



HINES CREEK COMPOSITE



ANNUAL EDUCATION RESULTS REPORT 2023-2024





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MESSAGE FROM THE PRINCIPAL

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



Janice Charchuk
Principal, Hines Creek Composite



ABOUT HINES CREEK COMPOSITE

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

We have a school population of 116 students, 10 teachers, and 11 support staff.

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

SUCCESSFUL FUTURES BUILT TOGETHER

2023-2024 ANNUAL EDUCATION

RESULTS REPORT

**AUTHORITY: 1405 HINES CREEK COMPOSITE SCHOOL
1070 THE PEACE RIVER SCHOOL DIVISION**

This report provides an overall summary of the progress made with the three goals in the 3-Year Education Plan. It also identifies priority areas of emphasis for ongoing work. This report shares Hines Creek Composite, Peace River School Division (PRSD) and Alberta Education data that align with the education plan's performance measures. These measures collectively serve as indicators of success for the three strategic goals centred on literacy development, numeracy development, and inclusionary practices.

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

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

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

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

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

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

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

Inclusionary Practices: Alberta Education Assurance Measures.





SCHOOL GOAL ONE:

ALL STUDENTS ARE LITERATE

OUTCOME:

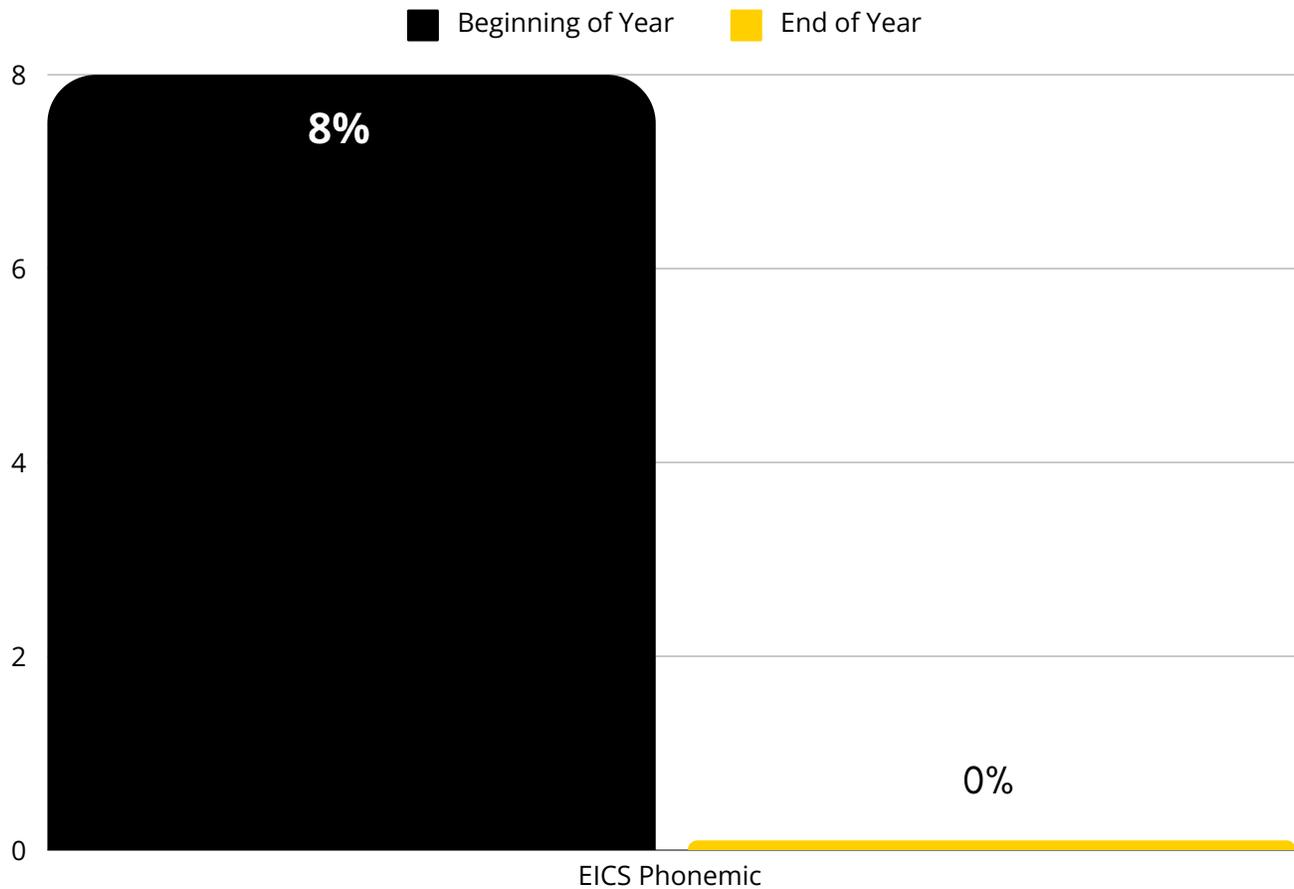
ALL STUDENTS ARE READING AND WRITING AT OR ABOVE GRADE LEVEL OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.

Hines Creek Composite has invested 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 and make informed decisions regarding targeted instruction. HCC also used the Reading Comprehension Assessment Tool (RCAT) to measure growth over time, and these assessments complement other PRSD and Alberta Education literacy assessments in providing a more comprehensive picture of how well our students are learning to read and write. HCC student data have been broken down into two categories: Indigenous students and Non-Indigenous students. This disaggregation of achievement results for HCC is consistent with the reporting of provincial data and helps to more accurately examine the achievement gap between our Indigenous and non-Indigenous learners. Through this approach, HCC is able to identify and implement specific strategies to help narrow any gaps.

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 HCC's Literacy goal.

LITERACY ACHIEVEMENT RESULTS

Elk Island Catholic Schools Phonological Awareness Assessment Percentage of students considered "At Risk"



Summary

The Elk Island Catholic Schools Phonological Awareness (EICS PA) assessment is a screening tool that assesses students' knowledge in various areas of phonological awareness and phonics. It was adapted from various assessments, including Heggerty's Phonemic Awareness Skills Screener Assessments, the Letter Name-Sound (LeNS) and Castles and Coltheart 3 (CC3) assessments, the Reading Readiness Screening Tool (RRST), and Kilpatrick's Phonological Awareness Screening Test (PAST). EICS Data from the 2022-23 school year shows a drop in students considered at risk from 8% at the beginning of the year to 0% at the end of the school year. This data shows classroom interventions are having a positive impact.

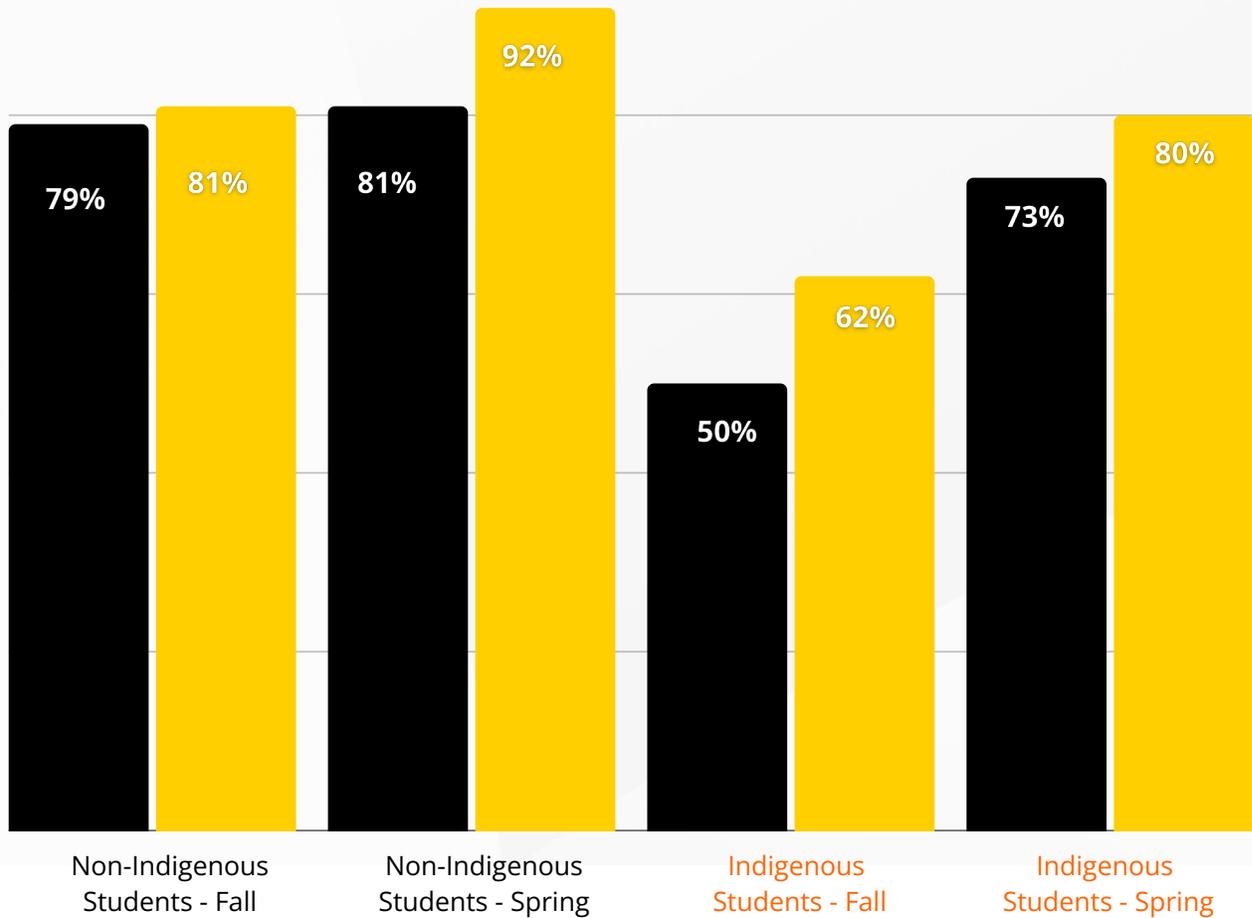
All students in Grades 1 and 2 completed the EICS Phonemic Assessment.



