



E. E. OLIVER
ELEMENTARY
SCHOOL

**ANNUAL EDUCATION
RESULTS REPORT
2022-2023**



E.E. Oliver Elementary School



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Peace River School Division

Learning Together - Success for All

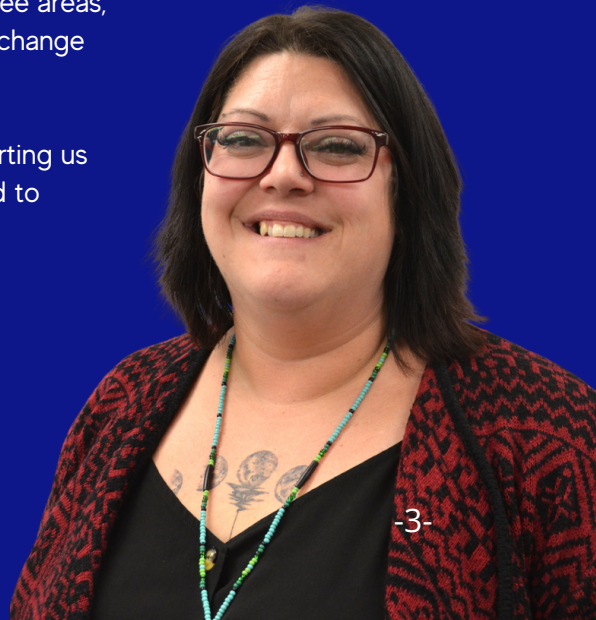
MESSAGE FROM THE BOARD CHAIR

It is my pleasure to present the Peace River School Division's 2022-2023 Annual Education Results Report. This report includes details about the strategies utilized during the school year, the results achieved and the priorities that lie ahead. The board is committed to providing students with the best educational experiences possible through engaging and inclusive learning environments, and by providing students with the supports they need to ensure their mental and emotional wellness needs are met.

Our divisional goals continue to revolve around literacy, numeracy and inclusion. We remain committed to the strategies that we believe will lead to significant success in these three areas, and will continue to implement Collaborative Response as an important change initiative in fostering a culture of success for all!

Thank you to all stakeholders for contributing to this plan, and for supporting us in our commitment to continuous improvement. We are looking forward to a great year ahead!

Crystal Owens
Peace River School Division Board Chair



ADVOCATES OF PUBLIC EDUCATION

The Peace River School Division (PRSD) Board of Trustees are local community members who are elected to advocate for public education and schools within the division.

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

As leaders, the PRSD Trustees model collaboration, teamwork, innovation and inclusive mindsets. Through critical thinking and problem-solving lenses, our job is to identify priorities within the division and to allocate resources to successfully address them.

Together, we keep open minds, deliberate with essential stakeholder groups, and create opportunities for the division to reach its goals in literacy, numeracy and inclusion.

Representing diverse backgrounds ourselves, the PRSD Board of Trustees value and celebrate diversity and believe in providing students with educational experiences that best meet their individual needs.

Our commitment to bettering public education is focused on creating pathways of success for all Peace River School Division students!

OUR COMMITMENT

The Board of Trustees is committed to ensuring strategic use of available resources to provide high quality educational services to meet the diverse needs of all students within the division. Through this commitment, the division ensures an intense focus on the development of literacy and numeracy skills in an inclusionary environment intended to establish a culture of success for all.

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the Peace River School Division for the 2022-2023 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the jurisdiction can acquire the knowledge, skills, and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

Crystal Owens
Board Chair
OwensCry@prsd.ab.ca

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



MESSAGE FROM THE SUPERINTENDENT

I am so proud of the collective work the Peace River School Division staff demonstrates each day in supporting success in academic achievement and overall growth and development of our youth. We are seeing good progress as a result. Great job PRSD staff and students!

The cumulative impact of your collective and significant effort is represented in this Annual Education Results Report (AERR). The AERR highlights the commitment of staff to use a collaborative response approach to ensure delivery of differentiated educational services in pursuit of an inclusive education environment that best meets the needs of all our students, not just many or most. Your efforts to utilize formative assessment strategies, differentiated instructional practices, and individual learner profiles to personalize the learning experience, provides meaningful and effective supports for all students.

The Peace River School Division is aligning supports, professional development, and resources at all levels to ensure every student is successful. We commit to achieving this goal through our **Three-Year Education Plan** that focuses on ensuring all students will be literate, numerate, and included. If you have any questions about this report, or our Three-Year Education Plan, please do not hesitate to contact your school principal, and/or join the school council to make a positive impact in public education. I look forward to a wonderful school year, Learning Together ~ Success for All!

Adam Murray
Peace River School Division



MESSAGE FROM THE PRINCIPAL



It is with pleasure we present the AERR report for the past school year. Our staff have been working diligently to meet the learning needs of each of our children and, I believe, the results of their hard work is shown in the data provided.

Our students at EE Oliver should be proud of their accomplishments as much as we are! I wish to thank the parents and guardians of all of our students, for without their support, our efforts would not have been as effective. Our EEO school community remain strong in our commitment to literacy, numeracy and inclusion!

I look forward to the continued hard work and dedication our school team provides to all of our students; and the hard work and dedication our students put forward as well! We are off to another great school year!!

Elizabeth Green
EE Oliver Elementary School



ABOUT

EE OLIVER ELEMENTARY SCHOOL

E.E. Oliver Elementary School is a K-6 school that serves the community of Fairview, Alberta. Our school draws from a rural geographical area including the communities of Bluesky and Whitelaw. Many of our students families serve the community of Fairview and are involved in farming and oilfield services.

E.E. Oliver Elementary School shares it's gymnasium, industrial kitchen and ancillary space with the Town of Fairview. The E.E.O. community use center is a hub for events outside of school hours. The space is equipped to host events with hundreds of guests, making EEO the true heart of the town.

OUR VISION

At E.E. Oliver Elementary School we will be an inclusive, inspiring, learning focused community that equips students with knowledge and skills to ensure a successful future.

OUR MISSION

The EEO community will provide an atmosphere where there are high expectations for learning, using a holistic, flexible, and responsive plan with a future oriented mindset.

FOUNDATION STATEMENTS



OUR MOTTO

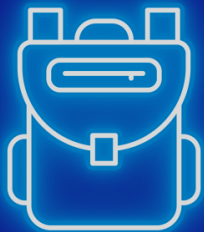
E Excellence
A Achievement
G Growth
L Leadership
E Empathy
S Safety



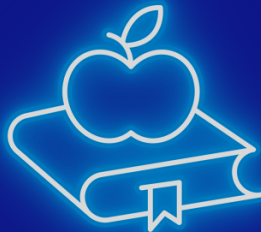
EEO PRINCIPLES & BELIEFS

- 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.

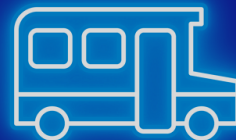
QUICK FACTS



273
STUDENTS



30
STAFF



10
BUS ROUTES

2022/2023 ANNUAL EDUCATION RESULTS REPORT

AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION

This report provides an overall summary of the progress made with the three goals in the 3-Year Education Plan. It also identifies priority areas of emphasis for ongoing work. This report shares EEO, 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 (EEO / PRSD) data shared in this report include the following:

Literacy: Early Years Assessments to assess for students considered at risk, **Fountas & Pinnell (F&P Benchmark Data from Grades 1-6, Reading Comprehension Assessment Tool (RCAT) Data for Grades 4-6, 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 2-6, Numeracy Common Assessment Tool (NCAT) Data for Grades 1-6, Divisional Report Card Data, and Divisional Survey Results Regarding Numeracy Achievement;**

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

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

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

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

Inclusionary Practices: Alberta Education Assurance Measures.





PRSD GOAL ONE:

ALL STUDENTS ARE LITERATE

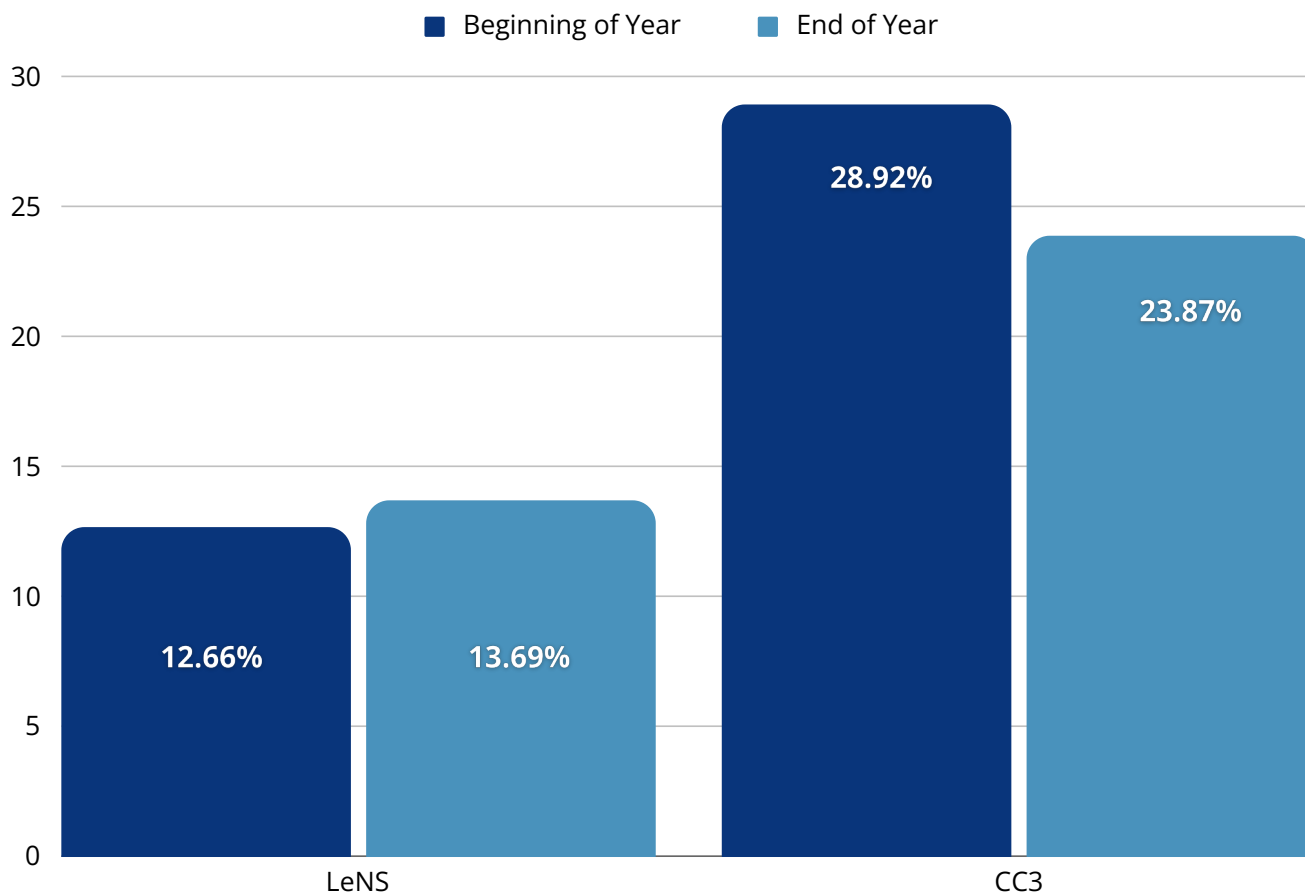
OUTCOME:

