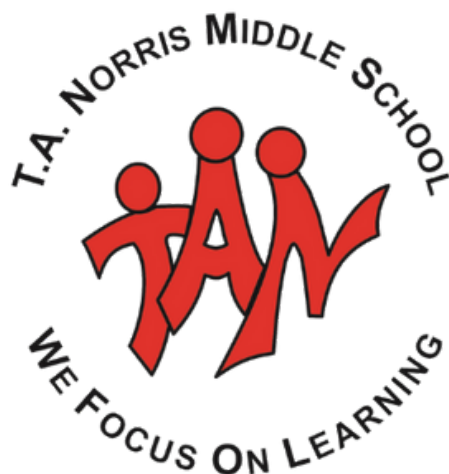


ANNUAL EDUCATION RESULTS REPORT 2021-2022



Peace River School Division

Learning Together - Success for All

Peace River School Division

Learning Together - Success for All



MESSAGE FROM THE SUPERINTENDENT

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

Adam Murray
Peace River School Division





MESSAGE FROM THE PRINCIPAL

At TA Norris, we are committed to success! Success in the classroom, on the court, in social settings, and life. We are committed to building confidence and perseverance in our learners, who are our current and future leaders.

It is a privilege to lead a school with the greatest students, supported with excellent and highly qualified educators. We hope that as you enter through our doors, you can feel the positive energy and inclusionary spirit that is present and evident in our building. We are confident that despite some of the challenges faced in the world as of late, we will continue to focus on and support the success of all our learners.

TA Norris is a wonderful school where students develop life long skills, connections, and experiences that will set them on the path to be highly effective and thriving members of our local, and global community. When you attend, connect with, volunteer, work with, and support TA Norris Middle School, you become part of our Timberwolves wolf pack and are lifetime members of #teamawesome (TA= Team Awesome). We are proud to have what we feel is the best team!

Jonathan Pittman
T.A. Norris Middle School





ABOUT

TA NORRIS MIDDLE SCHOOL

OUR VISION

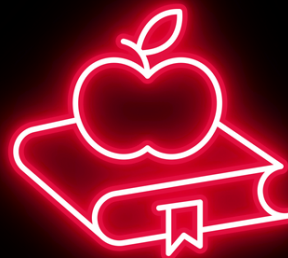
First Choice for Students:
We are a dynamic learning
community focused on
student success.

OUR MISSION

Learning Together -
Success for All



275
STUDENTS



35
STAFF





ABOUT

TA NORRIS MIDDLE SCHOOL

TA Norris is a middle school serving grade 5-8 students in the Peace River area. We pride ourselves on being a school with a positive school culture and a vibrant learning environment. We offer a variety of different programs for our students to explore. Our school is equipped with a fully functioning foods lab, industrial arts shop, open concept washrooms, an art room, music room, a double gymnasium, a traverse climbing wall, a fitness area, a science lab and a beautiful library that has an excellent selection of English and French materials.

We have continued our instructional focus through a Collaborative Response framework with Response to Intervention (RTI) thrust 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.

Student and staff wellness is of utmost importance to us. Our staffing team includes one full-time youth support worker whose focus is on a wide variety of issues and who offers programming and learning experiences about mental and physical health during our health classes. Our team also includes a divisional youth support worker who is allocated to our school once a week, and more if needed. We are privileged that this worker has a four legged volunteer that works with many of our students and is a huge part of our team here at school.

OUR VISION

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

OUR MISSION

Learning Together -
Success for All



2021/2022 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, and identifies priority areas of emphasis for ongoing work. This report shares TAN and Alberta Education (ABED) data that align with the education plan's performance measures which collectively serve as indicators of success for the 3 strategic goals centered on literacy development, numeracy development, and inclusionary practices.

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

Literacy: Fountas & Pinnell (F&P) Benchmark Data from Grades 5-8, Reading Comprehension Assessment Tool (RCAT) Data for Grades 5-8 School Report Card Data, and Divisional Survey Results Regarding Literacy Achievement;

Numeracy: Math Intervention/Programming Instrument (MIPI) Data for Grades 5-8, Numeracy Comprehension Assessment Tool (NCAT) Data for Grades 5-8, Divisional Report Card Data, and Divisional Survey Results Regarding Numeracy Achievement;

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

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

Literacy: Provincial Achievement Tests (PATs) Results for Grade 6

Numeracy: Provincial Achievement Tests (PATs) Results for Grade 6

Inclusionary Practices: Alberta Education Assurance Measures (AEAMs).



PRSD GOAL ONE

ALL STUDENTS ARE LITERATE

OUTCOME:

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

The Division has invested significantly in the acquisition of Fountas and Pinnell resources for Grades 1-8 to allow teachers to complete Running Records at key times throughout the year to measure students' overall progress in reading to make informed decisions regarding targeted instruction. The Division also used a Reading Comprehension Assessment Tool (RCAT) to measure growth over time, and these assessments complement other PRSD and ABED literacy assessment data in providing a more comprehensive picture of how well our students are learning to read and write. Division-level staffing includes a Program Coordinator for Literacy who works collaboratively with other Learning Services team members to provide extensive supports for literacy instruction throughout the Division. Furthermore, the Division's **Literacy Framework** provides excellent guidance, resources and overall supports to teachers in their work to effectively teach reading and writing so that all students are meeting program expectations, hence achieving the Division's Literacy goal. As a staff, using benchmark assessment tools such as F & P and RCAT has better aligned us to assess our level of literacy of our students and to use data to focus on our intervention practises.

LITERACY ACHIEVEMENT RESULTS

Fountas & Pinnell BAS I and II Data

29.9%

All Students, Fall Results:
29.9% met grade-level expectations

40.3%

All Students, Spring Results:
40.3% met grade-level expectations

17%

Indigenous Students, Fall Results:
17% met grade-level expectations

22.7%

Indigenous Students, Spring Results:
22.7% met grade-level expectations

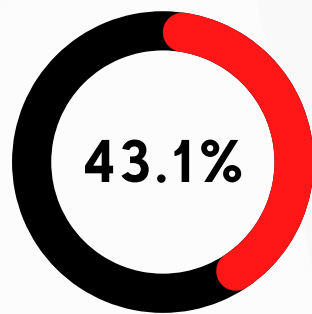
This is an area of concern and we are dedicating PD time to address it. We acknowledge Covid may have impacted these results. We have developed teams under the Collaborative Response Model (CRM) for the frequent and ongoing development of instructional best practices that are subject and grade based. Each group has analyzed the data and developed an area of focus and goals.



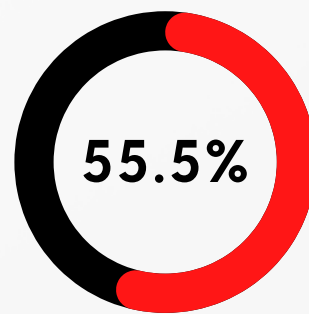
LITERACY

ACHIEVEMENT RESULTS

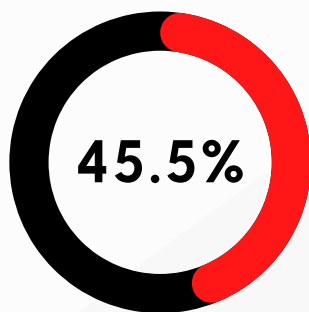
Reading Comprehension Assessment Tool Data



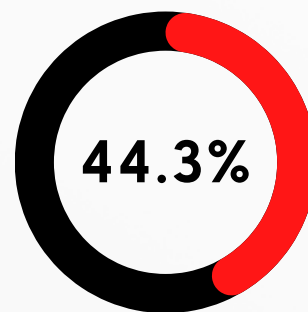
Grades 5-8: 43.1% of students assessed during the fall administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.



