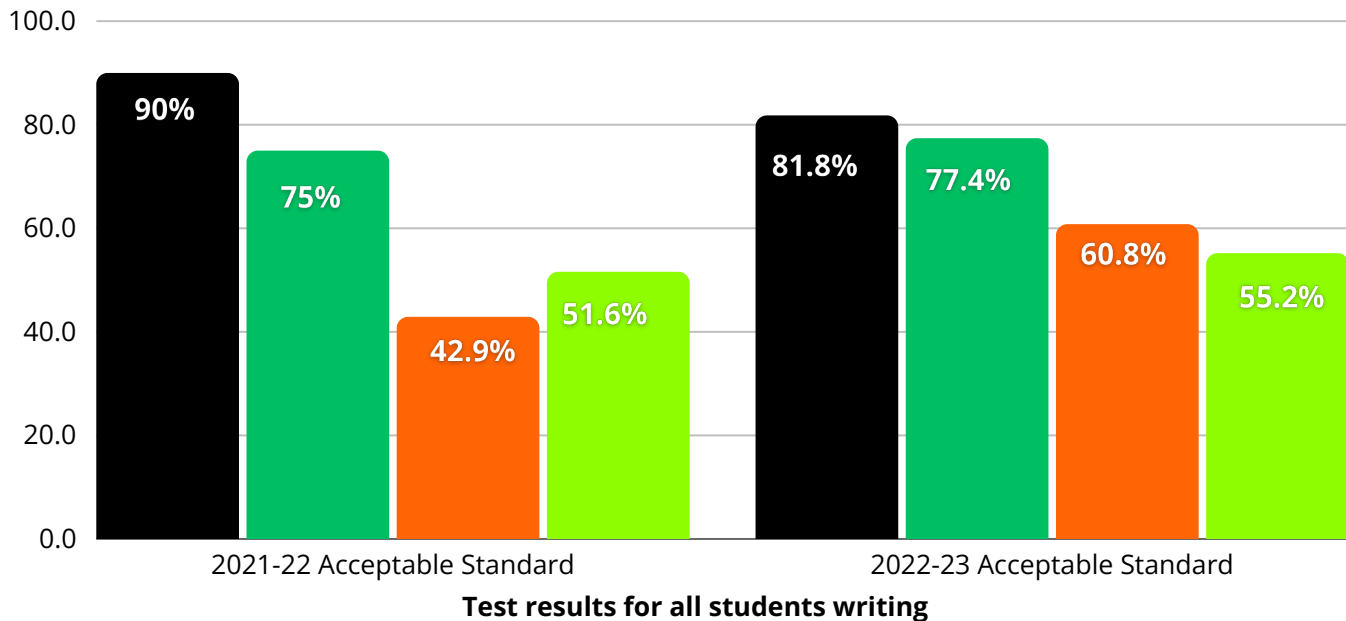
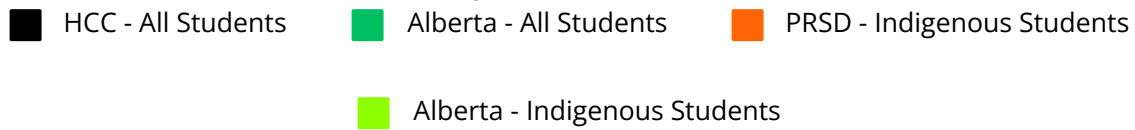
Students were asked to rate their level of confidence in their own math skills on a scale of 1 to 5, with 1 being not confident and 5 being extremely confident. As you can see in the above graphs, the PRSD Education Assurance Survey data indicated that 91.2% (combined percentages from students who answered either three or greater on the survey) of Grade 3 to 6 students felt confident in their numeracy skills and 71.8% of Grade 7 to 12 students felt the same way.

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

NUMERACY ACHIEVEMENT RESULTS

Provincial Achievement Test (PAT) - Grade 6

Year-over-Year Comparison of Grade 6 Mathematics



Summary

The Grade 6 Math PAT results show a slight decline in scores from 2022 to 2023.

