



Grimshaw Public School
Annual Education Results Report
2024-2025

TABLE OF CONTENTS



Principal's Message 3

About Grimshaw Public School 4



Literacy Achievement Results 7



Numeracy Achievement Results 19



Inclusive Education Practices 28



Summary of Financial Results 35



MESSAGE FROM THE PRINCIPAL



Grimshaw Public School follows a strong tradition of supporting achievement, skill development and overall well-being of students. GPS students benefit from a school environment that ensures every student has opportunities to be successful through access to a variety of teaching strategies, materials, and courses. It is our job to do all we can to ensure that students reach their full potential through an educational experience is engaging. Our staff works hard to ensure that learning is enjoyable and rewarding.

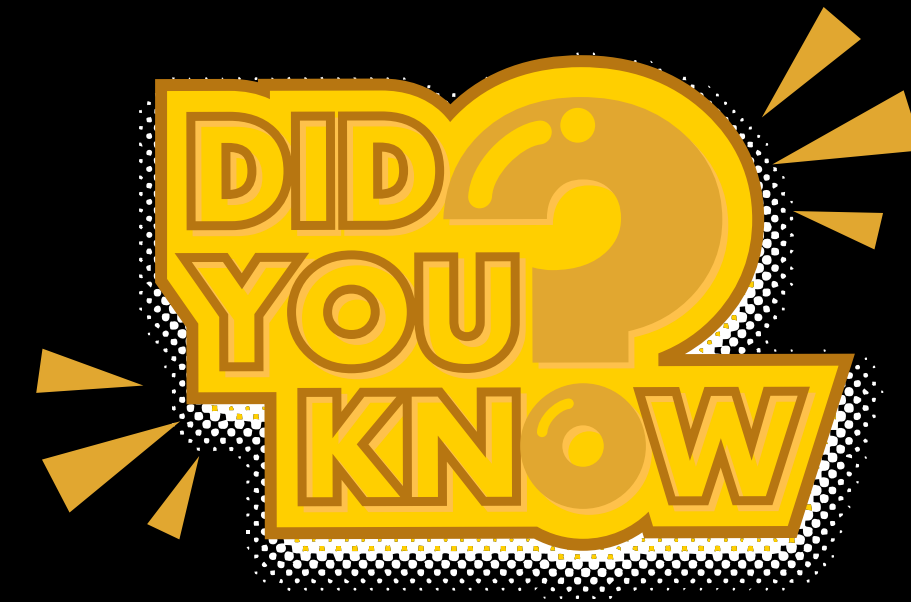
At GPS we believe community leadership is an essential skill. Students will continue to be given opportunities to support their community through a wide variety of social initiatives. Our active Student Leadership groups at both the elementary and high school levels provide opportunities for leadership and building a strong school community.

At GPS we provide our students with a safe learning environment where students can make good choices, setting a path for success in current and future grade levels and for career preparation. We are here to support our students in their learning endeavours and to help build strategies to achieve their goals. Our greatest support in this area comes from parents and guardians; with encouragement at home - and a few reminders to complete homework - our students can achieve anything they want from life.

Jessica Shaw
Jessica Shaw

■ ABOUT GPS

Grimshaw Public School (GPS) was established in 2017 and is a K-12 school that serves the rural community of Grimshaw and surrounding areas. The school's population is approximately 515 students, with a complement of approximately 60 staff members teaching and supporting our students. Grimshaw Public School shares a large three-gymnasium fieldhouse, an indoor running track, a large state-of-the-art theatre, well-equipped Home Economics and Industrial Arts labs, and a fully-stocked community library. Our students make use of all the newest educational technologies while they learn, with a 1-1 student-to-device ratio. Grimshaw Public School supports different learning styles in classrooms through alternative seating that includes stand-up desks, collaborative workstations, wobble stools, rocking chairs, and single desks for students that benefit from working independently. Students have a wide selection of electives and complementary courses and programming options at GPS, including Fine and Industrial Arts, Home Economics, Drama, Cosmotology, Music and French. Students also benefit from our athletic programs, which include basketball, volleyball, track and field, and badminton, as well as a newly developed Hockey Academy. GPS uses a Collaborative Response (CR) approach to support student learning and differentiate instruction. Through universal assessment and supports and constant progress monitoring, teachers at GPS can support all of our learners and ensure all students have access to the most current literacy and numeracy instruction in a inclusive and responsive environment.



**500+
STUDENTS**



**60+
STAFF**



GOAL #1

ALL STUDENTS ARE LITERATE

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

Alberta Education OUTCOMES & MEASURES

- Phonological Awareness Screening Test (PAST) for Grades K-1
- Random Automatized Naming (RAN) Screening Test for Grades K-1
- Letter Name-Sounds (LeNS) Test for Grades K-2
- Castles and Coltheart 3 (CC3) Screening Test for Grades 1-3
- Provincial Achievement Tests (PATs) Results
- Diploma Exam (DIPs) Results

Peace River School Division OUTCOMES & MEASURES

- Divisional Writing Assessment Tool (WAT) for Grades 1-9
- Reading Comprehension Assessment Tool (RCAT) Data for Grades 4-12
- Divisional Report Card Data for Grades 1-12
- Divisional Survey Results Regarding Literacy Achievement

Educators will also use disaggregated literacy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels or divisions within the school.

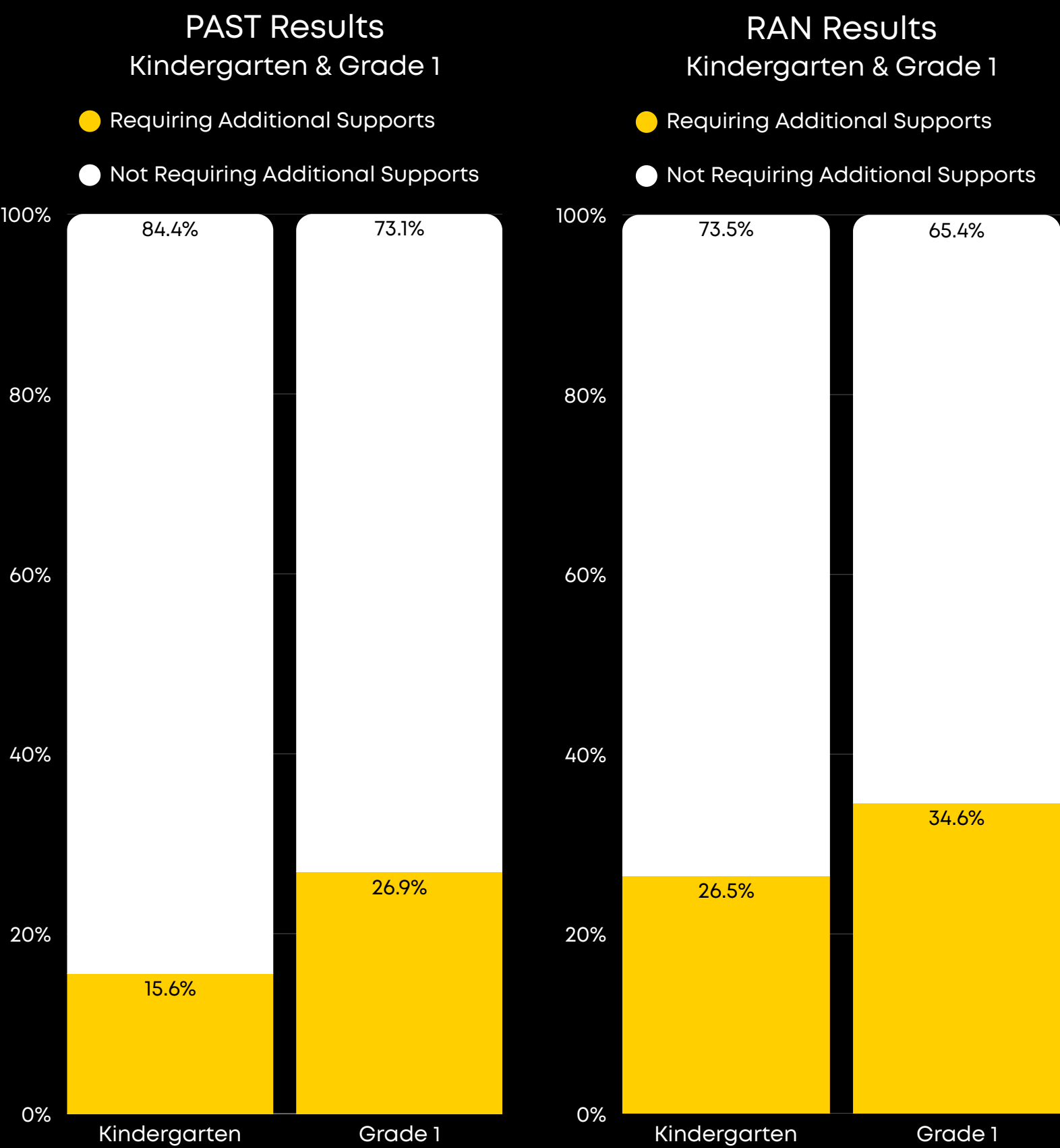
OUR STRATEGIES

- Administer and analyze data gathered from the Benchmark Assessment System (BAS), Reading Comprehension Assessment Tool (RCAT), Elk Island Catholic Schools Phonological Awareness Assessment (EICS PA), and Writing Assessment Tool (WAT) – as outlined in the PRSD Assessment Plan – both as classroom teachers and as division-level teams at Collaborative Team Meetings (CTMs).
- Use Collaborative Planning Time (CPT) to develop, monitor and assess progress in class and dedicated cross-grade Literacy Block (Gr. 1-6).
- Support rigorous and relevant literacy instruction through the use of various resources, including UFLI, Remediation Plus, F&P LLI, Empowering Writers, Heggerty Curriculum, Scholastic Moving Up Strategy Units, Morpheme Magic, Scholastic Book Clubs, and Guided Reading.
- Use Collaborative Planning Time (CPT) to develop, monitor and assess progress in class (Gr. 7-12) and in additional timetabled literacy instruction with a literacy specialist (Gr. 7-9).
- Scheduled and unannounced visits to all classes to conduct environmental scans and observations of instructional practices with follow-up discussions focused on literacy.
- Establish and refine division-level working groups of teachers to develop common assessment policies, assessments, exemplars, rubrics, and other instructional materials.