Grades 5-8: 55.5% of students assessed during the winter administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.



Grades 5-8: 45.5% of Indigenous students assessed during the fall administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.



Grades 5-8: 44.3% of Indigenous students assessed during the winter administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.

The RCAT is an additional reading assessment used to identify the areas of reading comprehension requiring additional support. While the results are trending up, it is still an area of focus in our CR meetings and PD plan.

LITERACY ACHIEVEMENT RESULTS

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

Grades 5-6: Term 1

Reading Comprehension

62.1%

Reading Fluency

60%

Writing Content &
Organization

54.6%

Writing Conventions

50.4%

Grades 5-6: Term 3

Reading Comprehension

70.2%

Reading Fluency

66.1%

Writing Content &
Organization

73.8%

Writing Conventions

60.4%

All areas of literacy saw an increase in the number of students meeting grade level expectations by the end of the year.



LITERACY

ACHIEVEMENT RESULTS

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

Grades 5-6: Term 1

Reading Comprehension

49.7%

Reading Fluency

49.1%

Writing Content &
Organization

40.8%

Writing Conventions

35.2%

Grades 5-6: Term 3

Reading Comprehension

55.3%

Reading Fluency

53.4%

Writing Content &
Organization

46.7%

Writing Conventions

41.3%

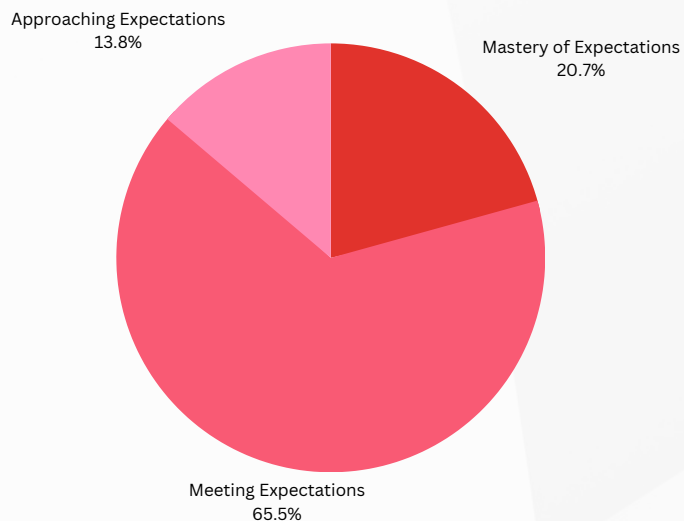
All areas of literacy saw an increase in the number of Indigenous students meeting grade level expectations by the end of the year.

LITERACY

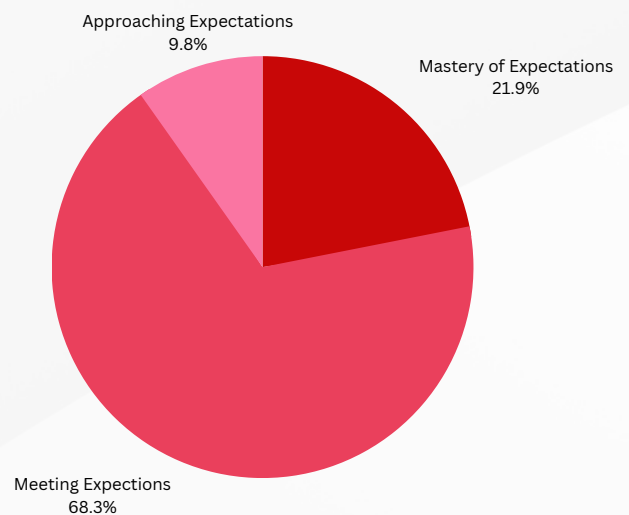
ACHIEVEMENT RESULTS

Year-End Report Card Data for Literacy: Percentage of Grades 7-8 Students meeting or mastering expectations

Grades 7-8 November



Grades 7-8 June

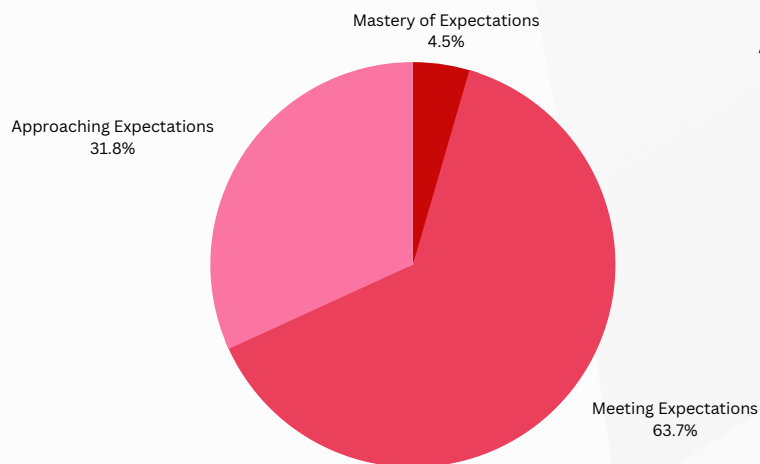


We saw a large increase in the number of students demonstrating mastery of expectations in literacy and a decrease in the number of students approaching expectations. The targeted interventions during the success block and dedicated time in CR meetings to focus on responding to assessments have improved literacy results.

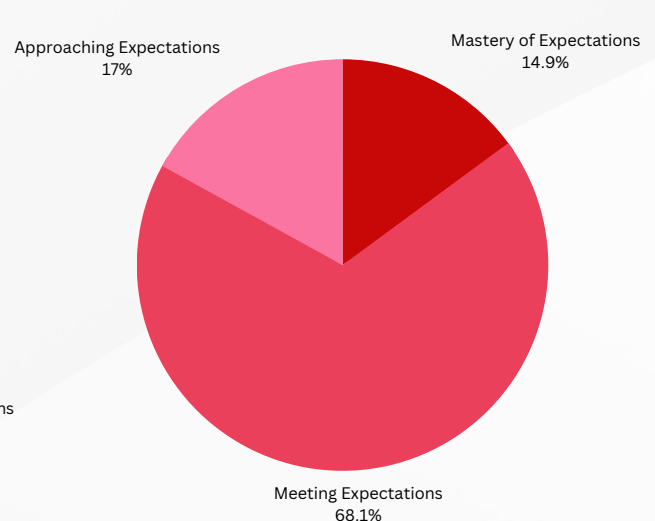
LITERACY ACHIEVEMENT RESULTS

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

Grades 7-9 November



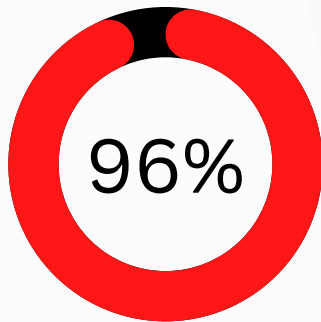
Grades 7-9 June



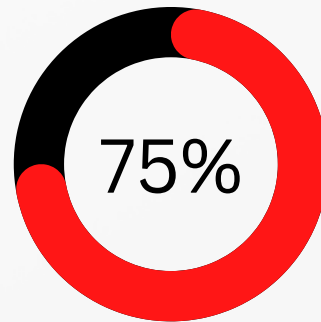
We saw a large increase in the number of Indigenous students demonstrating mastery of expectations in literacy and a decrease in the number of students approaching expectations. The targeted interventions during Success block and dedicated time in CR meetings to focus on responding to assessments have improved literacy results.

