



**ANNUAL EDUCATION
RESULTS REPORT
2021-2022**





**Peace River
School Division**

Learning Together Success for All



MESSAGE FROM THE BOARD CHAIR

It is my pleasure to present the Peace River School Division's 2021-2022 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!

Defainah Walker

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.

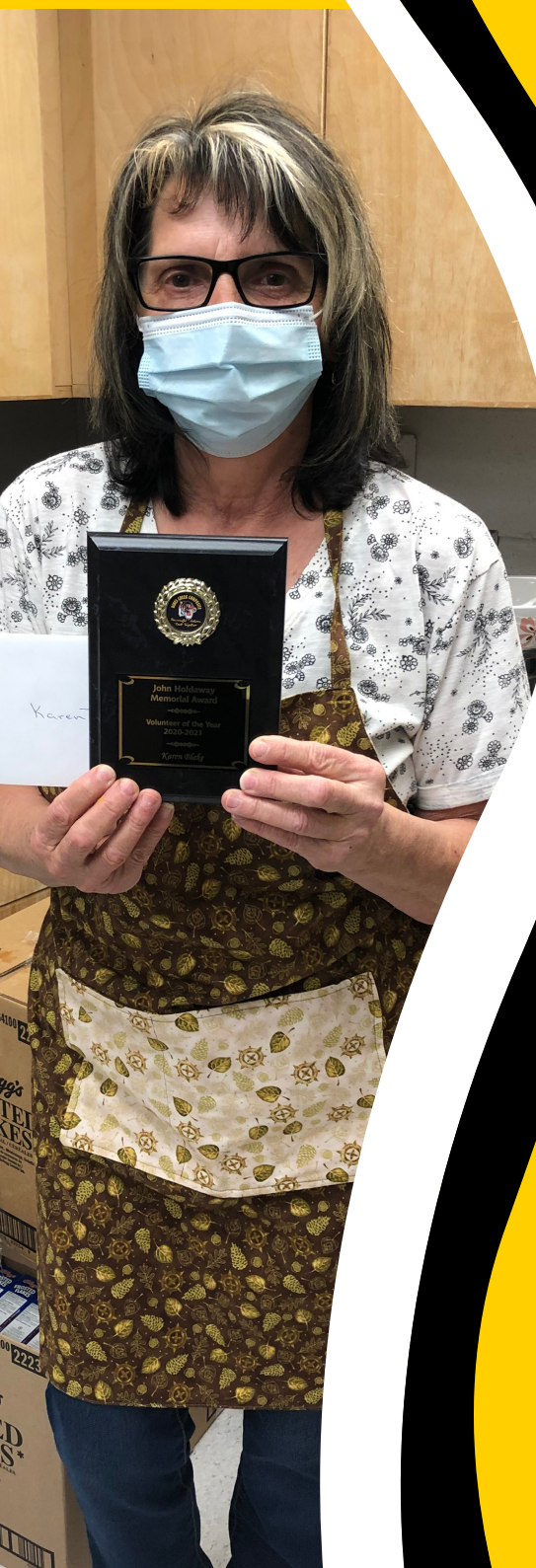
Entrusted by the community, our duty is to ensure that students and teachers are able to thrive in educational environments that support them in reaching their full potential.

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!



***Peace River
School Division***

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



Welcome to Hines Creek Composite School! I am thrilled to be a part of this K-12 community where tradition runs deep and relationships are the foundation of everything we do. While COVID 19 wreaked havoc on academics across the world, it also proved that we are wired to do hard things, and coming out of a pandemic with the desire to ensure we are providing the best opportunities for our students to be successful is just one of those things. For many, school has been difficult over the past couple of years and unfortunately this has meant learning gaps for some students. Last year we implemented a reading club to support students who fell a little behind in literacy and introduced a variety of numeracy games, apps, and websites to close the numeracy gap as well. Hines Creek students have been accessing a variety of online blended opportunities for learning for many years now, so making a switch to at home online learning was less of a learning curve for our students in High School. In an era of virtual learning globally, 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! For me, there aren't any other colors I'd rather wear, Black and Gold! We all look forward to welcoming you to the Tigers Den where we have a saying "Once a Tiger, Always a Tiger".

Sherri MacDowall
Hines Creek Composite

PRSD'S 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 2021-2022 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.

Defainah Walker
Board Chair
WalkerD@prsd.ab.ca

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



FOUNDATION STATEMENTS

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.

OUR MOTTO:

T eamwork
I ntegrity
G iving
E xcellence
R espect
S uccess





ABOUT

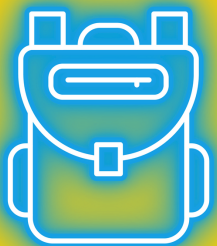
THE PEACE RIVER SCHOOL DIVISION

OUR VISION

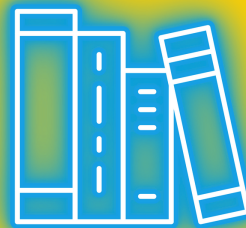
First Choice for Students:
We are a dynamic learning
community focused on
student success.

OUR MISSION

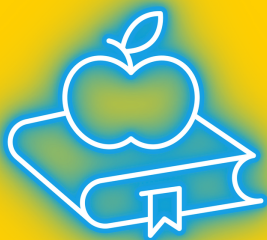
Learning Together -
Success for All



2,900 +
STUDENTS



21
SCHOOLS



500 +
STAFF

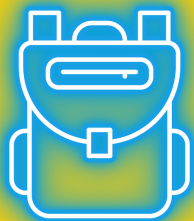


69
BUS ROUTES



ABOUT

HINES CREEK COMPOSITE



HCC has 128 students



HCC has 11 teachers

HCC has 11 support staff



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 PRSD and Alberta Education (ABED) data that align with the education plan's performance measures which collectively serve as indicators of success for the 3 strategic goals centered on literacy development, numeracy development, and inclusionary practices.

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

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

Numeracy: Math Intervention/Programming Instrument (MIPI), Data for Grades 2-10, Numeracy Comprehension Assessment Tool (NCAT), Data for Grades 1-9, Divisional Report Card Data, and Divisional Survey Results Regarding Numeracy Achievement;

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

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

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

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

Inclusionary Practices: Alberta Education Assurance Measures (AEAMs).





PRSD GOAL ONE

ALL STUDENTS ARE LITERATE

OUTCOME:

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

Literacy Programs, Dedicated Divisional Support
Programs, Literacy Framework.

LITERACY ACHIEVEMENT RESULTS

Fountas & Pinnell BAS I and II Data

57%

All Students, Fall Results:
57% met grade-level expectations

93%

All Students, Spring Results:
93% met grade-level expectations

33%

Indigenous Students, Fall Results:
33% met grade-level expectations

80%

Indigenous Students, Spring Results:
80% met grade-level expectations

35.6%

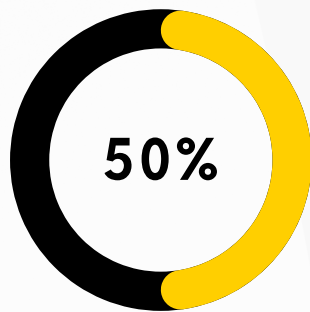
- It is important to note fewer student results were reported during the spring assessment period



LITERACY

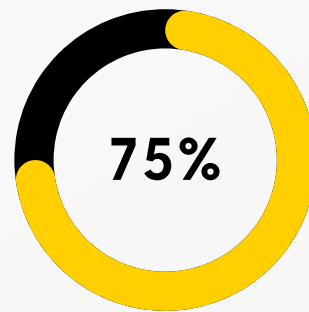
ACHIEVEMENT RESULTS

Reading Comprehension Assessment Tool Data



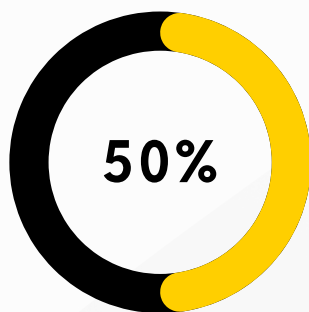
Grades 4-12: 50% of students assessed during the fall administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.

[See full data results HERE](#)



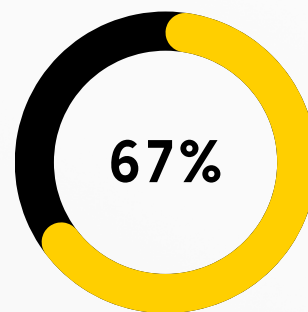
Grades 4-12: 75% of students assessed during the spring administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.