LITERACY ACHIEVEMENT RESULTS

Phonological Awareness Screening Test (PAST) Results, Random Automatized Naming (RAN) Screening Test Results & Letter Name Sounds (LeNS) Results



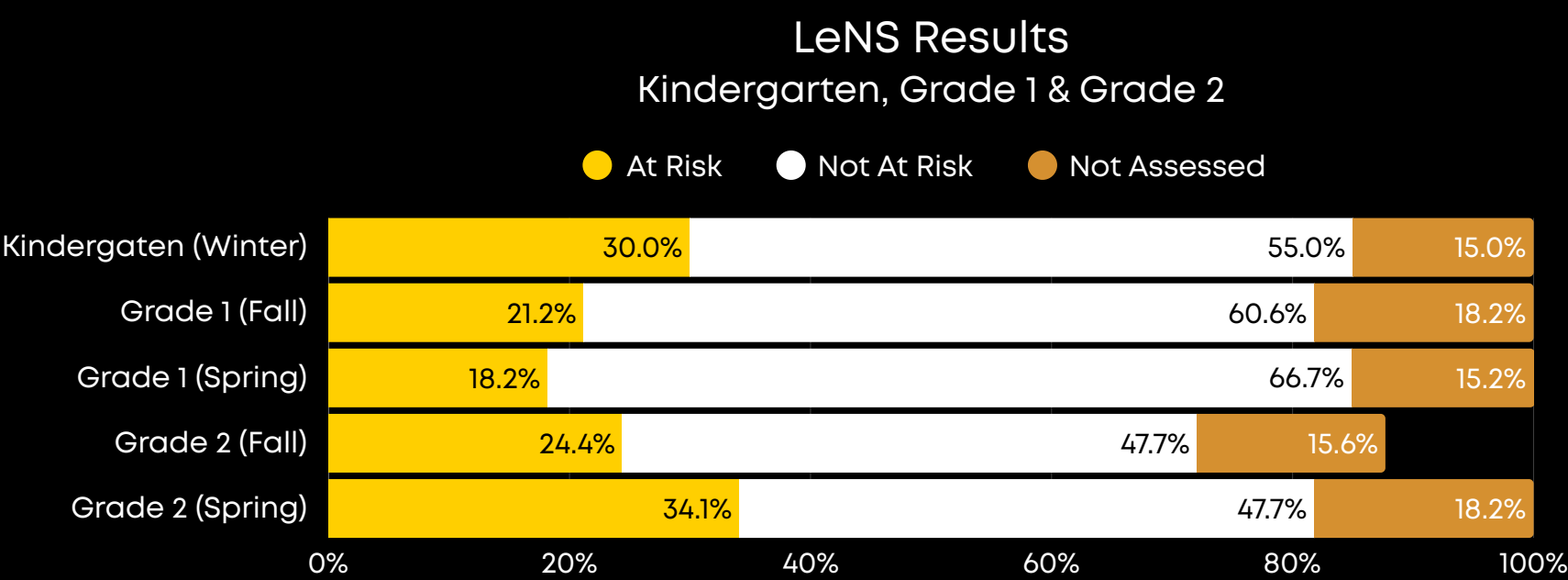
Summary

The Phonological Awareness Screening Test (PAST) is a measure of a child’s phonemic awareness. Phonemic awareness is the ability to identify and manipulate the sounds in oral language. This foundational skill is a strong predictor of future reading success.

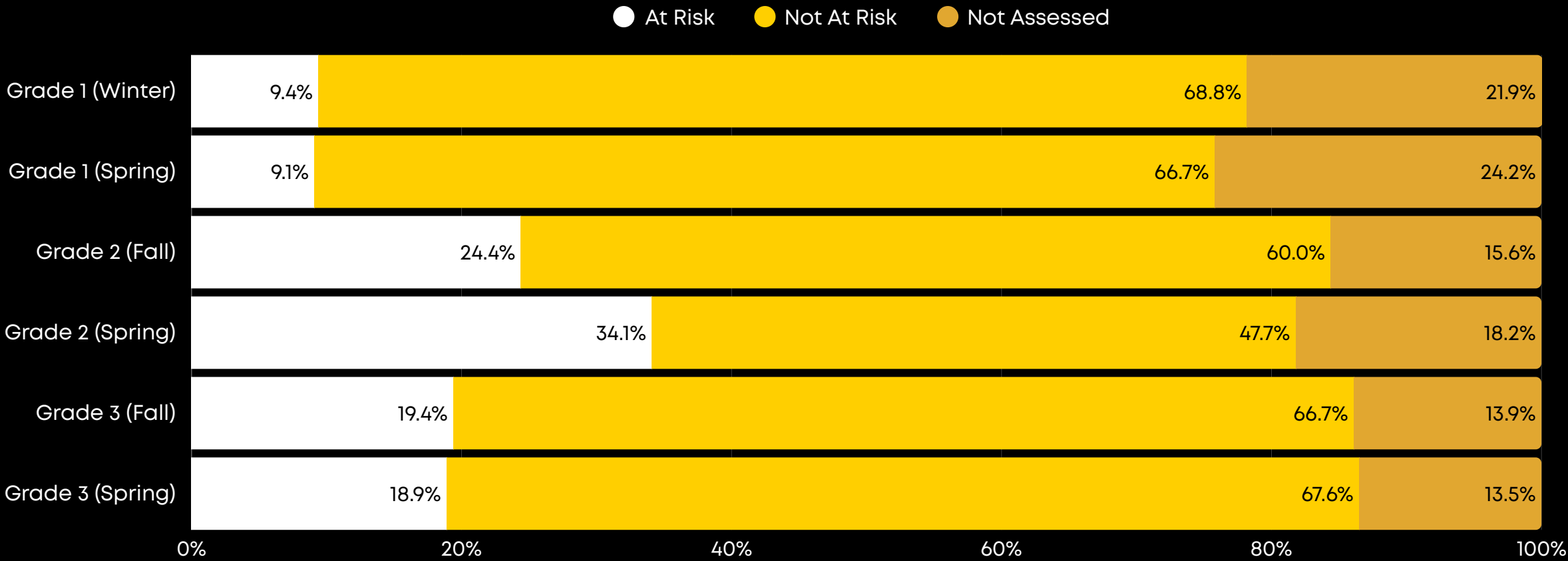
Rapid Automatized Naming (RAN) is the ability to quickly name highly familiar visual stimuli, such as letters, digits, colors or objects. This assessment is a predictor of reading fluency.

We know that children become accurate and fluent readers when they are successful with these skills. These assessments, along with the Letter Name Sounds (LeNS) assessment, allow educators to predict which children are at high risk for reading difficulties and to provide targeted interventions to prevent reading difficulties from happening or becoming more severe.

Approximately 20% of our students in Kindergarten, and 30% in Grade 1, were in need of additional literacy support based on the criteria in both the PAST and RAN assessments.



Castles and Coltheart 3 (CC3) Screening Test
Grades 1-3 Results

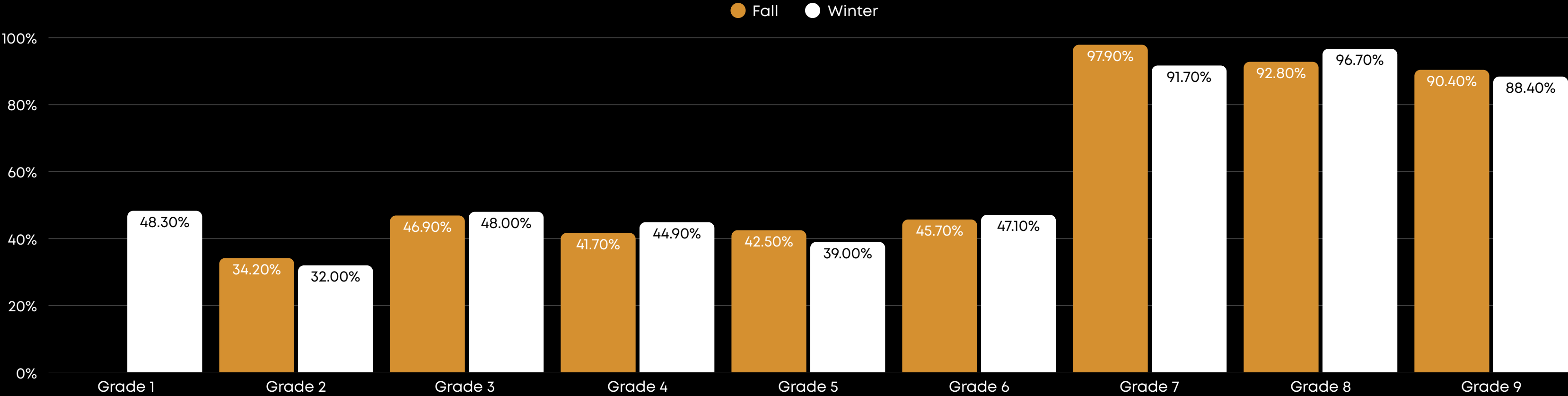


Summary

CC3 data shows that students in Gr. 1 and Gr. 3 were slightly less at risk when re-tested in Spring. Gr. 2 students tested as slightly more at risk when re-tested in Spring. The high number of students who were not assessed is a factor in the accuracy of the data.