LITERACY ACHIEVEMENT RESULTS

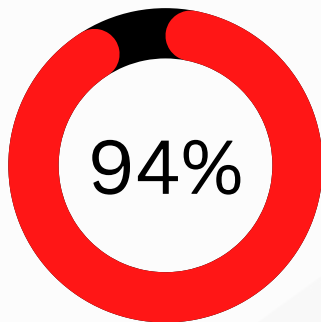
PRSD Education Assurance Survey Results: Goal One - Literacy



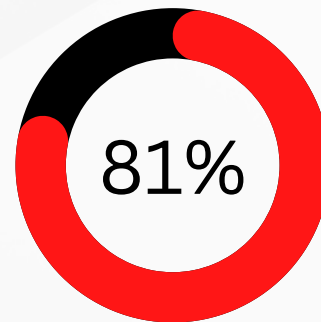
Percentage of students in Grades 5-6 who felt their reading skills have improved.



Percentage of students in Grades 7-8 who felt they have become more confident in their reading skills.



Percentage of students in Grades 5-6 who felt their writing skills have improved.

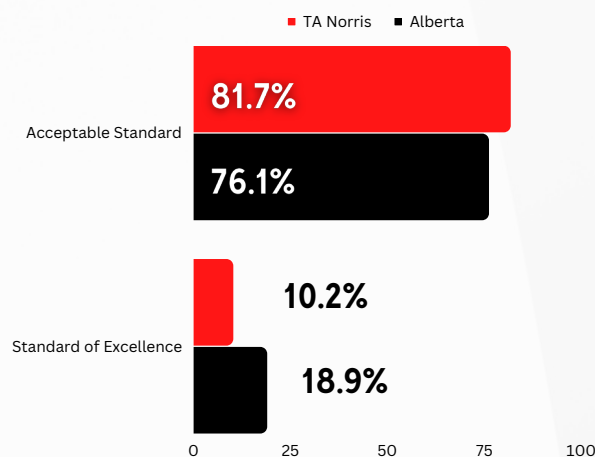


Percentage of students in Grades 7-8 who felt more confident in their writing skills.

LITERACY ACHIEVEMENT RESULTS

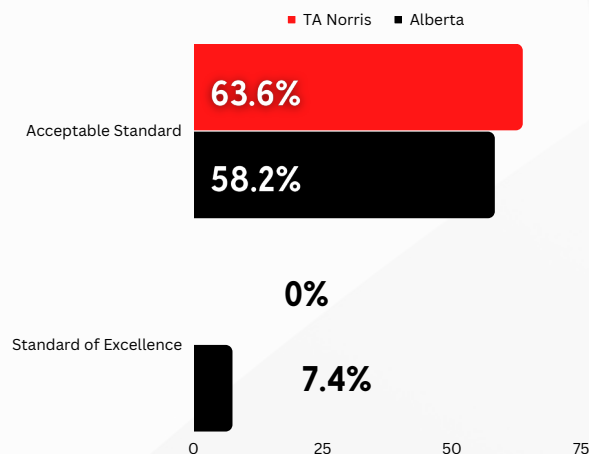
Alberta Education - Student Growth & Achievement in Literacy Provincial Achievement Test (PAT) Acceptable/Excellence

Grade 6 English Language Arts - All Students



For the first PAT exams since 2019, we are happy to see 81.7% of our students meeting the acceptable standard for the English Language Arts PAT.

Grade 6 English Language Arts - Indigenous Students



- Several of our Indigenous learners are above the acceptable standard compared to the province. We will continue to work with our Indigenous learners and increase our acceptable standards. Another focus is to thrust some of our high-achieving acceptable standards into the Standard of Excellence category. We have enacted several strategies to achieve this goal including incorporating an Indigenous student support staff member.

Summary of Literacy Achievement Results

- **General Statement**

Local PRSD measures such as Fountas and Pinnell data, Reading Comprehension Assessment Tool (RCAT) data, and Year-end Report Card data reveal growth in literacy development across grade levels. This growth was further verified through the division's survey data where the vast majority of students reported they felt their reading and writing skills had improved throughout the year. Alberta Education achievement results for PATs in English Language Arts generally revealed students have made gains in their literacy development; however, the overall growth in literacy development was not at the levels desired, and the gaps in achievement for our Indigenous versus non-Indigenous learners continues to be a concern.

- **Factors that affected the results**

Teaching and learning during the Covid-19 pandemic caused tremendous challenges that certainly impacted the ability to establish and maintain the academic press necessary for maximized student learning. The pandemic resulted in substantial attendance challenges for both students and teachers, and there were serious substitute staff shortages that resulted in far less than desirable circumstances throughout the year. The ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels.

- **Next steps**

Our focus on literacy development remains a priority. Our next steps to improve literacy include:

- Examining the PAT results and utilize that information to focus our CR groups to see about areas for improvement
- Monthly grade-specific CR meetings to focus on literacy needs and teaching strategies
- Collaborating with the divisional literacy coordinator to support teachers with best instructional practices
- Scheduling of targeted literacy instruction for all grades
- Common coverage of essential LA concepts throughout the year
- Providing teachers with professional development in assessing reading and writing
- Common guided reading approach to instruction using reading and writing assessments to determine student needs and provide a differentiated approach to reading and writing skills, strategies, and assessments



PRSD GOAL TWO

ALL STUDENTS ARE NUMERATE

OUTCOME:

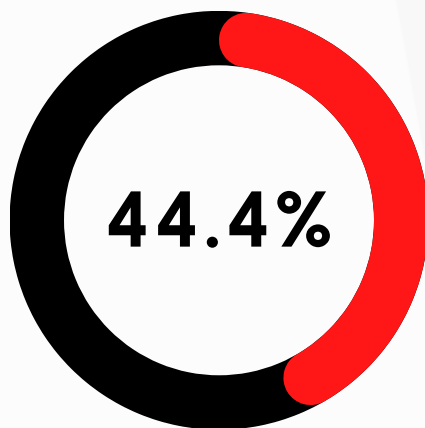
All students are performing at or above grade level in numeracy or meeting their individualized program goals.

The Division has invested significant resources to support numeracy instruction and have worked with Alberta Education to focus on learning loss intervention supports. The Division used the Mathematics Intervention/Programming Instrument (MIPI) to benchmark student comprehension of core numeracy content at the beginning of the year and also used the Numeracy Comprehension Assessment Tool (NCAT) to assess proficiency in core areas of mathematics, and these assessments complement report card data as well as provincial assessment data. The Division's staffing includes a Program Coordinator for Numeracy who works collaboratively with other Learning Services team members to provide extensive supports to teachers throughout the Division. Furthermore, the Division's Numeracy Framework provides excellent guidance, resources and overall supports to teachers in their work to achieve the Division's Numeracy goal. TA Norris staff use benchmark assessment tools, such as MIPI and NCAT, to better assess the level of understanding of numeracy concepts and to use that data to focus our intervention practises.

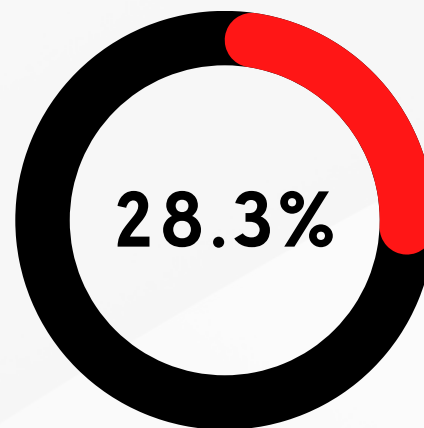
NUMERACY ACHIEVEMENT RESULTS

Mathematics Intervention/Programming Instrument (MIPI) Data: All Students Grades 5-8

**Grade 5-8
Results:**



**Grade 7-8
Results:**



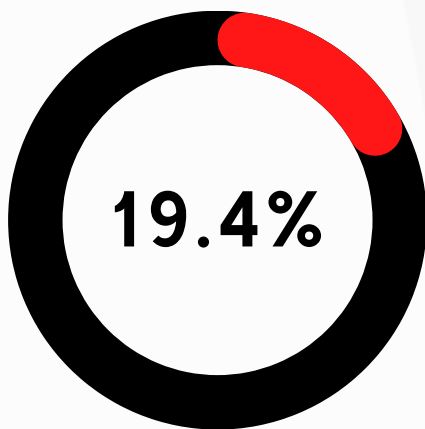
- The MIPI is administered at the beginning of the year to determine how well students understand key concepts from the previous year's work, which provides a useful starting point for the current year's instruction. The September 2021 results show that 44.4% of Grades 5-6 students started their school year meeting or mastering the core concepts from the previous grade level. Meanwhile, only 28.3% of Grades 7-8 students commenced the 2021-2022 school year meeting or mastering the core content of the previous grade level. We are committed to supporting growth in our student's skill levels in math as we prepare our students for future success in schooling.