[See full data results HERE](#)



Grades 4-12: 50% of Indigenous students assessed during the fall administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.

[See full data results HERE](#)



Grades 4-12: 67% of Indigenous students assessed during the spring administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.

[See full data results HERE](#)

- It is important to note fewer student results were reported during the spring assessment period

LITERACY ACHIEVEMENT RESULTS

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

Grades 1-6: Term 1

Reading Comprehension

79%

Reading Fluency

77%

Writing Content &
Organization

79%

Writing Conventions

84%

Grades 1-6: Term 3

Reading Comprehension

95%

Reading Fluency

87%

Writing Content &
Organization

95%

Writing Conventions

73%

The report card data indicates growth from term one to term three in most literacy areas. The data suggests that further important work is required in the area of writing conventions.



LITERACY ACHIEVEMENT RESULTS

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

Grades 1-6: Term 1

Reading Comprehension

78%

Reading Fluency

70%

Writing Content &
Organization

70%

Writing Conventions

78%

Grades 1-6: Term 3

Reading Comprehension

93%

Reading Fluency

78%

Writing Content &
Organization

92%

Writing Conventions

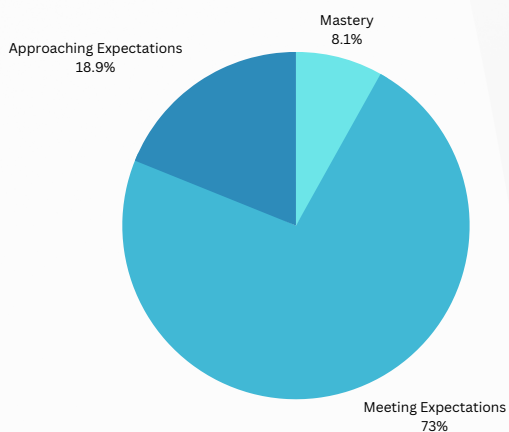
64%

Similar to the aggregate results, our Indigenous students' report card data indicates growth from term one to term three in most literacy areas. The data suggests that further important work is required in the area of writing conventions.

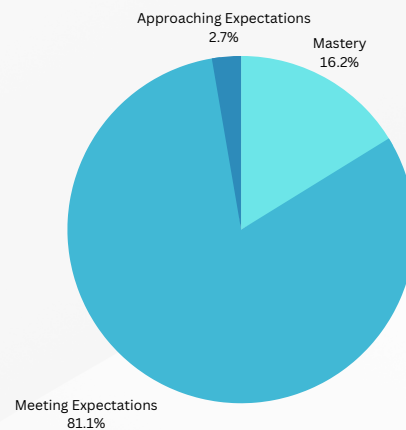
LITERACY & NUMERACY ACHIEVEMENT RESULTS

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

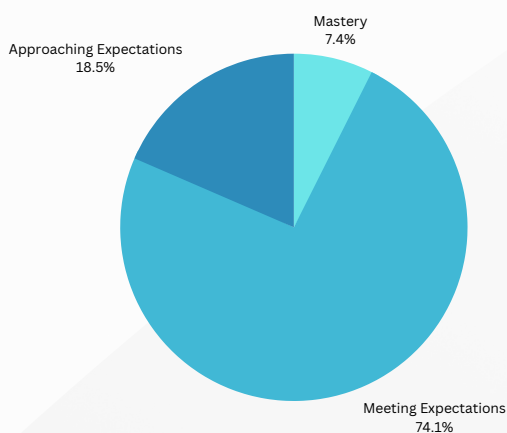
Grades 7-9 November



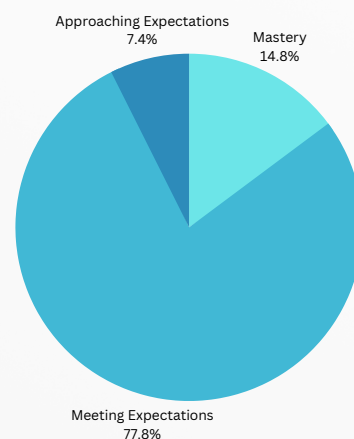
Grades 7-9 June



Grades 10-12 April



Grades 10-12 June



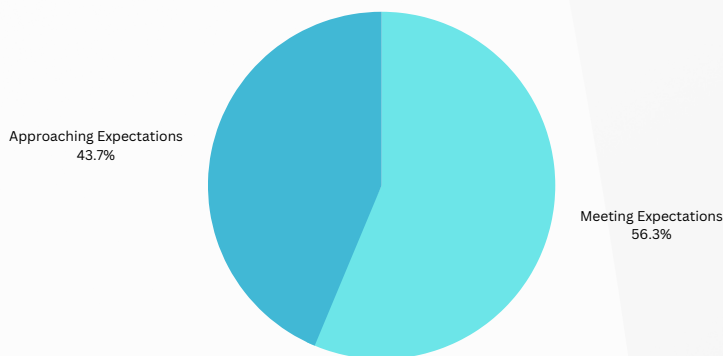
The grade 7-9 report card data indicate that from the term one report to the June report the percentage of students meeting grade level expectations in literacy increased from 75.7% to 81.1%. For Grades 10-12 students, from semester two, there was an increase in the percentage of students meeting grade level expectations from 74.1% to 77.8%.

Results include overall marks from Language Arts, Math, Social and Science

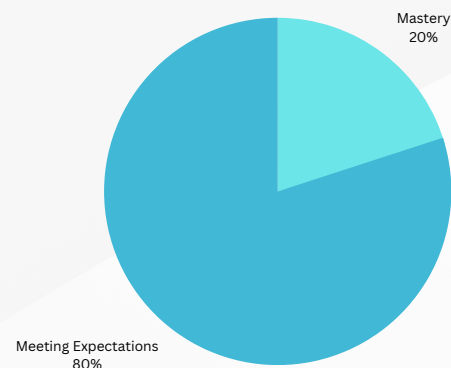
LITERACY & NUMERACY ACHIEVEMENT RESULTS

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

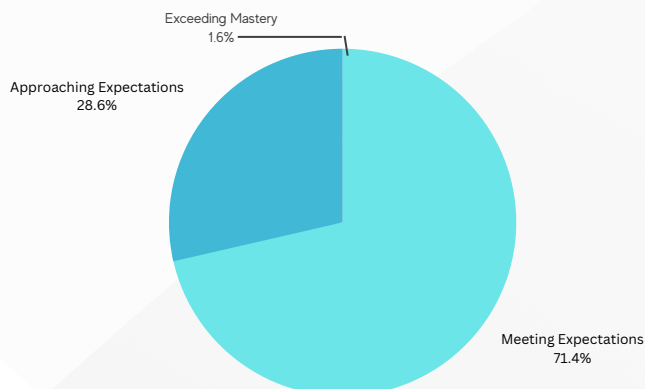
Grades 7-9 November



Grades 7-9 June



Grades 10-12 April



Grades 10-12 June

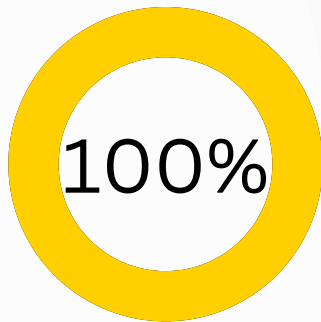


The grade 7-9 Indigenous student report card data indicate that from the term one report to the June report the percentage of students meeting grade level expectations in literacy increased from 56.3% to 80%. For Grades 10-12 students, from semester two, there was an increase in the percentage of students meeting grade level expectations from 71.4% to 100%.

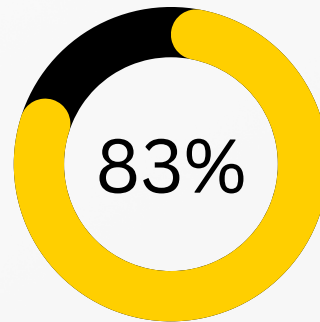
Results include overall marks from Language Arts, Math, Social and Science

LITERACY ACHIEVEMENT RESULTS

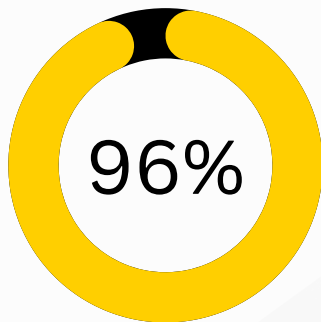
PRSD Education Assurance Survey Results: Goal One - Literacy



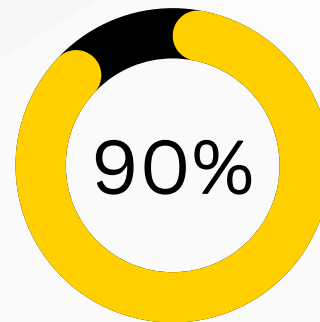
Percentage of students in Grades 3-6 who felt their reading skills have improved.