Percentage of Students Assessed who are Meeting or Mastering Grade-Level Expectations
Fall and Winter Assessment Results



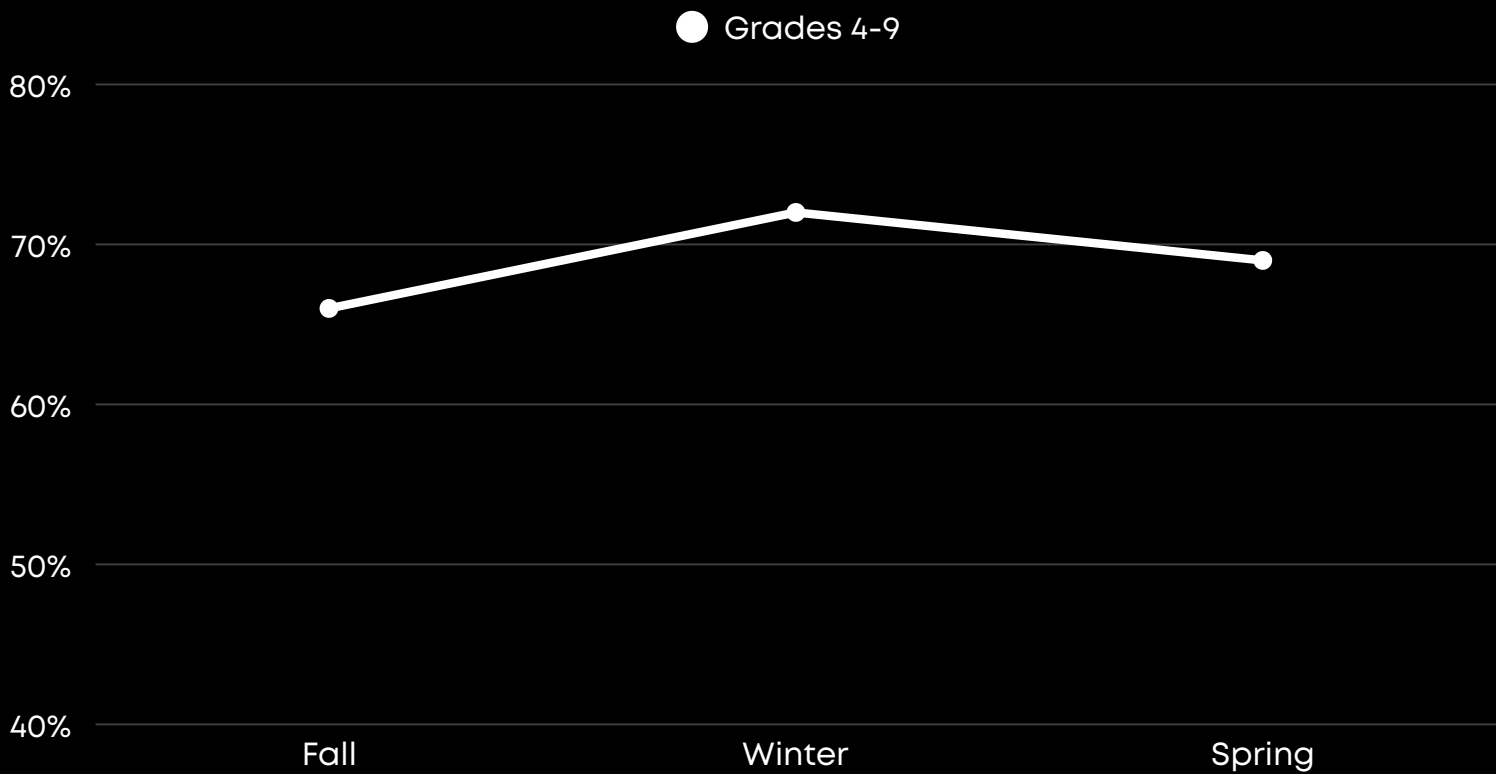
Summary

The Division Writing Assessment Tool (WAT) is an internally developed assessment that measures proficiency in organization, mechanics and content of student writing and is administered to Grades 1 to 9 students. 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. As such, any increase in writing performance from the Fall to the Winter represents significant growth.

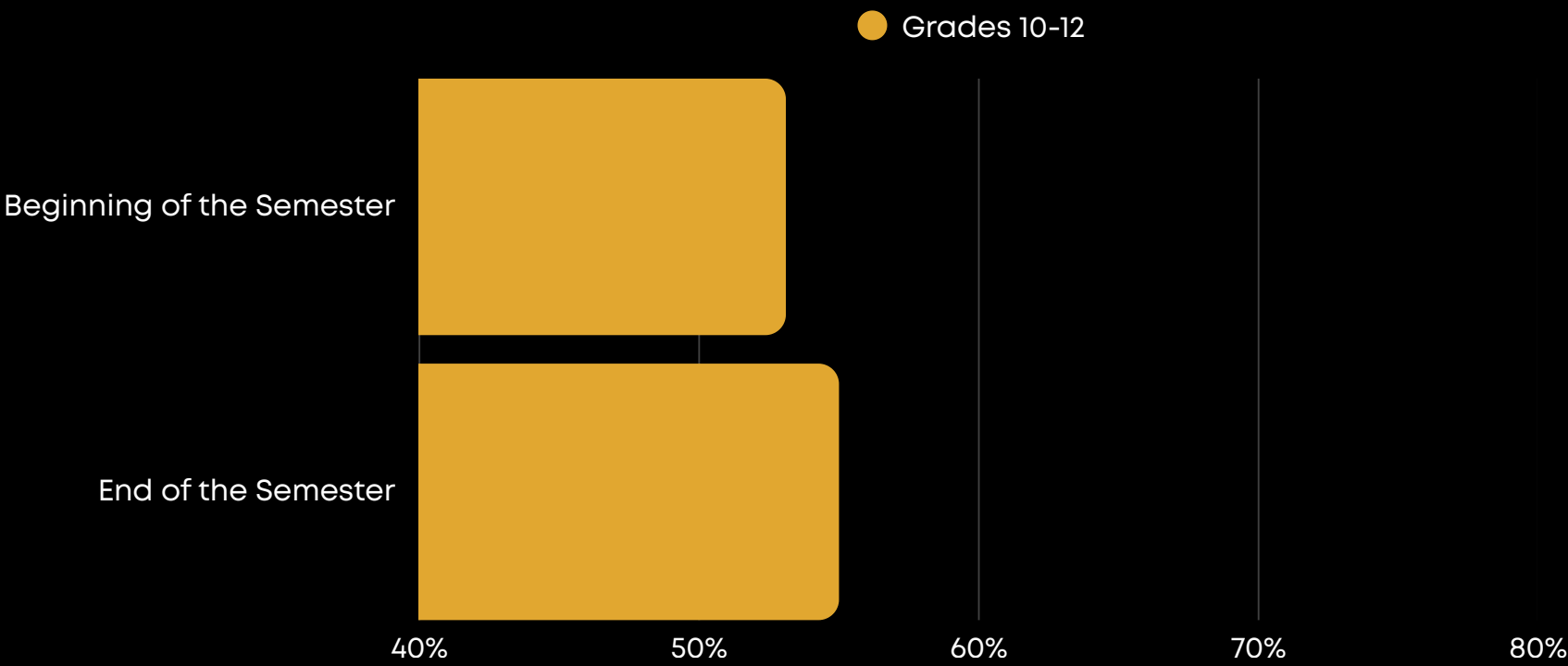
Writing continues to be an area of focus at GPS, particularly in the elementary grades.



Percentage of Students Assessed who are Meeting or Mastering Grade-Level Expectations
Grade 4-9 Fall, Winter and Spring Assessment Results



Percentage of Students Assessed who are Meeting or Mastering Grade-Level Expectations
Grade 10-12, Beginning and End of the Semester Assessment Results



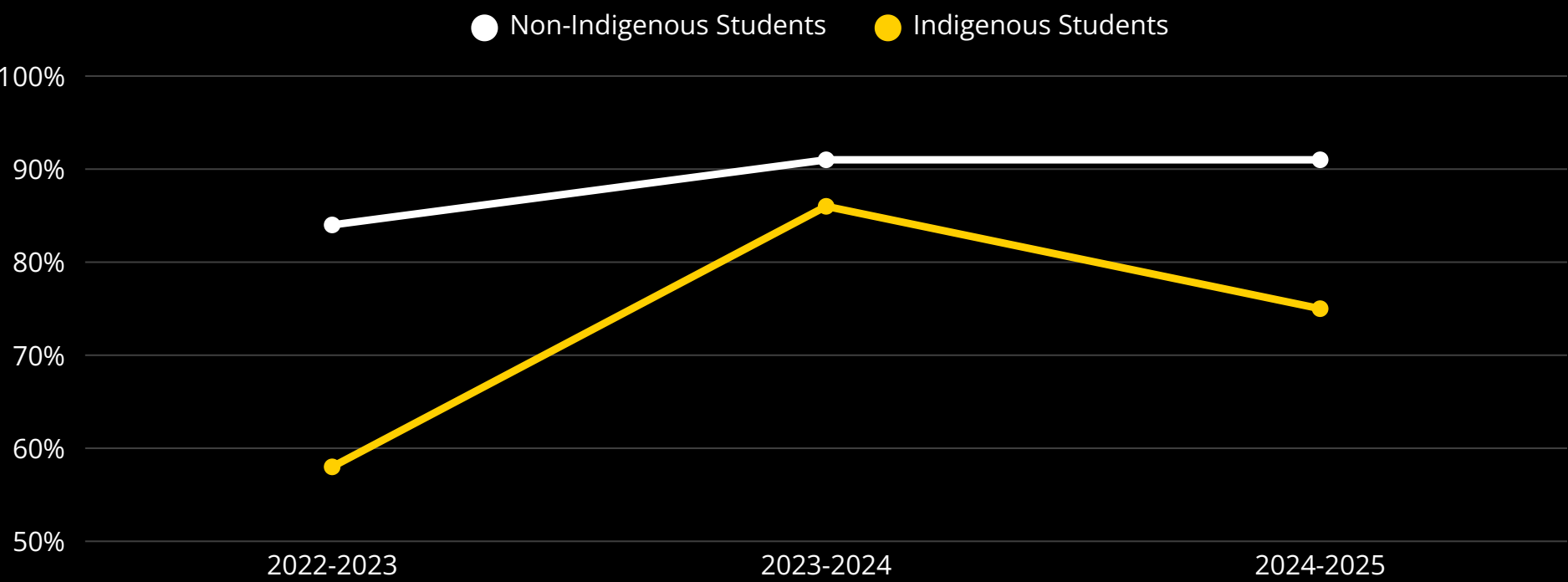
Summary

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 across the division.

Over 60% of students demonstrated acceptable or mastery in the RCAT assessment in the initial assessment, which assesses previous year content. The second assessment assesses the current grade level content, so even minimal growth shows significant improvement.



