

# TA NORRIS MIDDLE SCHOOL



## Annual Education Results Report 2021-2022



***Principal: Wade Johnson***

***Staff Representative: ALL STAFF***

***School Council Representative: Discussed and reviewed at the November meeting***

School Mission Statement

***We Focus on Learning***

School Vision Statement

***We are the School of Choice***

Values

- i. Safe and Caring
- ii. respect throughout our learning community
- iii. continuous improvement
- iv. success for all

## **School Profile**

T.A. Norris Middle School serves the town of Peace River and surrounding district in a well-equipped building. The school boasts renovations (such as a viewing gallery for our busy gymnasium), new open concept washrooms (2012), an art room, music room, industrial arts (IA) shop, a home economics lab (foods lab and sewing lab), a double gymnasium, a traverse climbing wall, a fitness area, 1-1 Chromebooks for ALL students, and a beautiful library that has been renovated with an excellent selection of English and French materials. Our school enrollment is up considerably this year; we have 282 students. We have 13 core-based classrooms; 9 English based and 4 that are French immersion.



We have continued our instructional model called Response to Intervention (RTI), as a means to meet the needs of all learners. We have created an opportunity for all students to receive targeted instruction during a 'Success Block'. During the block teachers have the opportunity to work with targeted groups of students with a focus on literacy and other foundational skills.

All Grade Five and Six students receive a standard set of introductory courses, while Grade Six students receive standard intermediate level training. Courses include Home Economics (cooking and sewing), Industrial Arts (wood working), Art and Drama. Our Grade Five and Six students also take a second language (French) and Music. Grade Six students can also register for an introductory Band program. Our Grade Seven and Eight students may choose their exploratory courses and these classes are cross-graded.

We have resumed our Hockey and Gymnastics Academies that were postponed last year due to COVID restrictions. The students go on the ice twice a week for one hour. We have partnered with the Gymnastics club to offer a grade five/six program. We use both their facilities and instruct on Tuesday and Thursday for Term 1 and 2 for one hour.

T.A. Norris and Springfield Elementary School are working together to offer a Healthy Buddies Program. This is a transition program set up by the staff of the two schools. Our Gr. 7 students go to Springfield once for one hour to teach Health to Gr. 4. During the following five weeks, the Gr. 4 students come to T.A. Norris. This builds leadership skills with our Gr. 7 students while helping



with the transition of the Gr. 4 students into Gr. 5 at T.A. Norris. When students come to T.A. Norris in September they will already have spent a significant amount of time at the school and will know many of the new Gr. 8 students very well.

Staffing has been made available through the Peace River Mental Health Capacity Building Project, including one full-time youth support worker whose focus is on a wide variety of issues surrounding student mental and physical health.



T.A. Norris offers a Band Program and French as a Second Language (FSL). There are forty students in Grades 5 - 8 studying in our French Immersion program. Students enrolled in this program receive instruction in French for 70% of the day. Though expensive and difficult to staff, French Immersion and our Band program provides additional choices for our students and enhances our marketing to maintain our student enrolment.



Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	T A Norris Middle School			Alberta			Measure Evaluation		
								Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement							n/a	n/a	n/a
	Citizenship							n/a	n/a	n/a
	3-year High School Completion							n/a	n/a	n/a
	5-year High School Completion							n/a	n/a	n/a
	PAT: Acceptable							n/a	n/a	n/a
	PAT: Excellence							n/a	n/a	n/a
	Diploma: Acceptable							n/a	n/a	n/a
	Diploma: Excellence							n/a	n/a	n/a
Teaching & Leading	Education Quality							n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)							n/a	n/a	n/a
	Access to Supports and Services							n/a	n/a	n/a

Governance	Parental Involvement							n/a	n/a	n/a

Notes:

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

## Measure Evaluation Reference (Required AEAMs)

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

### Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

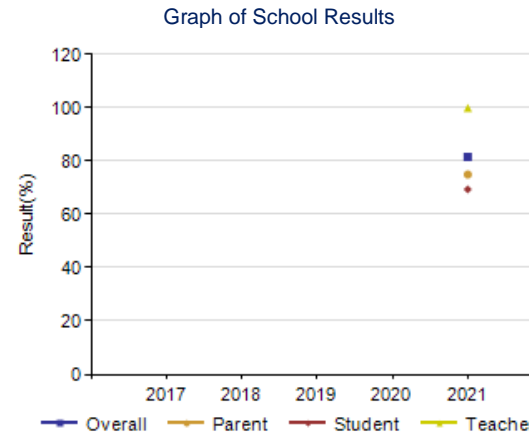
Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																													
	School										Authority										Province								
						Measure Evaluation																							





Notes:

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

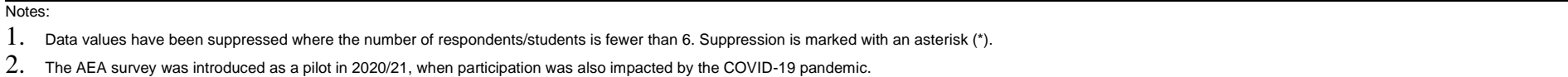
Comment on Results

- Students transitioned this year into a more digital based platform that met with a mixed response. When technology was working, there was success. Logging in, logistics related to blended learning did provide some barriers in the teaching and learning. As the year moved along, those became less and less.
- This was a very difficult year due to COVID restrictions. We had staff, students and at times full classes and the entire school having to isolate and move to an online learning model which made the engagement of students more difficult. Our results reflect our inability to do the activities we normally would have done.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																											
School										Authority										Province							
Measure Evaluation																											



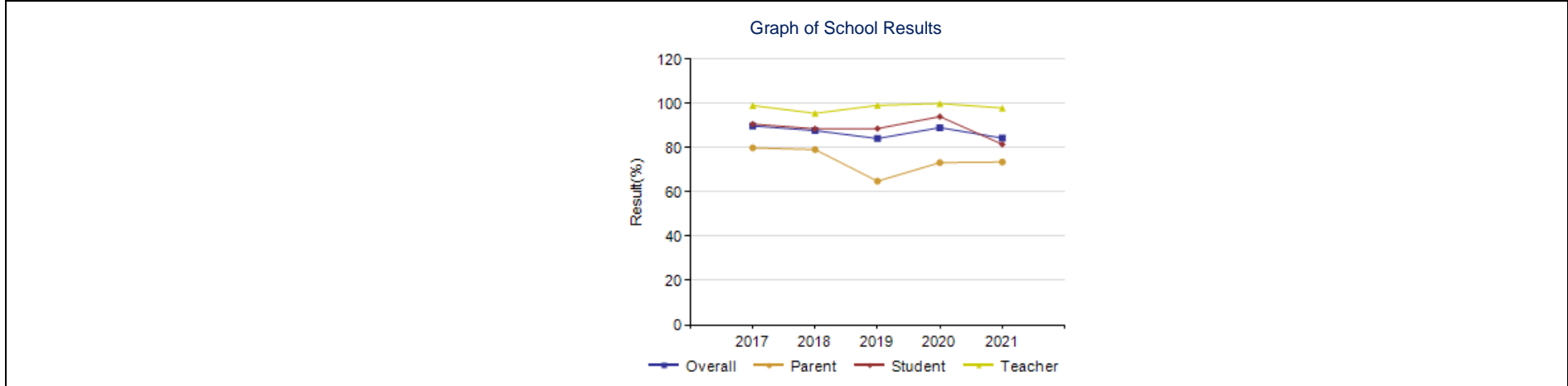


- We believe students need to be more explicitly educated on the positive aspects of citizenship they are already displaying and learning
- It was difficult this year as we were not able to engage in many activities that we normally would have due to COVID restrictions