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



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



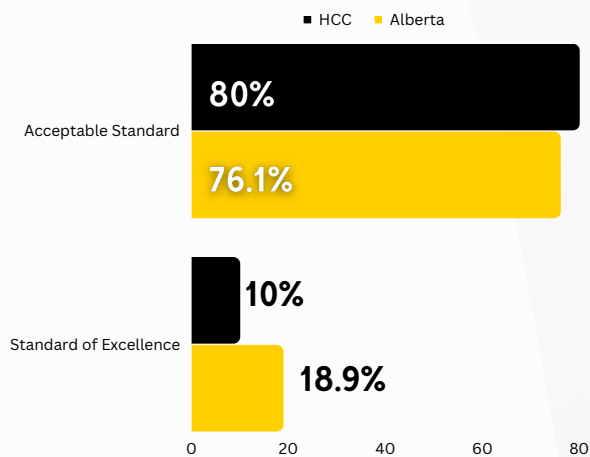
Percentage of students in Grades 7-12 who felt more confident in their writing skills.

Our survey data indicate more than 95% of Grades 3-6 students felt their reading and writing improved during the school year. Similarly, more than 82% of Grade 7-12 students were confident they experienced growth in their literacy skills.

LITERACY ACHIEVEMENT RESULTS

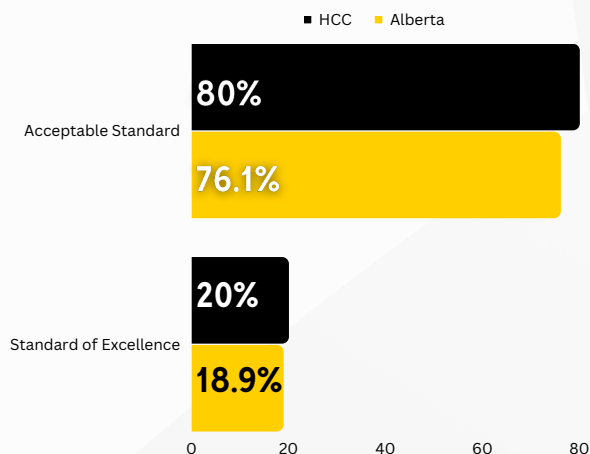
Alberta Education - Student Growth & Achievement in Literacy Provincial Achievement Test (PAT) Acceptable/Excellence

Grade 6 English Language Arts - All Students



The percentage of "Acceptable Standard" performance for the Grade 6 ELA PAT was 3.9% above the provincial average. The "Standard of Excellence" performance was 8.9% below the provincial average.

Grade 6 English Language Arts - Indigenous Students



The percentage of "Acceptable Standard" performance for Indigenous student on the Grade 6 ELA PAT was 3.9% above the provincial average. The "Standard of Excellence" was 1.1% above the provincial average.



Peace River School Division

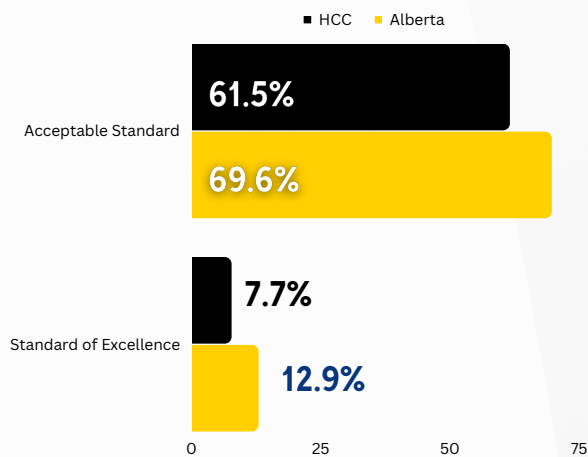
Learning Together - Success for All



LITERACY ACHIEVEMENT RESULTS

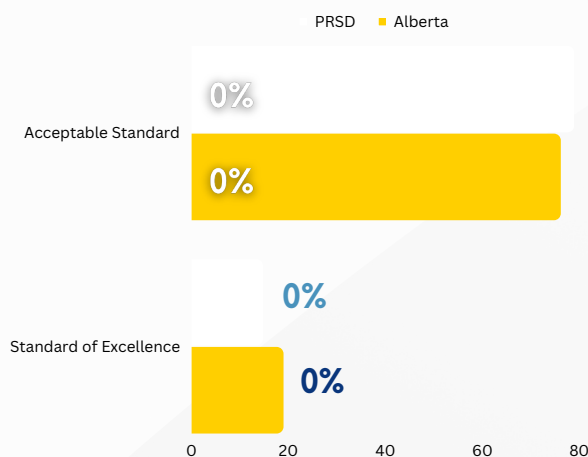
Alberta Education - Student Growth & Achievement in Literacy Provincial Achievement Test (PAT) Acceptable/Excellence

Grade 9 English Language Arts - All Students



The percentage of "Acceptable Standard" performance for the Grade 9 ELA PAT was 8.1% below the provincial average. The "Standard of Excellence" was also below the provincial average by 5.2%.

Grade 9 English Language Arts - Indigenous Students



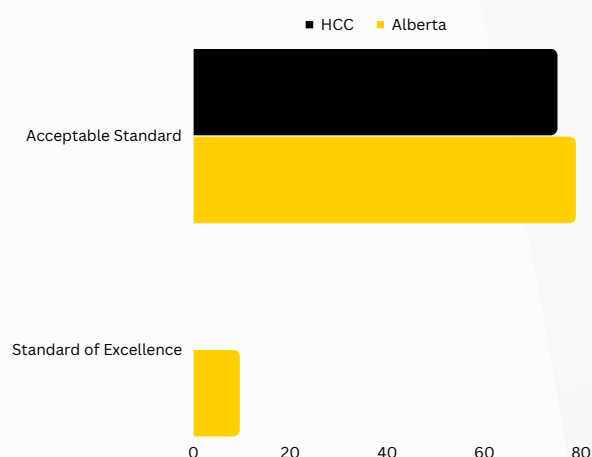
- no report available



LITERACY ACHIEVEMENT RESULTS

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

All Students:



- **Description**

Of the students who wrote the diploma, 75% of the students achieved an acceptable standard. This is a blended statistic for both 30-1 and 30-2.

Indigenous Students:

- **Description**

Disaggregated results are not available as there was not a sufficient number of students who wrote the exam



Summary of Literacy Achievement Results

- **General Statement**

- Grade 6 students did exceptionally well considering there was teacher turnover throughout the year.

- **Factors that affected results**

- COVID 19 coupled with student absenteeism created learning gaps for students.
- There were several students in the Grade 9 class that experienced personal and family traumas preventing them from attending school/ or writing the PAT.

- **Next steps**

- Intervention programming is in place to support student growth and success
- Literacy development remains a priority for the upcoming school year. We remain committed to collaborative response to ensure all student learning needs are being met.





PRSD GOAL TWO

ALL STUDENTS ARE NUMERATE

OUTCOME:

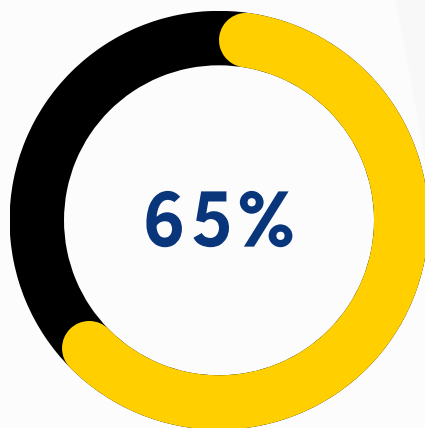
All students are performing at or above grade level in numeracy or meeting their individualized program goals.