[CLICK HERE for all PAT Results](#)

Grade 6 Mathematics

Division Year-End Report Card Data

All Students

Number Concepts 100%

Using Equations 100%

Indigenous Students

Number Concepts 100%

Using Equations 100%

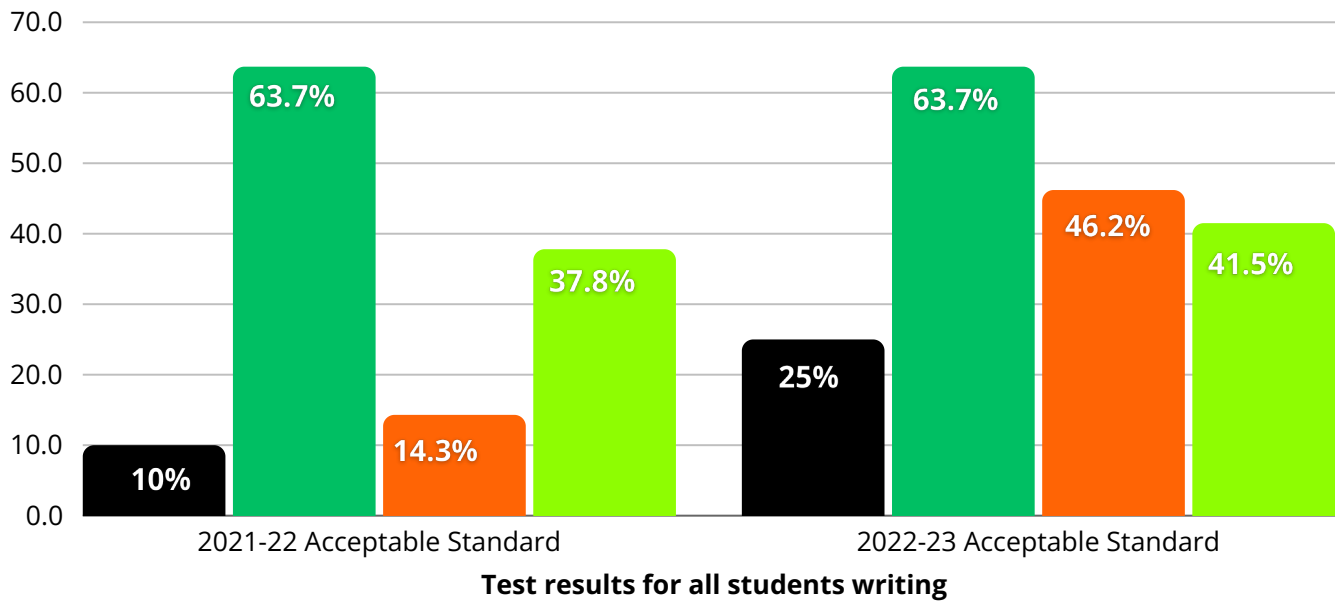
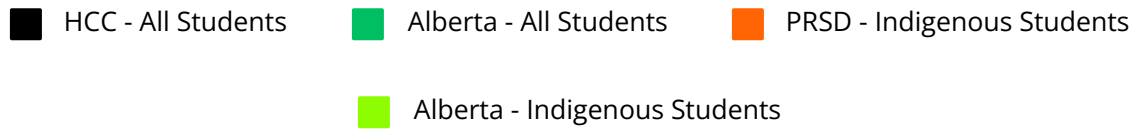
Summary

The division's year-end report card data indicate there is very little achievement gap between all students and our Indigenous students. 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.

NUMERACY ACHIEVEMENT RESULTS

Provincial Achievement Test (PAT) - Grade 9

Year over Year Comparison of Grade 9 Mathematics



Summary

The Grade 9 PAT results in mathematics show a slight improvement in test scores from the 2021-22 school year. This score is still far below the division and provincial averages. Math 9 will continue to be an area of focus for HCC.

[CLICK HERE for all PAT Results](#)