- Classes provided students opportunities to take an active part in their education and develop cooperative learning skills through:
  - Involvement in the assessment process through the construction of projects and assessments
  - Peer evaluation
  - Group work opportunities
- Student normally had the opportunity to assist in the operation of the school – POSTPONED due to COVID restrictions
  - As canteen helpers
  - As library helpers
  - Making and distributing student breakfasts through Breakfast for Learning
  - As volunteer referees and coaches for intramurals and elementary teams
  - Volunteer opportunities throughout the school year (Track Meet workers; tour guides)
- Healthy Buddy Program – Our grade 7 students teach health curriculum and active lifestyle to grade 4's from our feeder school (Springfield) – Modified to virtual due to COVID restrictions
- Team Active NERDs (school council) POSTPONED due to COVID restrictions
- Student Mentoring – organized through Project Peace - POSTPONED due to COVID restrictions
- Educate, engage, and monitor students on the principles of responsible digital citizenship.
- Routinely referred students to the citizenship qualities reinforced by school activities and behaviours.
- Routinely referred students to job/career skills school learning can be applied to.
- Use of Class Dojo (classroom management software) to specifically recognize and celebrate Citizenship
- Mentorship programs - POSTPONED due to COVID restrictions
- Direct social skills instruction
- Cultural programming for our at risk FNMI students provided in conjunction with the Sagitawa Friendship Centre

## Percentage of teachers, parents and students satisfied with the overall quality of basic education.

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3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**Comments on results**

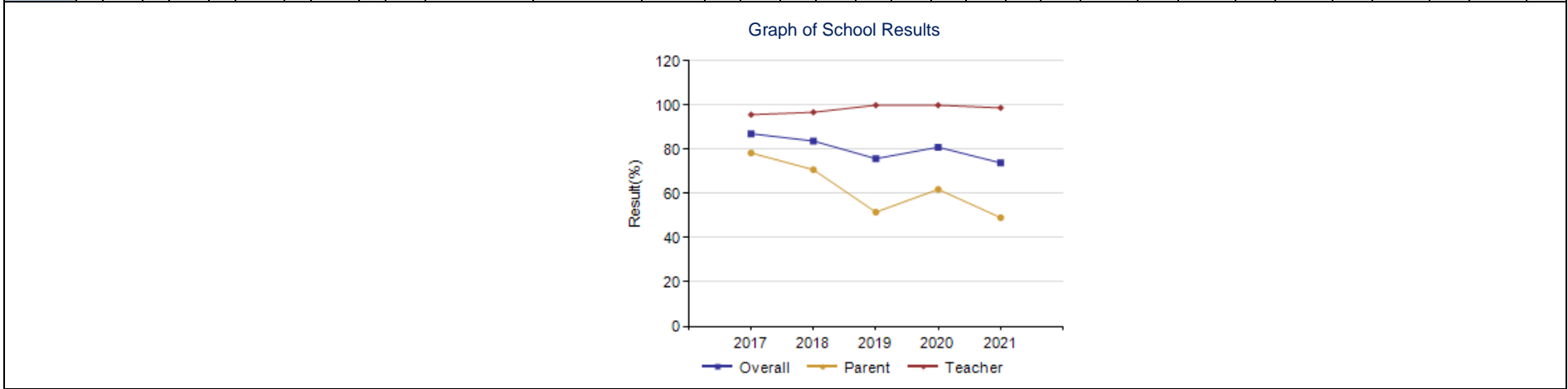
- We believe our performance here indicates the need to better inform/educate students and parents on the relevant programming in place.
- Our basic delivery of Education changed to a blended format this year due to COVID restrictions. This format was challenging to maintain balance between students at school and at home.

**Strategies**

- There was frequent posting of academic and extracurricular events on ClassDojo
- Normally invite\ to parents to visit the school and attend special events, circulated via ClassDojo - POSTPONED due to COVID restrictions
- The school was innovative and responsive to needs of the students and community (evolving exploratory program, Olweus / EBS program).
- Committed to maintaining effective professional development and a thriving professional learning community
- Encouraging practicum students to complete their time at our school

**Parental Involvement – Measure Details**

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																															
	School													Authority							Province										
									Measure Evaluation																						