LITERACY ACHIEVEMENT RESULTS

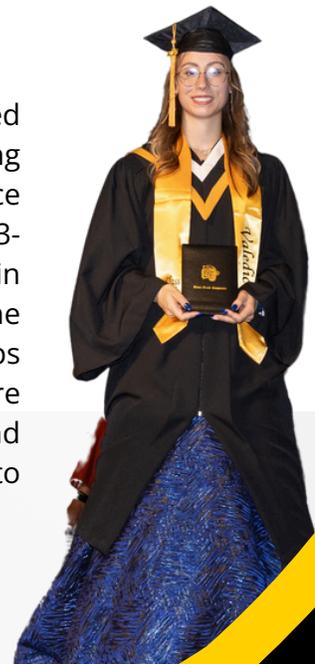
Division Fountas & Pinnell BAS I and II Data: Grades 1-9

■ 2022-23 ■ 2023-24



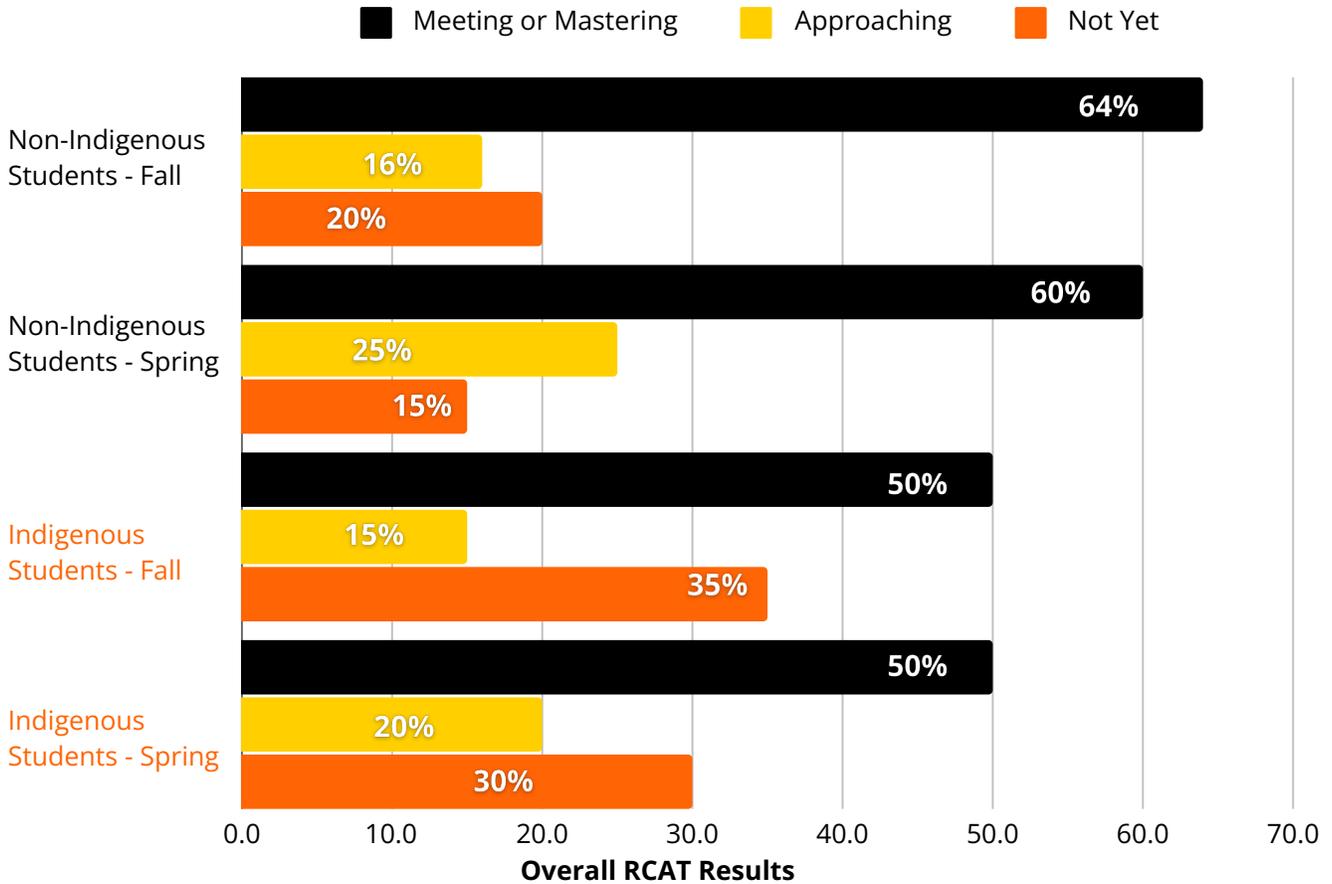
Summary

The F & P Benchmark Assessment System (F&P BAS) has established expected reading levels at each grade level that increase from the beginning of the school year to the end. As such, any increase in reading performance from the Fall to the Spring represents significant growth. During the 2023-2024 school year, all of our Grades 1-3 students and only those students in Grades 4-9 achieving less than 50% on the RCAT were assessed using the F&P BAS. While our students are testing at acceptable levels, there are gaps between Indigenous and non-Indigenous students. The data indicates there was significant growth in reading abilities in the 2023-2024 school year, and results have also improved from the previous year. We are committed to continuing our important work in this area.



LITERACY ACHIEVEMENT RESULTS

Reading Comprehension Assessment Tool (RCAT): Grades 4-12



Summary

The RCAT is an on-line assessment tool that provides grade-level reading passages from narrative, informational, and poetic readings to assess students' comprehension abilities in the five major skills required for reading comprehension. This assessment was administered to Grades 4 to 12 students.

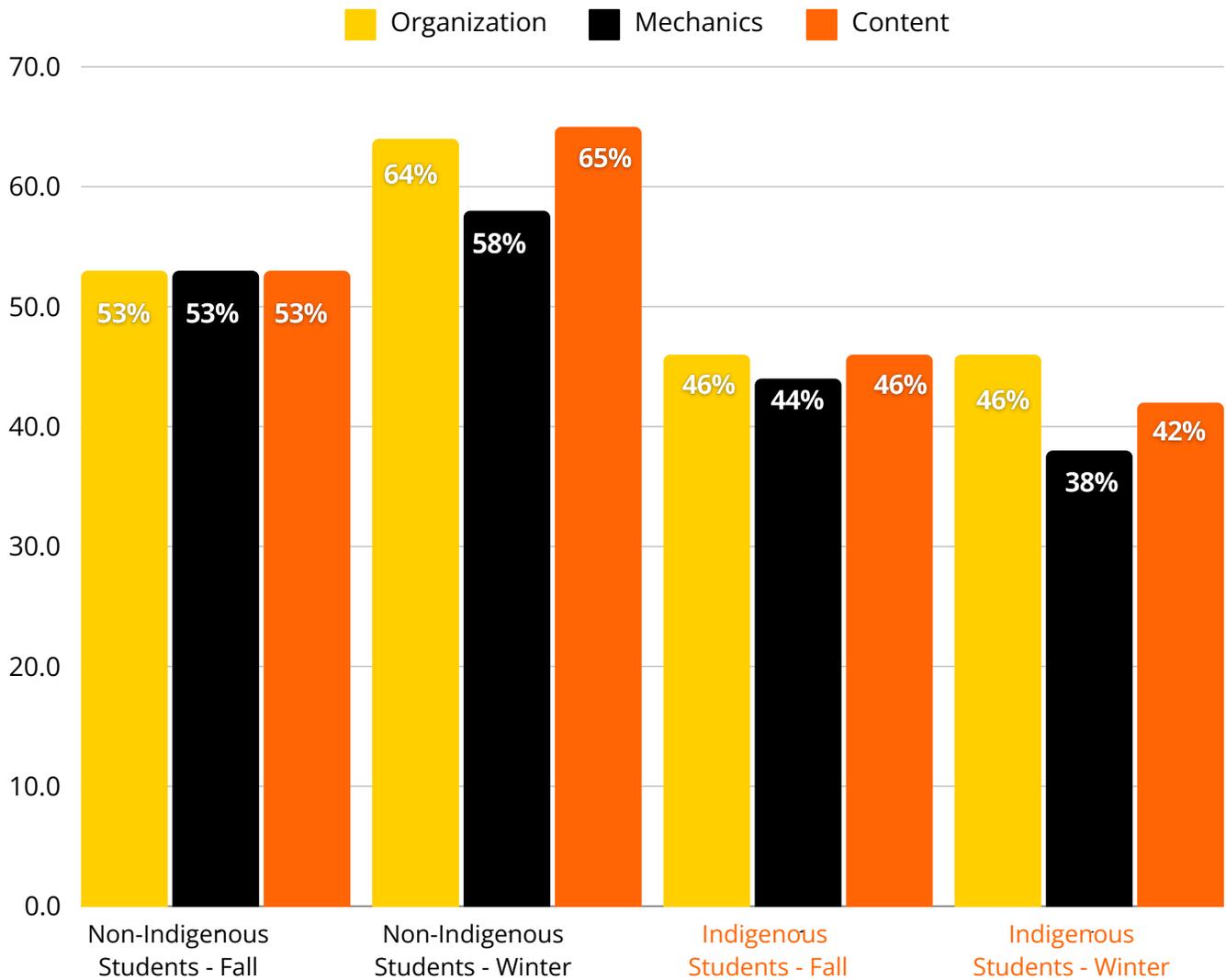
This set of data indicate movement from "at-risk" to "approaching proficiency" for non-Indigenous and Indigenous student demographics.

In order to fully achieve the mission of success for all, our goal is to continue to promote achievement growth for all students while narrowing the gap between our Indigenous and non-Indigenous learners.

About Reading Comprehension Assessment Tool Data

LITERACY ACHIEVEMENT RESULTS

Writing Assessment Tool (WAT) Data: Grades 1-9



Percentage of Grade 1-9 Students Meeting or Mastering Expectations

Summary

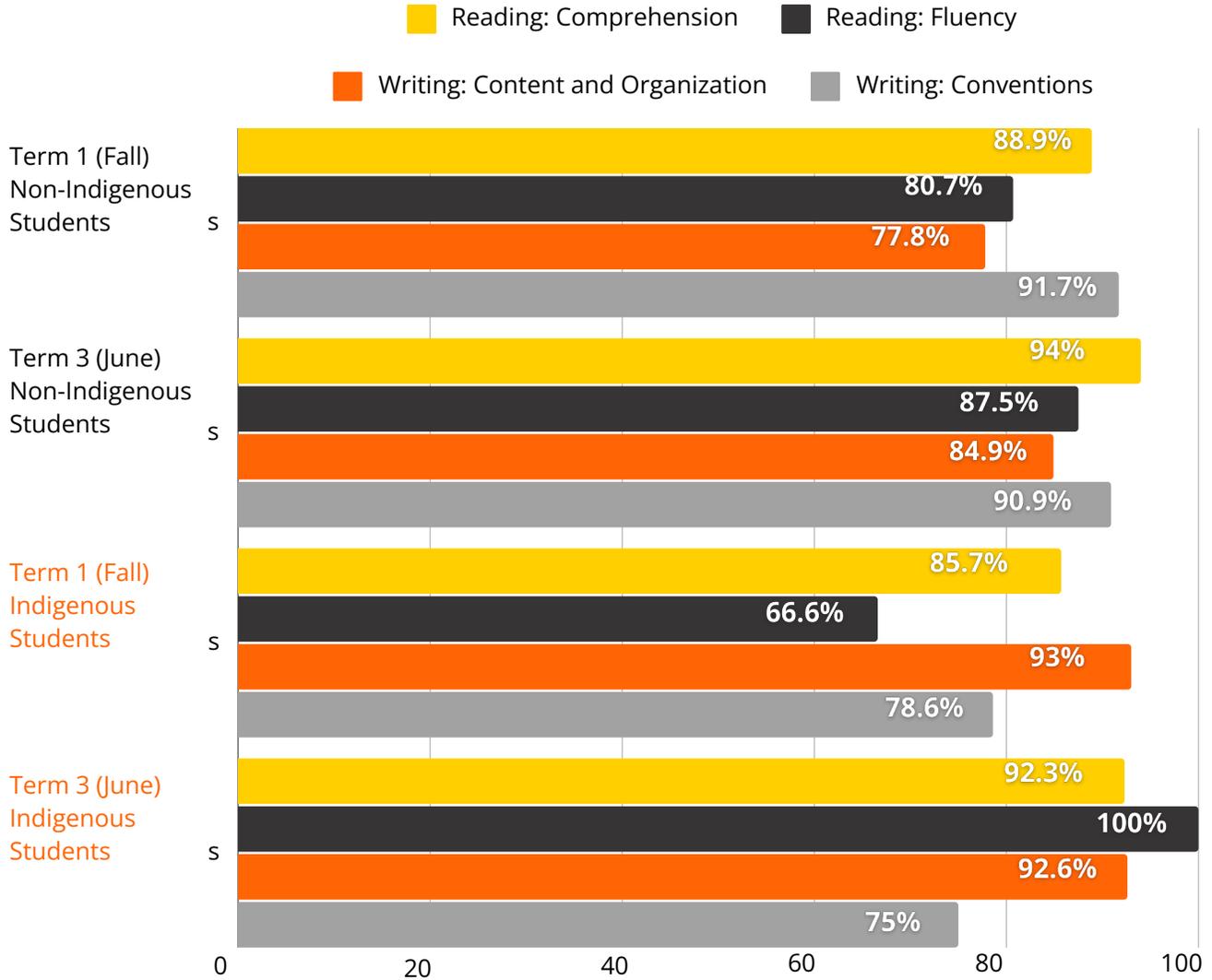
The Division Writing Assessment Tool (WAT) is an internally developed assessment that measures proficiency in organization, mechanics and content of students writing and is administered to Grades 1 to 9 students. WAT data are primarily used to inform instruction throughout the year. The Fall data are based on curricular outcomes from the previous grade level and the Winter data are based on current grade-level outcomes.