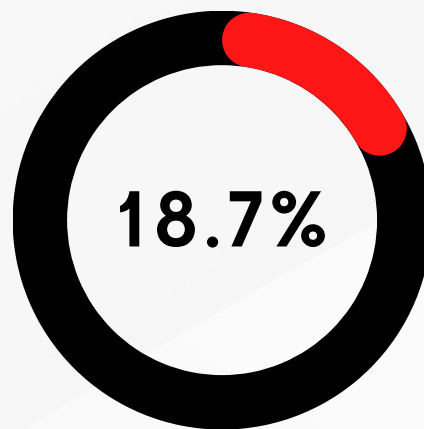
NUMERACY ACHIEVEMENT RESULTS

Mathematics Intervention/Programming Instrument (MIPI) Data: Indigenous Students Grades 5-8

**Grade 5-6
Results:**



**Grade 7-8
Results:**



The September 2021 results show that 19.4% of Grades 5-6 Indigenous students started their school year meeting or mastering the core concepts from the previous grade level. Meanwhile, only 18.7% of Grades 7-8 students commenced the 2021-2022 school year meeting or mastering the core content of the previous grade level. This meant that teachers and students had significant work to do to help prepare for success in the current year. We have aligned staff schedules and FTE to offer supports for students to see growth in their mathematical skills.

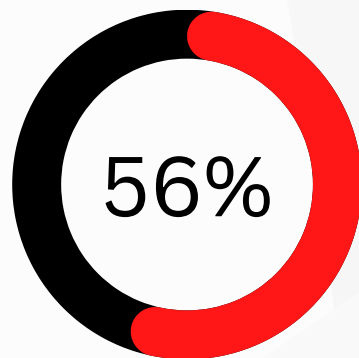


NUMERACY ACHIEVEMENT RESULTS

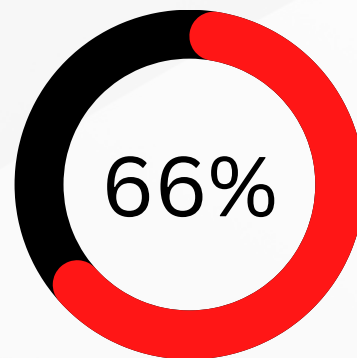
Numeracy Comprehension Assessment Tool Data: All Students Grades 5-8

- The NCAT is a formative assessment tool that assesses student proficiency in 4 core strands of mathematics, and the assessments are administered at various points throughout the Grades 5-8 curriculum as key units of work are completed. These assessments provide a snapshot of student progress at points in time throughout the school year. The 2021-2022 NCAT results suggest that from 44% to 66% of students had met or mastered the concepts in these 4 numeracy strands at the time of test administration.

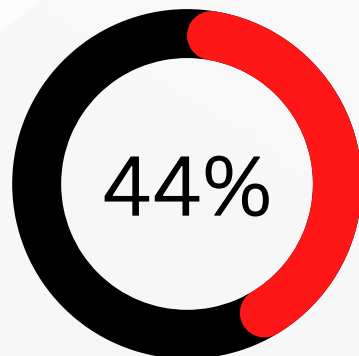
Number Sense



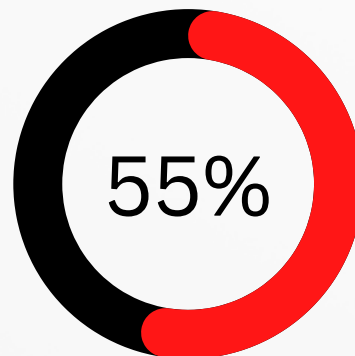
Place Value



Fractions & Decimals



Operations

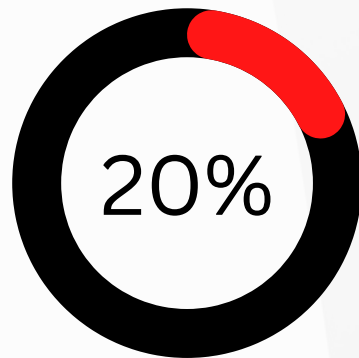


NUMERACY ACHIEVEMENT RESULTS

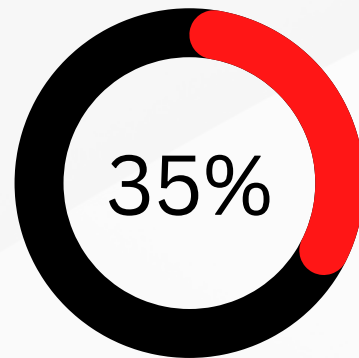
Numeracy Comprehension Assessment Tool Data: Indigenous Students Grades 5-8

- The 2021-2022 NCAT results suggest that from 20% to 39% of Indigenous students had met or mastered the concepts in the 4 core numeracy strands at the time of test administration throughout the year.

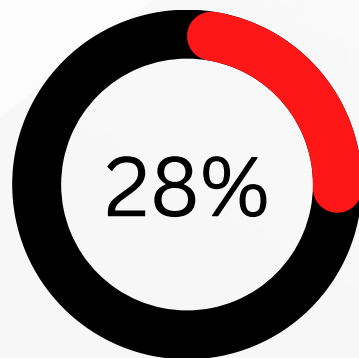
Number Sense



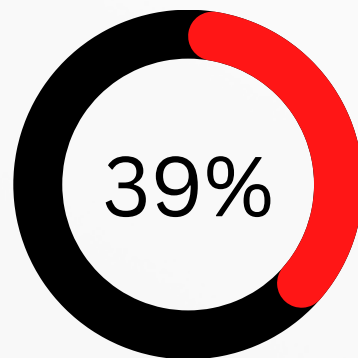
Place Value



Fractions & Decimals



Operations



NUMERACY ACHIEVEMENT RESULTS

**Year-End Report Card Data for Numeracy: Percentage of
Grades 5-6 students meeting or mastering expectations**

All Students:

Grade 5-6: Term 1
Number Concepts

79.5%

Grade 5-6: Term 3
Number Concepts

70.6%

Indigenous Students:

Grade 5-6: Term 1
Number Concepts

61.6%

Grade 5-6: Term 3
Number Concepts

51.2%

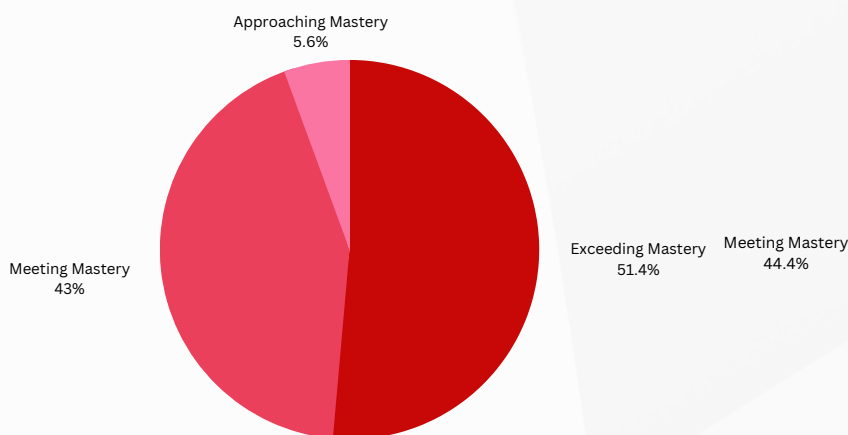
- The Report Card Data for the 2021-2022 school year show a decline in the percentage of Grades 5-6 students who met or mastered the core learning outcomes in the number concepts strand of mathematics.