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

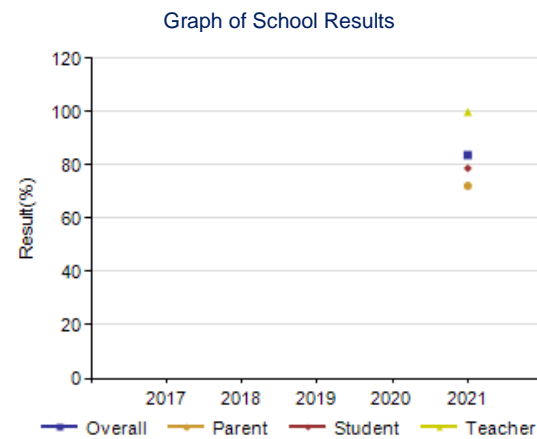
<p><b>Comment</b></p> <ul style="list-style-type: none"> <li>- Due to COVID related restrictions, there seems to be a greater disconnect for parents being involved with the school. So many strategies listed below that have made us successful in this area in the past were not able to be implemented.</li> </ul>	
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- |                   |  |
|-------------------|--|
| <b>Strategies</b> | <p>Core teachers normally invite parents to visit the school for events such as - POSTPONED due to COVID restrictions</p> <ul style="list-style-type: none"> <li>○ Awards (Extra-curricular, Academic)</li> <li>○ Meet the Teacher night</li> <li>○ Concerts (Christmas/band)</li> <li>○ Extra-curricular events</li> </ul> <p>● Opportunities for parents to be involved in school events - POSTPONED due to COVID restrictions</p> <ul style="list-style-type: none"> <li>○ Parent Advisory Council</li> <li>○ Hot lunch program</li> <li>○ Extra-curricular events</li> <li>○ Fundraising for French Immersion, grade 6 Social Studies and grade 8 excursions.</li> </ul> |
|-------------------|--|

- Classroom / Library volunteers.
- Remain committed to maintaining effective professional development and a thriving professional learning community
- Continue to participate in the Gr. 6 conference in Edmonton, and Gr. 8 trip to camp YoWoChAs - POSTPONED due to COVID restrictions
- Encourage parents to view and attend upcoming events - POSTPONED due to COVID restrictions
- Continue the Team Active Nerds student leadership program - POSTPONED due to COVID restrictions
- Keep parents informed about the school and their children through the newsletter, website, direct conferences, and case conferences
- Maintain working relationships with organizations and persons within the greater school community RCMP (D.A.R.E. programming; school liaison officer).

### **Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details**

[illegible]

[illegible]

Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**Comment on Results**

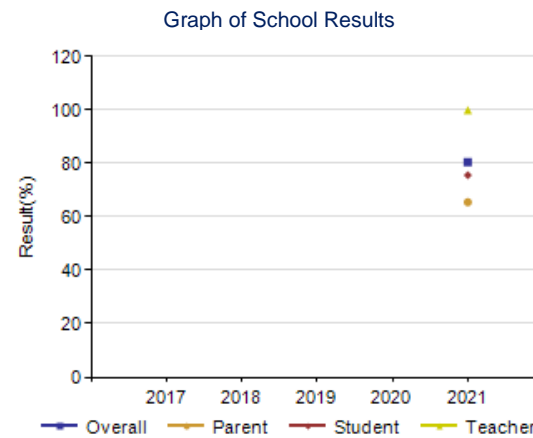
- We believe the climate of care and respect for others has continued to improve.

**Strategies**

- The school is innovative and responsive to needs of the students and community (evolving exploratory program, Olweus / EBS program).
  - The school takes the lead on offering extracurricular events for inter-school participation (tournaments, track meets, etc.) – POSTPONED due to COVID restrictions
  - Provided information regarding our programming to stakeholders
  - Kept parents informed about the school and their children through the newsletter, website, direct conferences, and case conferences
- Maintain working relationships with organizations and persons within the greater school community RCMP (D.A.R.E. programming; school liaison officer).

**Access to Supports & Services – Measure Details**

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																														
	School													Authority								Province								
											Measure Evaluation																			

[illegible]

Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

### Comment on Results

- We believe the access to appropriate supports this year was challenging due to the COVID restrictions. Our communication with many parents increased due to the various times we had to have at home learning through the year. While we had other parents, communication with the school was challenging.