The Writing Assessment Tool (WAT) data for 2023-2024 show that more than 50% of non-Indigenous students were meeting or mastering grade-level expectations in writing during the Fall reporting period. While there were gains between the fall and winter reporting periods, there remains significant room for improvement; particularly in the areas of content and mechanics within our non-Indigenous and Indigenous student population. The Fall data exclude the Grade 1 students because they did not complete this assessment at that time. Moving forward, continued efforts will be made to ensure students become more proficient in writing.

LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy as Reported by Teachers

Percentage of Grades 1-6 students meeting or mastering expectations



Summary

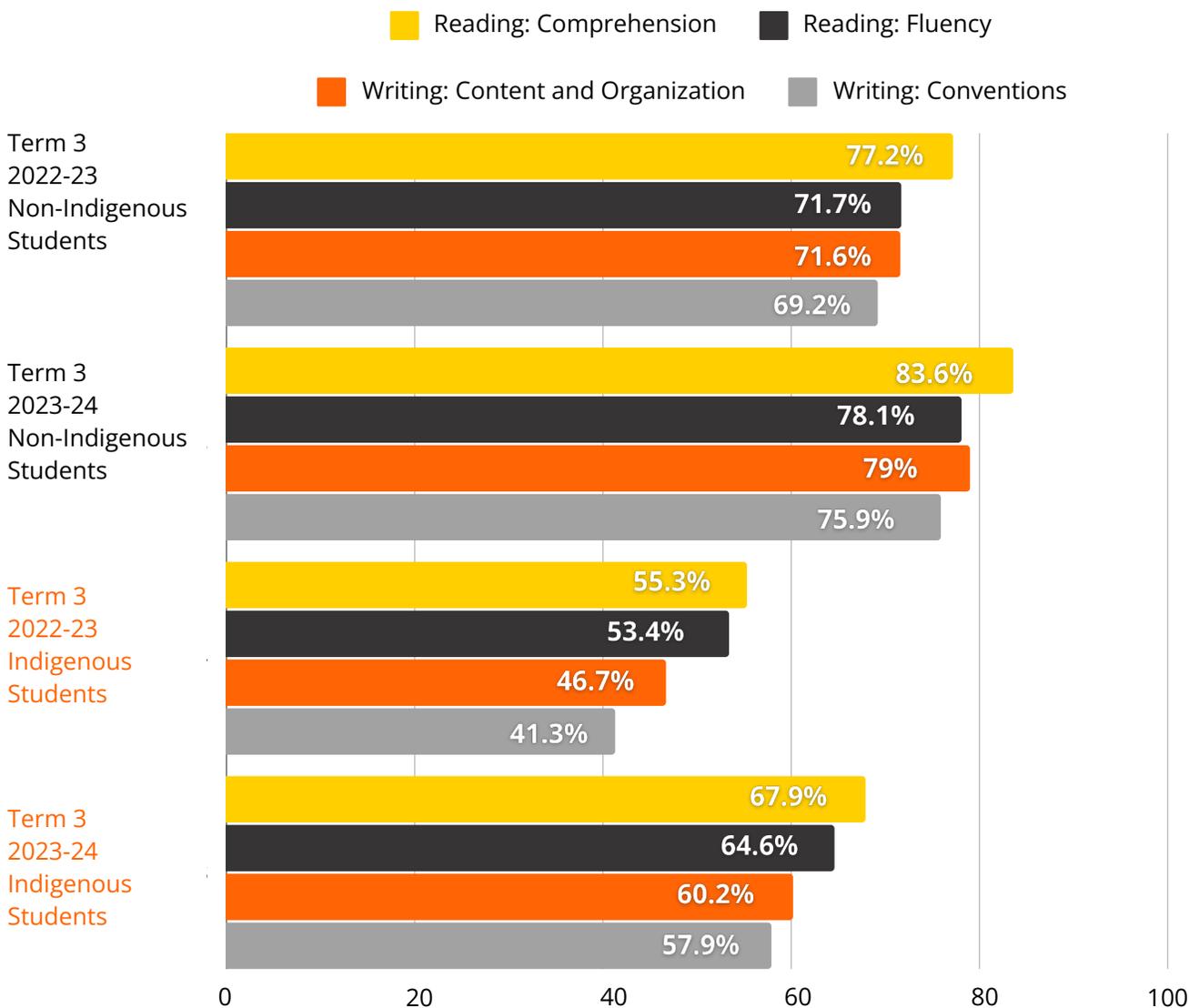
The report card data indicate that from the Term 1 report to the Term 3 report there was an increase in the percentage of Grades 1-6 students meeting grade-level expectations in reading comprehension, reading fluency and content and organization in writing. While this is very positive, the overall data suggest further important work is required to ensure all of our students are meeting program expectations. Further work is also required to eliminate the achievement gaps for our Indigenous students and to ensure all of our students are meeting program expectations.

LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy as Reported by Teachers

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

Year-over-year comparison

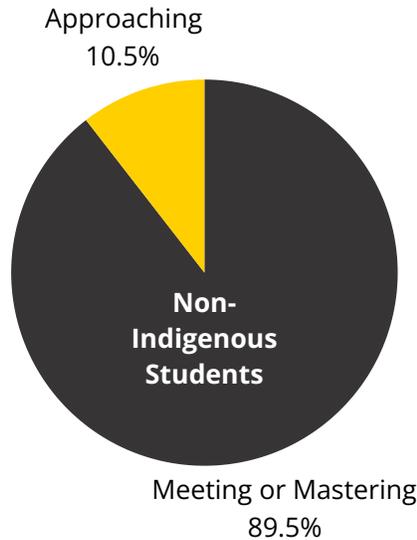


Summary

The year-over-year comparison of report card data indicate there was a significant increase in the percentage of Grades 1 through 6 students meeting grade-level expectations in all areas of Reading and Writing. The division experienced a 6.4% gain in reading comprehension amongst our non-Indigenous students and an 12.6% gain amongst our Indigenous students compared to the previous year. For writing (content and organization), the gain was 7.4% for non-Indigenous students and 13.5% for our Indigenous students. While much work remains, efforts to improve achievement and elimination of the gap between our Indigenous and non-Indigenous learners are having a positive impact.

LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy as Reported by Teachers
 Percentage of Grades 7-9 students meeting or mastering expectations - 2023-2024



November 2023-24 Results



June 2023-24 Results



Previous Year's Results

Percentage of students Meeting or Mastering grade-level expectations
 June 2023

Non-Indigenous Students



Indigenous Students



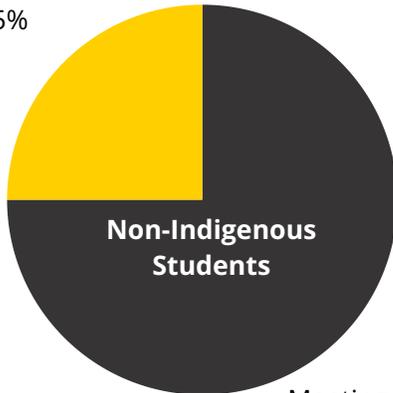
Summary

The Grades 7-9 school report card data indicate 100% of non-Indigenous students met or mastered grade-level expectations at the end of the 2023-24 school year, which is 4.3% higher than in the previous school year. Amongst our Indigenous students, 100% met or mastered grade-level expectations, which is the same as the previous school year. This data is evidence that the HCC's efforts to eliminate the achievement gap between our Indigenous and non-Indigenous students are working.

LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy as Reported by Teachers
 Percentage of Grades 10-12 students meeting or mastering expectations: 2023-2024

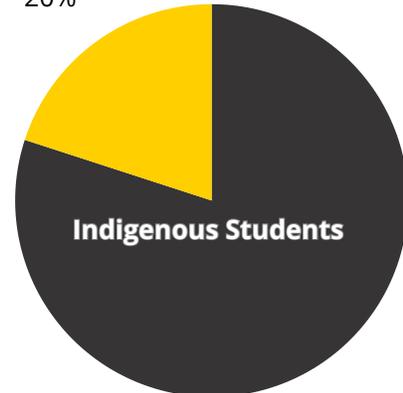
Approaching
25%



Non-Indigenous
Students

Meeting or Mastering
75%

Approaching
20%



Indigenous Students

Mastering or Meeting
80%

Mid-semester
assessments



Non-Indigenous
Students

Meeting or Mastering
100%

End of course
assessments



Indigenous Students

Meeting or Mastering
100%

Previous Year's Results

Percentage of students Meeting or Mastering grade-level expectations
June 2023

Non-Indigenous Students



Indigenous Students



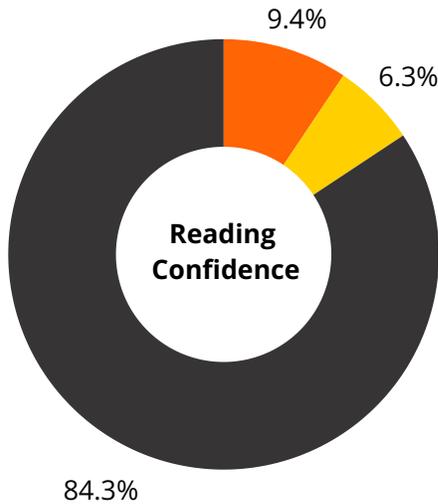
Summary

The Grades 10-12 school report card data indicate that 100% of non-Indigenous students and 100% of Indigenous students met or mastered grade-level expectations at the end of their courses. Both groups of students showed significant growth over their mid-semester marks.