Percentage of Students Meeting or Mastering Expectations in Term 3
Grade 1-6: Year-Over-Year Comparison

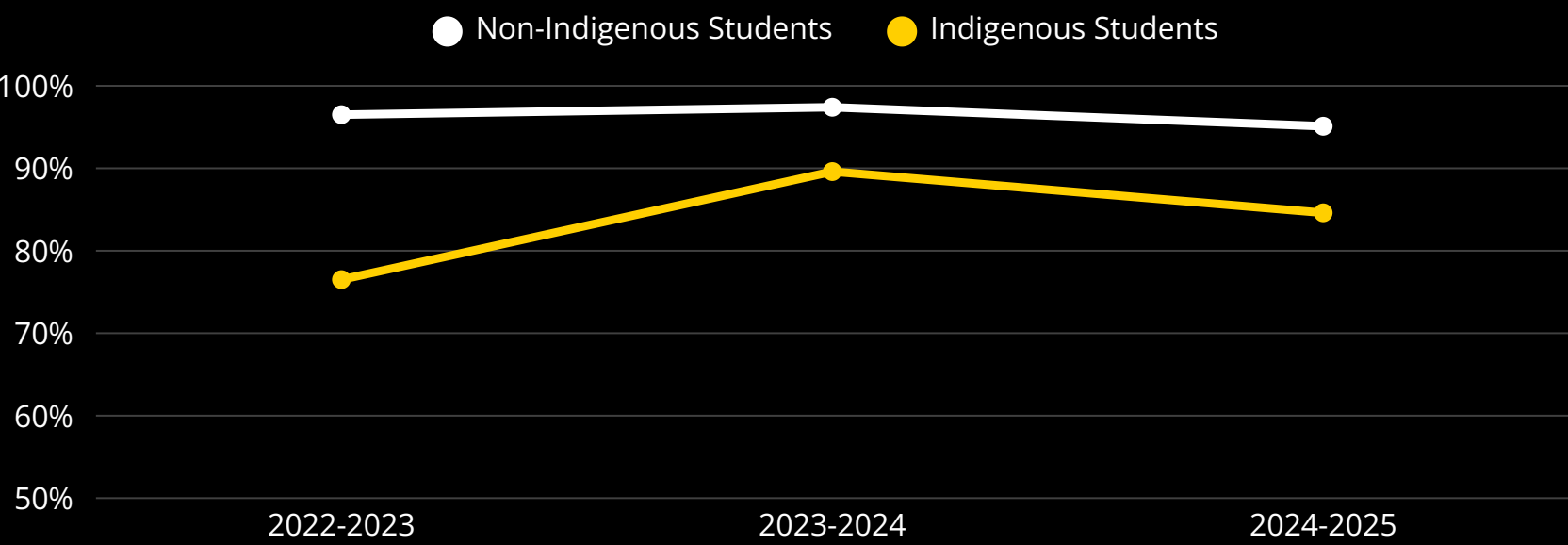


Summary

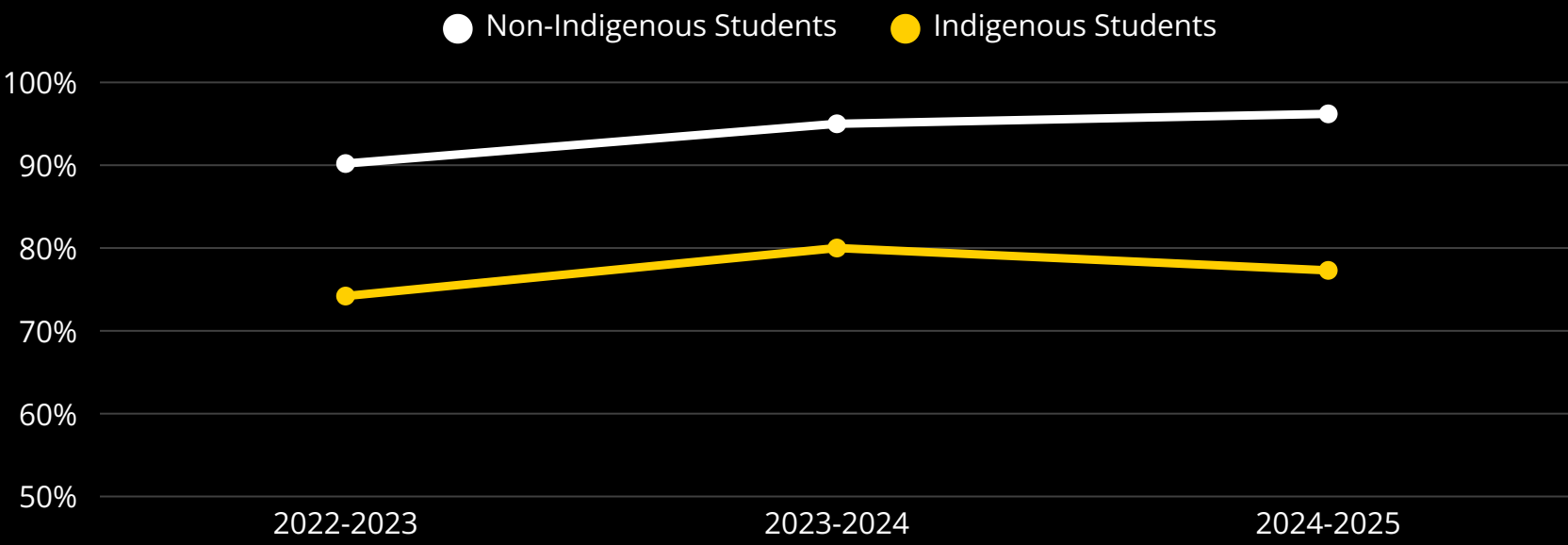
Report card data shows that when assessed through a variety of modes, that students demonstrate acceptable or mastery of grade-level content or individual IPP goals.

While both Indigenous and Non-Indigenous students have largely improved over the past three years, there is still a significant achievement gap that needs to be addressed through ongoing efforts.

Percentage of Students Meeting or Mastering Expectations in Semester 2
Grade 7-9: Year-Over-Year Comparison

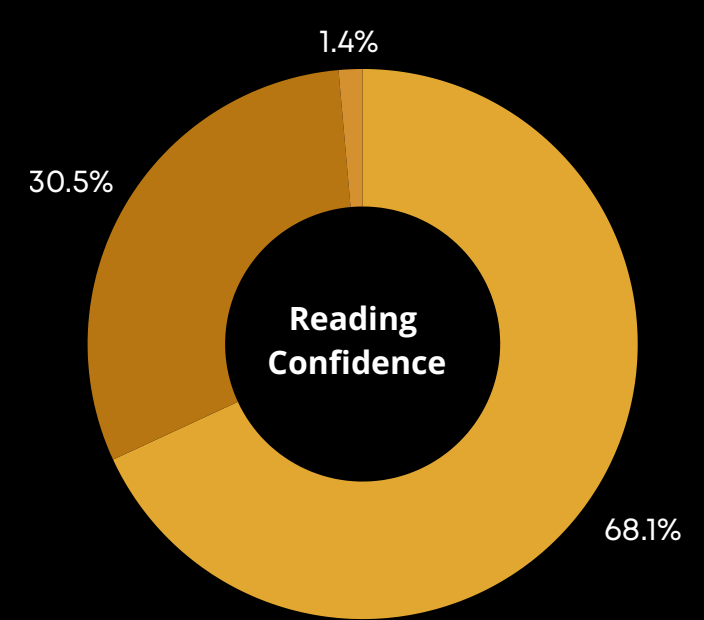


Percentage of Students Meeting or Mastering Expectations in End of Course Assessments
Grade 10-12: Year-Over-Year Comparison

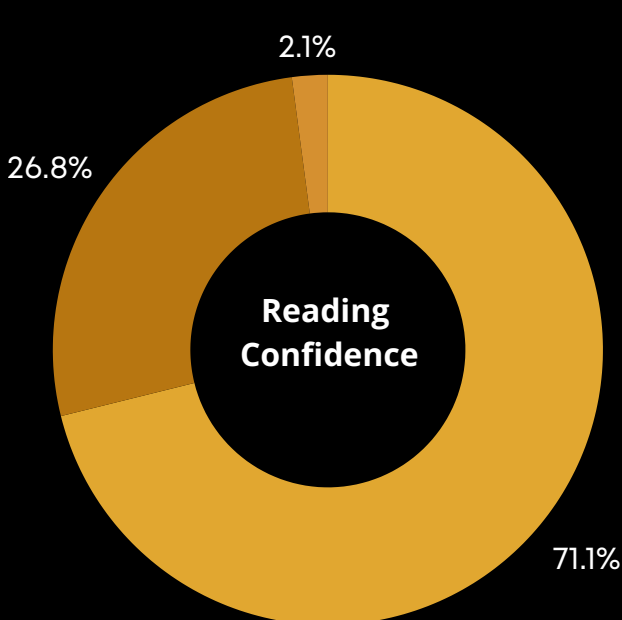


LITERACY ACHIEVEMENT RESULTS

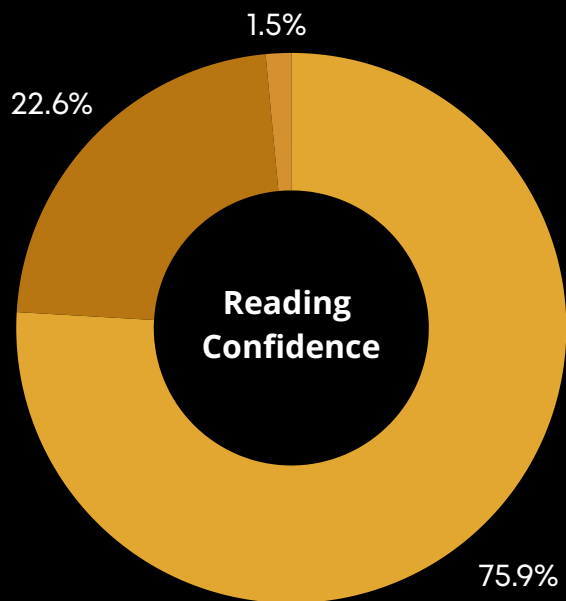
- Confident to Very Confident
- Less Confident
- Not Confident