Grade 9 Mathematics

Division Year-End Report Card Data

Meeting or Mastering
Grade-Level Expectations

All Students



Indigenous Students



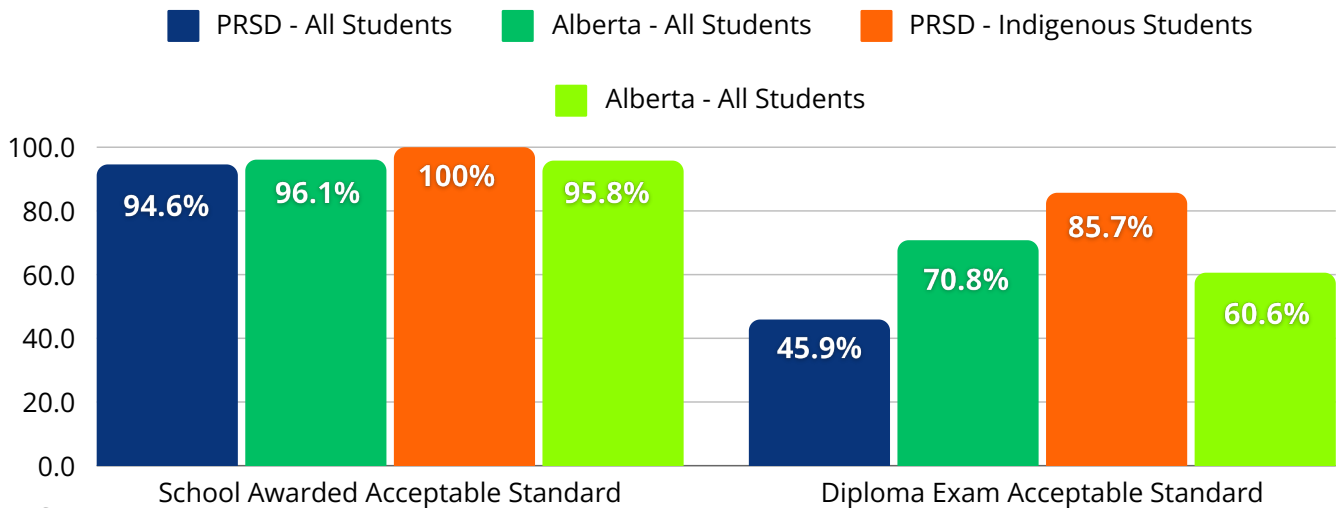
Summary

The division's year-end report card data indicate that 87.5% of our Grade 9 students were meeting or mastering grade-level expectations and 50% of our Indigenous students were meeting or mastering grade-level expectations. Working with our teachers and students to help ensure students are well prepared for the PAT and take this assessment seriously will continue to be a priority focus moving forward.

NUMERACY ACHIEVEMENT RESULTS

Provincial Diploma Exam Results - All Students

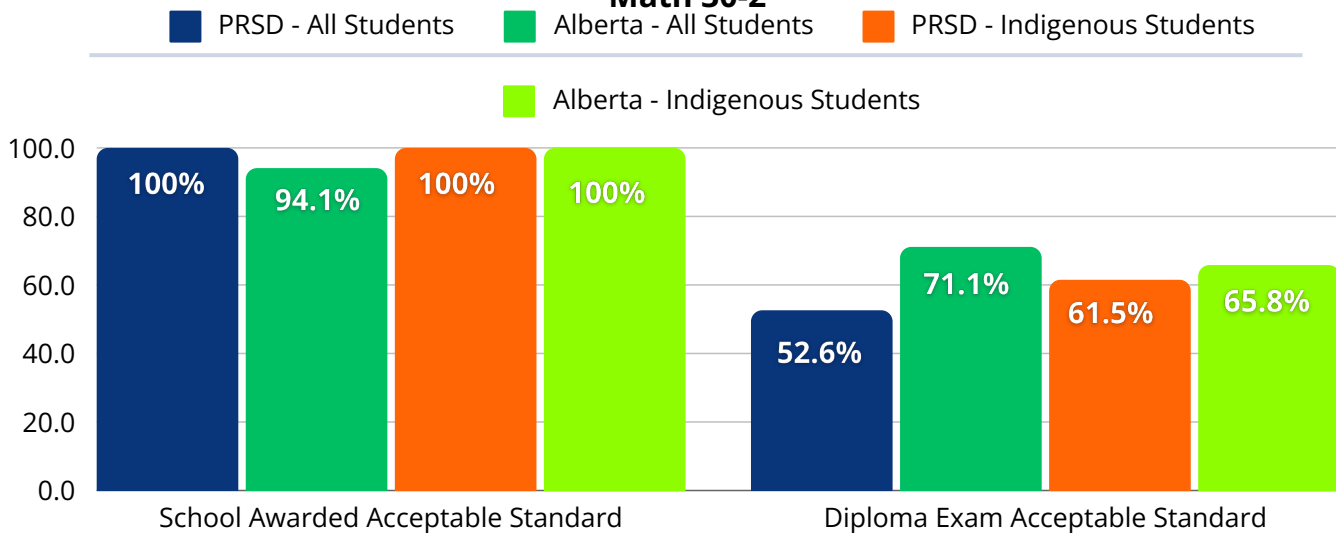
Math 30-1



Summary

In the 2022-23 school year, our achievement data for Math 30-1 indicate that 97.2% of our students achieved a “blended score” acceptable standard compared to 94.4% provincially. Furthermore, the division’s Indigenous students outperformed their provincial counterparts on both the “School Awarded” and “Diploma Exam” acceptable standard. Moving forward, a divisional priority is to help students to improve their performance on the diploma exam. The number of students writing Math 30-1 is too few to report.