### Strategies

- The school was innovative and responsive to the needs of the students.
- The school will continue to take the lead on offering extracurricular events for inter-school participation (tournaments, track meets, etc.) – POSTPONED due to COVID restrictions
- Provide information regarding our programming to stakeholders via a variety of forms of communication: weekly email updates, website, Facebook

### Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	T A Norris Middle School			Alberta			Measure Evaluation		
	C u r r e n t R e s u l t	P r e v Y e a r R e s u l t	P r e v 3 Y e a r A v e r a g e	C u r r e n t R e s u l t	P r e v Y e a r R e s u l t	P r e v 3 Y e a r A v e r a g e			
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	56.6	56.4			
Drop Out Rate	*	*	n/a	2.6	2.7	2.6			
Program of Studies	88.4	91.3	90.4	81.9	82.4	82.1			
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	68.0	66.6	64.9			
Safe and Caring	88.0	87.7	86.9	90.0	89.4	89.1			
School Improvement	81.3	78.7	80.1	81.4	81.5	81.0			
Transition Rate (6 yr)	n/a	n/a	n/a	60.0	60.3	59.5			
Work Preparation	79.2	86.4	75.2	85.7	84.1	83.2			

#### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Only supplemental measures with Achievement standards are included in the Supplemental AEAMs – Overall Summary.
3. Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.

4. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

## Measure Evaluation Reference (Supplemental AEAMs)

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermed iate	High	Very High
4-year High School Completion	0.00 - 71.57	71.57 - 78.63	78.63 - 87.93	87.93 - 91.45	91.45 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 36.23	36.23 - 41.92	41.92 - 58.66	58.66 - 71.19	71.19 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
Transition Rate (4 yr)	0.00 - 21.98	21.98 - 30.52	30.52 - 44.34	44.34 - 61.50	61.50 - 100.00
Transition Rate (6 yr)	0.00 - 35.49	35.49 - 49.47	49.47 - 62.88	62.88 - 72.76	72.76 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00

#### Notes:

- For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

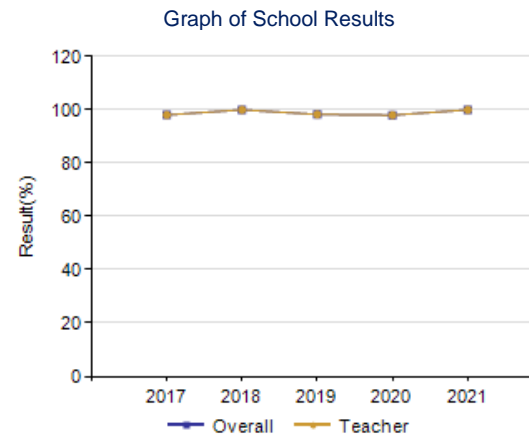
### Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

**In-service Jurisdiction Needs– Measure Details**

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.																																	
	School													Authority										Province									
											Measure Evaluation																						



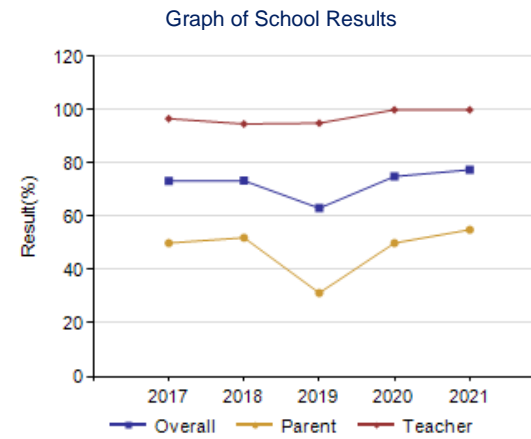
Notes:

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



Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																																	
	School													Authority										Province									
											Measure Evaluation																						