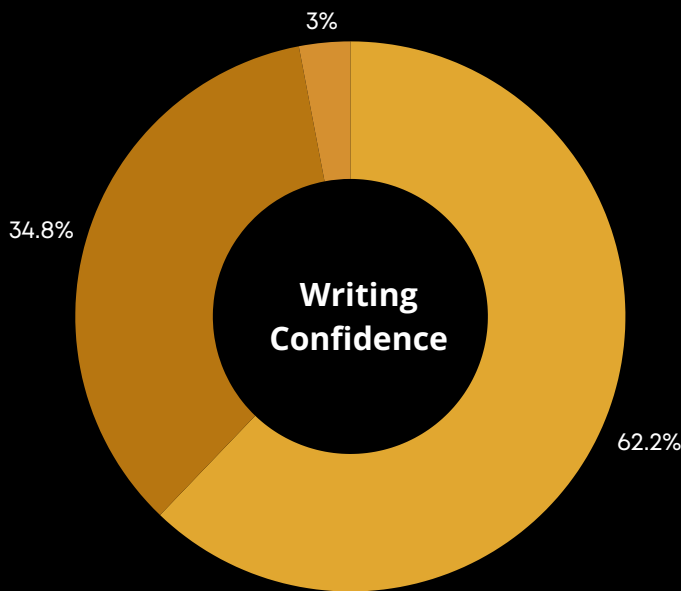
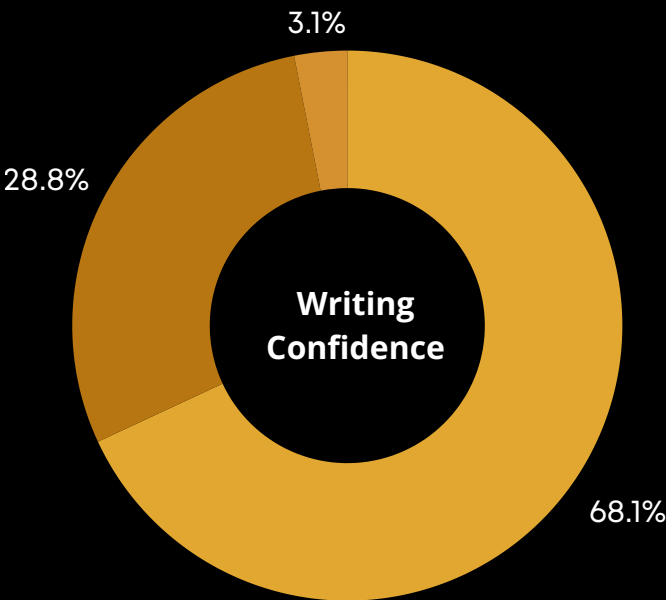
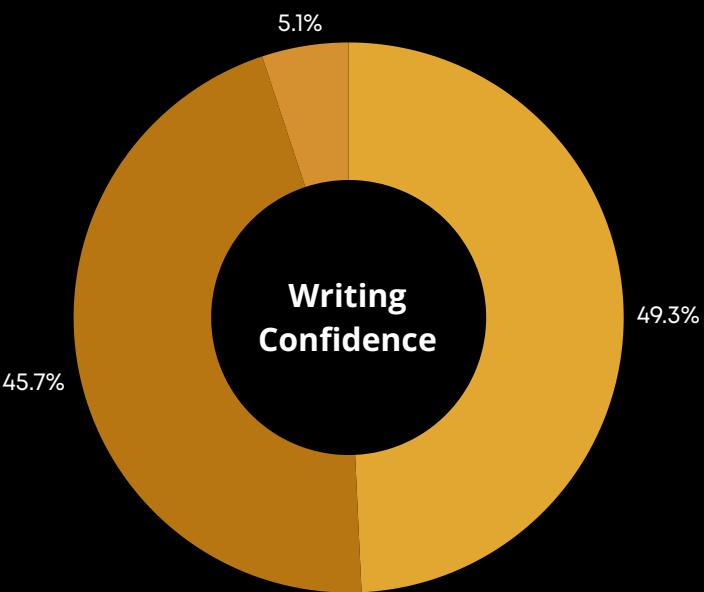
Grade 3-6



Grade 7-9



Grade 10-12



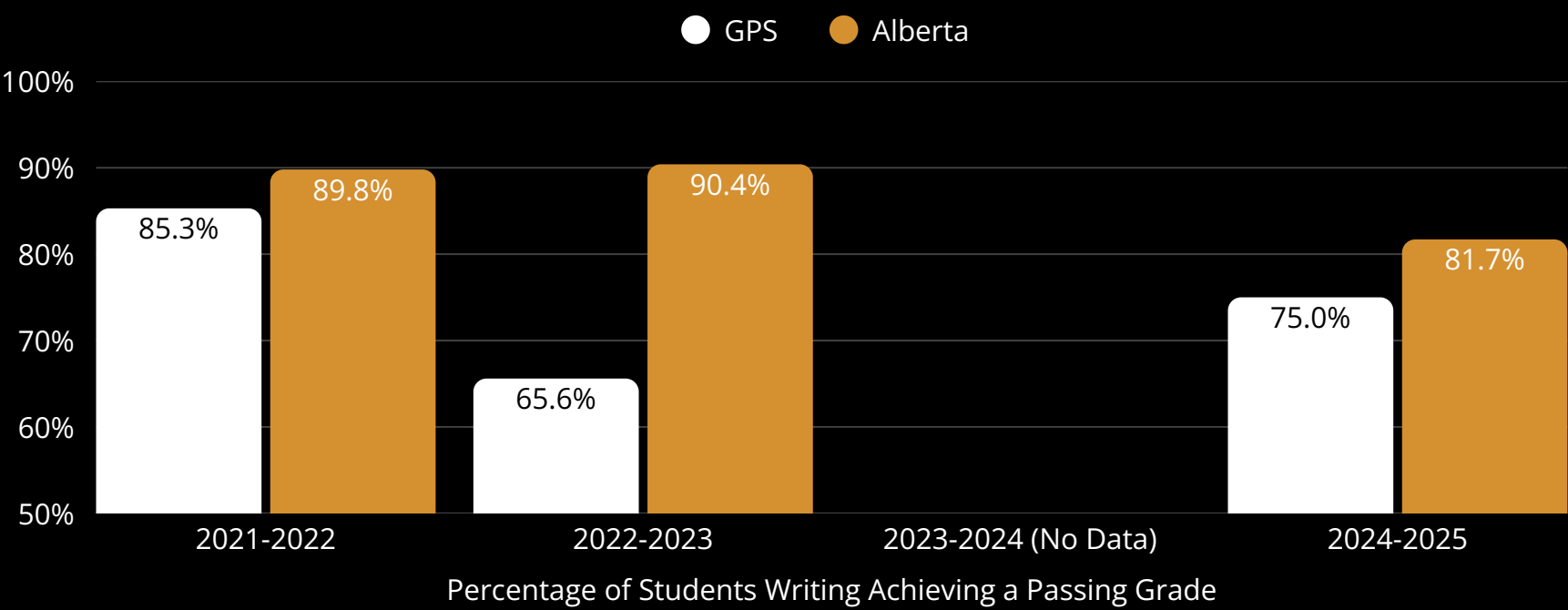
Summary

The PRSD annually surveys students in Grades 3-12 in the areas of Literacy, Numeracy and Inclusion. These results have been summarized in the following manner: Students who selected a 4 or 5 on a scale of 1-5 with 1 being not confident and 5 being very confident, are represented as confident to very confident. Students who selected a 2 or 3 are represented as less confident, and students who selected a 1 are represented as not confident.

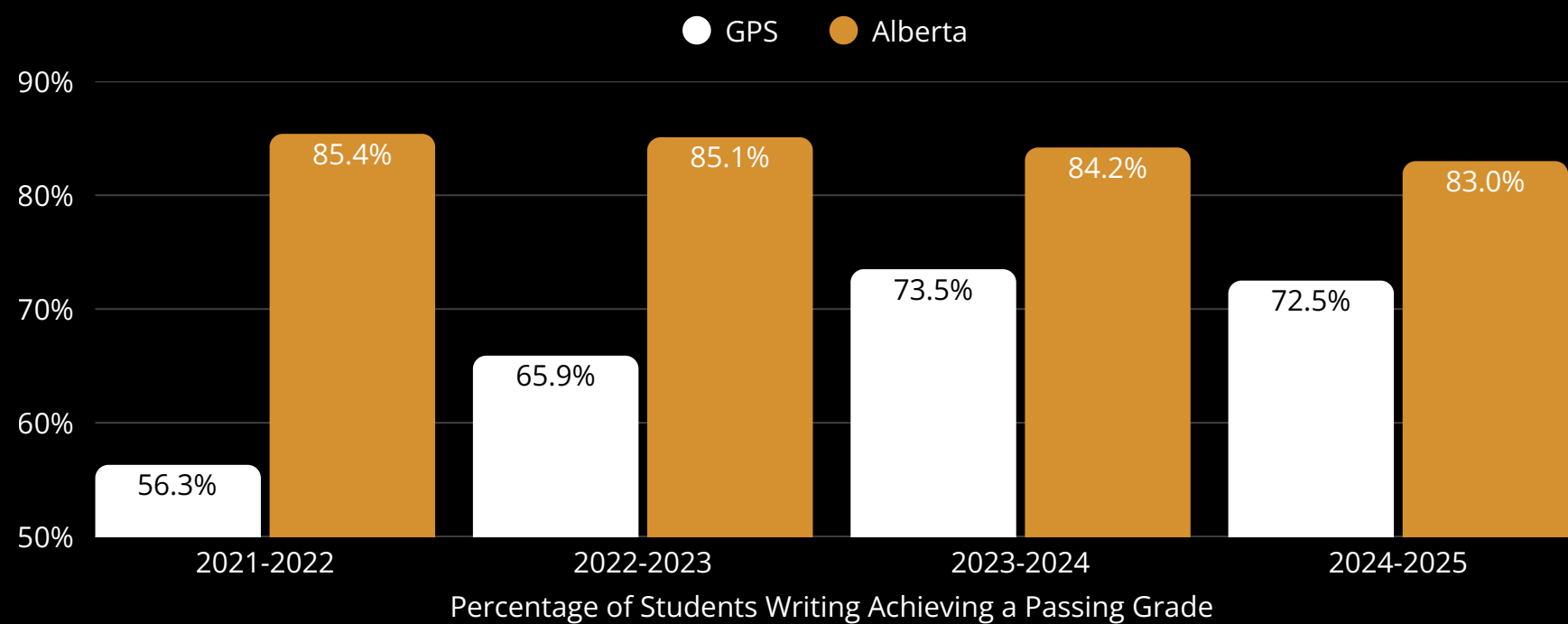
These results coincide with GPS' identified area of group in writing.