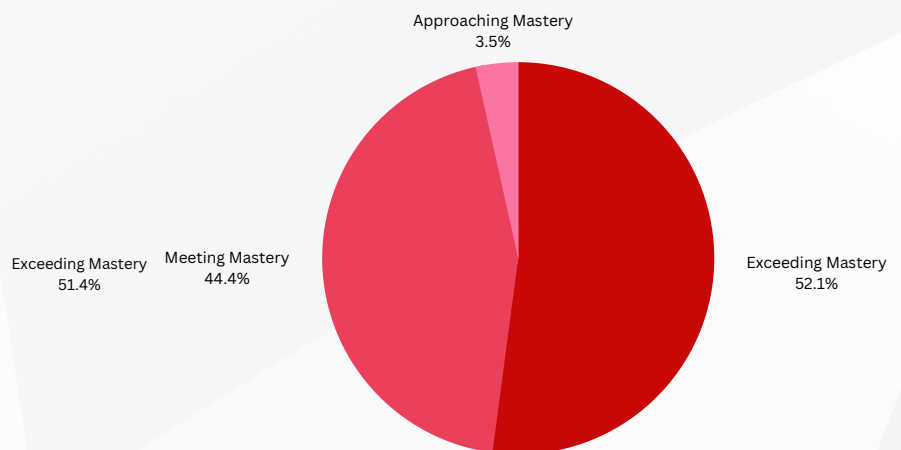
NUMERACY ACHIEVEMENT RESULTS

**Year-End Report Card Data for Numeracy: Percentage of
Grades 7-8 students meeting or mastering expectations-
All Students**

Grades 7-8 November



Grades 7-8 June

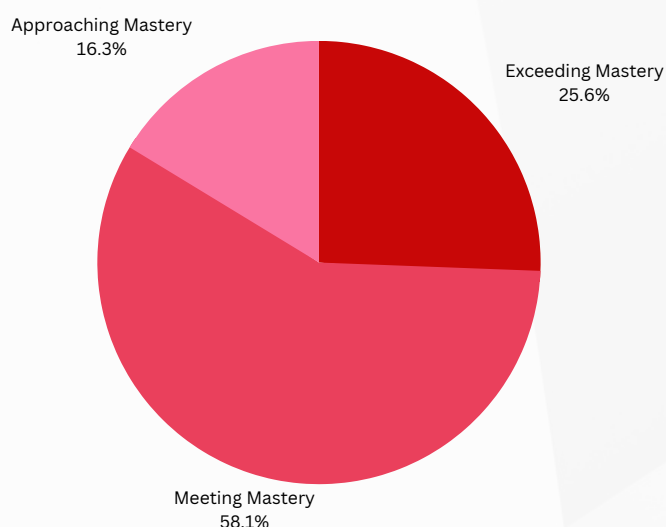


Throughout the year, we saw a general trend of improvement in our numeracy over all areas of interest. There was an increase in exceeding and meeting mastery levels and a decrease in approaching. These results indicate a general shift in improvement for all students.

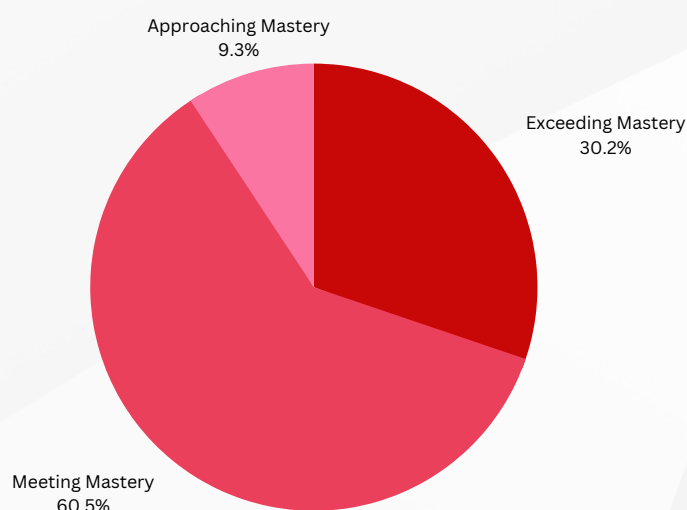
NUMERACY ACHIEVEMENT RESULTS

Year End Report Card Data for Numeracy: Percentage of Grades 7-8 Indigenous Students Meeting or Mastering Expectations

Grades 7-8 November



Grades 7-8 June



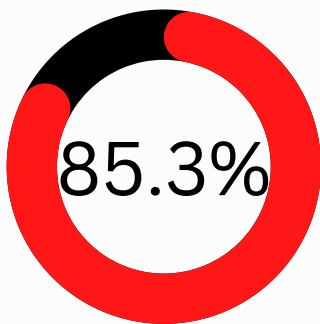
Throughout the year, we saw a general trend of improvement in our numeracy over all areas of interest. There was an increase in exceeding and meeting mastery levels and a decrease in approaching. These results indicate a general shift in improvement for all students.

Numeracy Achievement Results

TAN Education Assurance Survey Results: Goal Two - Numeracy



Percentage of students in Grades 5-6 who felt that their math skills have improved.



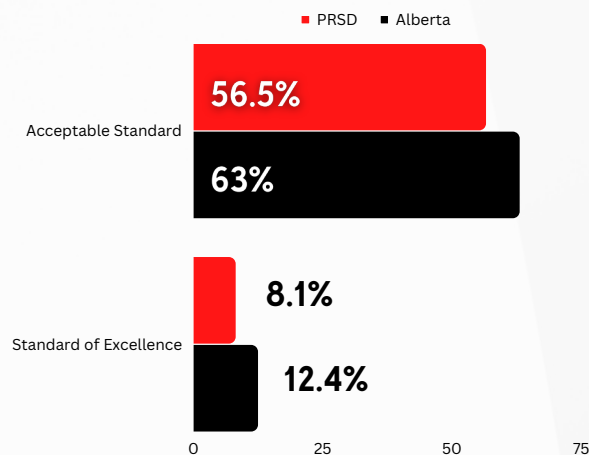
Percentage of students in Grades 7-8 who felt they have become more confident in their math abilities.



NUMERACY ACHIEVEMENT RESULTS

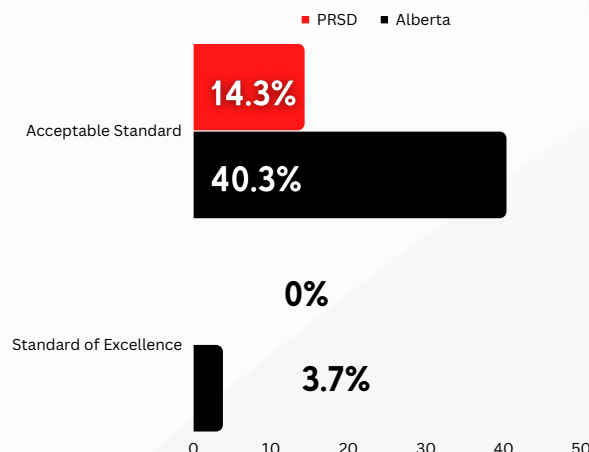
Alberta Education - Student Growth & Achievement in Numeracy Provincial Achievement Test (PAT) Acceptable/Excellence

Grade 6 Mathematics - All Students



Although we are slightly below the provincial average, we feel we are within reach of meeting and potentially exceeding the provincial average by implementing our numeracy strategies.