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

At E.E. Oliver Elementary, teachers use instructional strategies to teach the five pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instructional strategies can include guided reading, targeted small groups, and use of phonemic awareness programs such as Heggerty and UFLI. Students at E.E. Oliver have access to classroom libraries as well as our school library. E.E. Oliver staff have access to the Division's Literacy Framework which provides guidance, resources and supports to help ensure students are meeting our division and school's literacy goals.

LITERACY ACHIEVEMENT RESULTS

Early Years Assessments - Percentage of Students Considered at Risk



Summary

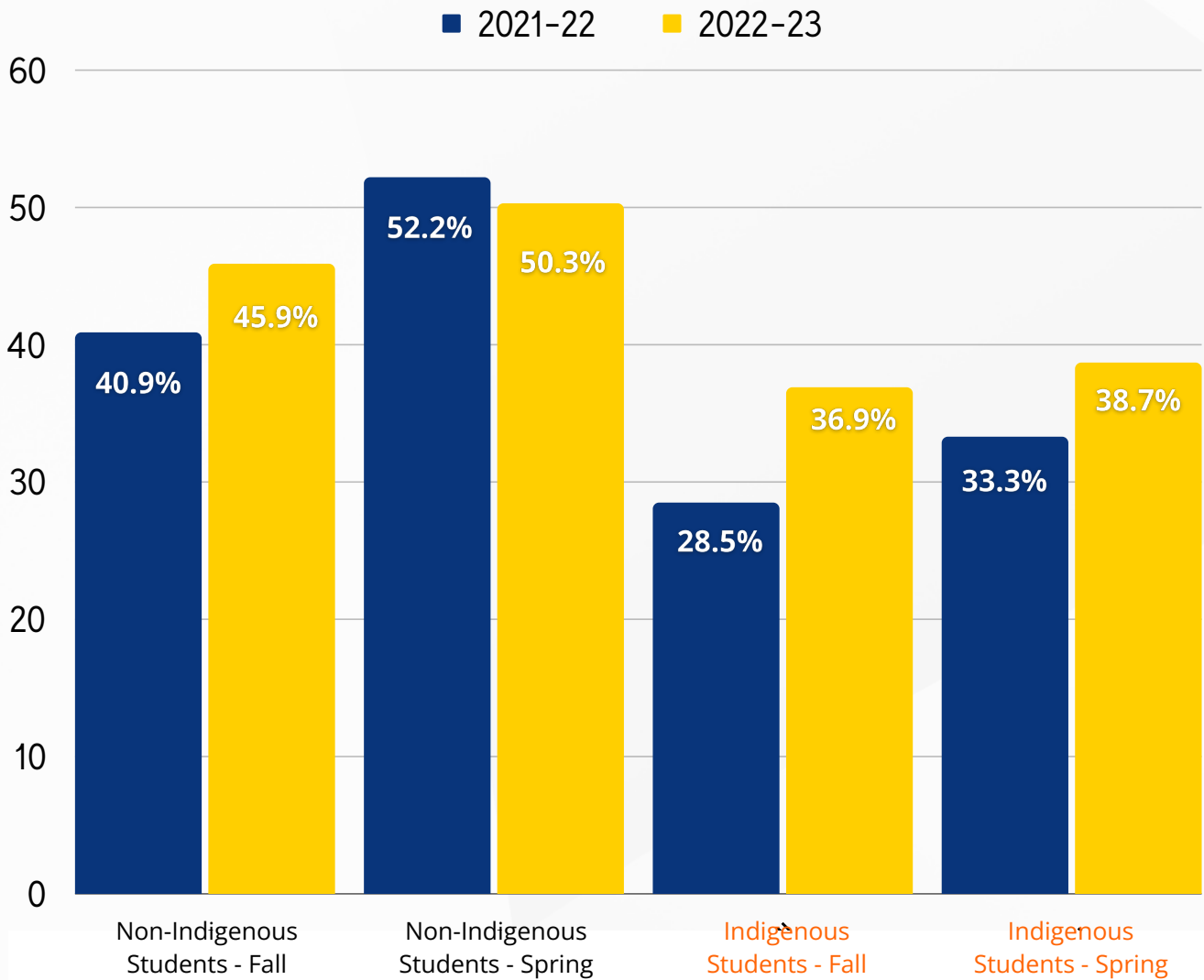
The Letter Name-Sound (LeNS) assessment and Castles and Coltheart 2 (CC3) assess student skills in the area of literacy. Data from the 2022-23 school year shows a slight increase in students considered at risk from 12.66% to 13.69% and the Castles and Coltheart 3 (CC3) shows a similar drop from 28.92% to 23.87%. This data is showing a trend in the right direction.

All students in Grade 1 and 2 completed the LeNS, and CC3 assessments. All students in Grade 3 completed the CC3 assessment. Only those Grade 4 students identified as at-risk at the end of the 2022-23 school year, completed the CC3 assessment. Results indicate a drop in the number of students considered at risk at the end of the school year.



LITERACY ACHIEVEMENT RESULTS

EEO: Fountas & Pinnell BAS I and II Data



Summary

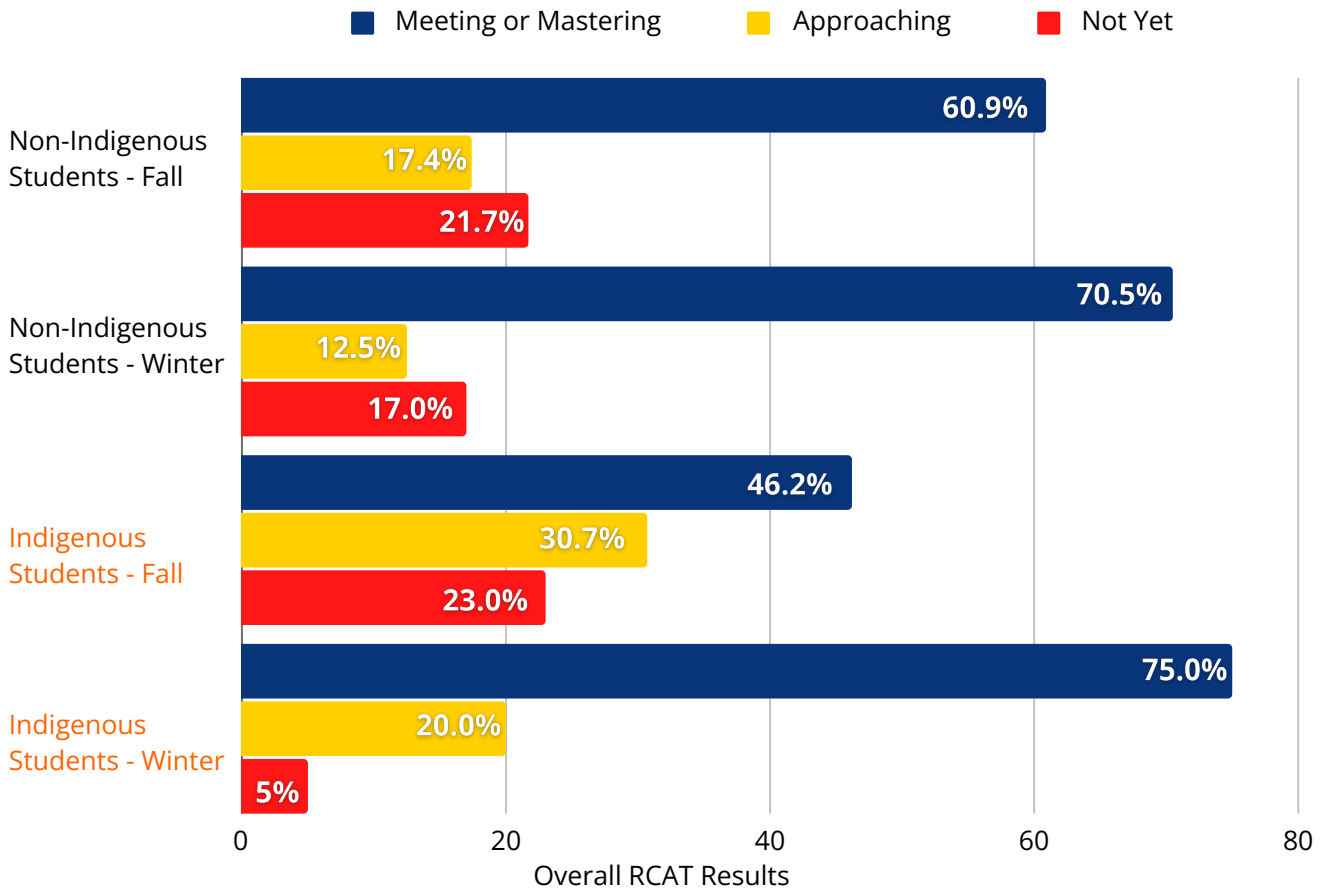
The F & P Benchmark Assessment System has established expected reading levels at each grade level that increase from the beginning of the school year to the end. As such, any increase in reading performance from the Fall to the Spring represents significant growth. While our students continue to test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