Grade 6 Provincial Achievement Test (PAT): Acceptable Standard
Year-over-Year Comparison: English Language Arts - All Students



Grade 9 Provincial Achievement Test (PAT): Acceptable Standard
Year-over-Year Comparison: English Language Arts 9 - All Students



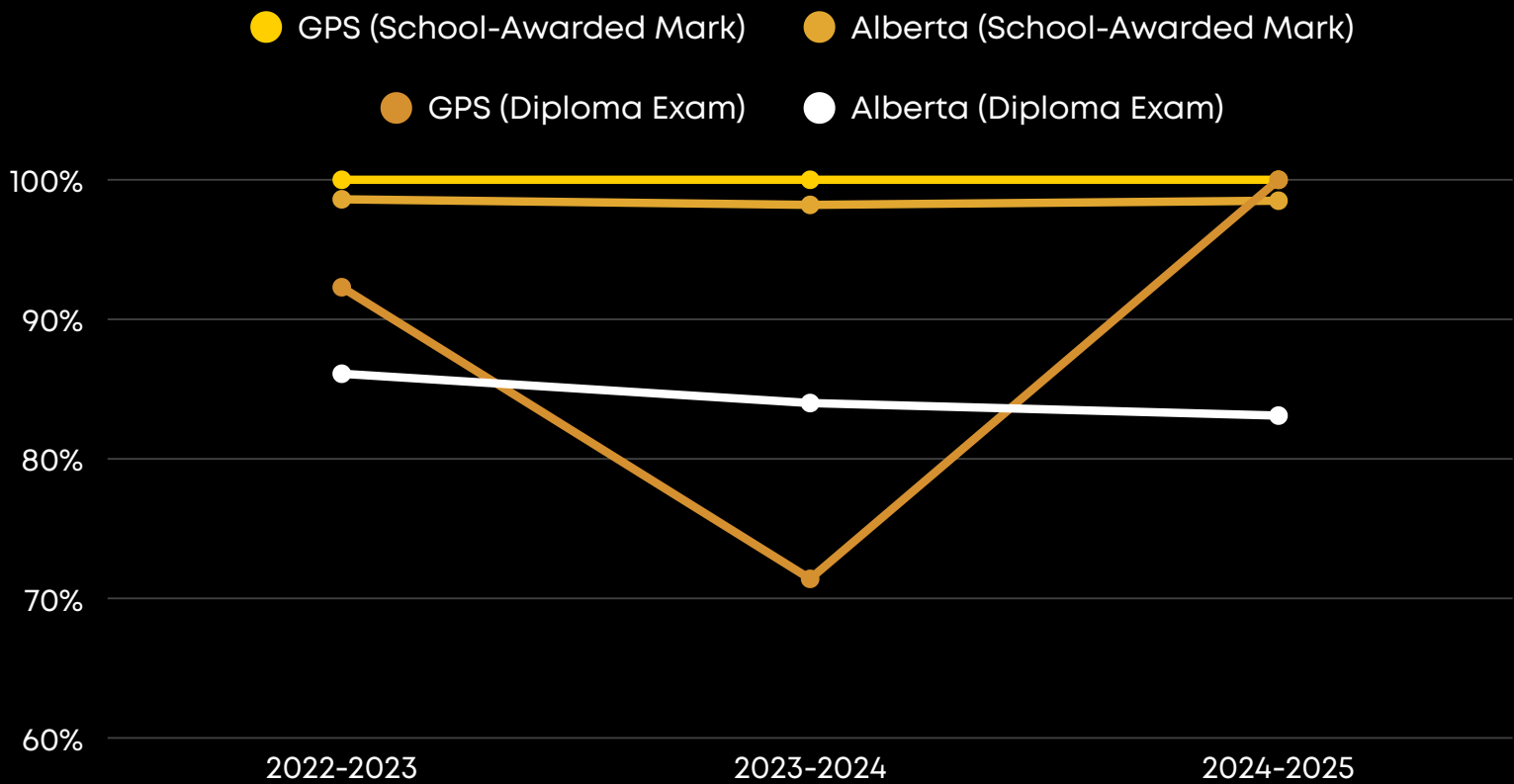
Summary

PAT exams show that students at GPS overall are behind the provincial average for PAT exams. One major factor in this data is participation rate. GPS regularly has over 90% of students participating in this exam, while the province averages low-80% participation. The participation of students who are on individual program plans also skews the data.

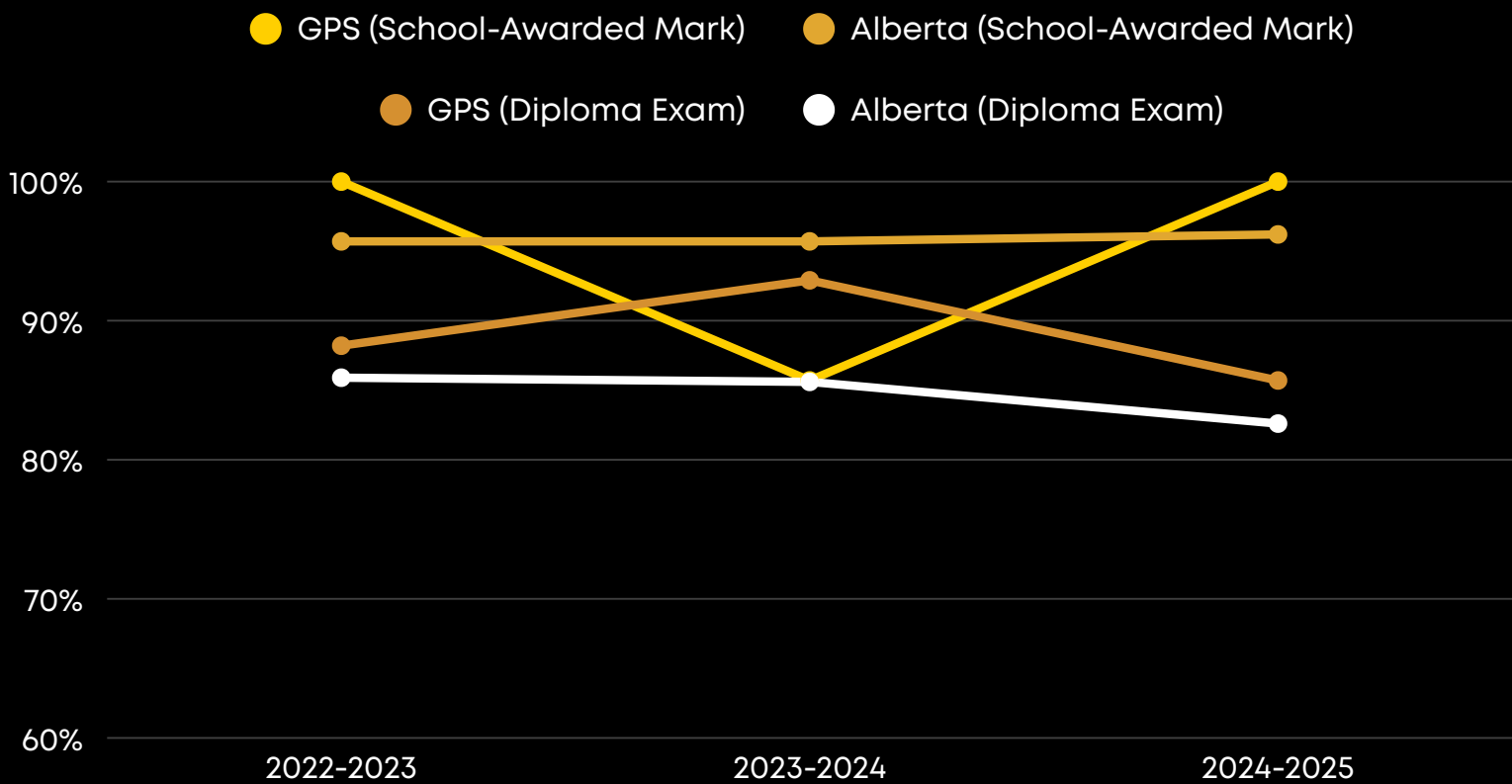
Staff continue to participate in local marking and PD, and to analyze PAT results to improve practice.



Percentage of Students Awarded Acceptable Standard
English Language Arts 30-1 (All Students)



Percentage of Students Awarded Acceptable Standard
English Language Arts 30-2 (All Students)



Summary

Overall, Diploma Exam data shows that students are well-prepared and perform well on the ELA 30-1 and ELA 30-2 Diploma exams.

While the Provincial average in ELA 30-1 Diploma exam has declined, we have overall improved, with an anomaly in the 2023-2024 school year. In ELA 30-2, GPS students have performed above the Provincial average on the Diploma exam consistently.

A significant gap is observed between the school-awarded and Diploma mark province-wide.



General Statement

Local PRSD measures such as the EICS Phonological Awareness assessment, RCAT data, WAT (writing assessment) and year-end report card data, reveal growth in literacy development across grade levels during the school year, and across the past several years. Writing continues to be an area of focus for GPS, specifically in Gr. 1-6. Additionally, gaps in achievement between our non-Indigenous and Indigenous students are still evident, and more work is needed to continue improving this measure.

Factors that Affected Results

The most recent achievement data indicates 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. Finally, we are seeing a steep decline in the value that students place on PAT and Diploma Exams, leading to a frequent lack of preparation and frequent underperformance when compared to the rest of the school year.

Next Steps

Grimshaw Public School will continue to focus on literacy development for the upcoming school year and beyond. Writing will be a priority moving forward, as it is an identified area of growth. We remain committed to Collaborative Response as the vehicle to continue our 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.



GOAL #2 ALL STUDENTS ARE NUMERATE

OUTCOME: All students are performing at or above grade level or meeting their individualized program goals.