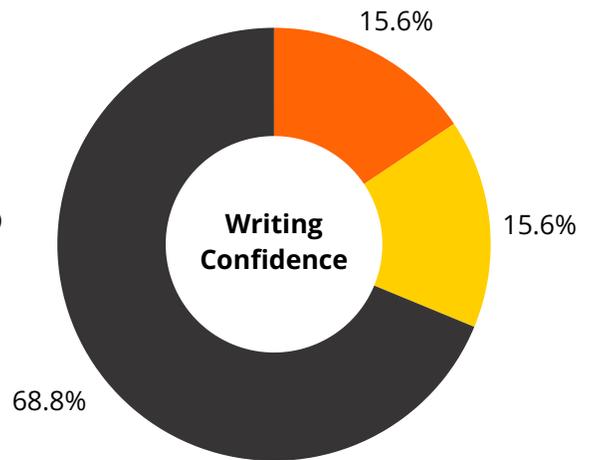
LITERACY ACHIEVEMENT RESULTS

PRSD Education Assurance Survey Results: Goal One - Literacy

- Confident to Very Confident
- Less Confident
- Not Confident



Grades 3-6



Grades 7-12



Summary

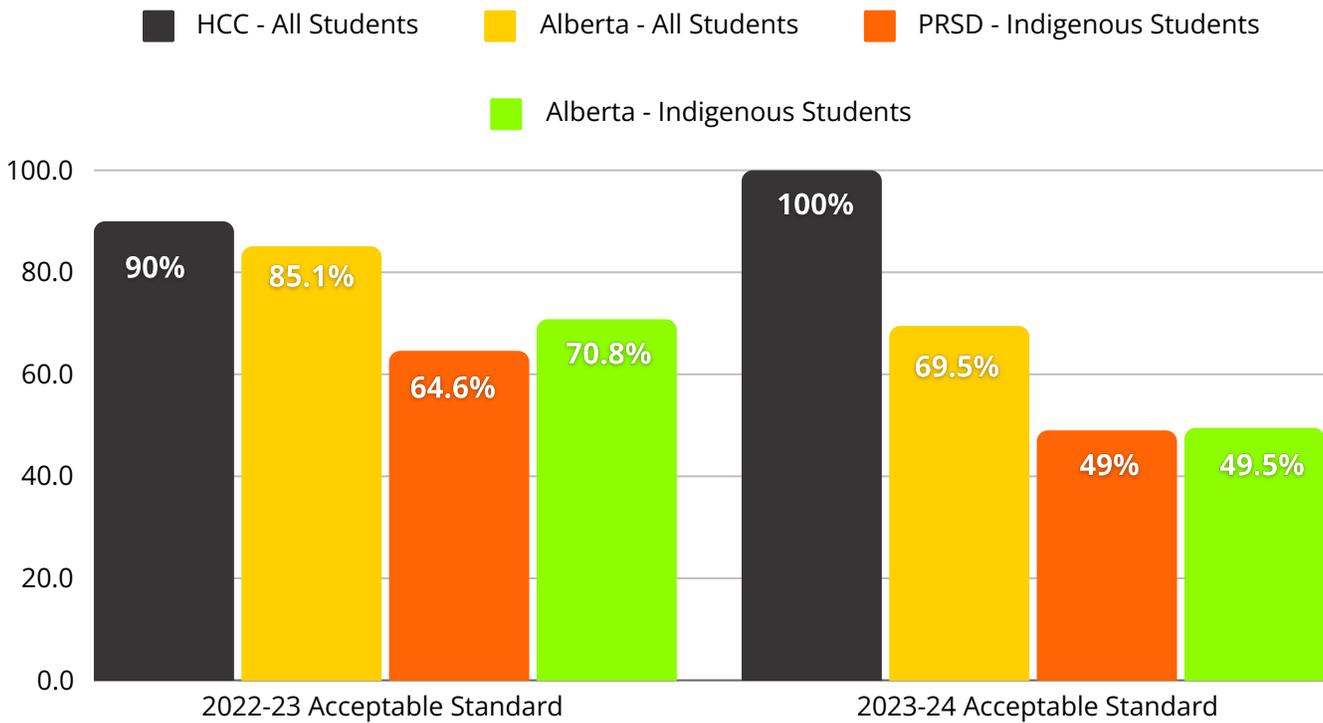
Students were asked to rate their level of confidence in their own reading and writing skills on a scale of 1 to 5, with one being “not confident” and five being “very confident”. Results include responses from 70 students in Grades 3-12. The literacy results from the survey are very positive and show the majority of students are confident in their reading and writing abilities.

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

LITERACY ACHIEVEMENT RESULTS

Grade 9 Provincial Achievement Test (PAT) Acceptable/Excellence

Year over Year Comparison of Grade 9 English Language Arts



Test results for all students writing- Percentage of students achieving a passing grade

Summary

The percentage of Acceptable Standard performance for the Grade 9 ELA PAT increased from 90% to 100% in 2023-24, exceeding the provincial student performance by 30.5%. We did not have any Indigenous students in Grade 9 in the 2023-2024 school year, therefore data regarding Indigenous student achievement in the above chart is from PRSD Indigenous students.

Grade 9 English Language Arts

HCC Year-End Report Card Data



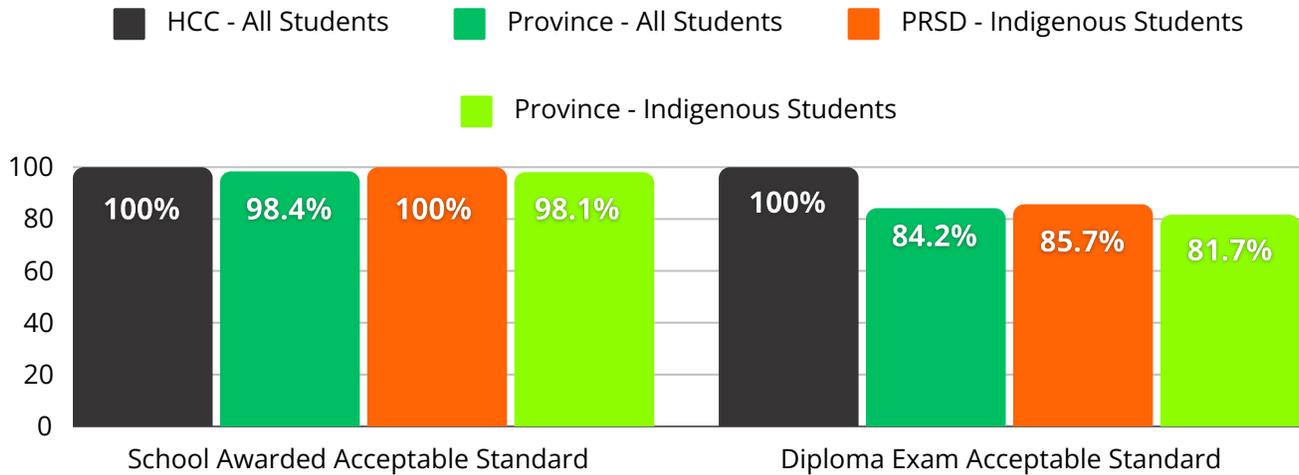
A Comparison

HCC's year-end report card data indicate 100% of our Grade 9 students were meeting or mastering the core outcomes in ELA. Meanwhile, 76.2% of the Division's Indigenous students met or mastered the core outcomes. HCC did not have any Indigenous students in Grade 9 in the 2023-24 school year.

LITERACY ACHIEVEMENT RESULTS

Provincial Diploma Exam Results

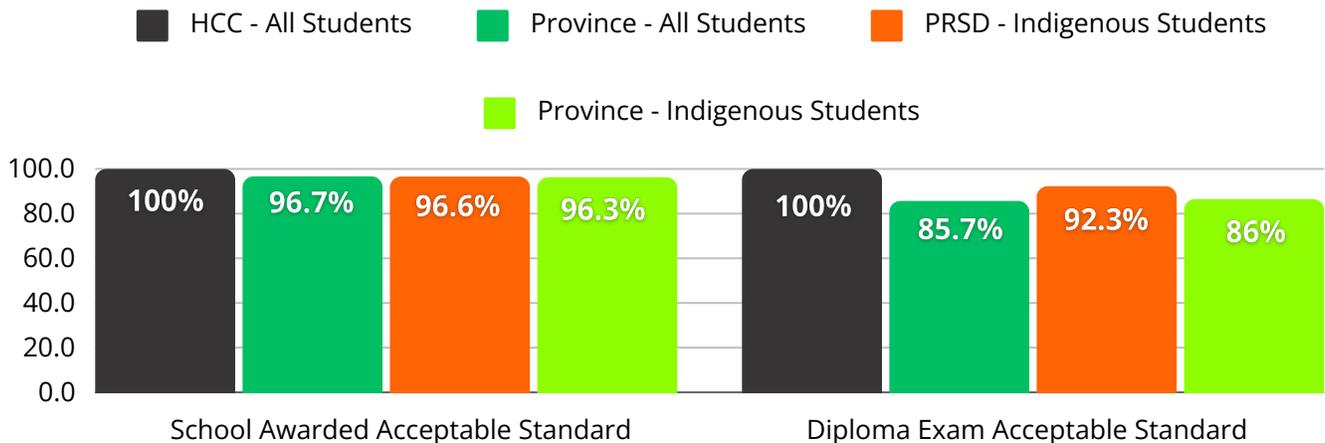
ELA 30-1



Summary

In the 2023-24 school year, 100% of our ELA 30-1 students achieved a school-awarded acceptable standard. When blending these results with the diploma exam marks, every HCC student enrolled in ELA 30-1 in 2023-24 received a passing grade.

ELA 30-2



Summary

Student performance in the ELA 30-2 Diploma Exams was similar to that of the students who completed ELA 30-1. In 2024, 92.3% of PRSD's Indigenous students and 86% of PRSD's total student population achieved the acceptable standard or greater on their ELA 30-2 diploma exams. The Blended Score (School-Awarded Mark combined with the Diploma Exam Mark) indicates that all HCC students achieved an acceptable standard (100% success rate).

Summary of Literacy Achievement Results

General Statement

Local PRSD measures such as Fountas and Pinnell data, RCAT data, WAT data, and year-end report card data, reveal growth in literacy development across grade levels throughout the grades during the school year. This growth was further verified through the division's survey data where the vast majority of students from Grades 3 to 12 reported they felt their reading and writing skills had improved throughout the year. Alberta Education achievement results for PATs and Diploma exams in English Language Arts generally revealed that students have made gains in their literacy development; however, the overall growth in literacy development is not yet at the levels desired. Additionally, while the PRSD is excited to see the gaps in achievement between our non-Indigenous and Indigenous students lessen, more work is needed to continue improving this measure.

Factors That Affected Results

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

Next Steps

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



SCHOOL GOAL TWO

ALL STUDENTS ARE NUMERATE

OUTCOME:

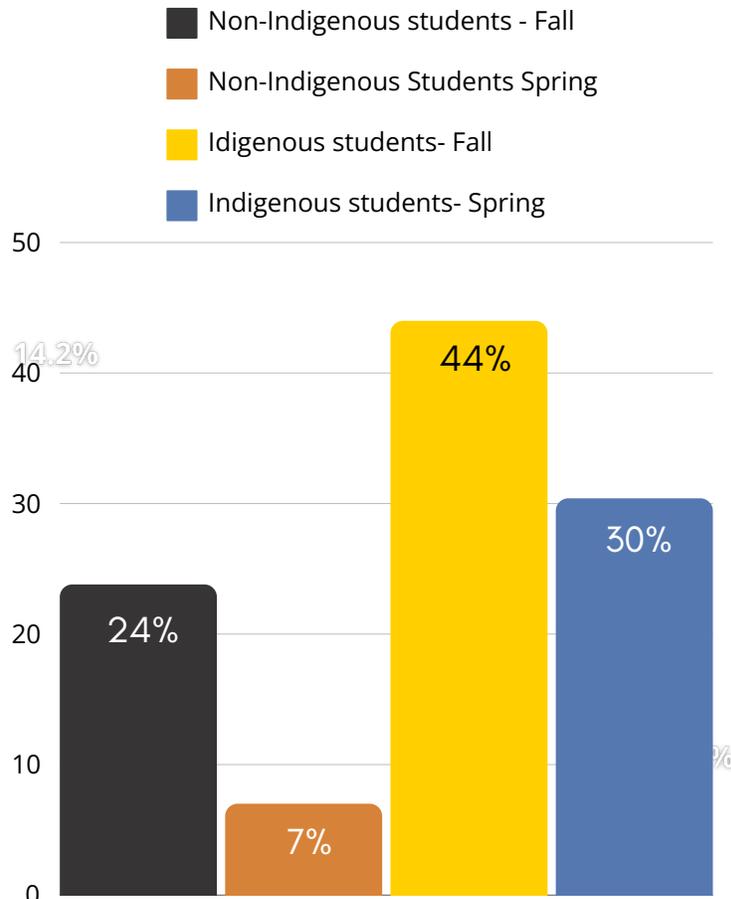
ALL STUDENTS ARE PERFORMING AT OR ABOVE GRADE LEVEL IN NUMERACY OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.

Hines Creek Composite has invested in resources to support numeracy instruction and have worked with the Division to focus on learning loss intervention supports. The Division used the Mathematics Intervention/Programming Instrument (MIPI) and the Elk Island Catholic Schools Mathematics Assessment to benchmark student comprehension of core numeracy content at the beginning of the year and also used the Numeracy Common 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 student achievement data have been broken down into two categories: Indigenous students and Non-Indigenous students. This disaggregation of achievement results is consistent with the reporting of provincial data and helps to more accurately examine the achievement gap between our Indigenous and non-Indigenous learners. Through this approach, we are able to identify and implement specific strategies to help narrow any gaps.

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 provides excellent guidance, resources and overall supports to teachers in their work to achieve the Division's Numeracy goal.