Numeracy Program Information, Divisional Support Programs, [Numeracy Framework](#)

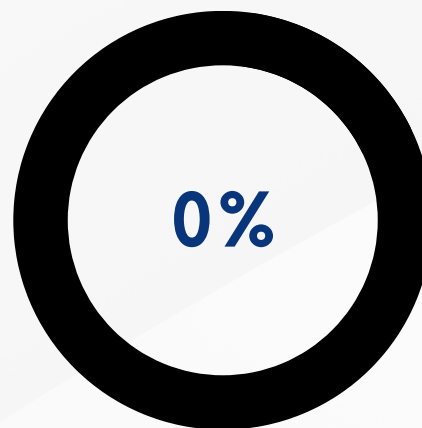
NUMERACY ACHIEVEMENT RESULTS

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

**Grade 2-6
Results:**



**Grade 7-10
Results:**



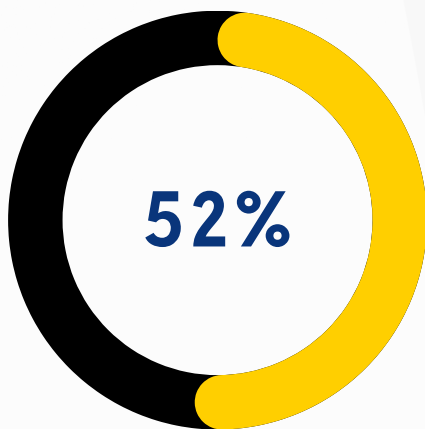
- The MIPI is administered at the beginning of the year to determine how well students understand key concepts from the previous year's work, which provides a useful starting point for the current year's instruction. The September 2021 results show that 65% of Grades 2-6 students started their school year meeting or mastering the core concepts from the previous grade level. Meanwhile, 0% of Grades 7-10 students commenced the 2021-2022 school year meeting or mastering the core content of the previous grade level.
- View the total Grade Breakdown Results [HERE](#)



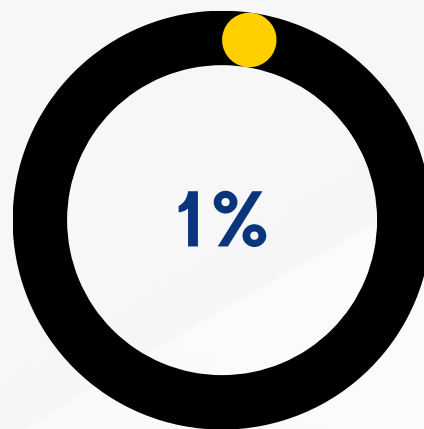
NUMERACY ACHIEVEMENT RESULTS

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

**Grade 2-6
Results:**



**Grade 7-10
Results:**



- The September 2021 results show that 52% of Grades 2-6 Indigenous students started their school year meeting or mastering the core concepts from the previous grade level. Meanwhile, only 1% of Grades 7-10 students commenced the 2021-2022 school year meeting or mastering the core content of the previous grade level.
- View the total Grade Breakdown Results [HERE](#)

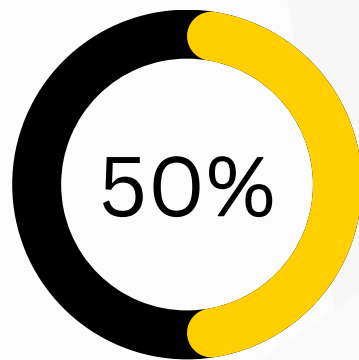


NUMERACY ACHIEVEMENT RESULTS

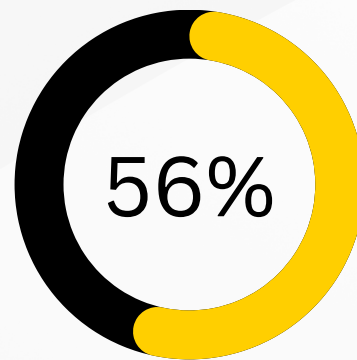
Numeracy Comprehension Assessment Tool Data: All Students Grades 1-9

- The NCAT is a formative assessment tool that assesses student proficiency in 4 core strands of mathematics, and the assessments are administered at various points throughout the Grades 1-9 curriculum as key units of work are completed. These assessments provide a snapshot of student progress at points in time throughout the school year. The 2021-2022 NCAT results suggest that from 18% to 56% of students had met or mastered the concepts in these 4 numeracy strands at the time of test administration.

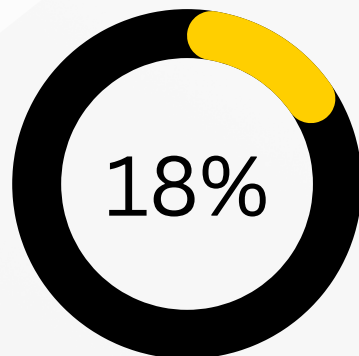
Number Sense



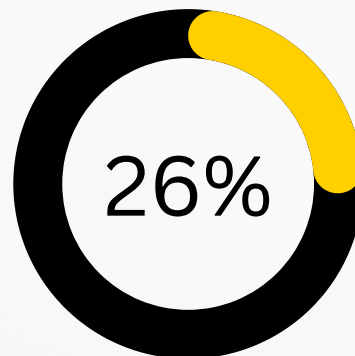
Place Value



Fractions & Decimals



Operations

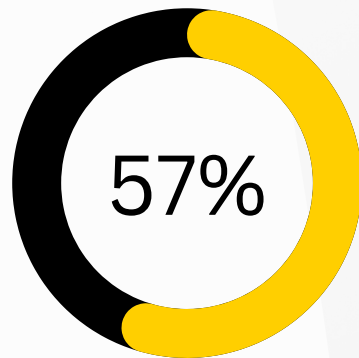


NUMERACY ACHIEVEMENT RESULTS

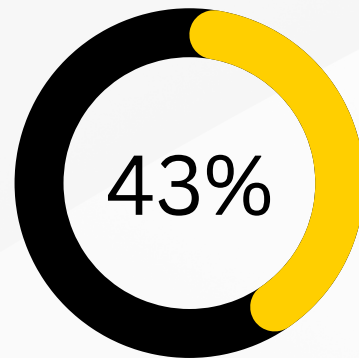
Numeracy Comprehension Assessment Tool Data: Indigenous Students Grades 1-9

- The 2021-2022 NCAT results suggest that from 25% to 57% of Indigenous students had met or mastered the concepts in the 4 core numeracy strands at the time of test administration throughout the year.

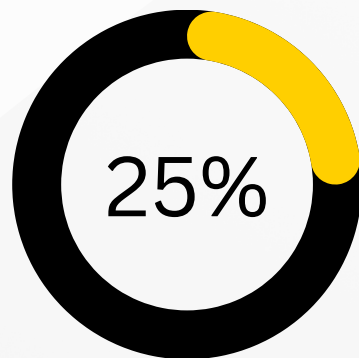
Number Sense



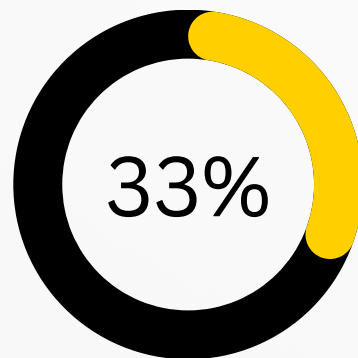
Place Value



Fractions & Decimals



Operations



NUMERACY ACHIEVEMENT RESULTS

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

All Students:

Grade 1-6: Term 1
Number Concepts

90%

Grade 1-6: Term 3
Number Concepts

93%

Indigenous Students:

Grade 1-6: Term 1
Number Concepts

85%

Grade 1-6: Term 3
Number Concepts

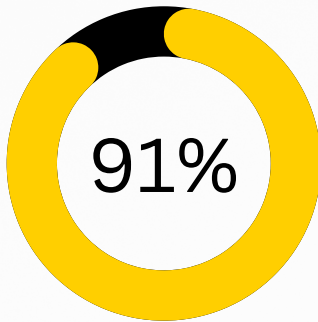
93%

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

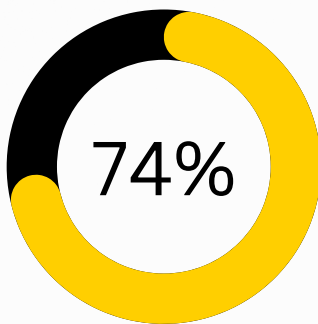


Numeracy Achievement Results

PRSD Education Assurance Survey Results: Goal Two - Numeracy



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



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

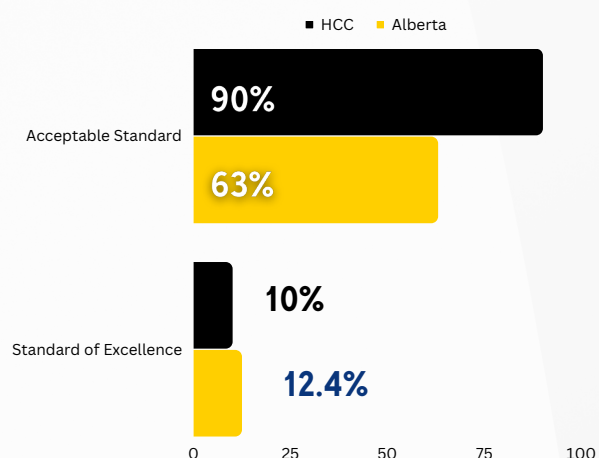
- Elementary students feel strongly their numeracy skills have improved
- Jr/Sr High experienced teacher turnover as well as senior high students experienced a change to VEP (virtual education program)