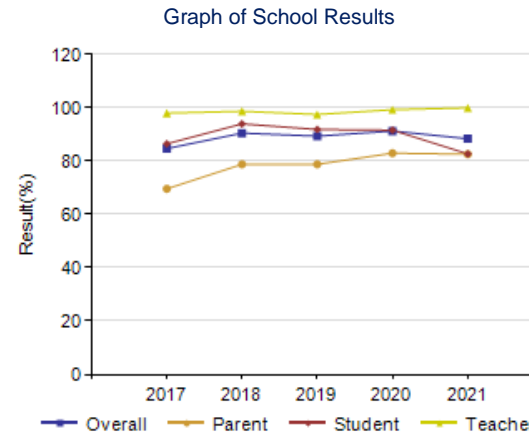


Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Program of Studies – Measure Details

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

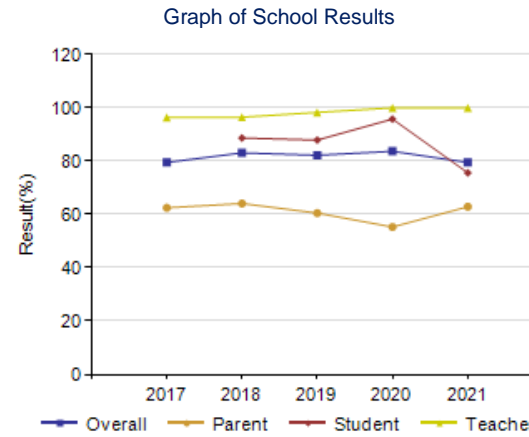


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3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																	
	School													Authority								Province											
									Measure Evaluation																								



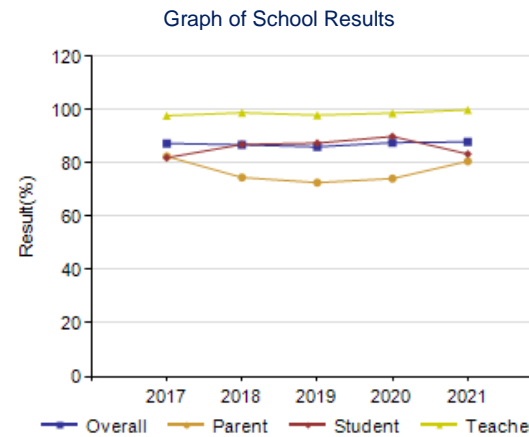
Notes:

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3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.																																	
	School													Authority										Province									
						Measure Evaluation																											



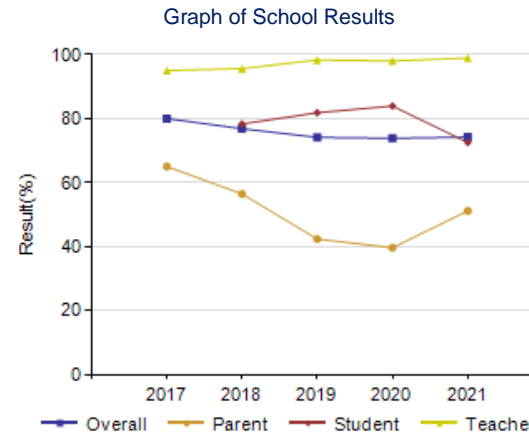


Notes:

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

Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																	
	School													Authority										Province									
						Measure Evaluation																											

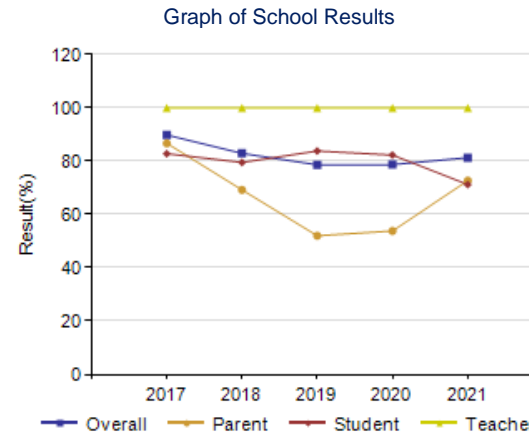


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School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.																													
	School									Measure Evaluation			Authority									Province							