NUMERACY ACHIEVEMENT RESULTS

Elk Island Catholic Schools Math Assessment Data: Grade 1-7



Percentage of students considered "At-Risk" in the Fall and Spring Assessment



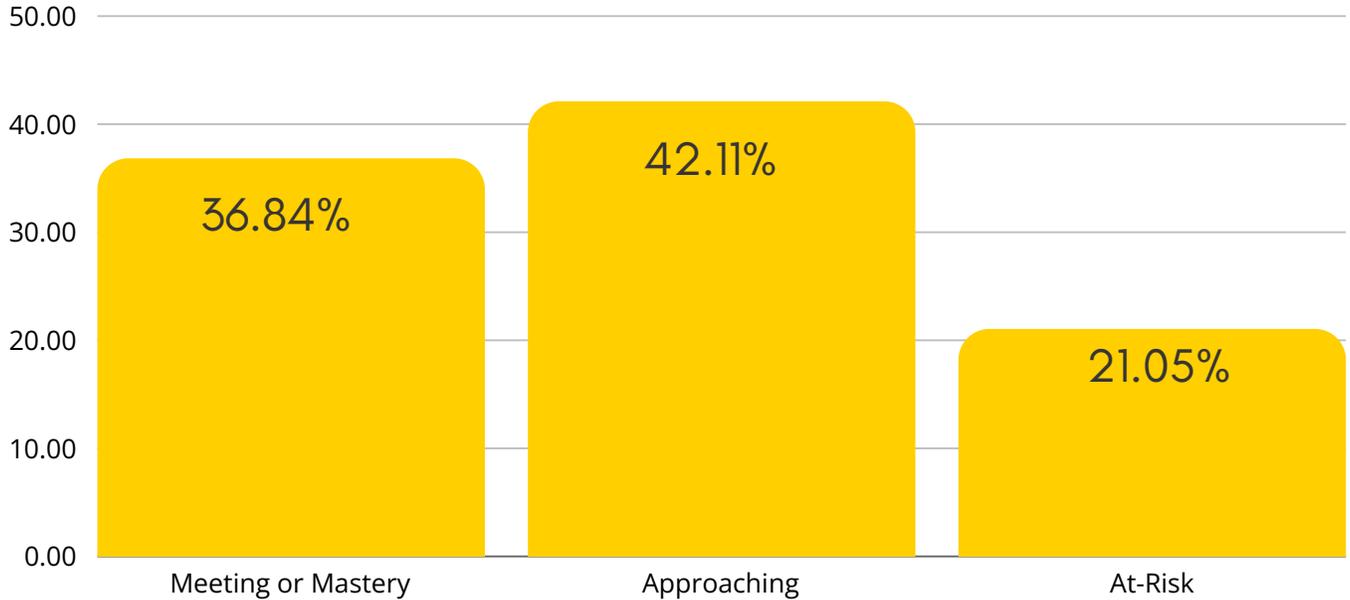
Summary

The EICS Math Assessment is a Fall screening tool that assesses students' knowledge in various strands of number, patterning and algebra. The same test is administered again in the Spring to see if at-risk students have achieved success in the previous grade level outcomes by the end of the current school year. These data show significant reductions in the percentage of students at risk from the Fall to the Spring for all students.

NUMERACY ACHIEVEMENT RESULTS

Division Mathematics Intervention/Programming Instrument (MIPI) Data

■ HCC- All Students



Percentage of students meeting or mastering core concepts from the previous grade level

Summary

The MIPI is administered at the beginning of the year to determine how well students understand key concepts from previous year's work, which provides a useful starting point for the current year's instruction. The September 2023 results showed that 36.84% of our students were meeting or mastering core content of the previous grade level.

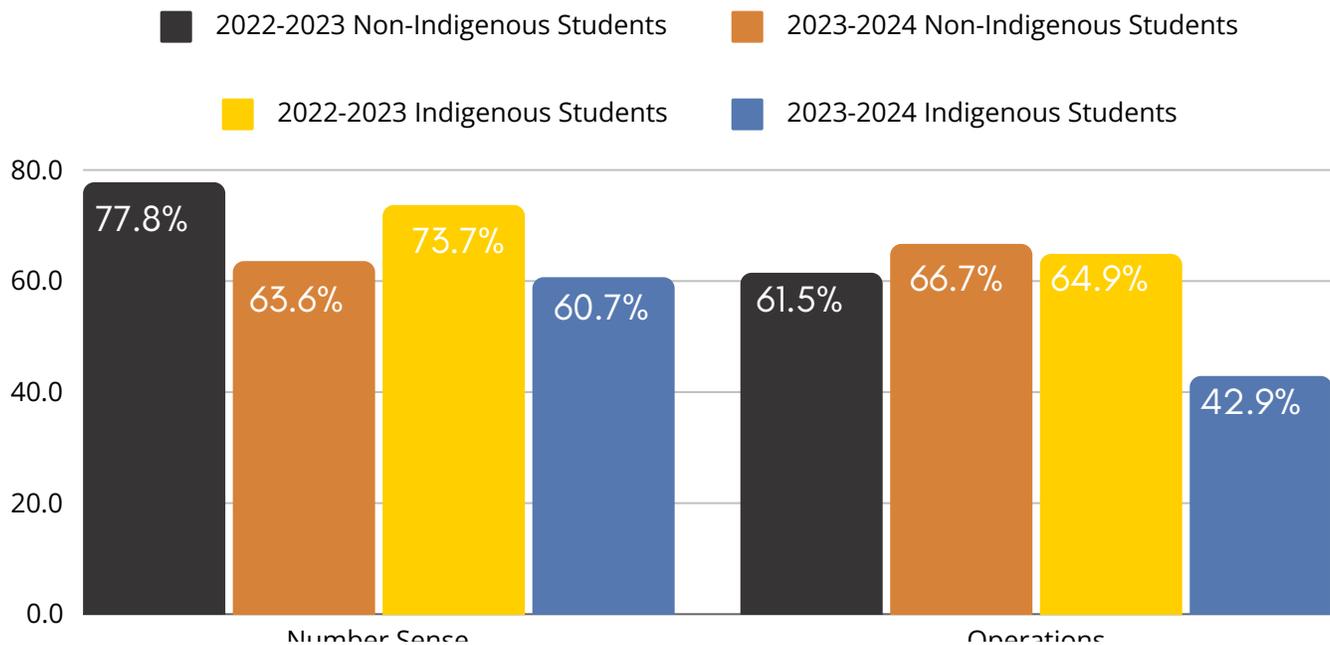
About Mathematics Intervention/Programming Instrument (MIPI)



NUMERACY ACHIEVEMENT RESULTS

Division Numeracy Common Assessment Tool (NCAT) Data

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



Summary

The NCAT is a summative assessment tool that assesses student proficiency in core strands of mathematics. The assessments are administered at various points throughout the Grades 1-9 curriculum as key units of work are completed. These assessments provide a snapshot of student progress at points in time throughout the school year.

The 2023-24 NCAT results suggest that 63.6% to 66.7% of non-Indigenous students and 60.7% to 42.9% of Indigenous students had met or mastered the concepts in these two numeracy strands at the time of test administration, and teachers used this information to inform their planning and instruction for the remainder of the year.

The year-over-year comparison indicates that students performed slightly better in the previous school year at the time of test administration. Results may be lower because the K-3 students received a new curriculum in 2022-23 school year and the Grade 4-6 students received new math curriculum in the 2023-2024 school year.

Eliminating the achievement gaps for our Indigenous students and ensuring all of our students are meeting program expectations remain important priorities moving forward.

About Numeracy Common Assessment Tool

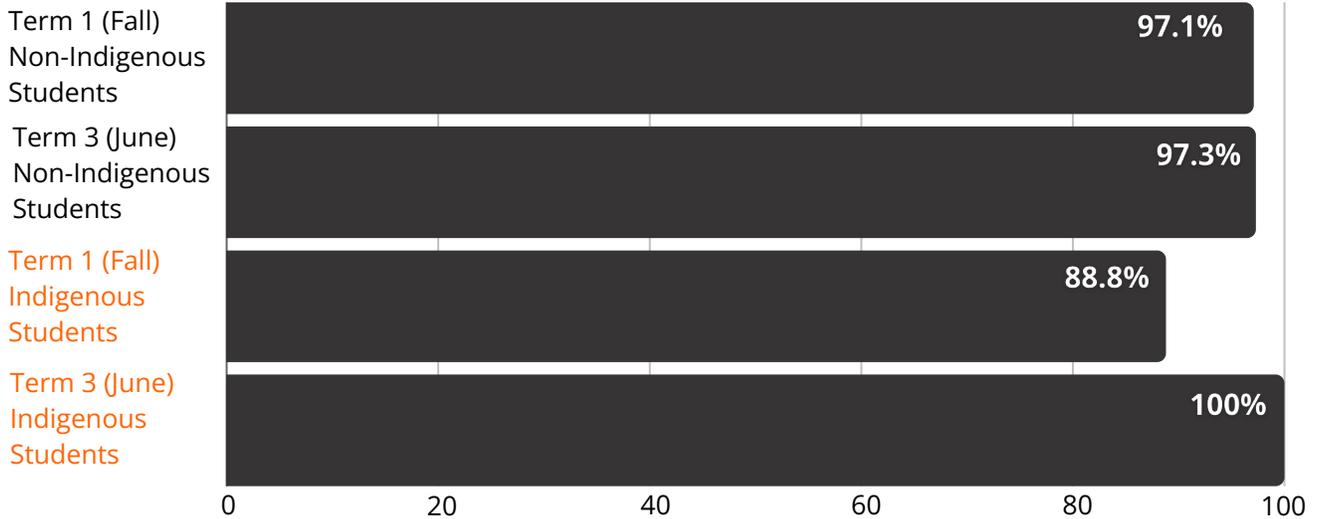


NUMERACY ACHIEVEMENT RESULTS

Division Year-End Report Card Data for Numeracy as Reported by Teachers

Percentage of Grades 1-6 students meeting or mastering expectations in 2023-24

■ Number Concepts



Summary

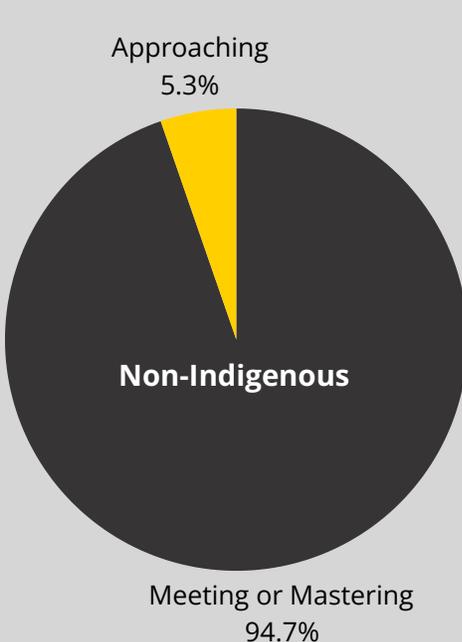
The Report Card Data for the 2023-24 school year showed growth in the percentage of Grades 1-6 students who met or mastered the core learning outcomes in the Number Concepts strand of mathematics.