About Fountas & Pinnell BAS I and II Data



LITERACY ACHIEVEMENT RESULTS

Reading Comprehension Assessment Tool (RCAT)



Summary

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

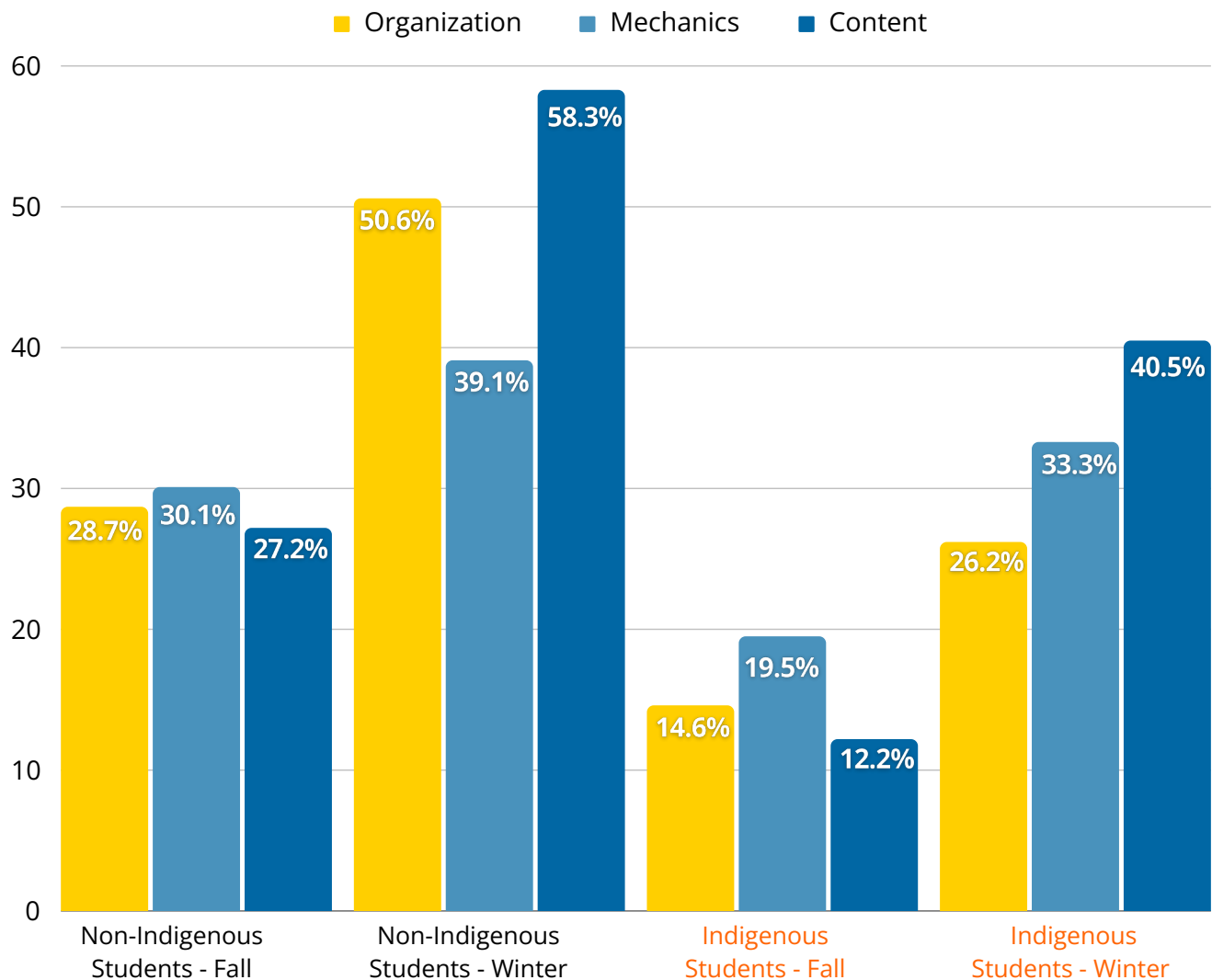
This set of data indicate significant growth for our Indigenous students from the Fall to Winter assessment periods and a narrowing of the academic achievement gap between our Indigenous learners and non-Indigenous learners. In the Fall assessment period, the percentage of non-Indigenous students who were either meeting or mastering grade-level expectations was 14.7% greater than our Indigenous students. However, in the Winter assessments that achievement gap narrowed dramatically with our Indigenous student data improving to 75% meeting or mastering expectations.

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

[See full 2022-23 data results here](#)
[About Reading Comprehension Assessment Tool Data](#)

LITERACY ACHIEVEMENT RESULTS

Writing Assessment Tool (WAT) Data



Percentage of Grade 1-6 Students Meeting or Mastering Expectations

Summary

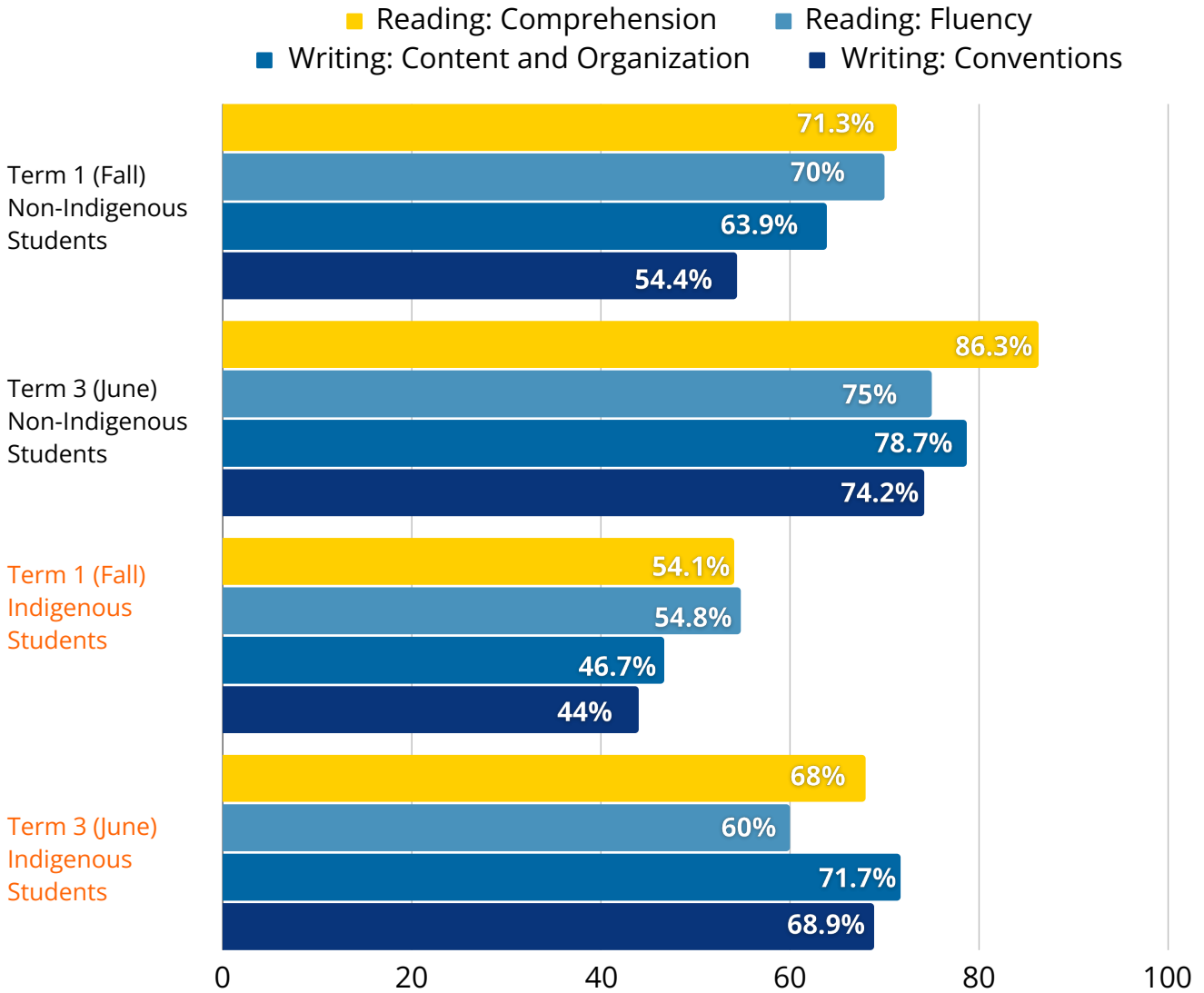
The Division Writing Assessment Tool (WAT) is an internally developed assessment that measures proficiency in organization, mechanics and content. The Division does not write the WAT in the Spring because WAT data are primarily used to inform instruction throughout the year. The Fall data is based on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

The Writing Assessment Tool (WAT) data for 2022-2023 show that less than 50% of all students were meeting or mastering grade-level expectations in writing during the Fall reporting period. While there were gains between the fall and winter reporting periods, there remains significant room for improvement. The Fall data exclude the Grade 1 students because they did not complete this assessment at that time. Moving forward, continued efforts will be made to ensure students become more proficient in writing.