Grade 6 Mathematics - Indigenous Students



- Math skills in general for all grade 6 students were below a standard of acceptable for us at TA Norris. We recognized the need to support our Indigenous learners to further their mathematical skills. We are committed to see improvements. We have enacted several strategies to achieve this goal including incorporating an Indigenous student support staff member.

Summary of Numeracy Achievement Results

- **General Statement**

- While numeracy scores at T.A. Norris Middle School are slightly below the provincial averages on the PATs, we do see an increase in our divisional and local assessment scores.

- **Factors that affected the results**

- Teaching and learning during the Covid-19 pandemic caused tremendous challenges that certainly impacted the ability to establish and maintain the academic press necessary for maximized student learning. The pandemic resulted in substantial attendance challenges for both students and teachers, and there were serious substitute staff shortages that resulted in far less than desirable circumstances throughout the year. The ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels

- **Next steps**

- Examine PAT results and utilize that information to focus our CR groups to see about areas for improvement
- Monthly grade-specific CR meetings to focus on numeracy needs and teaching strategies
- Scheduling of targeted numeracy instruction for all grades
- Common coverage of essential numeracy concepts throughout the year
- Teacher professional development in assessing numeracy
- Collaborate with divisional coordinators for best instructional practices



PRSD GOAL THREE

**ALL STUDENTS ARE SUCCESSFUL THROUGH
INCLUSIONARY PRACTICES**

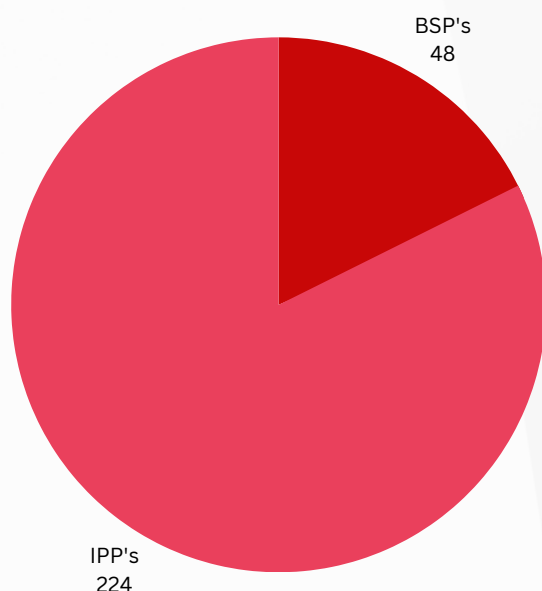
OUTCOME:

All students' academic, physical and socio-emotional needs are met within a culture of inclusion.

In an effort to ensure that the needs of all students are met, Learning Services team members support schools with the creation and implementation of Individual Program Plans (IPPs) and Behavior Support Plans (BSPs). Through the work of collaborative response, differentiated instruction and partnerships with multiple agencies, efforts are made to ensure all students' needs are met. At TA Norris we have a highly qualified team of educators that are working together with divisional leads on developing strong IPP's and programing for all our learners. We are excited about the direction we are moving with our PBIS plan and we are certain we will see positive results and growth in our students.

INCLUSIVE EDUCATION PRACTICES

Divisional Data - Behavioural Support Plans & Individual Program Plans for Special Needs Students

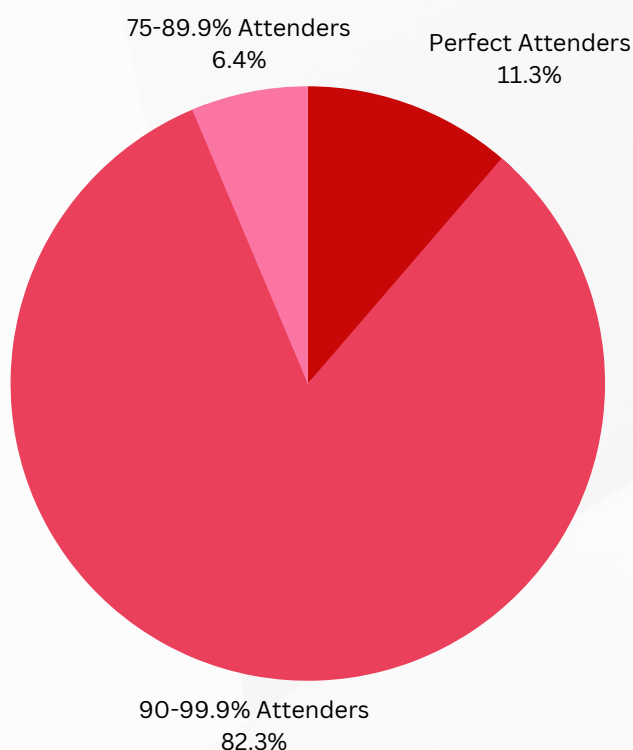


TA Norris data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs) shows there were 5 BSPs completed and 27 IPP's completed in the 2021-2022 school year.

Out of the total population of nearly 280 students in TAN in the 2021-2022 school year, Behaviour Support Plans were in place for 5 students and Individual Program Plans were in place for 27 students.

INCLUSIVE EDUCATION PRACTICES

Attendance Data: All Students

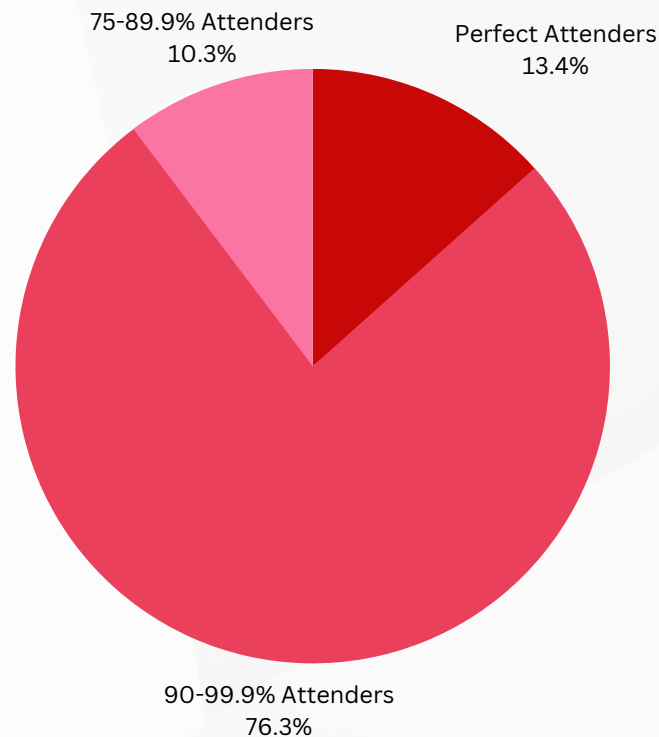


Research proves there is a direct correlation between attendance and academic performance. The majority of our students have perfect or great attendance. We continue to work with families to reduce barriers that prohibit student attendance at school.



INCLUSIVE EDUCATION PRACTICES

Attendance Data: Indigenous Students



Research proves there is a direct correlation between attendance and academic performance. The majority of our students have strong attendance. We continue to work with families to reduce barriers that prohibit student attendance at school. Our Indigenous support worker continues to connect and build relationships with Indigenous families.