Math 30-2



Summary

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

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.

Métis Week Nov. 7-14



PRSD GOAL THREE

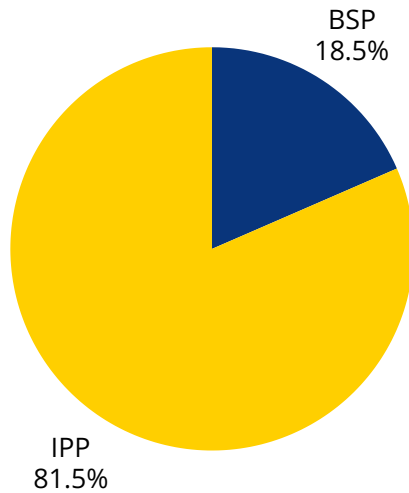
ALL STUDENTS ARE SUCCESSFUL THROUGH INCLUSIONARY PRACTICES

OUTCOME:

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

INCLUSIVE EDUCATION PRACTICES

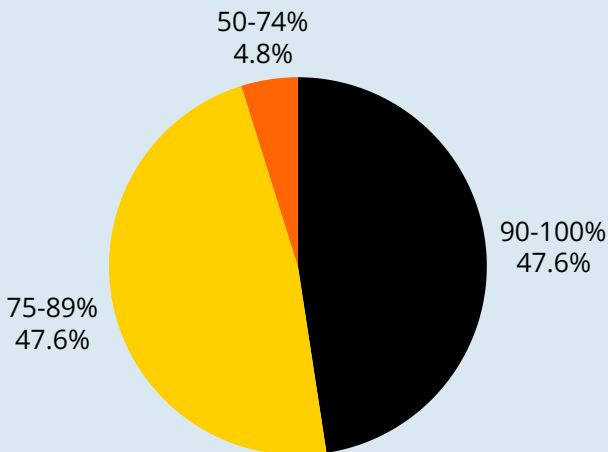
Behavioural Support Plans and Individual Program Plans for Special Needs Students - Division Data



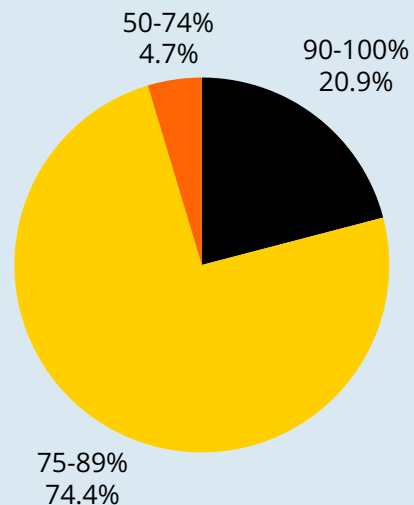
Regarding Division data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 63 BSPs completed and 278 IPPs completed in the 2022-23 school year. The total population of students within the PRSD in the same school year was 3,024.

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

Attendance Data: Non-Indigenous Students



Attendance Data: Indigenous Students



Summary

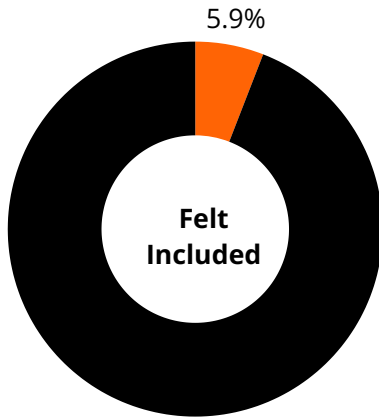
Out of the total number of students at HCC in the 2022-23 school year, less than half of our students attended 90% or more of the school year. Amongst our Indigenous students, only a third attended 90% of the school year or more.