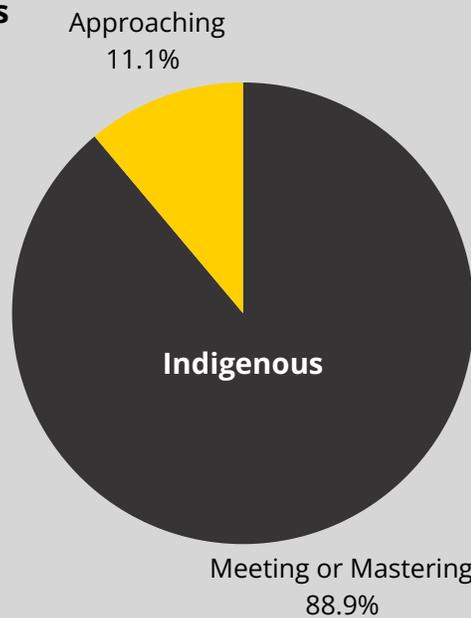
NUMERACY ACHIEVEMENT RESULTS

Division Report Card Data for Numeracy:

Percentage of Grades 7-9 Students Meeting or Mastering Expectations



June Results



Summary

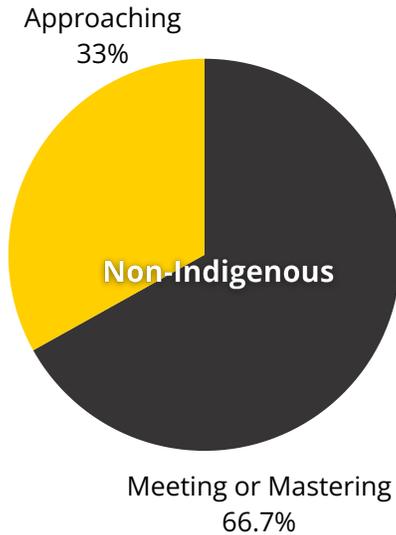
The Grades 7-9 report card data indicate that from the November reporting period to the June reporting period, the percentage of all students meeting or mastering grade-level expectations in numeracy decreased for our Indigenous students. It is worth noting that 11.1% is one student. In our non-Indigenous students, the one student who was at risk in November was approaching in June.

NUMERACY ACHIEVEMENT RESULTS

Division Report Card Data for Numeracy:

Percentage of Grades 10-12 Students Meeting or Mastering Expectations

Mid-Semester Assessments



End of Course Assessments



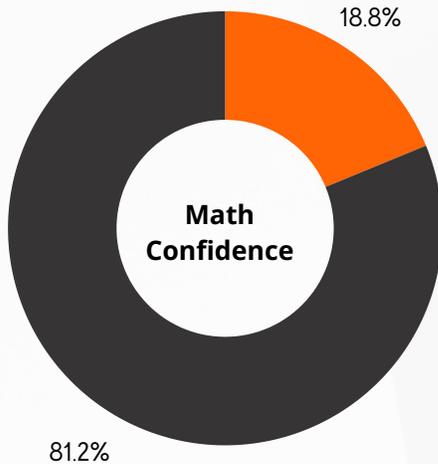
Summary

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

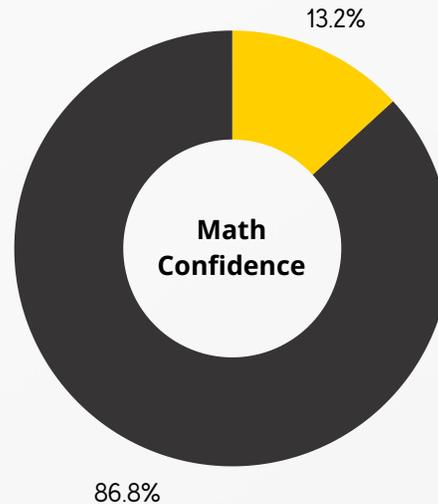
NUMERACY ACHIEVEMENT RESULTS

PRSD Education Assurance Survey Results: Goal Two - Numeracy

Grades 3-6



Grades 7-12



- Confident to Very Confident
- Less Confident
- Not Confident

Summary

Students were asked to rate their level of confidence in their own math skills on a scale of 1 to 5, with 1 being not confident and 5 being very confident. As you can see in the above graphs, the PRSD Education Assurance Survey data indicated that 62.4% (combined percentages from students who answered either 3 or higher on the survey) of Grades 3 to 6 Students felt confident in their numeracy skills and 86.8% of Grades 7 to 12 students felt the same way.

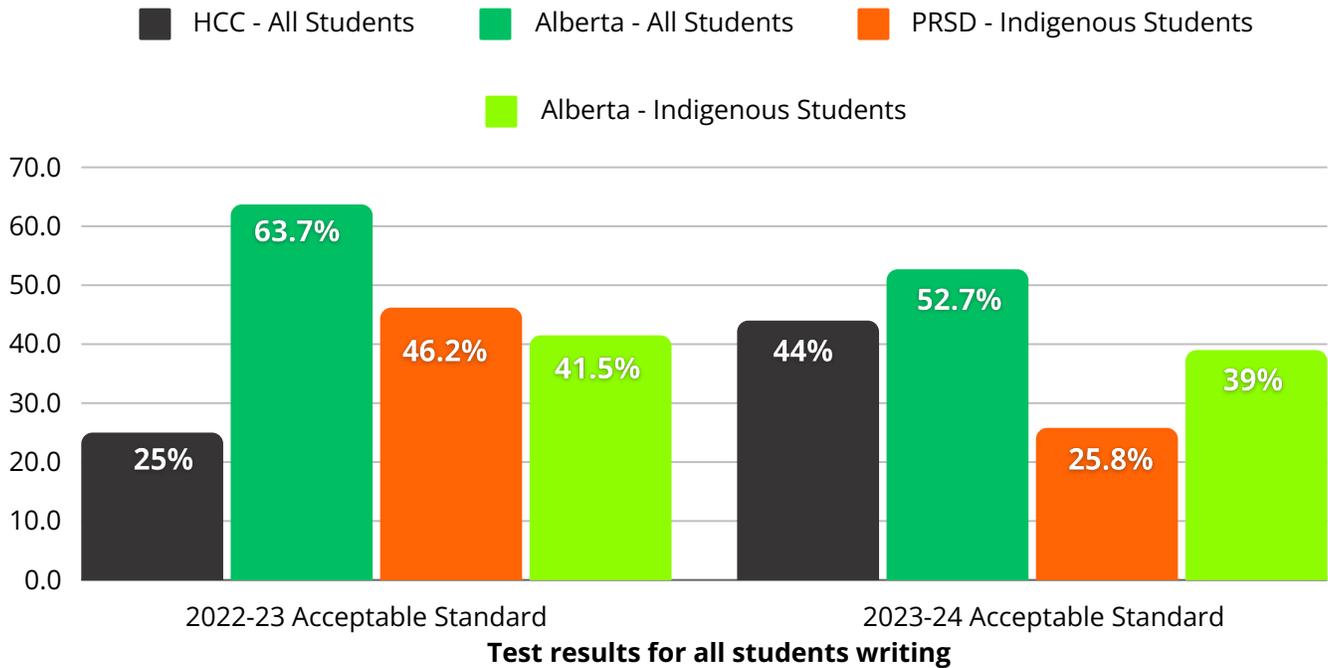
[Link to the PRSD Student Assurance Survey Qualitative Data](#)



NUMERACY ACHIEVEMENT RESULTS

Provincial Achievement Test (PAT) - Grade 9

Year over Year Comparison of Grade 9 Mathematics



Summary

The Grade 9 PAT results in mathematics show significant improvement in test scores from the 2022-23 school year. Our overall student population improved their test results by almost 20%. While this is a very positive result for Hines Creek Composite, significant work is ongoing to continue to improve mathematics results.

Grade 9 Mathematics

Division Year-End Report Card Data

Meeting or Mastering
Grade-Level Expectations

All Students



Indigenous Students



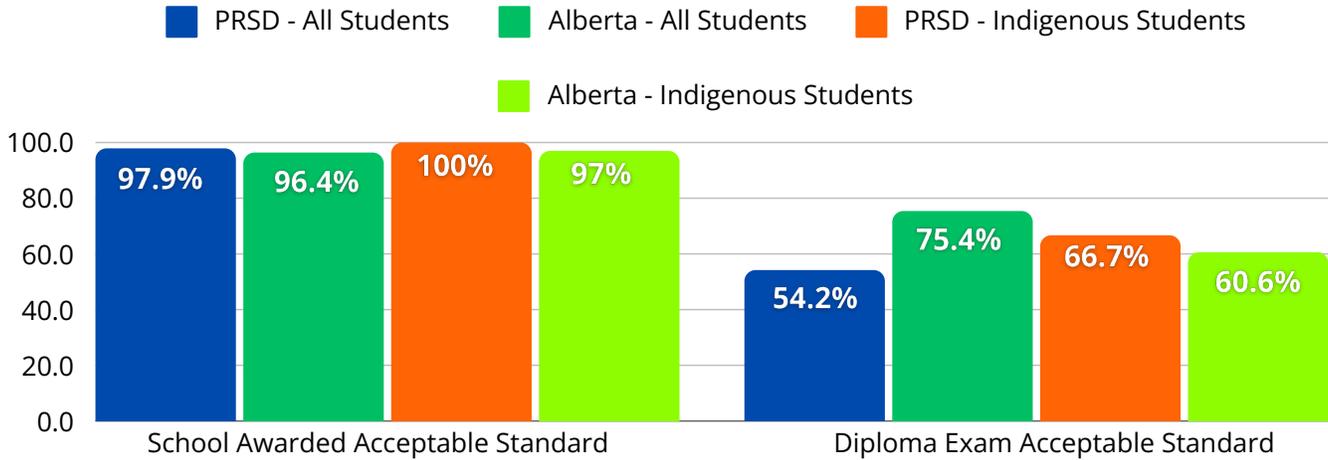
Summary

HCC's year-end report card data indicate that 88.9% of our Grade 9 students were meeting or mastering grade-level expectations. We did not have any Indigenous students in Grade 9 in the 2023-2024 school year. 70.6% of the Division's Indigenous students were meeting or mastering grade-level expectations. Working with our schools to help ensure students are well prepared for the PAT and take this assessment seriously will continue to be a priority focus moving forward.

NUMERACY ACHIEVEMENT RESULTS

Provincial Diploma Exam Results - All Students

Math 30-1

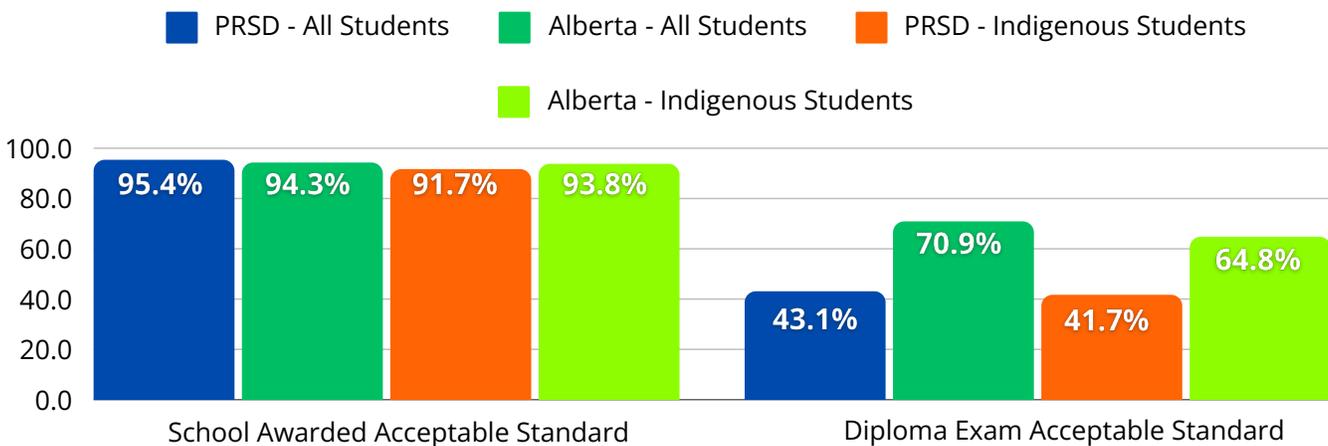


Summary

*HCC's Math 30-1 Diploma marks are suppressed because we had less than 6 students in the course. The results in this graph are PRSD's results.

In the 2023-24 school year, PRSD's achievement data for Math 30-1 indicate that 96.6% of our students achieved a blended score acceptable standard (a grade of 50% or higher) compared to 93.8% provincially. Furthermore, the division's Indigenous students outperformed their provincial counterparts on both the school awarded and diploma exam acceptable standard.

Math 30-2



Summary

*HCC's Math 30-2 Diploma marks are suppressed because we had less than 6 students in the course. The results in this graph are PRSD's results.