INCLUSIVE EDUCATION PRACTICES

TAN Education Assurance Survey Results: Goal Three - Inclusion

Percentage of students who felt included in their schools:

- Grades 5-6:



- Grades 7-8:



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

- Grades 5-6:



- Grades 7-8:



Based on the Division's survey results from Grades 3 to 12 students, the vast majority of students felt included and well supported in their schools throughout the year.



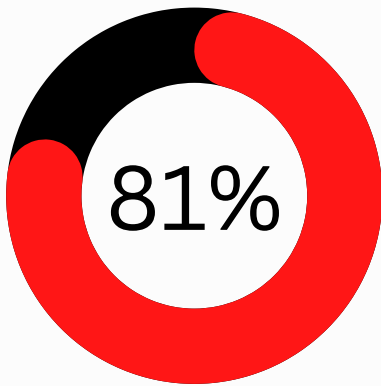
INCLUSIVE EDUCATION PRACTICES

TAN Education Assurance Survey Results:

Goal Three - Inclusion

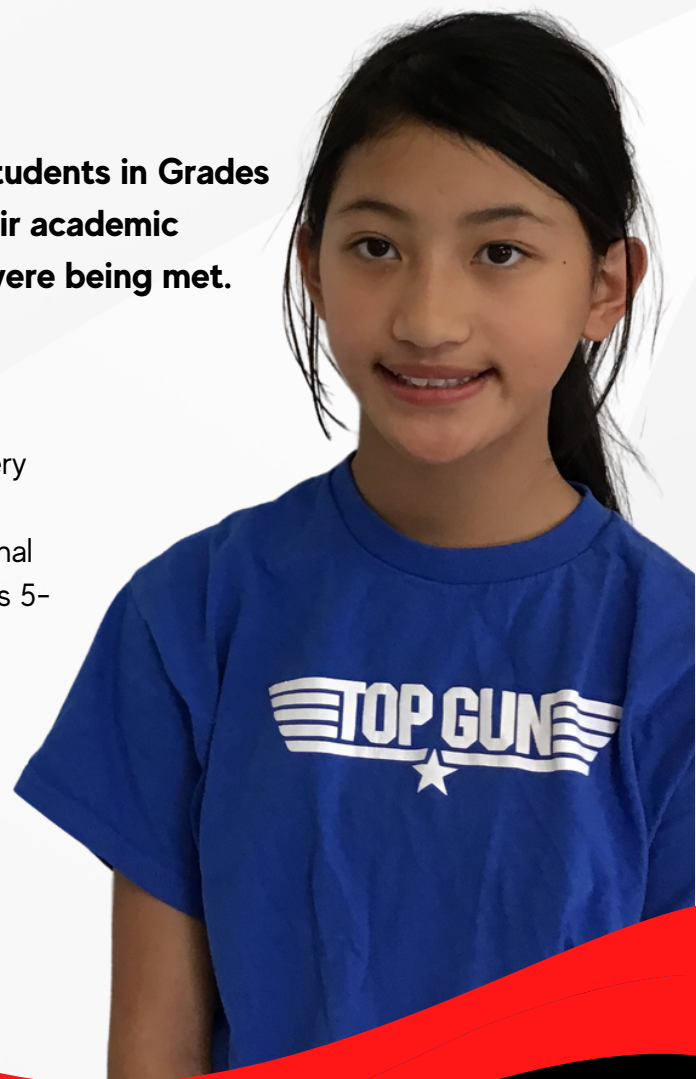


Percentage of students in Grades 5-6 who felt their learning needs were being met.



Percentage of students in Grades 7-8 who felt their academic learning needs were being met.

Based on the Division's survey results, there was a very strong feeling among students that their academic needs were being met through inclusionary educational practices. This view was expressed by 95% of Grades 5-6 students and by 81% of Grades 7-8 students.



INCLUSIVE EDUCATION PRACTICES

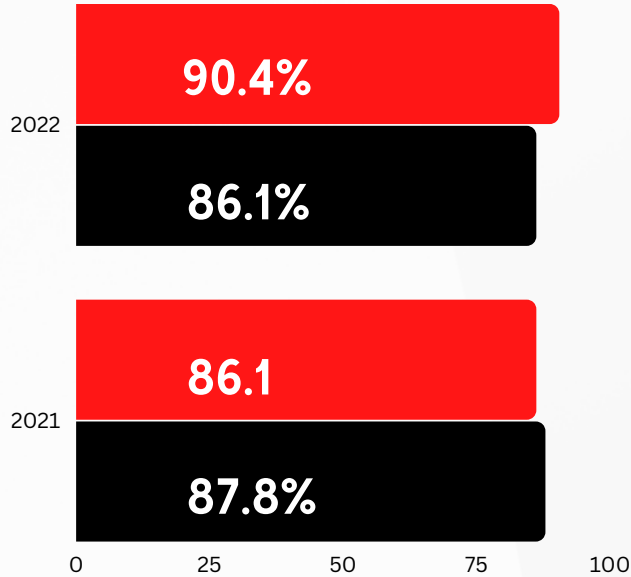
Alberta Education

Assurance Measures - Overall Summary Results

Authority: 1070 The Peace River School Division

Welcoming, Caring, Respectful & Safe Learning Environments

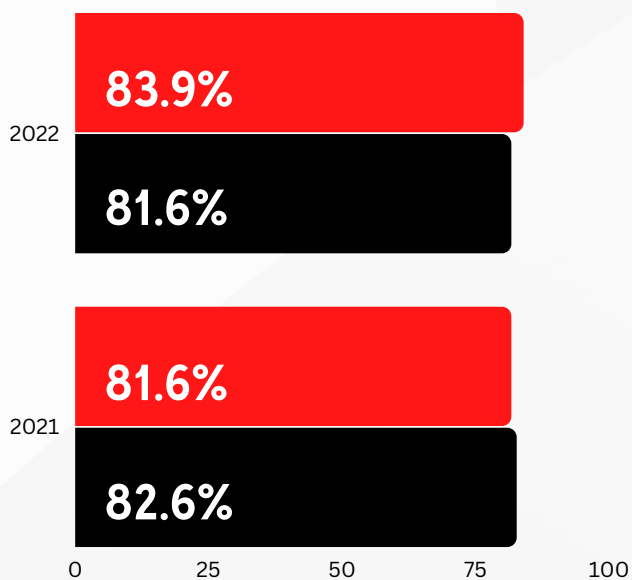
■ TAN ■ Alberta



Based on provincial data, students at TAN in 2021 were on par with the province in feeling safe and respected in their learning environment and were 4 percentage points ahead of the province in 2022.

Access to Support Services

■ TAN ■ Alberta



Based on provincial data, students at TAN were on par or slightly above the province in feeling safe and respected in their learning environment.