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

INCLUSIVE EDUCATION PRACTICES

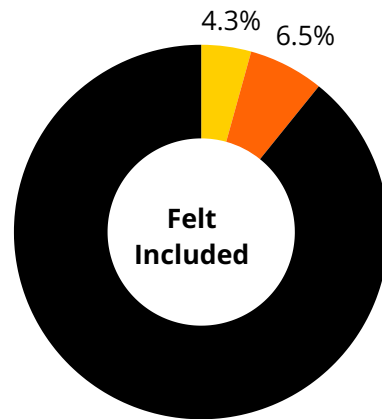
PRSD Education Assurance Survey Results: Goal Three - Inclusion

Grades 3-6



94.1%

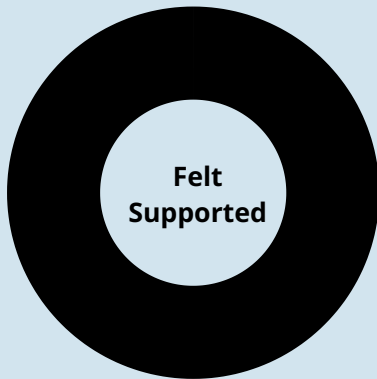
Grades 7-12



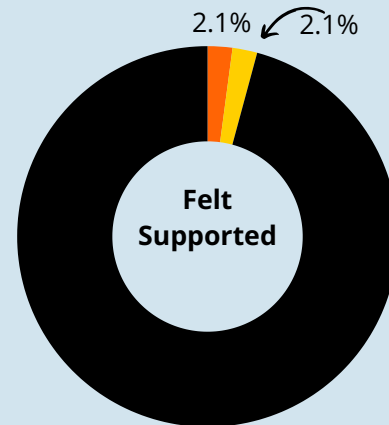
89.2%

Agree
 Somewhat Agree
 Disagree

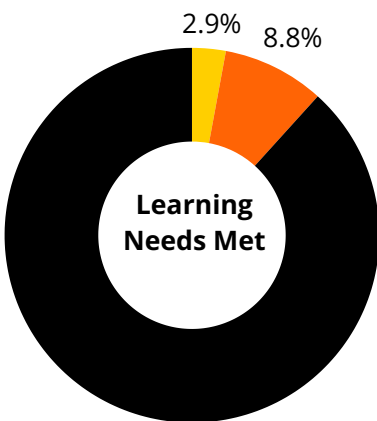
[Link to the PRSD Student Assurance Survey Qualitative Data](#)