LITERACY ACHIEVEMENT RESULTS

EEO: Report Card Data for Literacy

Percentage of Grades 1-6 students meeting or mastering expectations



Summary

EEO's report card data indicate that from the Term 1 report to the Term 3 report there was a significant increase in the percentage of Grades 1-6 students meeting grade-level expectations in all areas of Reading and Writing. While this is very positive, the overall data suggest that further important work is required to ensure 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.

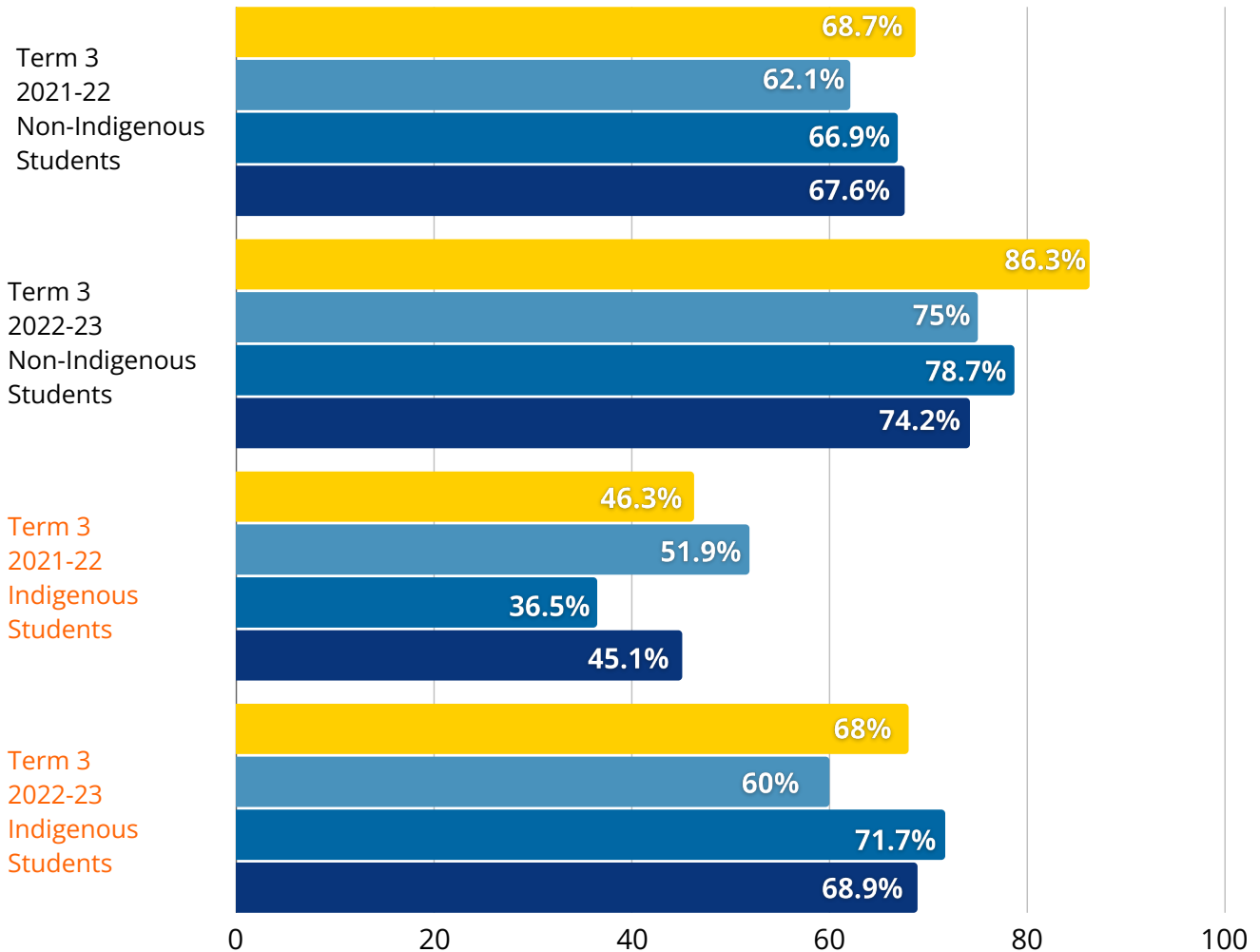
LITERACY ACHIEVEMENT RESULTS

EEO: Report Card Data for Literacy

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

Year-over-year comparison

■ Reading: Comprehension ■ Reading: Fluency
■ Writing: Content and Organization ■ Writing: Conventions



Summary

The year over year comparison of report card data indicate there was a significant increase in the percentage of Grades 1 through 6 students meeting grade-level expectations in all areas of Reading and Writing. EE Oliver experienced a gain in reading performance amongst our non-Indigenous students and gains in all areas of literacy, with the exception of Reading Comprehension amongst our Indigenous students compared to the previous year. For writing, non-Indigenous students showed a 9.2% gain and a significant 29.5% increase for our Indigenous students. While much work remains, efforts to improve achievement and eliminating the gap between our Indigenous and non-Indigenous learners are having a positive impact.

LITERACY ACHIEVEMENT RESULTS

PRSD Education Assurance Survey Results: Goal One - Literacy

- Confident to Very Confident
- Less Confident
- Not Confident



Grades 3-6



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”. EEO’s literacy results from the survey are very positive and show the majority of students are confident in their reading and writing abilities.

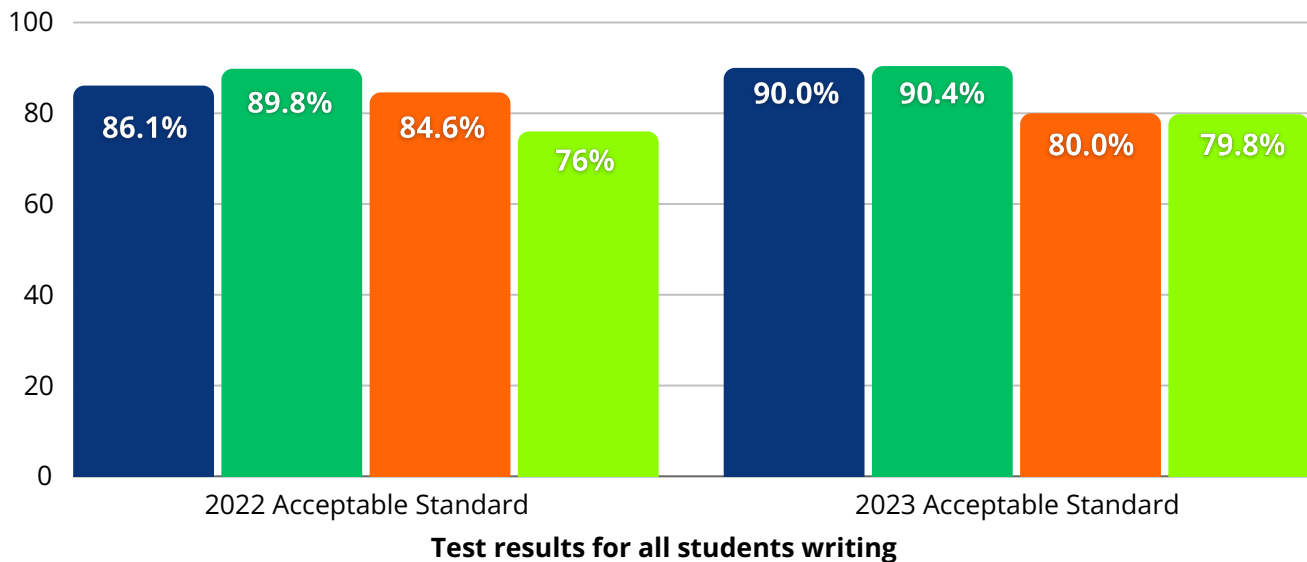
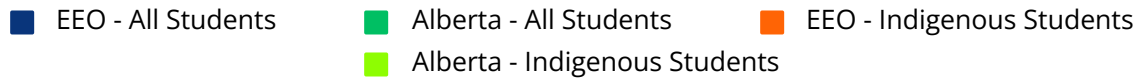
[Link to the PRSD Student Assurance Survey Qualitative Data](#)



LITERACY ACHIEVEMENT RESULTS

Grade 6 Provincial Achievement Test (PAT) Acceptable/Excellence

Year over Year Comparison of Grade 6 English Language Arts



Summary

A year over year comparison of the Grade 6 PAT results indicate EEO students showed improvement on the test during the 2023 testing year. [CLICK HERE for all PAT Results](#)

Grade 6 English Language Arts

EEO Year-End Report Card Data All Students

Reading 77.3%

Writing 75.2%

Indigenous Students

Reading 64%

Writing 70.3%

A Comparison

EEO's year-end report card data indicate 77.3% of our Grade 6 students were either meeting or mastering expectations in Reading Comprehension and Fluency and 75.2% were either meeting or mastering in Writing Content and Organization, and Conventions, which is below their performance on the PAT. Working with our schools regarding assessment practices will continue to be a priority focus moving forward.

EEO's Indigenous student PAT data remains above the provincial average, but is slightly lower when compared to all student data from EEO and the province.

Summary of Literacy Achievement Results

General Statement

EE Oliver School's literacy achievement results measured using data sources such as Fountas and Pinnell data, RCAT data, and year-end report card data, reveal growth in literacy development across grade levels throughout the division during the school year. Our student survey results indicate that students feel their reading and writing skills have improved throughout the school year. A gap does remain between our Non-Indigenous and Indigenous students with more work is needed to continue improving this measure.

Factors That Affected Results

EE Oliver School's achievement data has been affected by a number of factors, including learning loss due to the COVID-19 pandemic. Ongoing Learning Loss Intervention Programming (LLIP) has made a positive impact on our students, lessening gaps in this area, with dedicated intervention time built into our daily schedule. Student mental health and working to provide additional support in this area remains an ongoing challenge we are working to address as it is an area of impact for our students overall academic success in the upper elementary grades.