NUMERACY ACHIEVEMENT RESULTS

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

Grade 6 Mathematics - All Students



- the majority of math 6 students met the acceptable standard

Grade 6 Mathematics - Indigenous Students



- Disaggregated results are not available as there was not a sufficient number of students who wrote the exam



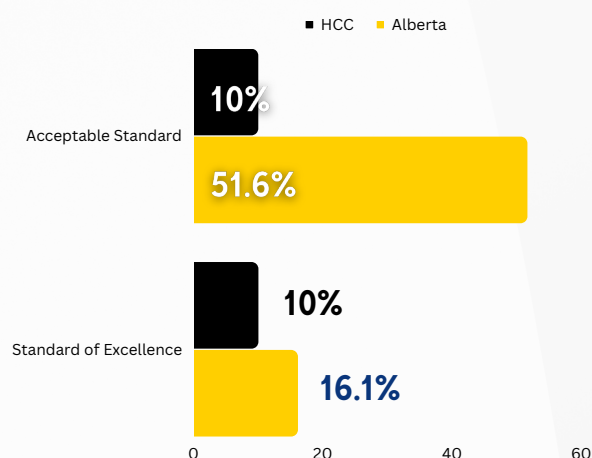
Peace River School Division

Learning Together - Success for All

NUMERACY ACHIEVEMENT RESULTS

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

Grade 9 Mathematics - All Students



- teacher turnover and learning gaps due to COVID affect the achievement of our grade 9 students
- several students experienced personal/family trauma near the end of the school year preventing them from being successful

Grade 9 Mathematics - Indigenous Students



- Disaggregated results are not available as there was not a sufficient number of students who wrote the exam



Peace River School Division

Learning Together - Success for All

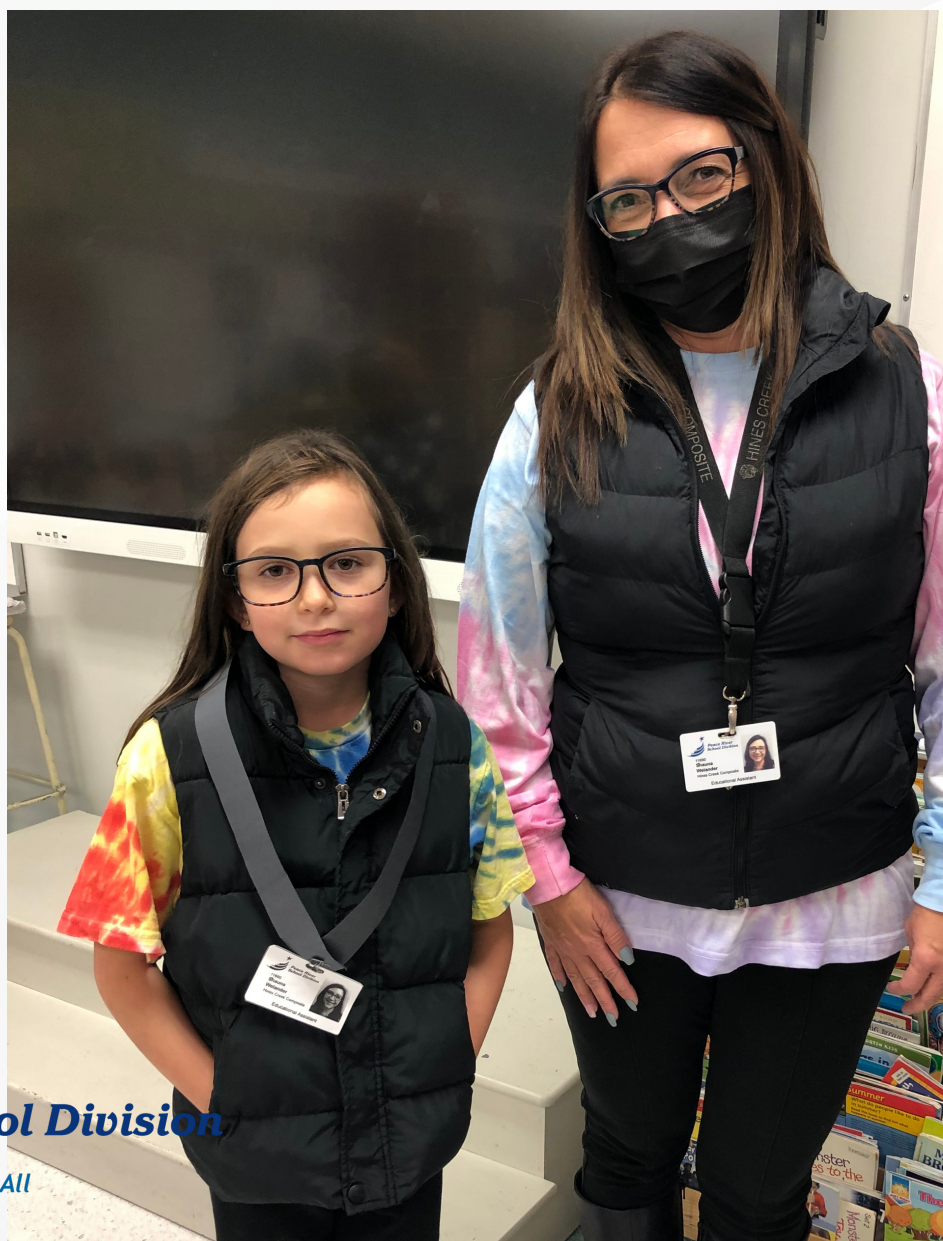
NUMERACY ACHIEVEMENT RESULTS

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

All Students:

- no results - students did not write a diploma due to cancellation of the January sitting

Indigenous Students:



Peace River School Division

Learning Together - Success for All

Summary of Numeracy Achievement Results

- **General Statement**

- elementary students did well
- Jr students experienced barriers and did not meet expectations.

- **Factors that affected results**

- Jr High experienced teacher turnover as well several students experienced personal/family trauma near the end of the school year preventing them from being successful

- **Next steps**

- working to provide more consistent instruction for junior high students (same teacher for all grades)
- providing interventions to address learning gaps (including after school math club)
- Numeracy development remains a priority for the upcoming school year. We remain committed to collaborative response to ensure all student learning needs are being met.