Alberta Education

OUTCOMES & MEASURES

- Provincial Numeracy Screening Assessment (PNSA) for Grades 5–9
- Provincial Achievement Tests (PATs) Results
- Diploma Exam (DIPs) Results

Peace River School Division

OUTCOMES & MEASURES

- Numeracy Common Assessment Tool (NCAT) Data for Grades 5–9
- Aggregate Academic Performance Report (Report Card Summary Data) for Grades 1–12

Educators will also use disaggregated numeracy achievement results including:

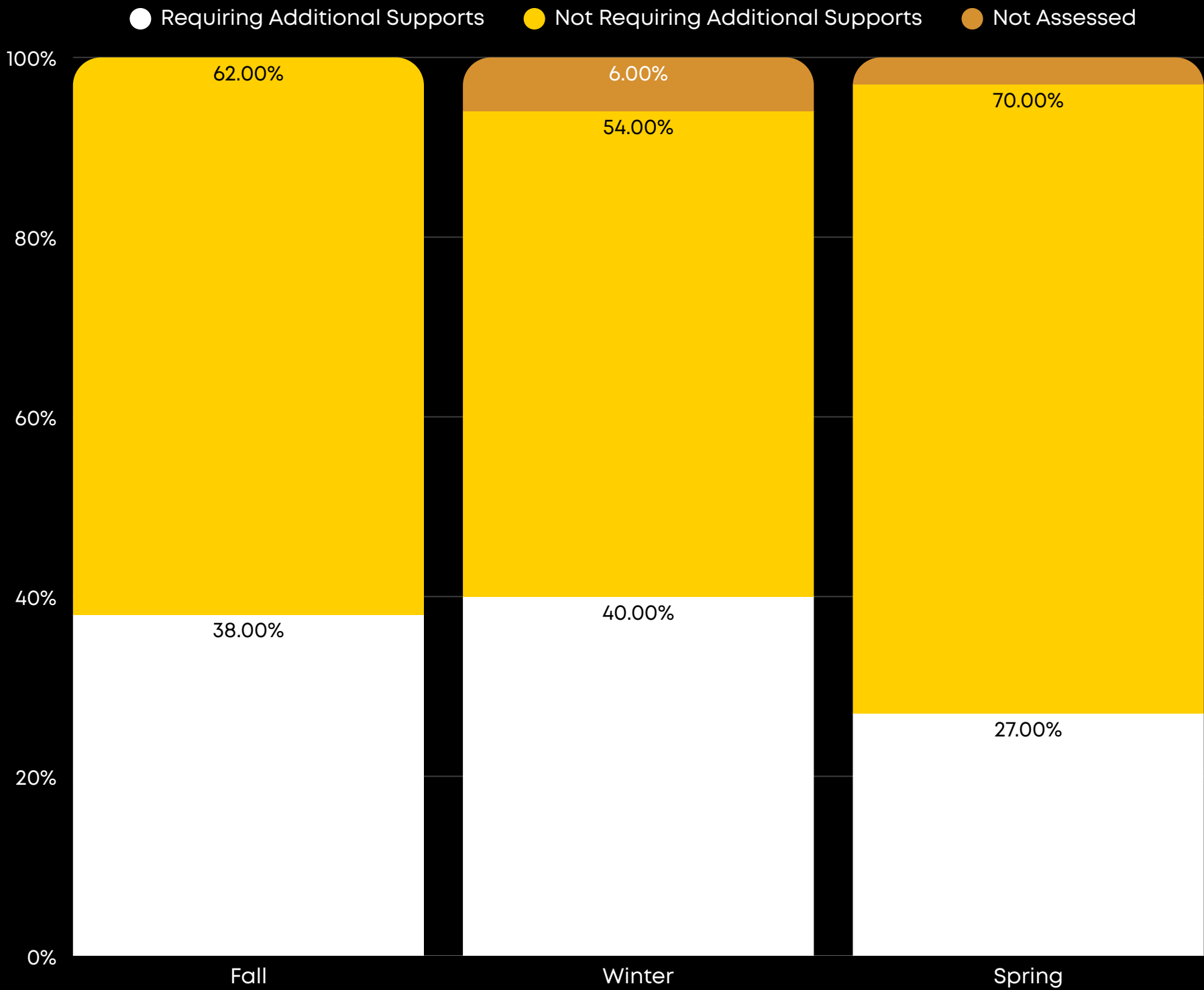
- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels and divisions within the school.

OUR STRATEGIES

- Administer and analyze data gathered from the Elk Island Catholic Schools Numeracy Assessment (EICS NA), the Provincial Numeracy Screening Assessment (PNSA), the Numeracy Common Assessment Tool (NCAT), and Common Final Exams for Gr. 7–8 – as outlined in the PRSD Assessment Plan – both as classroom teachers and as division-level teams at Collaborative Team Meetings (CTMs)
- Use data to support and inform numeracy instruction, in class, through various resources, including Mathology, Equals Math (AbleNet), Bridges, independent practice, online practice and intervention programs, concrete/pictorial representations, and hands-on manipulatives
- Use Collaborative Planning Time (CPT) to develop, monitor and assess progress in class and to establish common assessment policies, assessments, exemplars, rubrics, and other instructional materials
- Scheduled and unannounced visits to all classes to conduct environmental scans and observations of instructional practices with follow-up discussions focused on numeracy



Percentage of Students Assessed Requiring Additional Supports
Kindergarten to Grade 4



Summary

Over the course of the year, the number of students identified as “at risk” decreased.

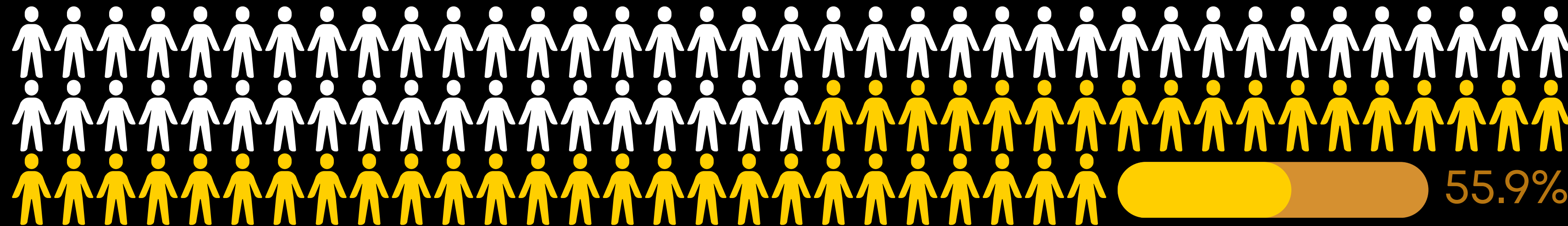
This shows that students are closing gaps in foundational knowledge over the course of the year.



NUMERACY ACHIEVEMENT RESULTS

Numeracy Common Assessment Tool (NCAT): Grade 5-9

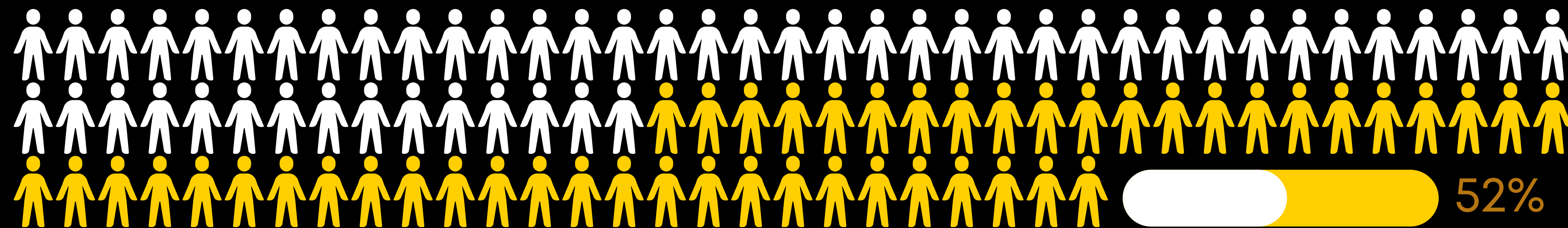
Percentage of Students Meeting or Mastering Grade Level Expectations - Winter Assessment



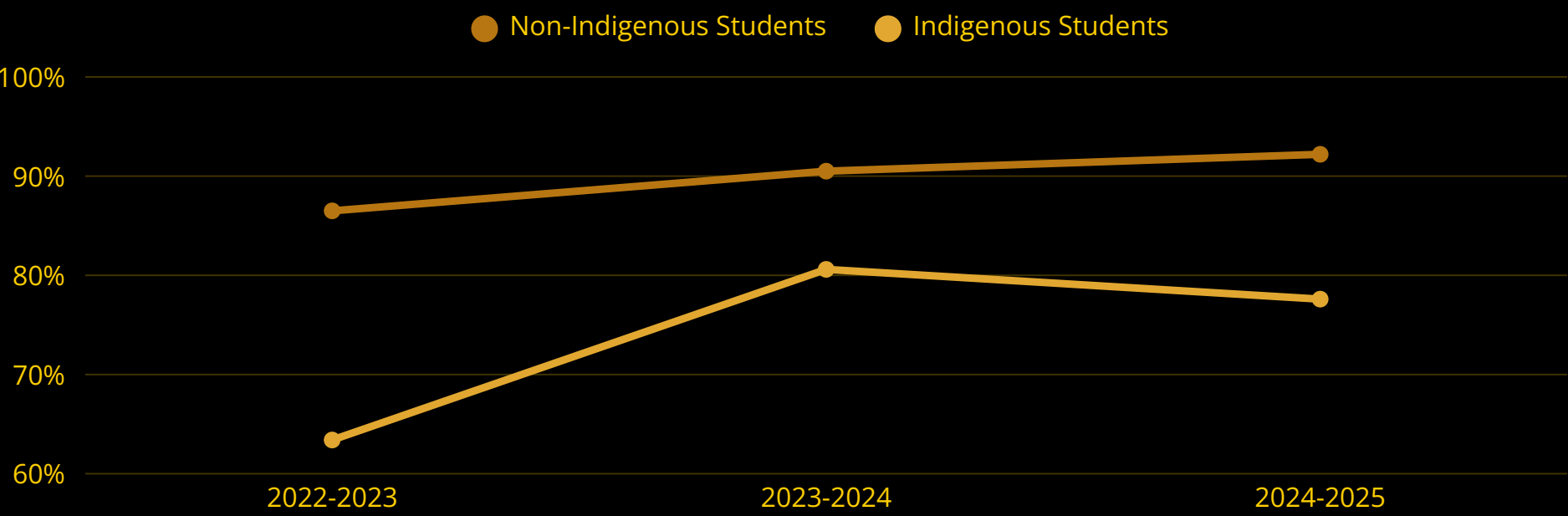
Summary

NCAT results show that students demonstrated similar levels of achievement in the Winter and Spring assessments. The NCAT is a progress monitoring tool, used to inform instruction for classroom teachers.