Next Steps

EE Oliver School's focus on literacy development will remain a priority for the upcoming school year and beyond. Through Collaborative Response initiatives, we will continue to work on providing students with the skills and programming required to foster literacy skills and academic success. We remain committed to addressing learning loss through targeted intervention programming both in and out of class. We will continue to work on addressing Mental Health Concerns through small group and targeted programming, and continue to review our attendance policy.





PRSD GOAL TWO

ALL STUDENTS ARE NUMERATE

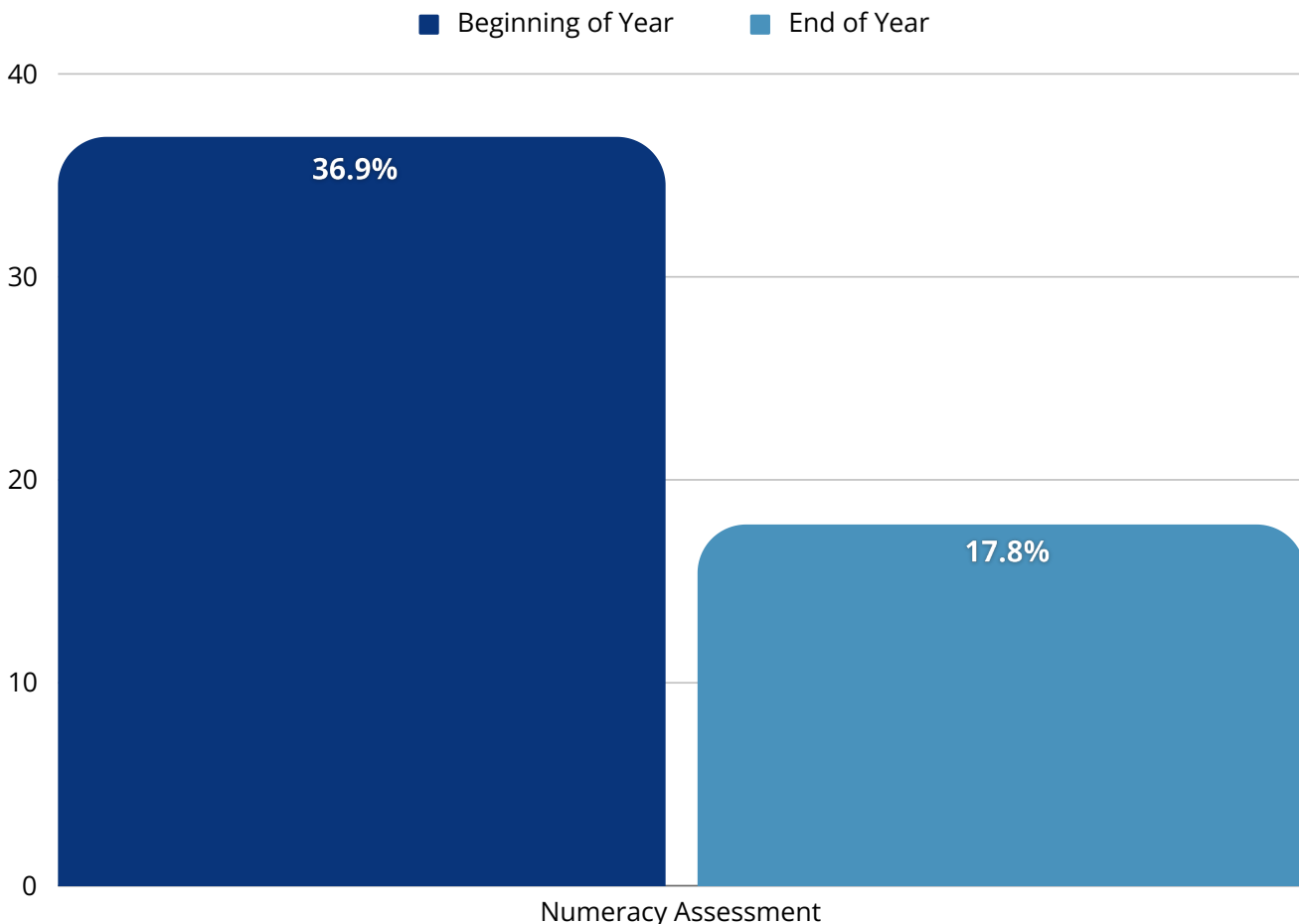
OUTCOME:

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

EE Oliver School's Numeracy achievement results were measured using data sources that include beginning of the year MIPI Assessment data, NCAT (Numeracy Common Assessment Tool) data ongoing throughout the year, term report card data, and Provincial Achievement Testing (PAT - Grade 6) results. Peace River School Division actively works to improve numeracy through the use of a divisional Numeracy Framework. We continue to implement research-based intervention programming (Bridges) at EEO to help support our students' continued growth and learning.

NUMERACY ACHIEVEMENT RESULTS

EEO Early Years Assessments - Percentage of Students Considered at Risk



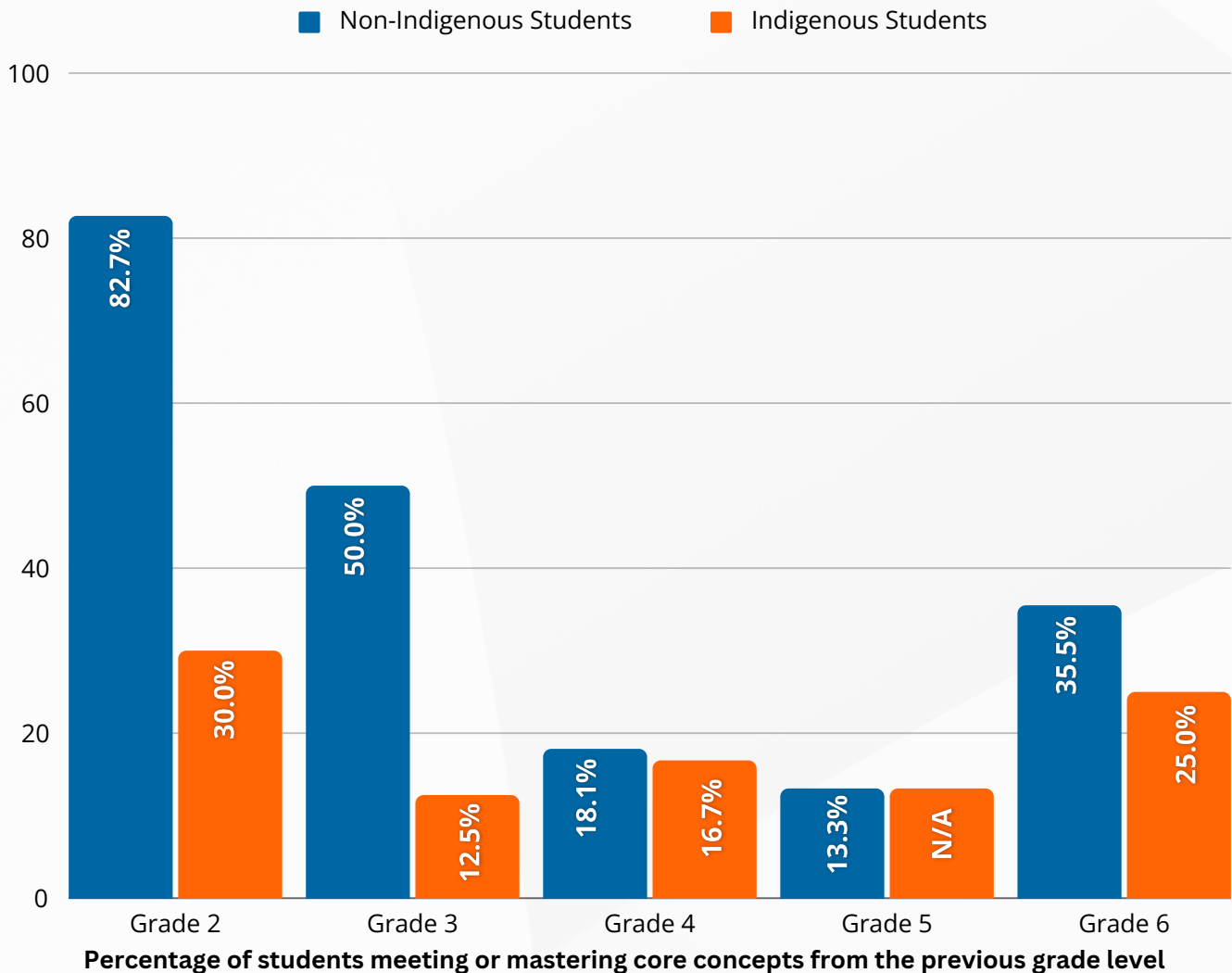
Summary

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

All students in Grades 1, 2 and 3 completed the numeracy assessment. Only those Grade 4 students identified as at-risk at the end of the 2021-22 school year, completed the numeracy assessment in the fall of 2022. Results indicate a significant drop in the number of students considered at risk at the end of the school year.