PRSD GOAL THREE

ALL STUDENTS ARE SUCCESSFUL THROUGH
INCLUSIONARY PRACTICES

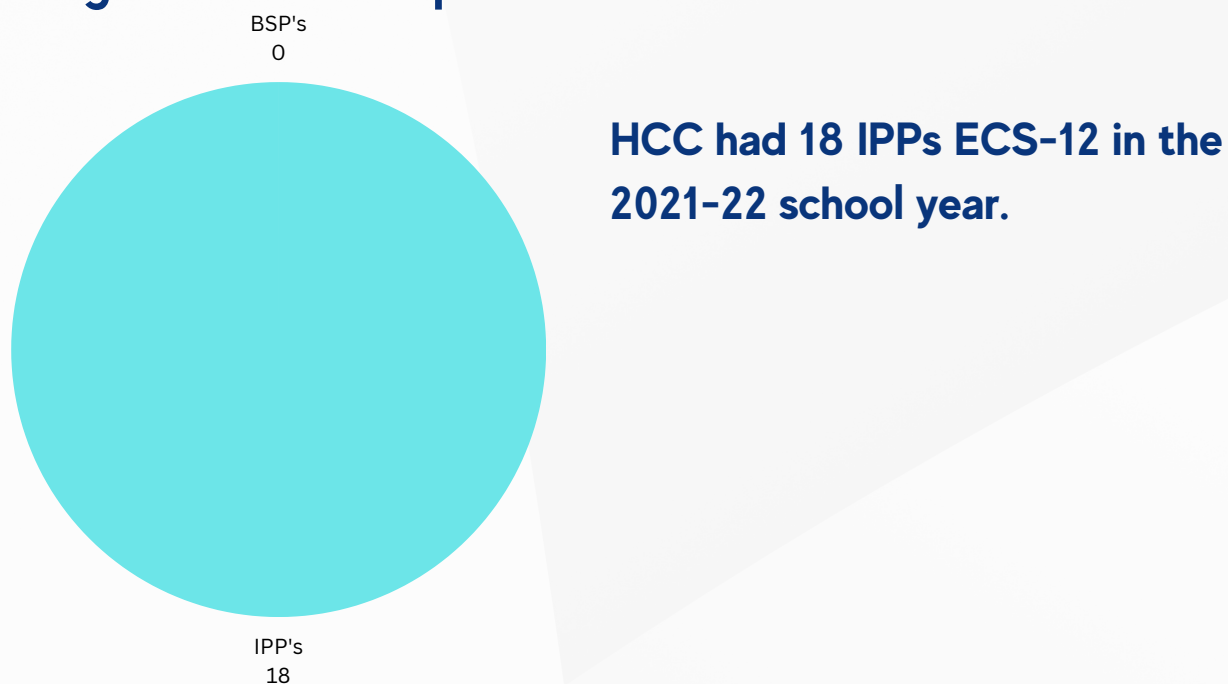
OUTCOME:

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

Inclusionary Programs and Supports & Student Success -
Need to Include a piece here.

INCLUSIVE EDUCATION PRACTICES

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

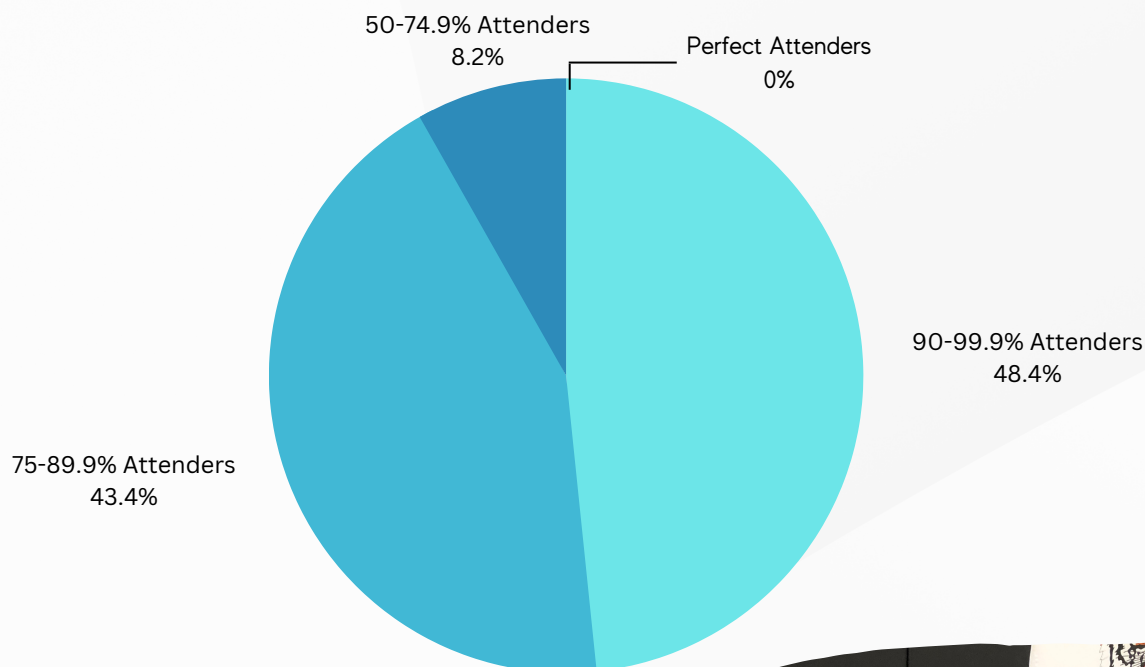


HCC had 18 IPPs ECS-12 in the 2021-22 school year.

- Out of HCCs total student population in the 2021-22 school year Individual Program Plans were in place for 18 students.

INCLUSIVE EDUCATION PRACTICES

Attendance Data: All Students

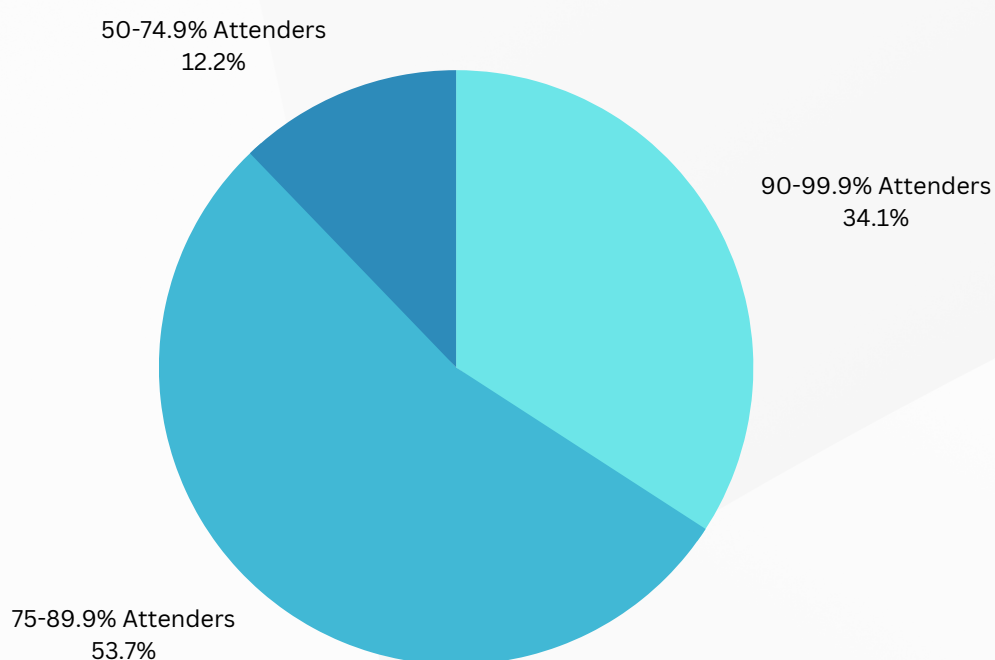


- Overall we have high attendance rates



INCLUSIVE EDUCATION PRACTICES

Attendance Data: Indigenous Students



INCLUSIVE EDUCATION PRACTICES

PRSD Education Assurance Survey Results: Goal Three - Inclusion

Percentage of students who felt included in their schools:

- Grades 3-6:



- Grades 7-12:



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

- Grades 3-6:



- Grades 7-12:



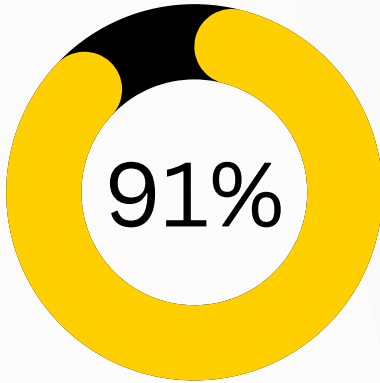
- The large majority of HCC students feel supported by adults and included in our school.



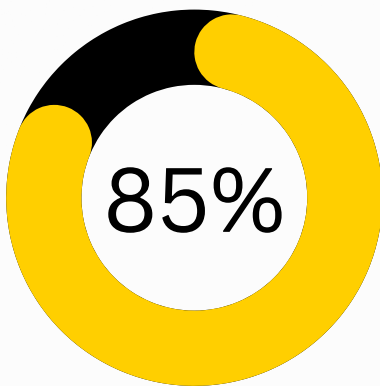
INCLUSIVE EDUCATION PRACTICES

PRSD Education Assurance Survey Results:

Goal Three - Inclusion



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



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

- The large majority of student at HCC feel their needs are being met.