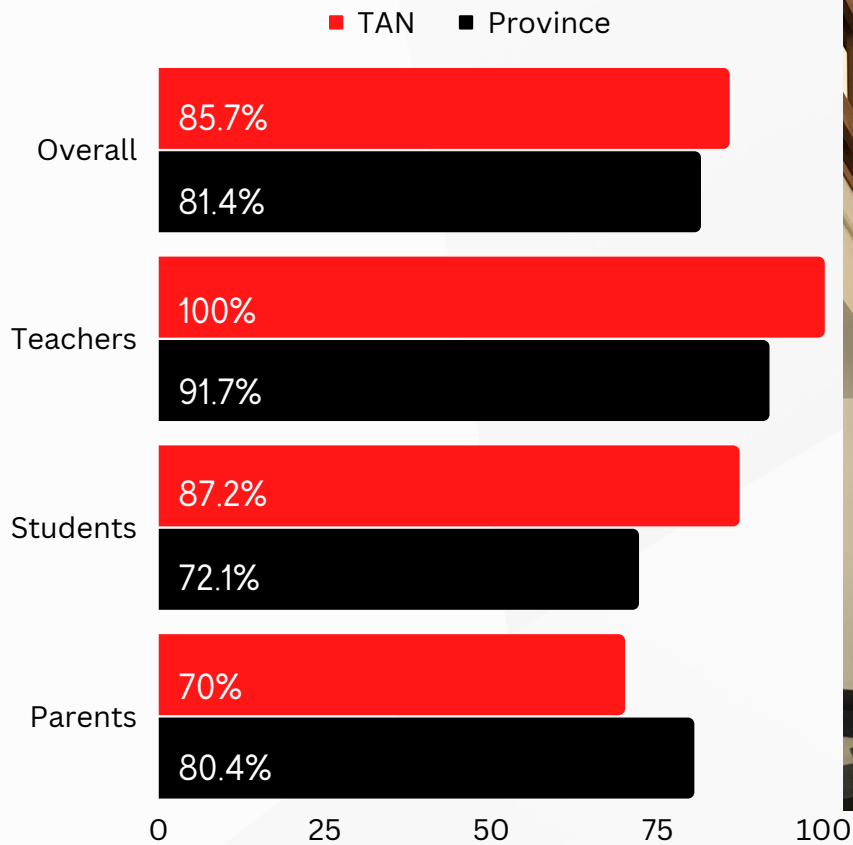
INCLUSIVE EDUCATION PRACTICES

Alberta Education Survey Results

AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION

Student Growth & Achievement: Citizenship

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



Based on overall provincial data, PRSD students, staff and parents were on par with the province in their expression of satisfaction that students model the characteristics of active citizenship.

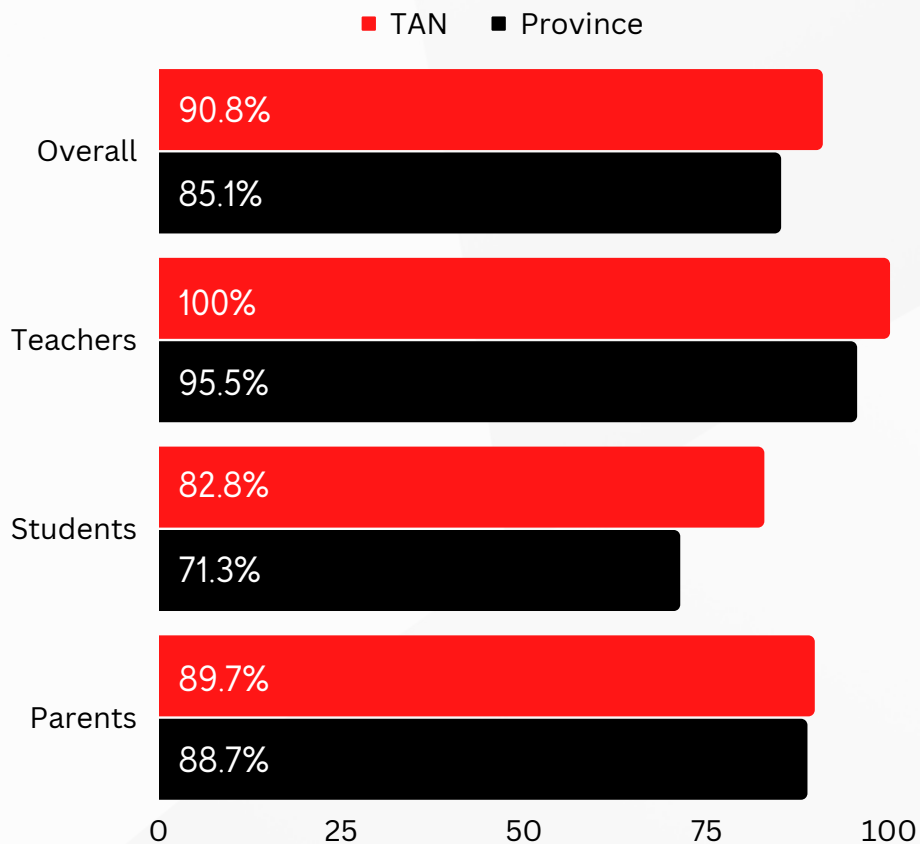
INCLUSIVE EDUCATION PRACTICES

Alberta Education Survey Results

AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION

Student Growth & Achievement Overall Summary

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



Based on overall provincial data, TAN students, staff and parents were on par with the province in agreeing that students are engaged in their learning at school.

Summary of Inclusive Education Practices

- **General Statement**

Overall, based on PRSD and ABED survey data, T.A. Norris students felt included, safe and well-supported in their schools throughout the 2021-2022 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 Behavior 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 continues to be challenges in literacy and numeracy achievement, particularly numeracy at the Grades 7- 8 level. Attendance rates for 2021-2022 were strong for T.A. Norris students. We will continue to work with families to maintain our strong attendance practice and help remove barriers for those in the higher absenteeism threshold. When student absenteeism is greater than 10%, there is an impact on their academic development, and this matter will need to remain a priority moving forward.

- **Factors that affected results**

Teaching and learning during the Covid-19 pandemic caused tremendous challenges that certainly impacted our efforts to ensure an inclusionary learning environment that was engaging and supportive of all students' needs. Significant illness and related student and staff absenteeism, and the lack of substitute staff impacted the quality of the services T.A. Norris was able to provide. This reality was a major factor that impacted the Division's work toward the achievement of its three strategic goals.

- **Next steps**

T.A. Norris will continue with its commitment to providing meaningful and engaging services for all students in an environment that is welcoming, safe, supportive, and stimulating.

BUDGET SUMMARY

SCHOOL: TA Norris Middle

Revenue and Allocations to Budget Center

AB ED: Service & Supports	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Funding Framework Allocation	\$119,945	\$131,080
Total AB ED: Service & Supports	\$119,945	\$131,080
% of Revenue and Allocations to Budget Center	96%	96%

AB ED: Differential Cost Funding	2022 - 2023 Spring Budget	2021-2022 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
Total AB ED: Differential Cost Funding	\$5,100	\$5,100
% of Revenue and Allocations to Budget Center	4%	4%

Total Revenue and Allocations to Budget Center	\$125,045	\$136,180
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Expenditures

Other Staffing Costs	2022 - 2023 Spring Budget	2021-2022 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
Total Other Staffing Costs	\$12,989	\$12,989
% of Expenditures	10%	10%

Contracted Services	2022 - 2023 Spring Budget	2021-2022 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
Total Contracted Services	\$23,500	\$23,500
% of Expenditures	19%	17%

Supplies	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Supplies	\$68,556	\$79,691
Library Supplies	\$7,000	\$7,000
Furniture & Equipment	\$13,000	\$13,000

Budget Report

1

SCHOOL: TA Norris Middle - Budget Report

2022 - 2023 Spring Budget

Supplies	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Total Supplies	\$88,556	\$99,691
% of Expenditures	71%	73%

Total Expenditures	\$125,045	\$136,180
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Summary

	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Total Revenues and Allocations To Budget	\$125,045	\$136,180
Total Expenditures	\$125,045	\$136,180
Variance	\$0	\$0

Budget Report

2

Stakeholder Engagement & Accountability System

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

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

WHISTLEBLOWER PROTECTION

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

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

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

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

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

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






TIMELINES AND COMMUNICATION

TAN's AERR Report will be communicated in the following ways:

- Posted in the Documents section of the Peace River School Division website at www.tanorrismiddleschool.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.



Peace River
School Division
CENTRAL OPERATIONS

CONNECT WITH US:



WWW.TANORRISMIDDLESCHOOL.CA



@TA NORRIS MIDDLE SCHOOL