NUMERACY ACHIEVEMENT RESULTS

Division Mathematics Intervention/Programming Instrument (MIPI) Data



Summary

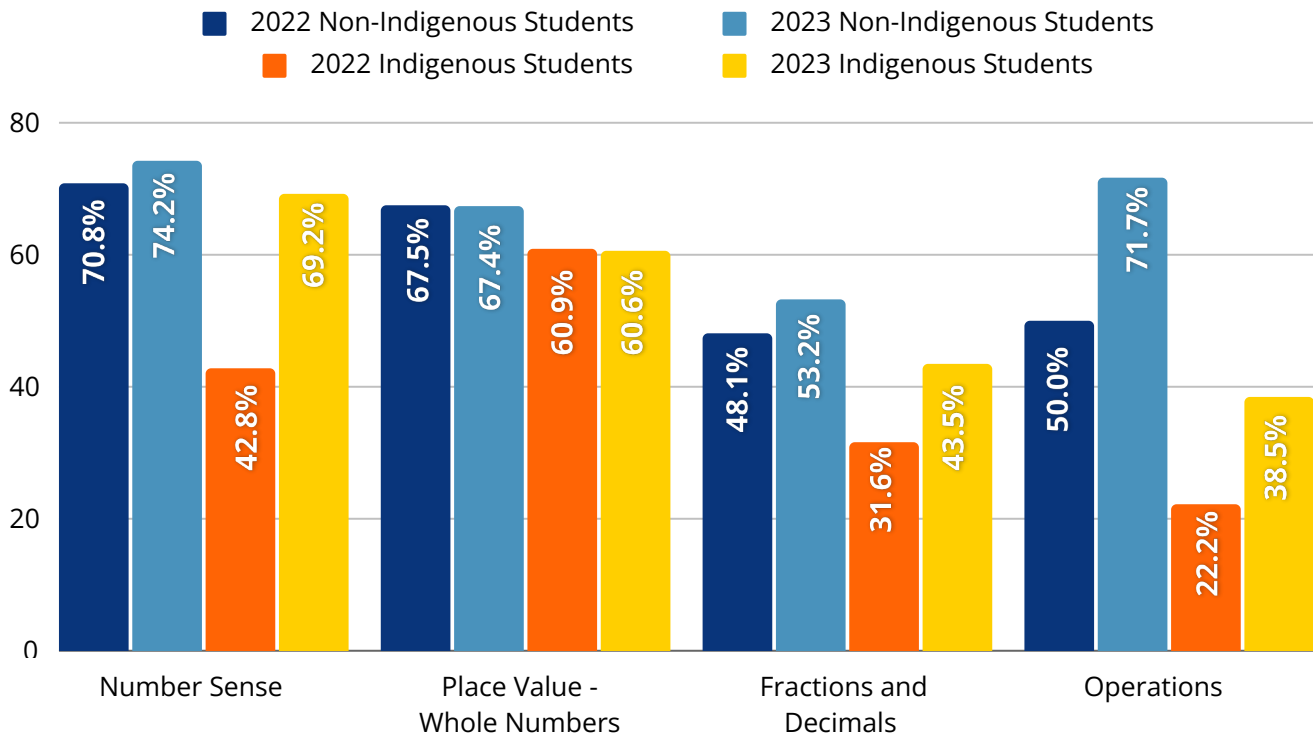
The MIPI is administered at the beginning of the year to determine how well students understand key concepts from the previous year's work, which provides a useful starting point for the current year's instruction. The September 2022 results show that 40% of Grades 2-6 Non-Indigenous students and 21% of Indigenous students started their school year meeting or mastering the core concepts from the previous grade level.

About Mathematics Intervention/Programming Instrument (MIPI)

NUMERACY ACHIEVEMENT RESULTS

EEO Numeracy Common Assessment Tool (NCAT) Data

Grade 1 - 6 Year over Year comparison of percentage of student meeting or mastering expectations



Summary

The NCAT is a summative assessment tool that assesses student proficiency in four core strands of mathematics. The assessments are administered at various points throughout the Grades 1-6 curriculum as key units of work are completed. These assessments provide a snapshot of student progress at points in time throughout the school year.

The 2022-23 NCAT results suggest that 53% to 74% of non-Indigenous students had met or mastered the concepts in these four numeracy strands at the time of test administration, and teachers used this information to inform their planning and instruction for the remainder of the year.

The year over year comparison indicates that students performed 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.

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

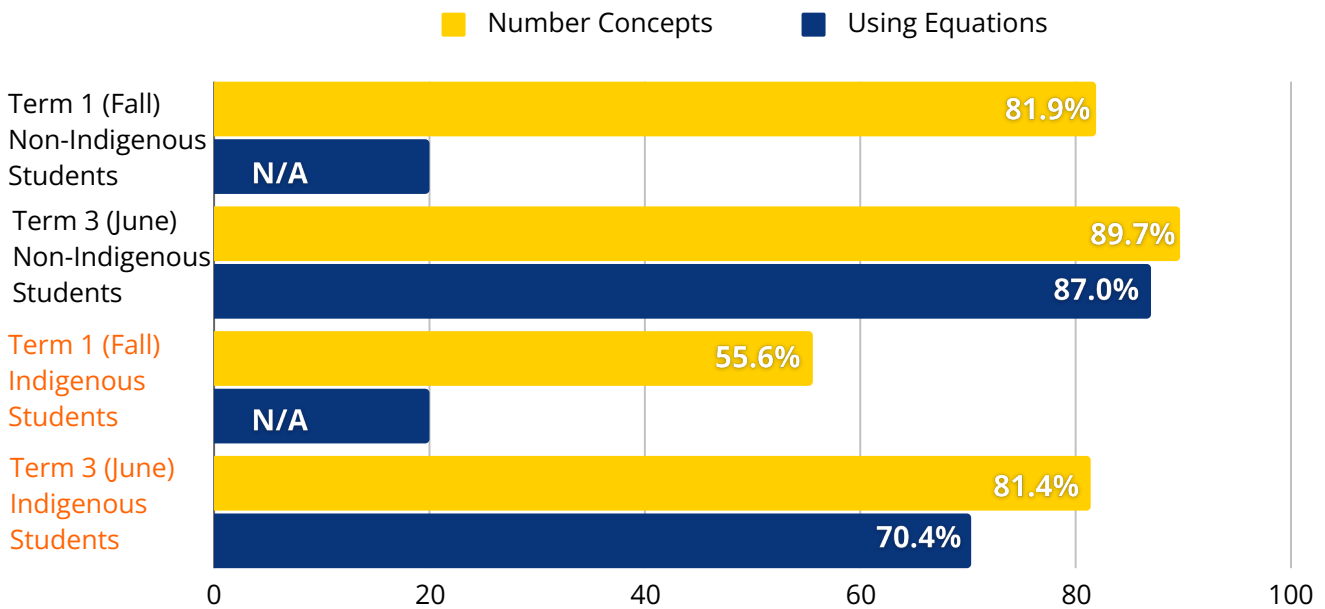
About Numeracy Comprehension Assessment Tool



NUMERACY ACHIEVEMENT RESULTS

EEO Year-End Report Card Data for Numeracy

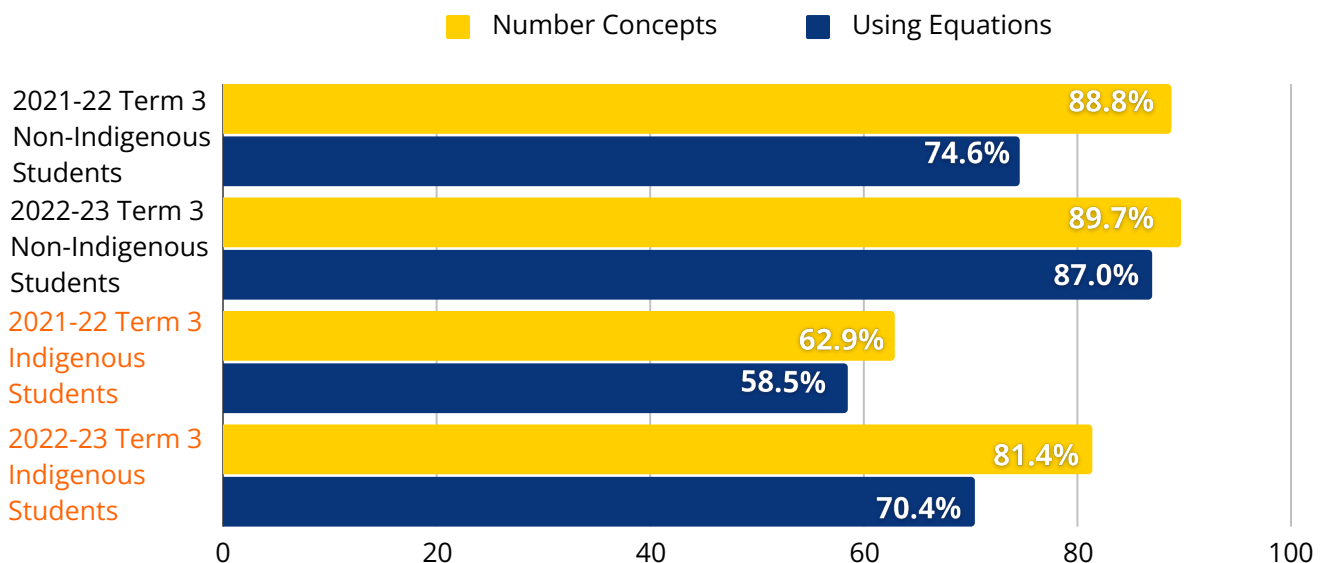
Percentage of Grades 1-6 students meeting or mastering expectations in 2022-23



Summary

The Report Card Data for the 2022-23 school year showed growth in the percentage of Grades 1-6 students who met or mastered the core learning outcomes in the Number Concepts strand of mathematics. As shown in the graph below, growth is also evident in the results from our non-Indigenous students in the year-over-year comparison. While there is an anomaly in the data from the Indigenous students in the year over year data for number concepts, significant growth is evident in the area of using equations.

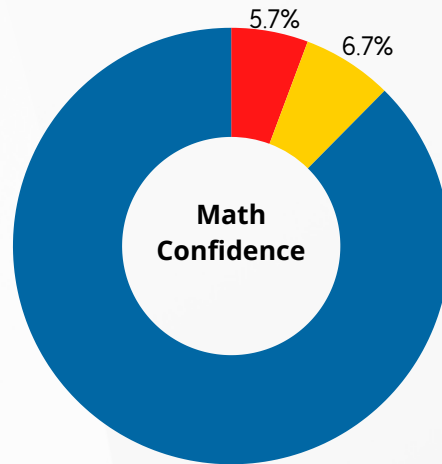
Year-over-year comparison of the percentage of Grades 1-6 students meeting or mastering expectations in Term 3



NUMERACY ACHIEVEMENT RESULTS

PRSD Education Assurance Survey Results: Goal Two - Numeracy

Grades 3-6



87.6%

- Confident to Very Confident
- Less Confident
- Not Confident

Summary

Students were asked to rate their level of confidence in their own math skills on a scale of 1 to 5, with 1 being not confident and 5 being extremely confident. As you can see in the above graphs, the EE Oliver's Education Assurance Survey data indicated that 87.6% (combined percentages from students who answered either three or greater on the survey) of Grade 3 to 6 students felt confident in their numeracy skills.