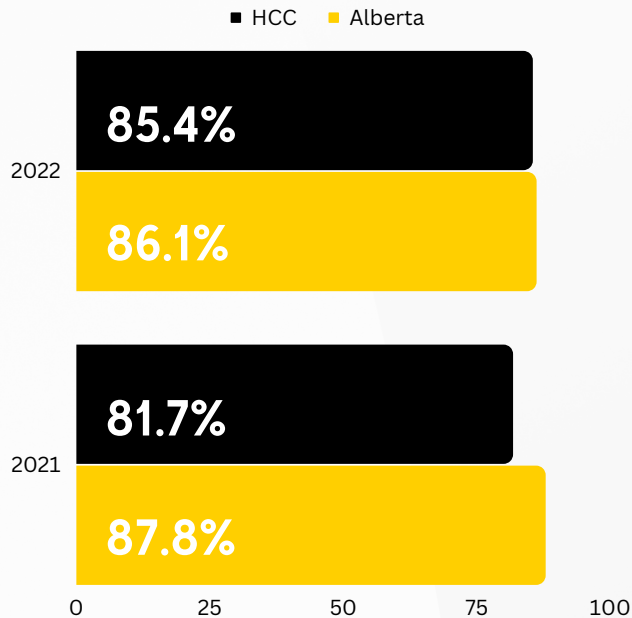
INCLUSIVE EDUCATION PRACTICES

Alberta Education

Assurance Measures - Overall Summary Results

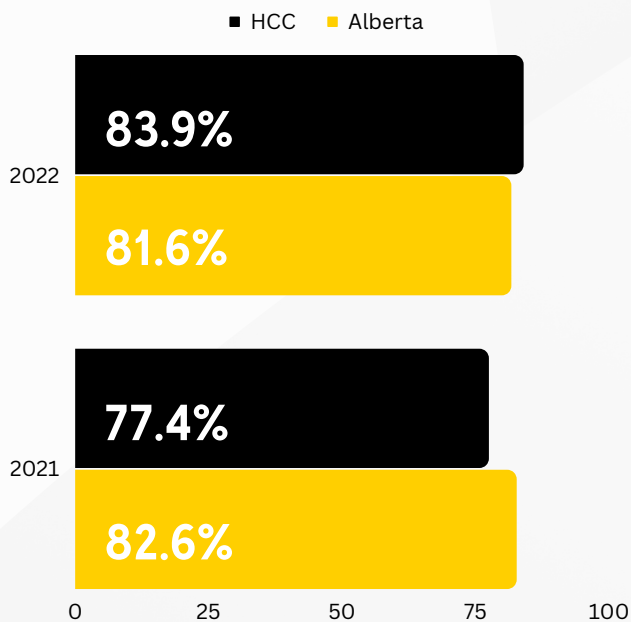
Authority: 1070 The Peace River School Division

Welcoming, Caring, Respectful & Safe Learning Environments



- With the support of PRSD and Clear Hills County HCC is able to have a school counsellor and a youth support worker to support all students.

Access to Support Services



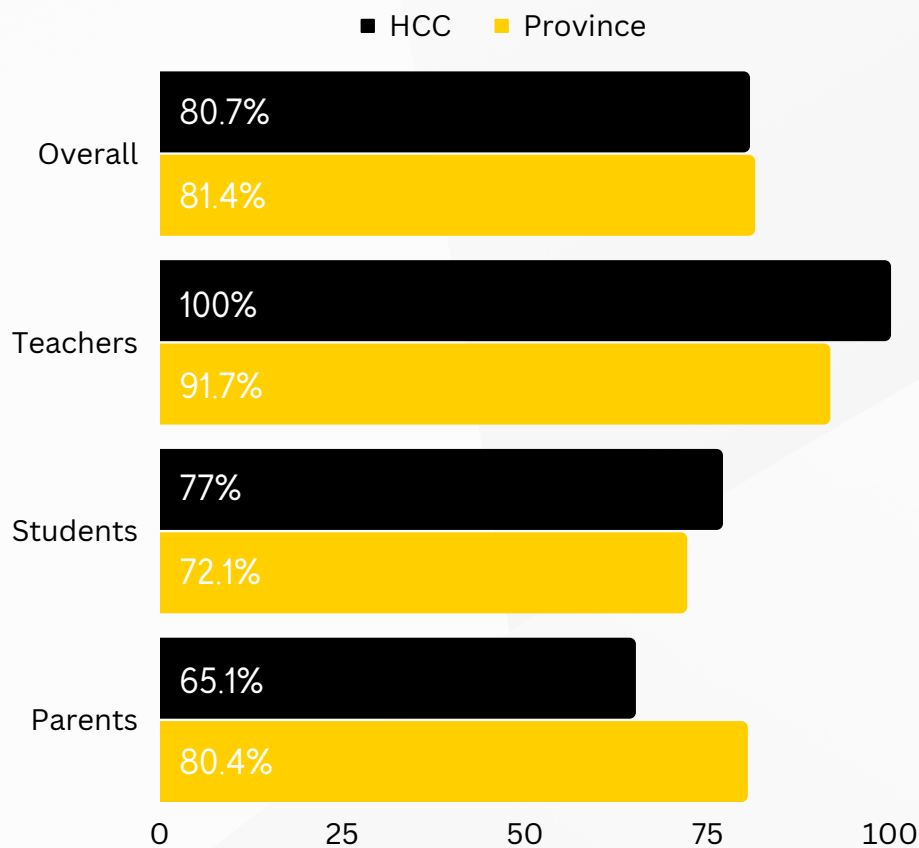
INCLUSIVE EDUCATION PRACTICES

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.



- HCC continues to use vocabulary that aligns with the survey to support understanding of what citizenship means.



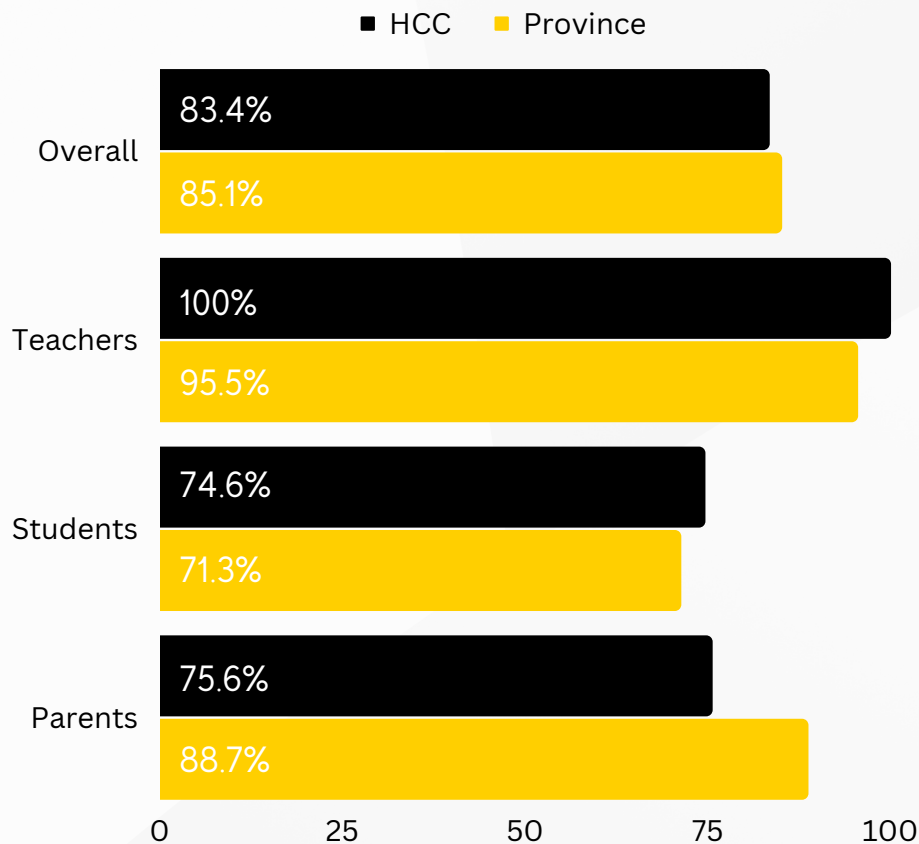
INCLUSIVE EDUCATION PRACTICES

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.