In the 2023-24 school year, PRSD's achievement data for Math 30-2 indicate that 94.7% of our students achieved a blended score acceptable standard (a grade of 50% or higher) compared to 91.9% for the province. A priority moving forward is to support students in performing better on the diploma exam itself.

Summary of Numeracy Achievement Results

General Statement

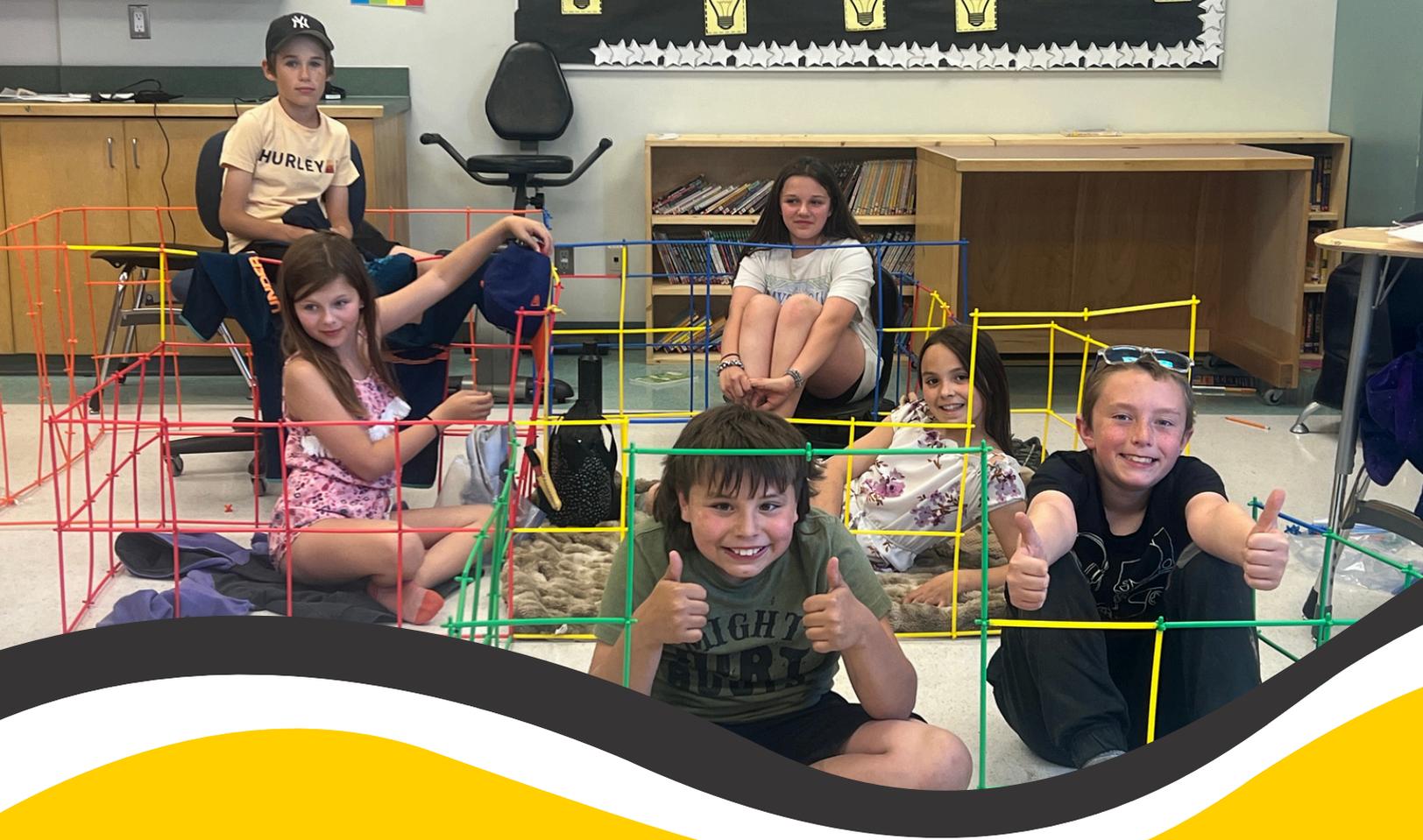
Local PRSD measures such as the Mathematics Intervention/Programming Instrument (MIPI) data, NCAT data, and year-end report card data, revealed growth in numeracy development across grade levels during the school year; however, achievement in Grades 7 to 9 was less positive overall. Growth in numeracy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

Factors That Affected Results

HCC's achievement data indicate our students are turning a corner in terms of overcoming the learning loss created by the COVID-19 Pandemic. However, we continue to experience significant challenges in the area of regular attendance. 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

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



SCHOOL 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 the needs of all students are met, Learning Services team members support schools with the creation and implementation of educational program plans that are informed by Individual Program Plans (IPPs) and Behaviour 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.

INCLUSIVE EDUCATION PRACTICES

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

Number of BSPs Implemented

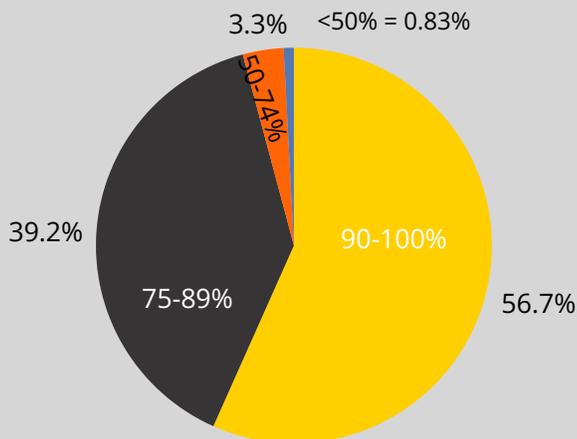


Number of IPPs Implemented

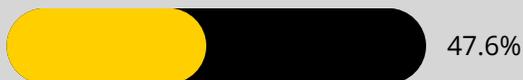


Regarding HCC data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there was 1 BSP and 12 IPPs implemented in the 2023-24 school year. The total number of students enrolled at HCC in the same school year was 130. As such, **approximately 1 in every 14** students at HCC required specialized supports during the school year as part of their educational programming.

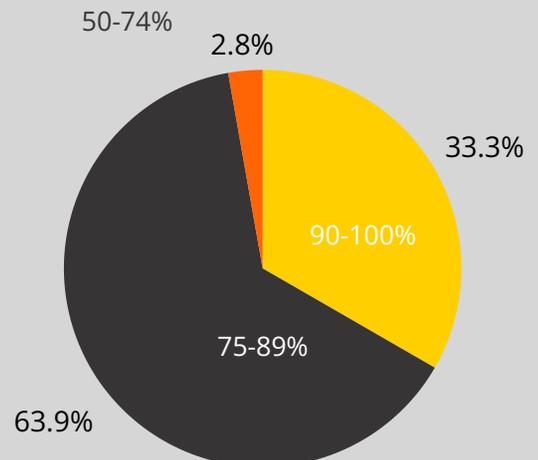
Attendance Data: Non-Indigenous Students



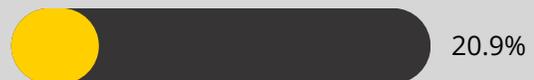
Previous Year 90-100% Attendance



Attendance Data: Indigenous Students



Previous Year 90-100% Attendance



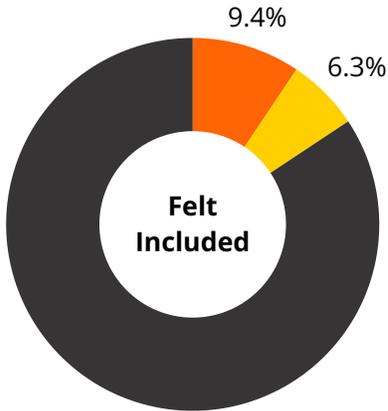
Summary

The 2023-2024 attendance data indicate that 56.7% of HCC non-Indigenous students attended school over 90% of the time. This compared to only 33.3% for our Indigenous students. While both of these numbers continue to show a slight improvement over the previous year, efforts to improve our overall attendance rates will continue. HCC's targeted attendance rate is at least 90% as research suggests that an absenteeism rate of 10% or higher results in lower levels of academic achievement.

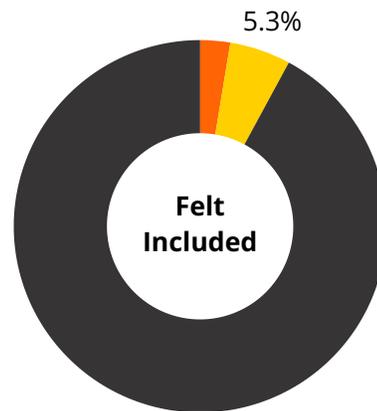
INCLUSIVE EDUCATION PRACTICES

PRSD Education Assurance Survey Results: Goal Three - Inclusion

Grades 3-6

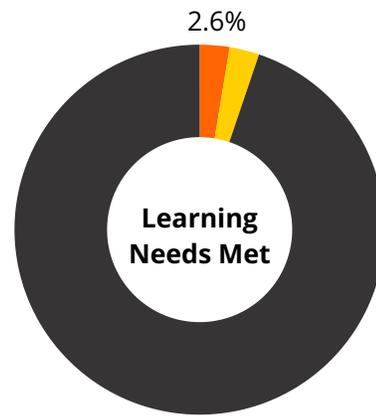
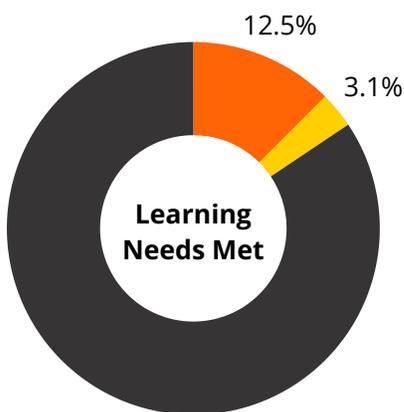
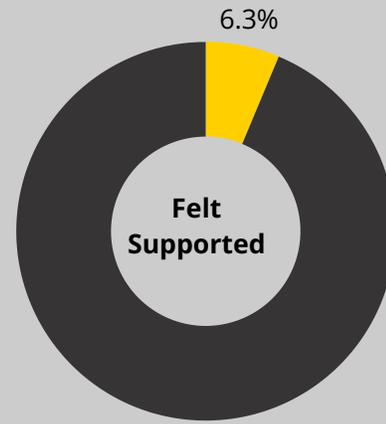
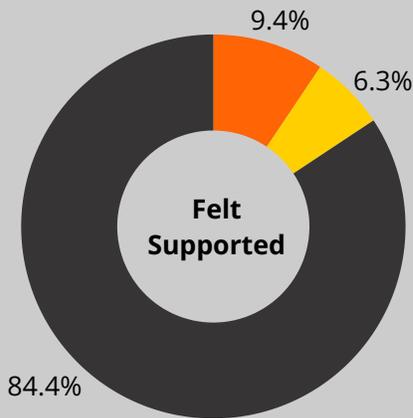