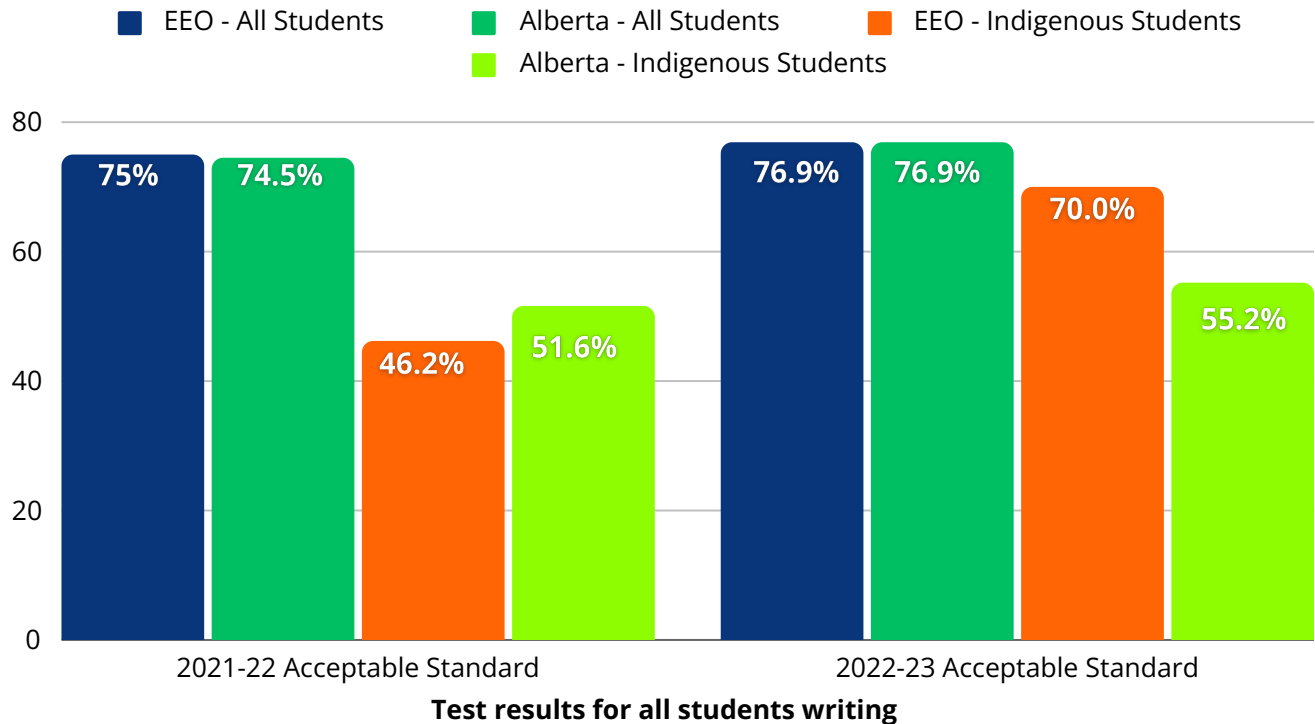
[Link to the PRSD Student Assurance Survey Qualitative Data](#)



NUMERACY ACHIEVEMENT RESULTS

Provincial Achievement Test (PAT) - Grade 6

Year-over-Year Comparison of Grade 6 Mathematics



Summary

The Grade 6 Math PAT results show a positive trend for the EE Oliver School. Not only did all of our students perform better in 2023 than in 2022, We continue to remain in line with the provincial Acceptable Standard of Achievement. Our Indigenous student data shows improvement from the 2021-2022 school year and is also above the provincial average for 2023.

[CLICK HERE for all PAT Results](#)

Grade 6 Mathematics

EE) Year-End Report Card Data

Non-Indigenous Students

Number Concepts 89.7%

Using Equations 87%

Indigenous Students

Number Concepts 81.4%

Using Equations 70.4%

Summary

EE Oliver's year-end report card data indicates that there continues to be an achievement gap between our Non-Indigenous students and our Indigenous students. Our report card data does however show a larger percentage of students meeting or mastering grade-level expectations. Further work to improve assessment practices will continue to be a priority focus moving forward.

Summary of Numeracy Achievement Results

General Statement

EE Oliver School's Numeracy achievement results were measured using data sources that include beginning of the year MIPI (Math Intervention Programming Instrument) Assessment data, NCAT (Numeracy Common Assessment Tool) data, report card data, and Provincial Achievement Testing (PAT; Grade 6) results. Overall, reporting data shows EEO students demonstrated growth in number concepts. Student survey data shows the majority of students feel their numeracy skills have improved throughout the school year. We look forward to implementing new research-based intervention programming (Bridges) to help support our students' continued growth and learning.

Factors that affected results

We continue to look at different testing measures for Fall assessment data gathering, and have implemented the ECIS assessment for the fall 2023-2024 school year. We also recognize the difficulty and stress placed on students completing these tests within their second day back to school, and have adjusted divisional timelines going forward. Attendance remains an ongoing concern, as well as student mental health. Achievement results are impacted when students are not mentally in a place where they are able to learn and access their knowledge.

Next steps

Numeracy will continue to be a focus of our Collaborative Response processes. We will continue to ensure small group numeracy instruction, and continue to use Bridges Intervention Programming for numeracy in our classrooms. Students benefit from hands on learning with the use of manipulatives, direct and explicit instruction, as well as building a strong set of foundational skills through mastery of basic number concepts.



PRSD GOAL THREE

ALL STUDENTS ARE SUCCESSFUL THROUGH INCLUSIONARY PRACTICES

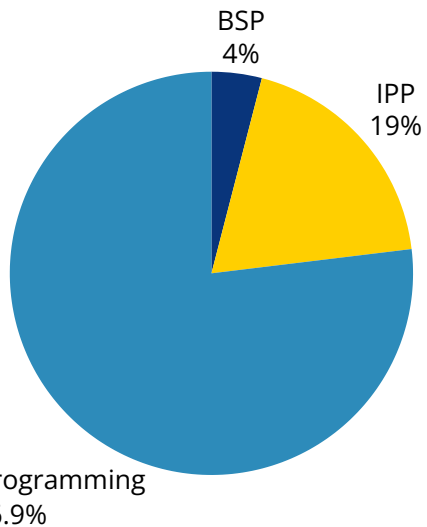
OUTCOME:

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

EE Oliver School continues to support students through an inclusive education model, working alongside the Peace River School Division Learning Services Team, as well as Peace Collaborative Services (PCS) to provide additional support to students requiring Speech, Occupational Therapy, Physical Therapy, Hearing, Vision, and Psychological Services. Teachers work in collaboration to develop Individualized Program Plans (IPPs), Behaviour Support Plans (BSPs) as needed. EE Oliver School prides itself as an inclusive school site in which students are provided with the supports needed to be successful across domains.

INCLUSIVE EDUCATION PRACTICES

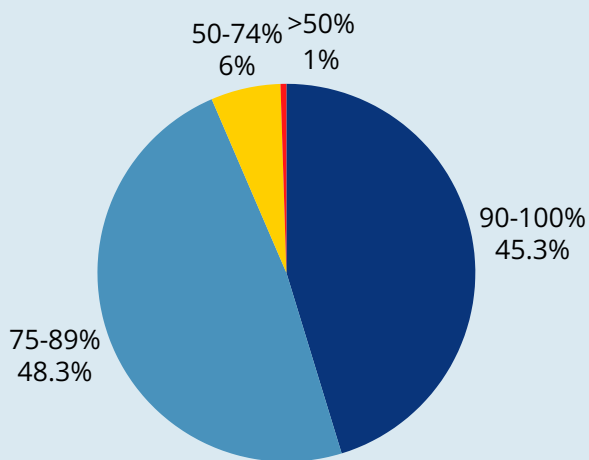
Behavioural Support Plans and Individual Program Plans for Special Needs Students - Division Data



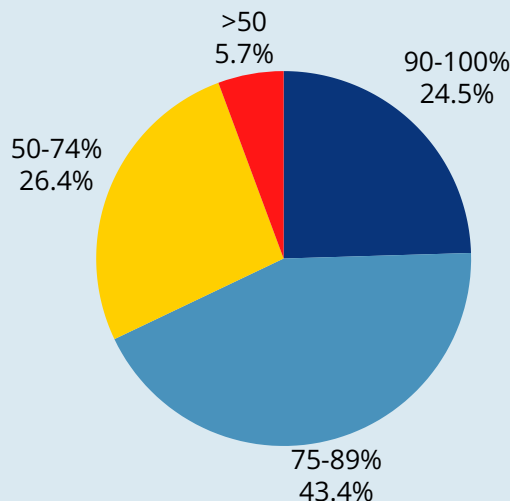
Regarding EEO School data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 11 BSPs completed and 52 IPPs completed in the 2022-23 school year. The total population of students within the EEO in the same school year was 273.

This works out to approximately 1 in every 4 EEO students requiring accommodations that enable them to be included in the classroom with their peers.

Attendance Data: Non-Indigenous Students



Attendance Data: Indigenous Students



Summary

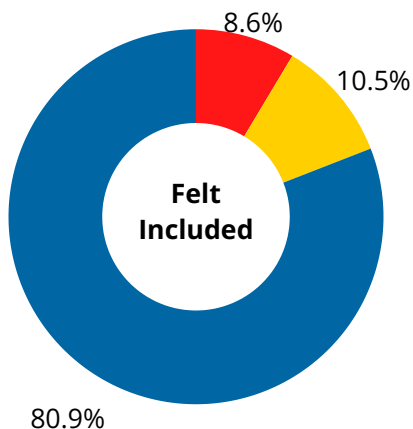
Out of the total number of students enrolled at EEO in the 2022-23 school year, slightly half of our students attended 90% or more of the school year. Amongst our Indigenous students, only a quarter attended 90% of the school year or more.