- We would like to see both parent and student numbers improve



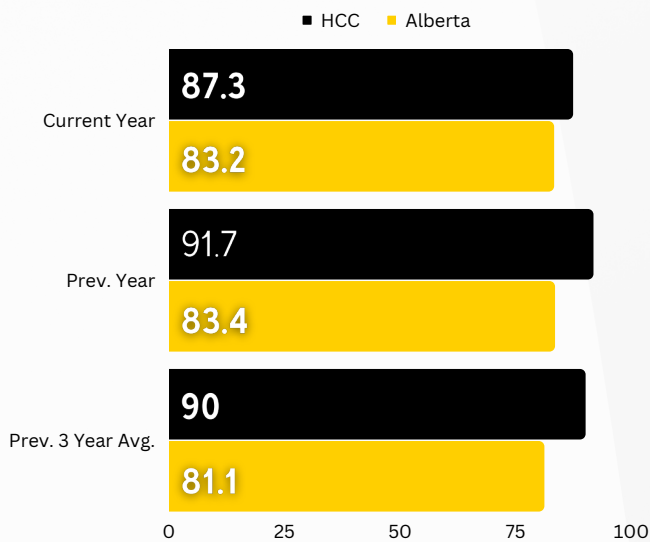
INCLUSIVE EDUCATION PRACTICES

Alberta Education Survey Results

AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION

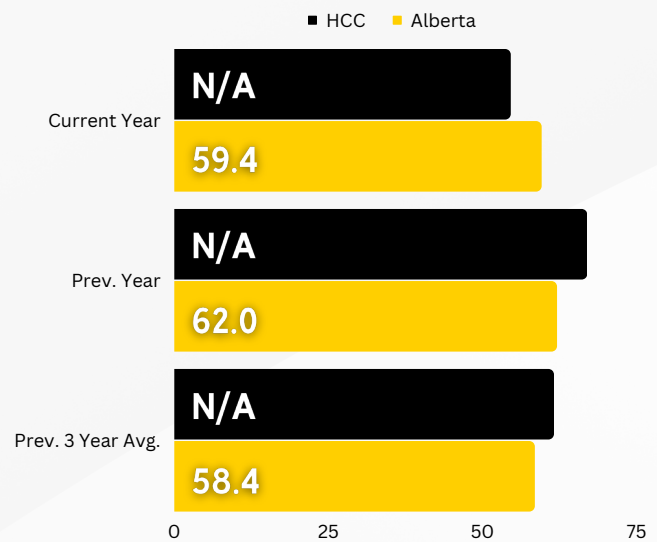


3-Year High School Completion Rates: All Students



- On average HCC has a high completion rate

3-Year High School Completion Rates: Indigenous Students



- All Students Overall Summary [Link](#)
- Indigenous Students Overall Summary [Link](#)

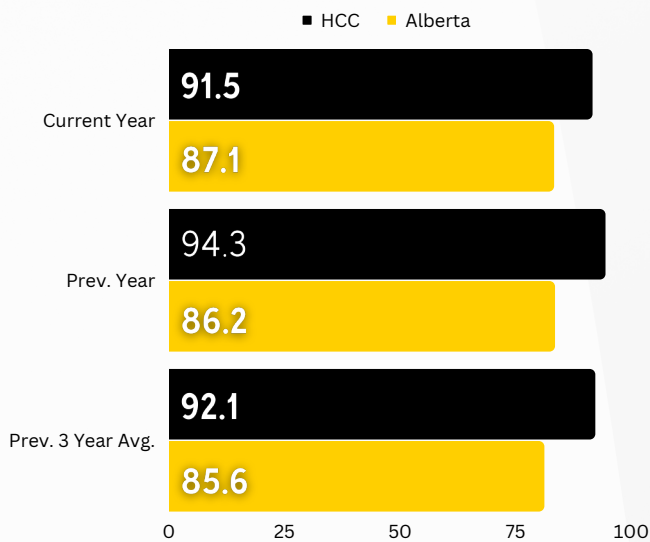
INCLUSIVE EDUCATION PRACTICES

Alberta Education Survey Results

AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION

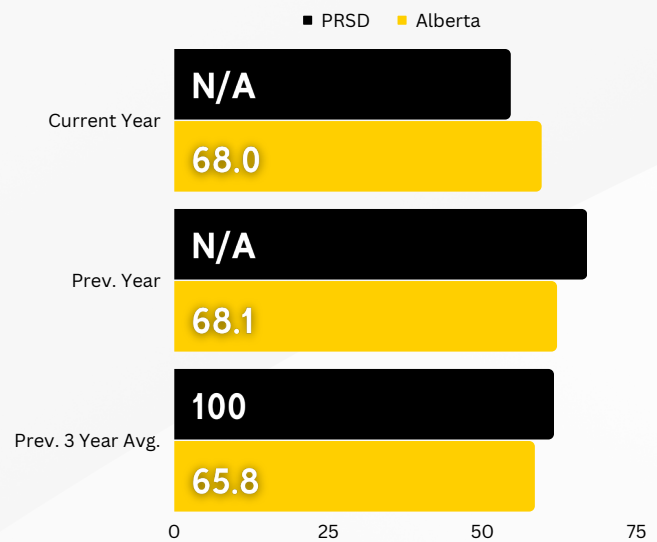


5-Year High School Completion Rates: All Students



- On average HCC has high completion rates

5-Year High School Completion Rates: Indigenous Students



- All Students Overall Summary [Link](#)
- Indigenous Students Overall Summary [Link](#)

Summary of Inclusive Education Practices

- **General Statement**
 - **Students, parents and staff at HCC feel included.**
 - **We improved in the following categories: Welcoming, Caring, Respectful & Safe Learning Environments and Access to Supports.**
- **Factors that affected results**
 - **Positive relationships**
- **Next steps**
 - Using PBIS
 - Connections with parents and students
 - Clubs, engaging presentations and activities

BUDGET SUMMARY

Budget Report

Peace River School Division No. 10

2021-2022 Spring Budget

SCHOOL: Hines Creek Composite

Revenue and Allocations to Budget Center

AB ED: Service & Supports	2021-2022 Spring Budget	2020-2021 Spring Budget
Funding Framework Allocation	\$71,844	\$71,100
Total AB ED: Service & Supports	\$71,844	\$71,100
% of Revenue and Allocations to Budget Center	97%	97%

AB ED: Differential Cost Funding	2021-2022 Spring Budget	2020-2021 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 Students
FNMI and Aboriginal Enrolment: Grade 1-12	40 Student	40 Student
Total AB ED: Differential Cost Funding	\$2,400	\$2,400
% of Revenue and Allocations to Budget Center	3%	3%

Total Revenue and Allocations to Budget Center	\$74,244	\$73,500
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Expenditures

Other Staffing Costs	2021-2022 Spring Budget	2020-2021 Spring Budget
School Based Certificated Sub Cost	\$6,660	\$7,770
Days of School Certified Subs	30.00 Days	35.00 Days
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
School Based Certificated Sub Benefits	\$666	\$777
School Based Certificated Sub Cost	\$6,660	\$7,770
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
Uncertified Subs and Additional Hours	\$1,000	\$1,000
Total Other Staffing Costs	\$8,326	\$9,547
% of Expenditures	11%	13%

Contracted Services	2021-2022 Spring Budget	2020-2021 Spring Budget
Certificated Inservice/Reg Fees	\$4,100	\$2,500
Uncertificated Inservice/Reg Fees	\$600	\$1,200
Student Awards	\$3,060	\$3,060
Staff and Public Relations	\$1,500	\$1,500
Postage & Phone	\$700	\$1,700
Advertising	\$300	\$300
Expense Reimbursement	\$2,000	\$3,500
Field Trips	\$5,000	\$4,000
Contracted Building Grounds Maintenance	\$1,500	\$2,000
Contracted Equipment & Vehicle Maintenance	\$250	\$500
Total Contracted Services	\$19,010	\$20,260
% of Expenditures	26%	28%

Supplies	2021-2022 Spring Budget	2020-2021 Spring Budget
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SCHOOL: Hines Creek Composite - Budget Report

2021-2022 Spring Budget

Supplies	2021-2022 Spring Budget	2020-2021 Spring Budget
Supplies	\$37,103	\$35,888
Library Supplies	\$2,000	\$0
Furniture & Equipment	\$7,805	\$7,805
Total Supplies	\$46,908	\$43,693
% of Expenditures	63%	59%

Total Expenditures	\$74,244	\$73,500
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Summary

	2021-2022 Spring Budget	2020-2021 Spring Budget
Total Revenues and Allocations To Budget	\$74,244	\$73,500
Total Expenditures	\$74,244	\$73,500
Variance	\$0	\$0