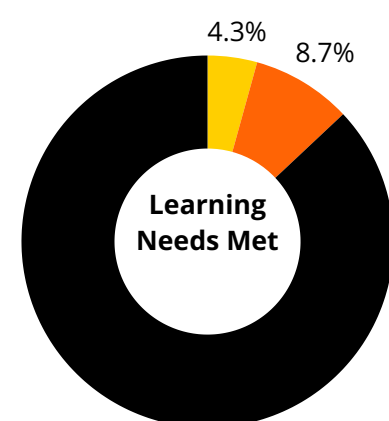
100%



95.8%



88.3%

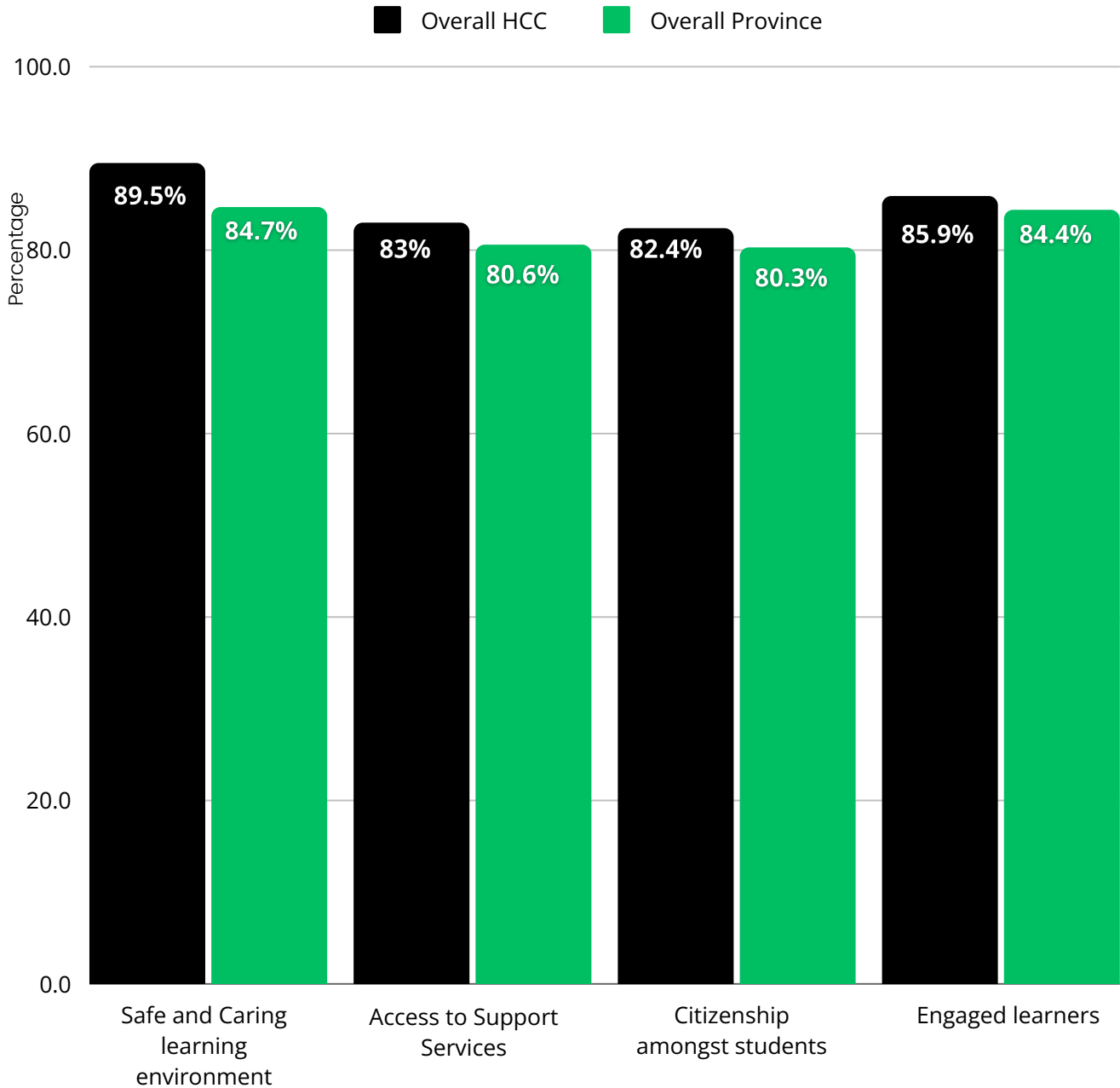


87%

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

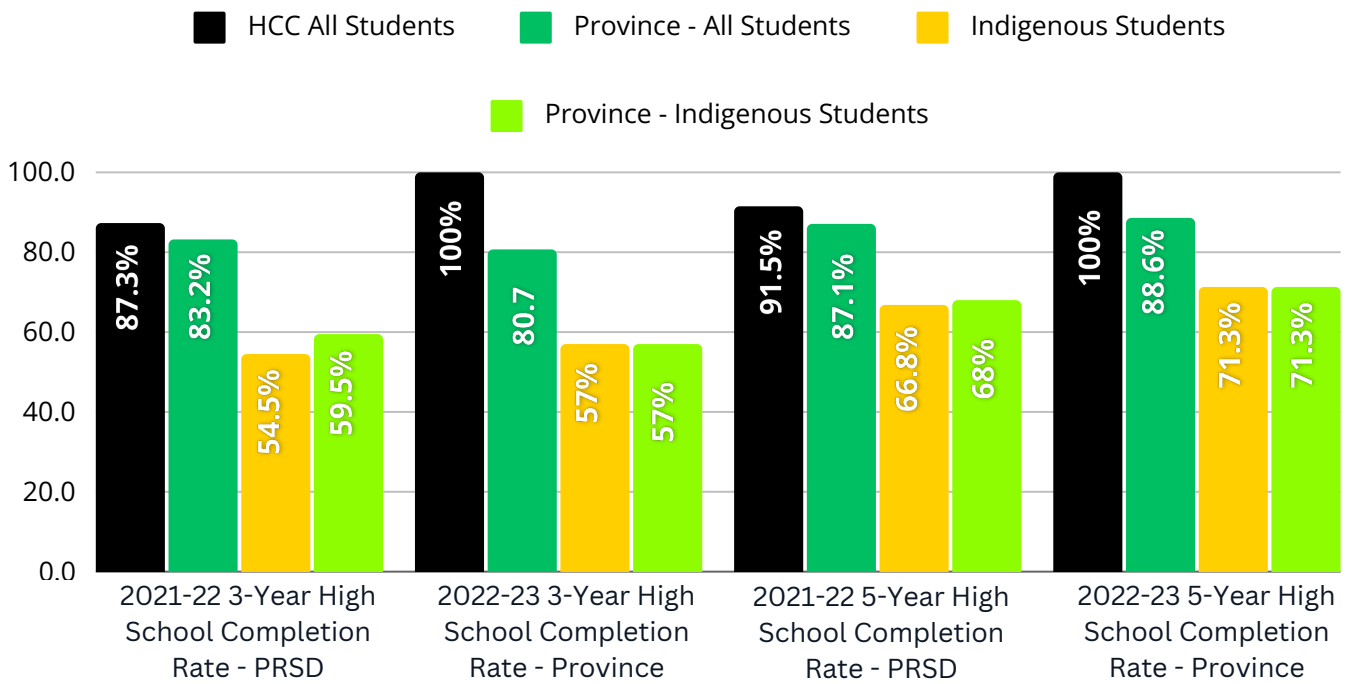
Summary

Based on provincial data, HCC exceeded the overall provincial average for the percentage in all four categories of safe and caring learning environments, access to support services, citizenship, and engaged learners. In all of these categories, the PRSD either maintained an already high standard, or improved upon last year's results.

[Link to Alberta Education Assurance Measures Results](#)

INCLUSIVE EDUCATION PRACTICES

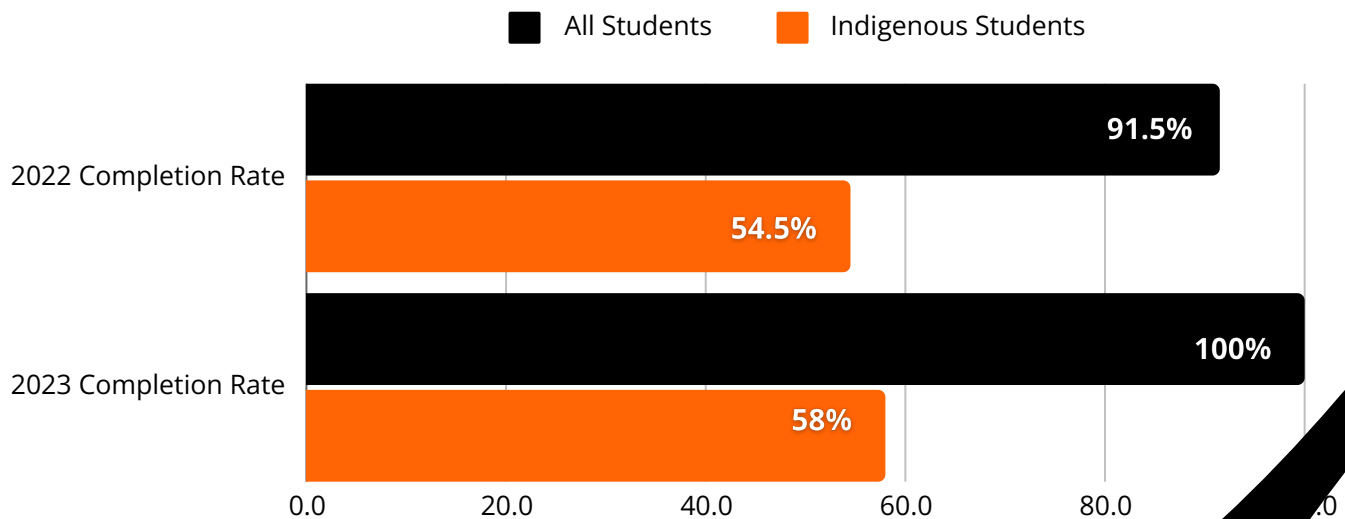
Alberta Education Assurance Measures: High School Completion Rates



Summary

Both HCC's three-year and five-year High School Completion Rate show improvement with the overall student rate improving by 4.2% in the three-year average. In the five-year average, the overall student rate improved by 8.5% to 100%. In the graph below, you will see the annual graduation rate for both our total student population and Indigenous student population. Both sets of data show an improvement in our High School completion rate.

Alberta Education Survey Results: Annual High School Completion Rate



Summary of Inclusion Education Practices

General Statement

Overall, based on PRSD and ABED survey data, HCC 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.