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

INCLUSIVE EDUCATION PRACTICES

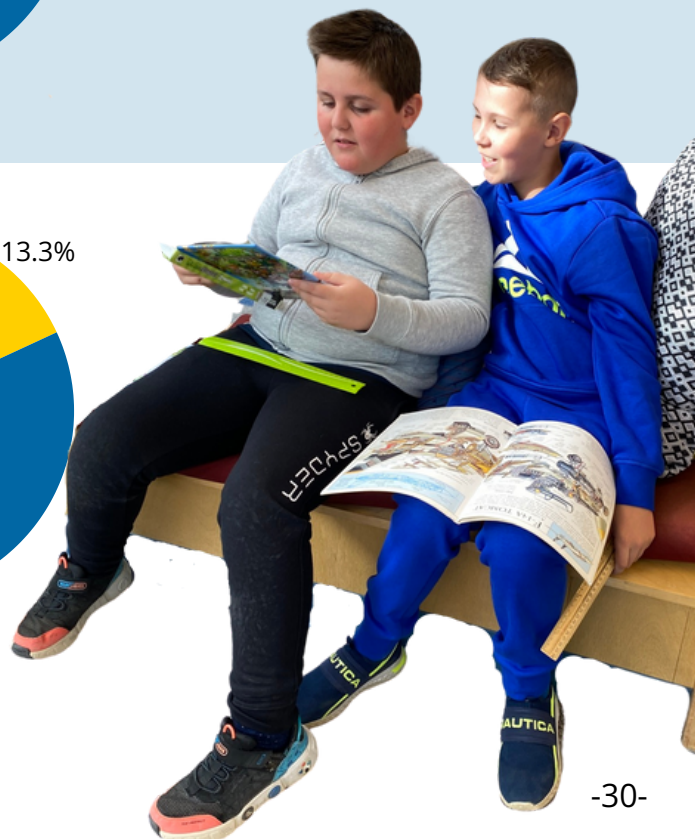
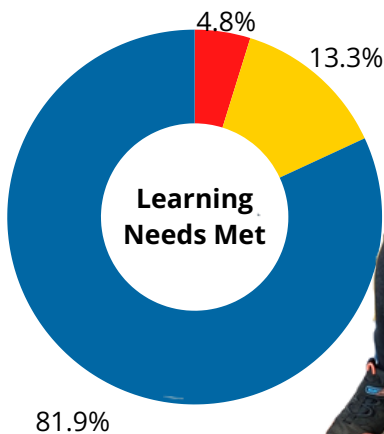
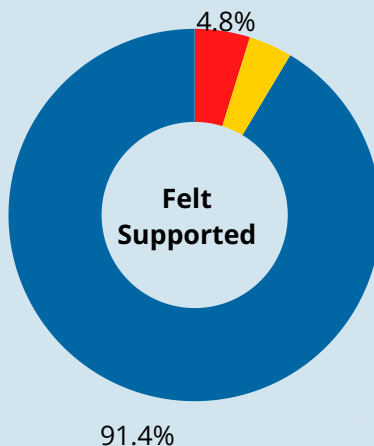
PRSD Education Assurance Survey Results: Goal Three - Inclusion

Grades 3-6



- Agree
- Somewhat Agree
- Disagree

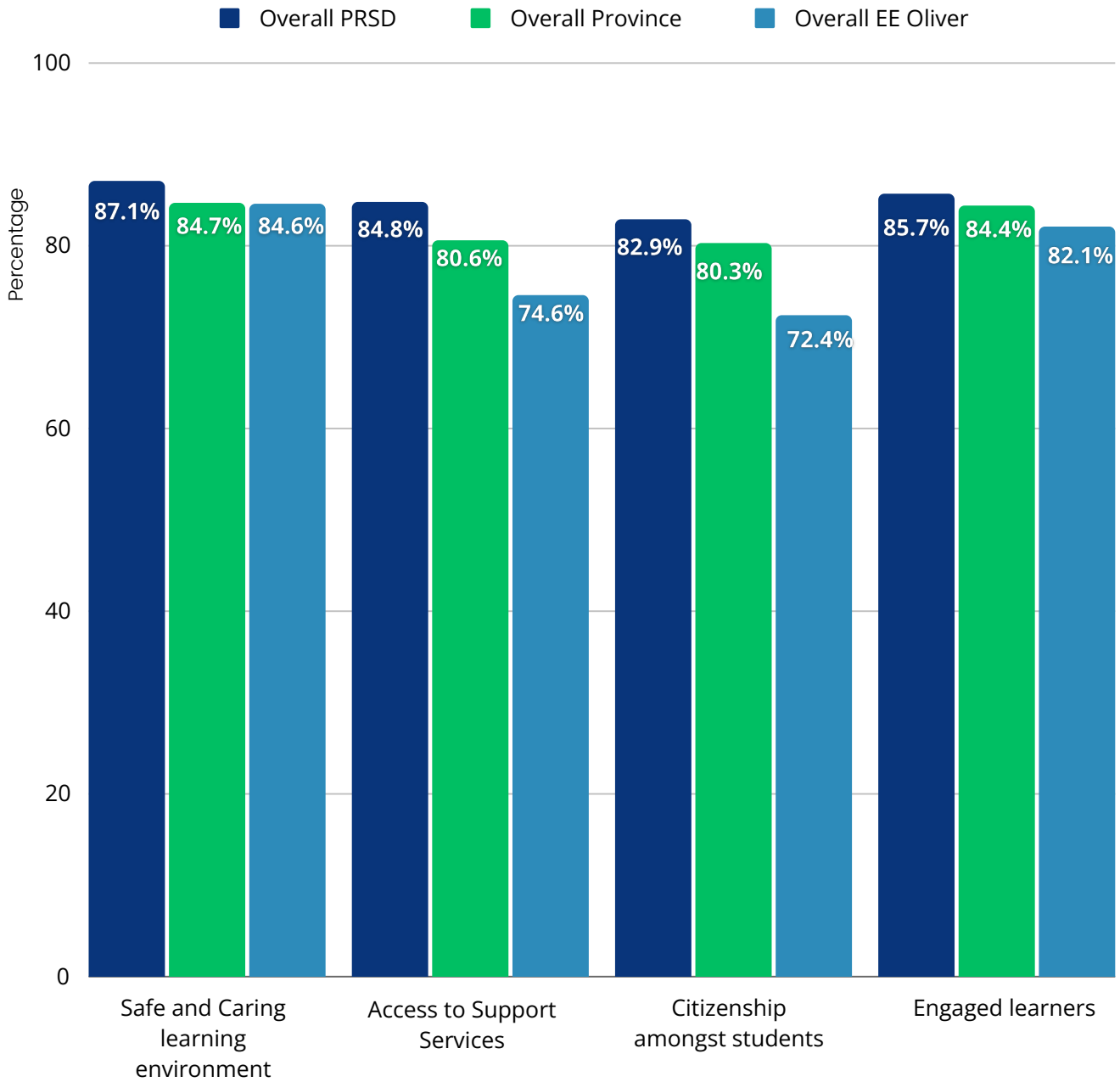
[Link to the PRSD Student Assurance Survey Qualitative Data](#)



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, EE Oliver school is below the overall provincial average for the percentage in all four categories of safe and caring learning environments, access to support services, citizenship, and engaged learners. In all of these categories. We will continue to engage in a variety of strategies to ensure we are meeting the needs of our diverse learning profile.

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

Summary of Inclusion Education Practices

General Statement

EEO strives to ensure student academic and social emotional learning needs are met through the use of Individualized Program Plans and Behaviour Support Plans. We work closely with division level Learning Services to ensure appropriate supports for all students to be successful. EEO works collaboratively with Peace Collaborative Services to provide and implement inclusive programming for students requiring additional services such as Speech, Occupational Therapy, Physical Therapy, Vision, and Psychological Services. In addition, we can support students mental health, and social-emotional development through programming provided by our school-based Student Support Worker (SSW) and access to Divisional School Social Worker services.

Factors That Affected Results

The EEO continues to experience attendance challenges in addition to coping with substitute staff shortages that have resulted in 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

EE Oliver School will continue to work on maintaining access to mental health supports for students and teachers, as well as implementation of classroom and small group level programming. We will continue to meet the needs of students through individualized program planning, behaviour support, as well as access to division level supports and specialized assessments. We will continue to seek out professional development opportunities to meet the dynamic programming needs of our students.



2023-2024 BUDGET SUMMARY

Budget Report

Peace River School Division No. 10
2023-2024 Spring Budget

SCHOOL: E.E. Oliver Elementary

Revenue and Allocations to Budget Center

AB ED: Service & Supports	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Total AB ED: Service & Supports	\$106,265	
% of Revenue and Allocations to Budget Center	100%	

Total Revenue and Allocations to Budget Center \$106,265

Expenditures

Contracted Services	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Pd Expenses - Certificated	\$3,000	
Pd Expenses-Uncertificated	\$600	
Professional Fees	\$0	
Staff & Public Relations	\$1,500	
Postage & Telephone	\$300	
Meeting Expenses	\$2,000	
Field Trips	\$6,750	
Bldg Ground Maintenance	\$4,000	
Equipment Maintenance	\$0	
Total Contracted Services	\$18,150	
% of Expenditures	17%	

Supplies	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Supplies	\$57,888	
Library Supplies	\$5,500	
Furniture & Equipment	\$3,500	
Total Supplies	\$66,888	
% of Expenditures	63%	

Uncertificated	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Total Uncertificated	\$6,500	
% of Expenditures	6%	

Certificated	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Total Certificated	\$14,727	
% of Expenditures	14%	

Total Expenditures \$106,265

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

The Peace River School Division's AERR Report will be communicated in the following ways:

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

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