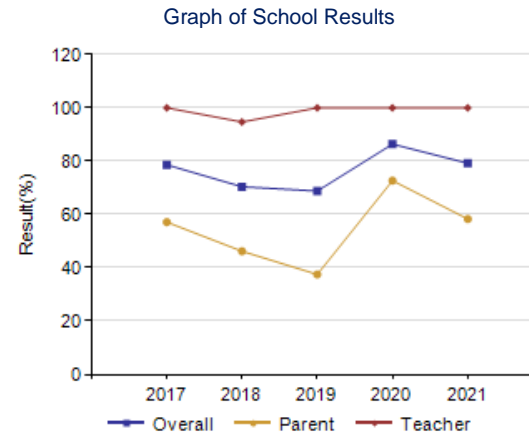


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3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.																																		
	School											Authority								Province														
									Measure Evaluation																									



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.



## Budget Report

Peace River School Division No. 10

2021-2022 Spring Budget

### SCHOOL: TA Norris Middle

#### Revenue and Allocations to Budget Center

AB ED: Service & Supports	2021-2022 Spring Budget	2020-2021 Spring Budget
Funding Framework Allocation	\$131,080	\$119,850
<b>Total AB ED: Service &amp; Supports</b>	<b>\$131,080</b>	<b>\$119,850</b>
<b>% of Revenue and Allocations to Budget Center</b>	<b>96%</b>	<b>96%</b>

AB ED: Differential Cost Funding	2021-2022 Spring Budget	2020-2021 Spring Budget
FNMI Allocation: School: Current Year	\$5,100	\$5,100
FNMI Allocation Per Student: Current Year	\$60	\$60
FNMI and Aboriginal Enrolment: Grade 1-12	85 Student	85 Student
<b>Total AB ED: Differential Cost Funding</b>	<b>\$5,100</b>	<b>\$5,100</b>
<b>% of Revenue and Allocations to Budget Center</b>	<b>4%</b>	<b>4%</b>

<b>Total Revenue and Allocations to Budget Center</b>	<b>\$136,180</b>	<b>\$124,950</b>
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#### Expenditures

Other Staffing Costs	2021-2022 Spring Budget	2020-2021 Spring Budget
School Based Certificated Sub Cost	\$9,990	\$9,990
Days of School Certified Subs	45.00 Days	45.00 Days
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
School Based Certificated Sub Benefits	\$999	\$999
School Based Certificated Sub Cost	\$9,990	\$9,990
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
Uncertified Subs and Additional Hours	\$2,000	\$2,000
<b>Total Other Staffing Costs</b>	<b>\$12,989</b>	<b>\$12,989</b>
<b>% of Expenditures</b>	<b>10%</b>	<b>10%</b>

Contracted Services	2021-2022 Spring Budget	2020-2021 Spring Budget
Certificated Inservice/Reg Fees	\$6,000	\$6,000
Uncertificated Inservice/Reg Fees	\$1,000	\$1,000
Postage & Phone	\$1,500	\$1,500
Advertising	\$2,500	\$2,500
Expense Reimbursement	\$3,000	\$3,000
Field Trips	\$5,500	\$5,500
Contracted Building Grounds Maintenance	\$2,000	\$2,000
Contracted Equipment & Vehicle Maintenance	\$2,000	\$2,000
<b>Total Contracted Services</b>	<b>\$23,500</b>	<b>\$23,500</b>
<b>% of Expenditures</b>	<b>17%</b>	<b>19%</b>

Supplies	2021-2022 Spring Budget	2020-2021 Spring Budget
Supplies	\$79,691	\$68,461
Library Supplies	\$7,000	\$7,000
Furniture & Equipment	\$13,000	\$13,000

SCHOOL: TA Norris Middle - Budget Report

2021-2022 Spring Budget

Supplies	2021-2022 Spring Budget	2020-2021 Spring Budget
Total Supplies	\$99,691	\$88,461
% of Expenditures	73%	71%

Total Expenditures	\$136,180	\$124,950
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**Summary**

	2021-2022 Spring Budget	2020-2021 Spring Budget
Total Revenues and Allocations To Budget	\$136,180	\$124,950
Total Expenditures	\$136,180	\$124,950
Variance	\$0	\$0