2022-23 BUDGET SUMMARY

Budget Report - 1 Compare Columns

Peace River School Division No. 10

2022 - 2023 Spring Budget

SCHOOL: Hines Creek Composite

Revenue and Allocations to Budget Center

AB ED: Service & Supports	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Funding Framework Allocation	\$65,679	\$71,844
Total AB ED: Service & Supports	\$65,679	\$71,844
% of Revenue and Allocations to Budget Center	96%	97%

AB ED: Base Funding	2022 - 2023 Spring Budget	2021-2022 Spring Budget
School Allocation	\$0	\$0
School Fee Allocation	\$0	\$0
Total AB ED: Base Funding	\$0	\$0
% of Revenue and Allocations to Budget Center	0%	0%

AB ED: Differential Cost Funding	2022 - 2023 Spring Budget	2021-2022 Spring Budget
FNMI Allocation: School: Current Year	\$2,400	\$2,400
FNMI Allocation Per Student: Current Year	\$60	\$60
FNMI and Aboriginal Enrolment: ECS	0 Students	0
FNMI and Aboriginal Enrolment: Grade 1-12	40 Student	40
Total AB ED: Differential Cost Funding	\$2,400	\$2,400
% of Revenue and Allocations to Budget Center	4%	3%

Transfers	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Transfer: One time budget transfer	\$0	\$0
Transfer: School Operations: EA Inclusive Ed	\$0	\$0
Transfer: School Operations: Inclusive Ed	\$0	\$0
Transfer: School Operations: Videoconferencing	\$0	\$0
Transfer: School: Video Conferencing	\$0	\$0
Transfer: Un-certificated PD	\$0	\$0
Total Transfers	\$0	\$0
% of Revenue and Allocations to Budget Center	0%	0%

Total Revenue and Allocations to Budget Center	\$68,079	\$74,244
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Expenditures

Other Staffing Costs	2022 - 2023 Spring Budget	2021-2022 Spring Budget
School Based Certificated Sub Cost	\$4,440	\$6,660
Days of School Certified Subs	20.00 Days	30.00
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
School Based Certificated Sub Benefits	\$444	\$666
School Based Certificated Sub Cost	\$4,440	\$6,660
Sub Teacher Benefit Rates	0.1000 Factor	0.1000
Uncertificated Subs and Additional Hours	\$1,500	\$1,000
Total Other Staffing Costs	\$6,384	\$8,326

2022-23 BUDGET SUMMARY

SCHOOL: Hines Creek Composite - Budget Report

2022 - 2023 Spring Budget

Other Staffing Costs	2022 - 2023 Spring Budget	2021-2022 Spring Budget
% of Expenditures	9%	11%

Contracted Services	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Certificated Inservice/Reg Fees	\$2,400	\$4,100
Uncertificated Inservice/Reg Fees	\$600	\$600
Professional Fees	\$0	\$0
Student Awards	\$3,000	\$3,060
Staff and Public Relations	\$2,000	\$1,500
Postage & Phone	\$700	\$700
Advertising	\$100	\$300
Expense Reimbursement	\$500	\$2,000
Field Trips	\$6,000	\$5,000
Contracted Building Grounds Maintenance	\$1,500	\$1,500
Contracted Equipment & Vehicle Maintenance	\$300	\$250
Association Fees	\$0	\$0
Ending Reserve Balance	\$0	\$0
Total Contracted Services	\$17,100	\$19,010
% of Expenditures	25%	26%

Supplies	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Special Projects	\$0	\$0
Supplies	\$32,790	\$37,103
Library Supplies (Minimum Standard)	\$0	\$0
Library Enhancement Rate	\$13.00	\$13.00
ECS Enrolment	0 Students	0
Total Head Count w/o ECS	0.00 Students	0.00
Library Supplies	\$1,500	\$2,000
LRC Subsidy	\$0	\$0
Furniture & Equipment	\$10,305	\$7,805
Total Supplies	\$44,595	\$46,908
% of Expenditures	66%	63%

Total Expenditures	\$68,079	\$74,244
---------------------------	-----------------	-----------------

Summary

	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Total Revenues and Allocations To Budget	\$68,079	\$74,244
Total Expenditures	\$68,079	\$74,244
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
- 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

Hines Creek Composite's AERR Report will be communicated in the following ways:

- Posted in the Documents section of the Hines Creek Composite School website at www.hinescreekcomposite.ca
- Shared with Hines Creek Composite's School Council
- Accessible to parents and other stakeholders at Hines Creek Composite School, Box 450, 331 Government Road W, Hines Creek, Alberta.

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