Grades 7-12



■ Agree
■ Somewhat Agree
■ Disagree

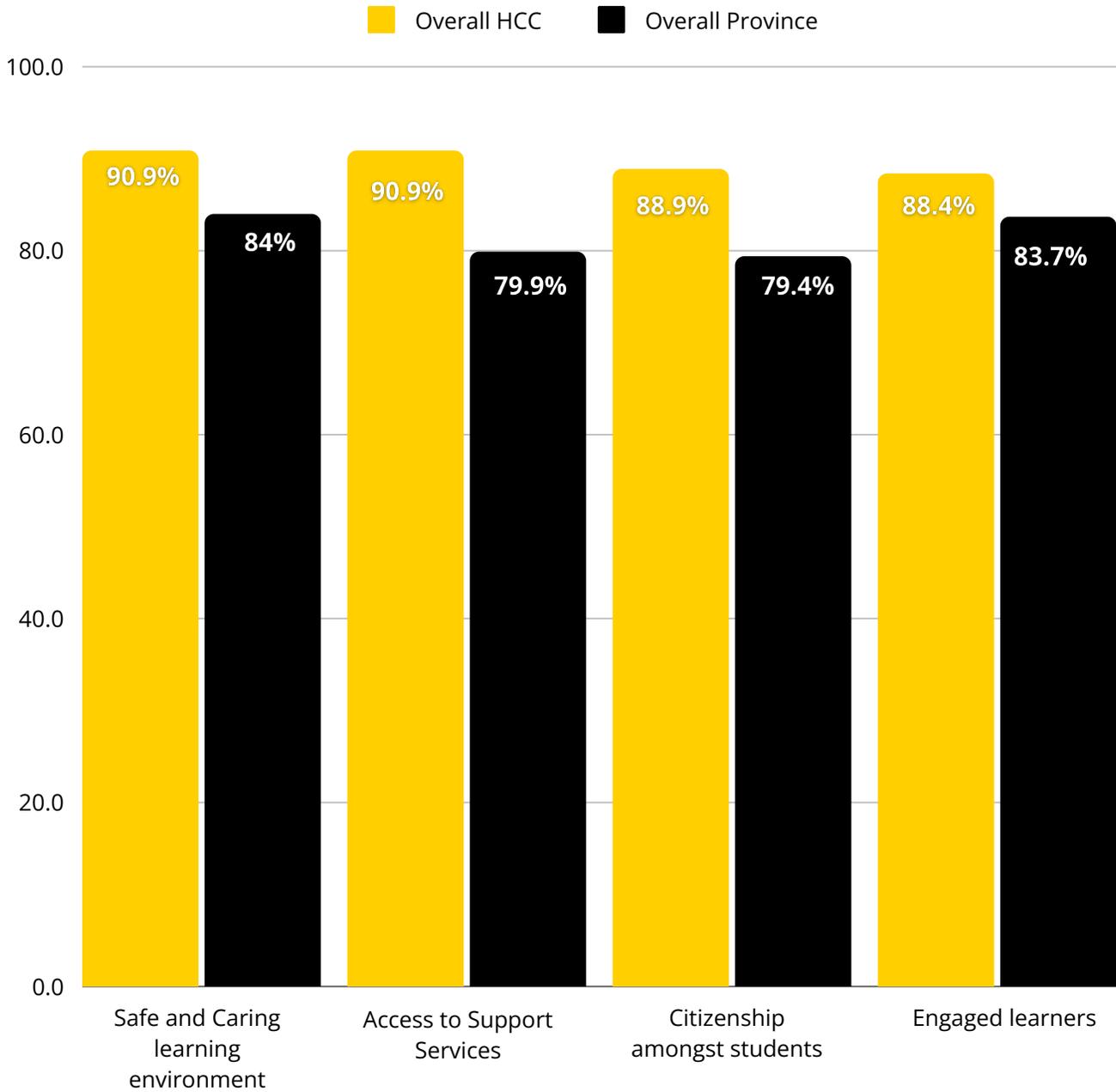
[Link to the PRSD Student Assurance Survey Qualitative Data](#)



INCLUSIVE EDUCATION PRACTICES

Alberta Education Assurance Measures - Overall Summary Results

Authority: 1070 The Peace River School Division



Percentage of students, parents and teachers who agree

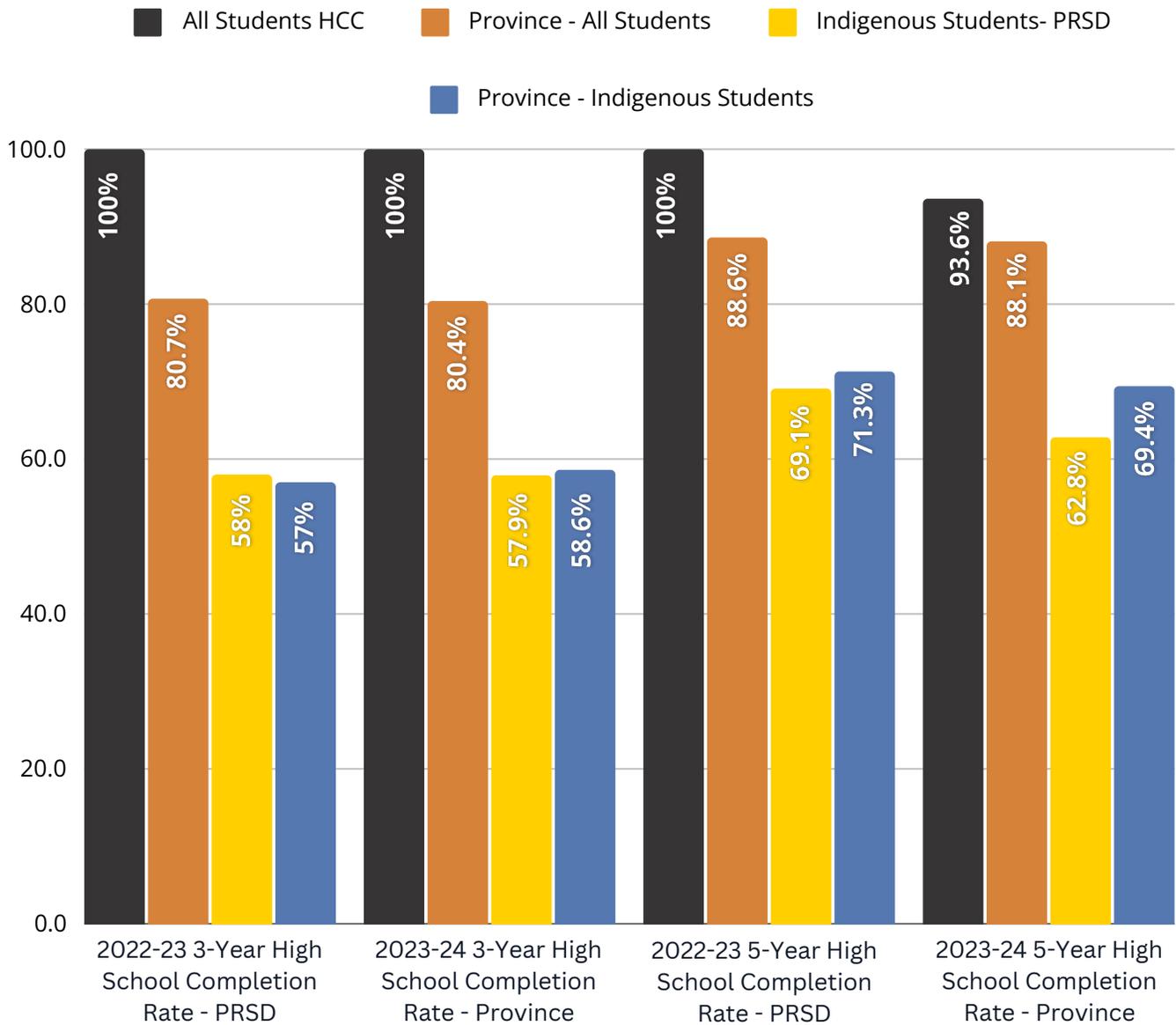
Summary

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

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

INCLUSIVE EDUCATION PRACTICES

Alberta Education Assurance Measures: High School Completion Rates



Summary

This graph shows the number of students who graduated after three or five years of high school. In Alberta, once a student reaches Grade 10, it is an expectation that they will complete high school within three, four, or five years. Indigenous student numbers are too low to report at HCC, so the numbers for Indigenous students in the graph above are for PRSD.

Summary of Inclusion Education Practices

General Statement

Overall, based on PRSD and ABED survey data, HCC students felt included, safe and well supported in our school throughout the 2023-2024 school year. Divisional and Provincial data also showed that a majority of our students felt their learning needs were being met.

Internal data also showed that students with specialized academic and behavioural support needs were supported with Individual Program Plans and Behaviour Support Plans. While students and parents have generally expressed a high level of satisfaction with programming and the inclusionary and safe nature of our schools, and gains in literacy achievement, there continues to be challenges in numeracy achievement, particularly at the Grades 7-9 level.

Attendance rates for 2023-2024 improved over the previous year; however, they continue to be lower than our target with only 56.7% of our non-Indigenous students and 33.3% of our Indigenous students attending 90% or more of the time. **When student absenteeism is greater than 10%, there is an impact on their academic development**, and this matter will need to remain a priority moving forward.

Factors That Affected Results

HCC is currently facing difficulties related to regular attendance. This situation has impacted teachers' ability to effectively deliver course content and has hindered students' opportunities to fully engage with the material presented.

Next Steps

HCC will continue to focus its efforts to improve attendance rates during the 2024-2025 school year as it is recognized that regular attendance is a critical factor in determining the overall experience and success in school. HCC will continue with its commitment to provide meaningful and engaging services for all students in an inclusive environment that is welcoming, safe, and supportive.

SUMMARY OF HCC 2023-2024 FINANCIAL RESULTS

Budget Report

Peace River School Division No. 10

2024-2025 Spring Budget Rev 1

SCHOOL: Hines Creek Composite

Revenue and Allocations to Budget Center

AB ED: Service & Supports	2024-2025 Spring Budget Rev 1	2023-24 Spring Budget
Total AB ED: Service & Supports	\$72,109	\$68,729
% of Revenue and Allocations to Budget Center	100%	100%

Total Revenue and Allocations to Budget Center	\$72,109	\$68,729
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Expenditures

Contracted Services	2024-2025 Spring Budget Rev 1	2023-24 Spring Budget
Pd Expenses - Certificated	\$1,500	\$2,000
Pd Expenses-Uncertificated	\$600	\$600
Professional Fees	\$1,500	\$0
Student Awards	\$3,000	\$2,500
Staff & Public Relations	\$3,000	\$3,000
Postage & Telephone	\$1,400	\$1,400
Meeting Expenses	\$500	\$500
Mileage Personal Vehicle	\$0	\$500
Mileage Divisional Vehicle	\$0	\$730
Field Trips	\$6,000	\$6,000
Bldg Ground Maintenance	\$1,500	\$1,500
Total Contracted Services	\$19,000	\$18,730
% of Expenditures	26%	27%

Supplies	2024-2025 Spring Budget Rev 1	2023-24 Spring Budget
Supplies	\$41,924	\$40,044
Library Supplies	\$1,000	\$500
Furniture & Equipment	\$3,585	\$2,855
Total Supplies	\$46,509	\$43,399
% of Expenditures	64%	63%

Uncertificated	2024-2025 Spring Budget Rev 1	2023-24 Spring Budget
Uncertificated Salary	\$2,000	\$2,000
Total Uncertificated	\$2,000	\$2,000
% of Expenditures	3%	3%

Certificated	2024-2025 Spring Budget Rev 1	2023-24 Spring Budget
Certificated Subs	\$4,600	\$4,600
Days of School Certified Subs	20.00 Days	20.00 Days
Certified: Substitute Teacher: Daily Rate	\$230.00	\$230.00
Total Certificated	\$4,600	\$4,600
% of Expenditures	6%	7%

Total Expenditures	\$72,109	\$68,729
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SCHOOL: Hines Creek Composite - Budget Report

2024-2025 Spring Budget Rev 1

Summary

	2024-2025 Spring Budget Rev 1	2023-24 Spring Budget
Total Revenues and Allocations To Budget	\$72,109	\$68,729
Total Expenditures	\$72,109	\$68,729
Variance	\$0	\$0

SUMMARY OF SCHOOL FINANCIAL RESULTS

2023-2024

BUDGET HIGHLIGHTS

LITERACY AND NUMERACY DEVELOPMENT

- purchase of resources for both literacy and numeracy development
- professional development in the areas of literacy, numeracy and assessment

INCLUSIONARY CULTURE

- professional development to support and enhance inclusionary practices and school culture
- purchase of a variety of board games, building games, literacy, and numeracy games to use during our Buddy GAIN time





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