Percentage of Students Meeting or Mastering Grade Level Expectations - Spring Assessment



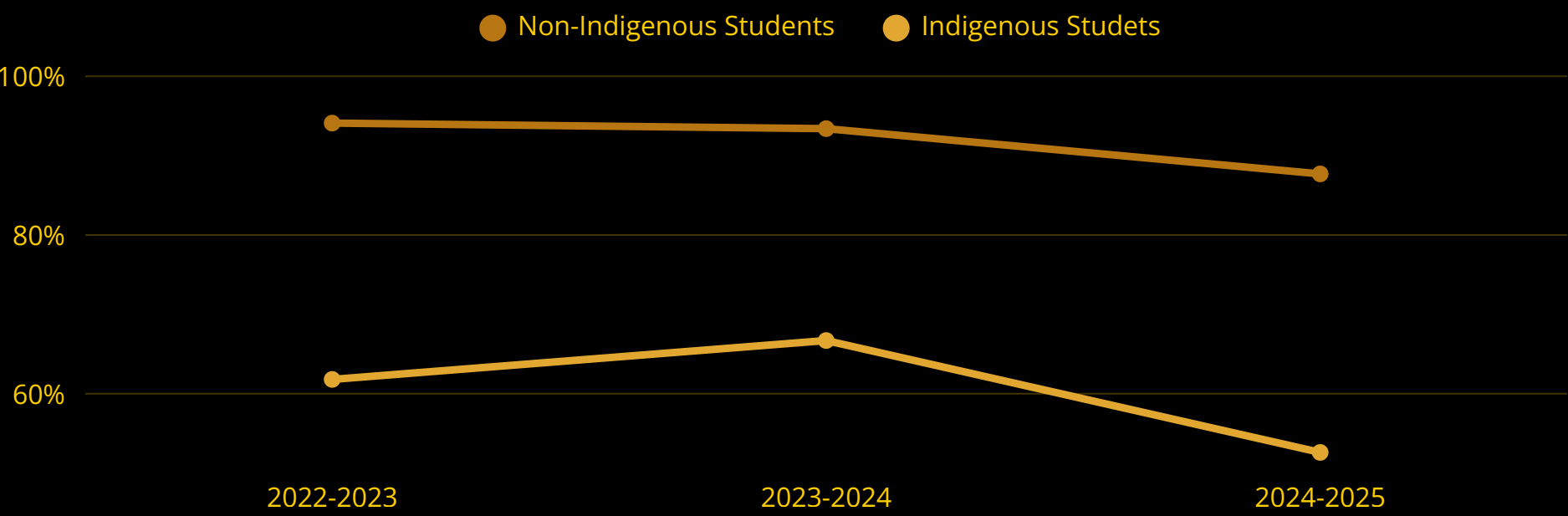
Percentage of Students Meeting or Mastering Expectations in Term 3
Grade 1-6: Year-Over-Year Comparison



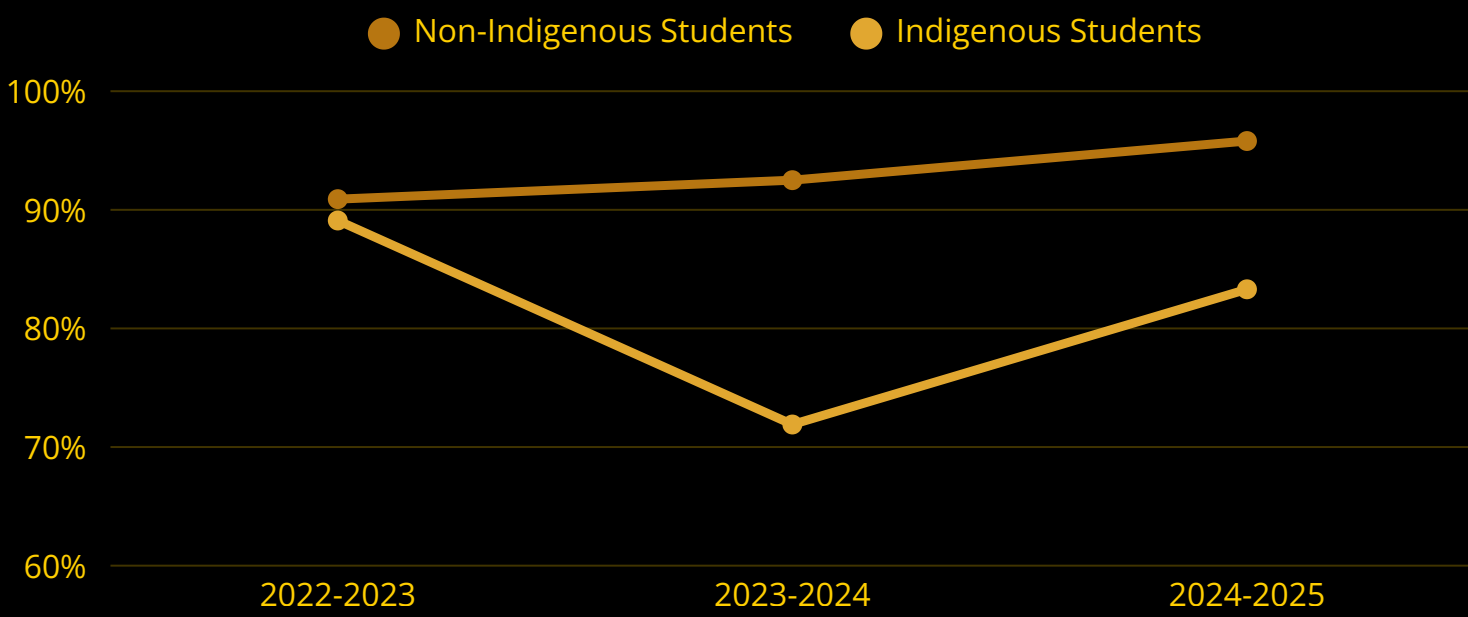
Summary

Elementary and Gr. 10-12 students have demonstrated improvement over the last three years, while Gr. 7-9 students have had a slight decrease. The achievement gap between Indigenous and Non-Indigenous students continues to be a concern that needs to be addressed.

Percentage of Students Meeting or Mastering Expectations in Year-End Assessments
Grade 7-9: Year-Over-Year Comparison

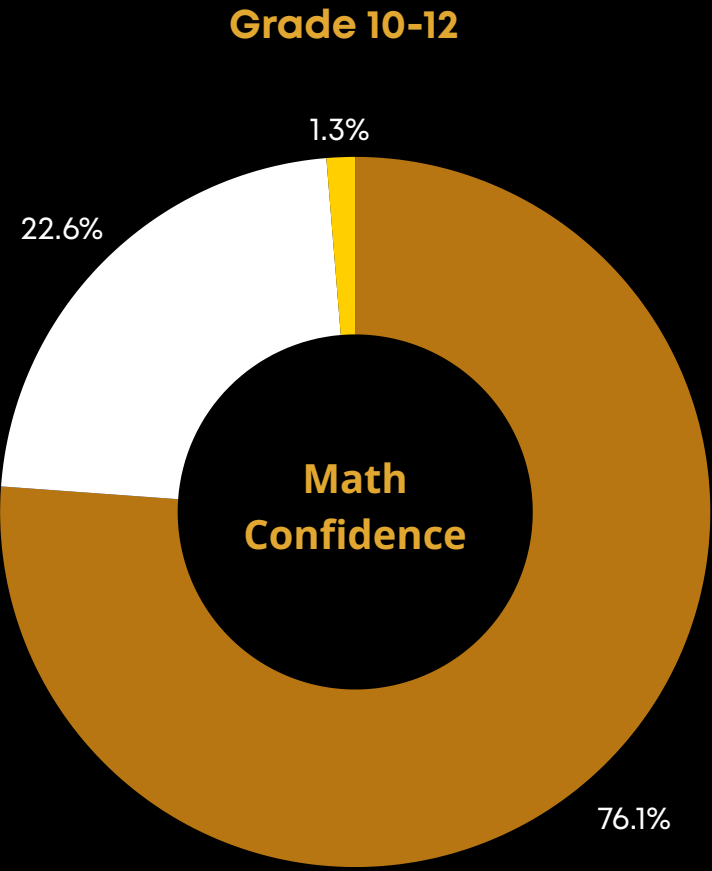
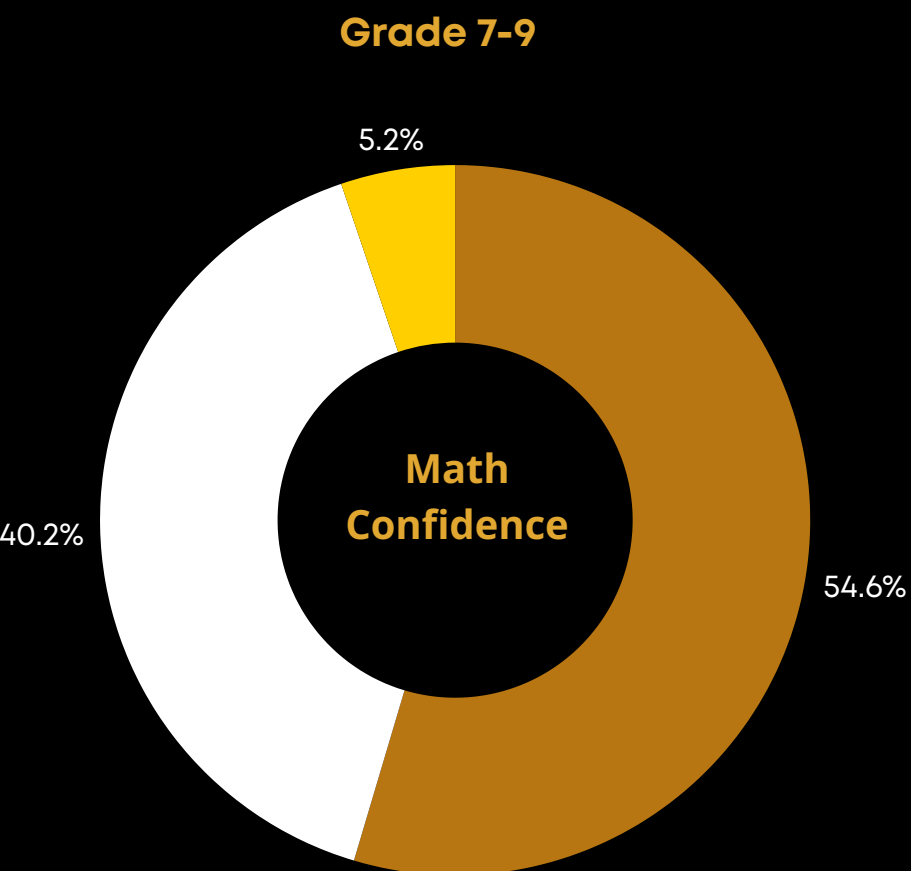
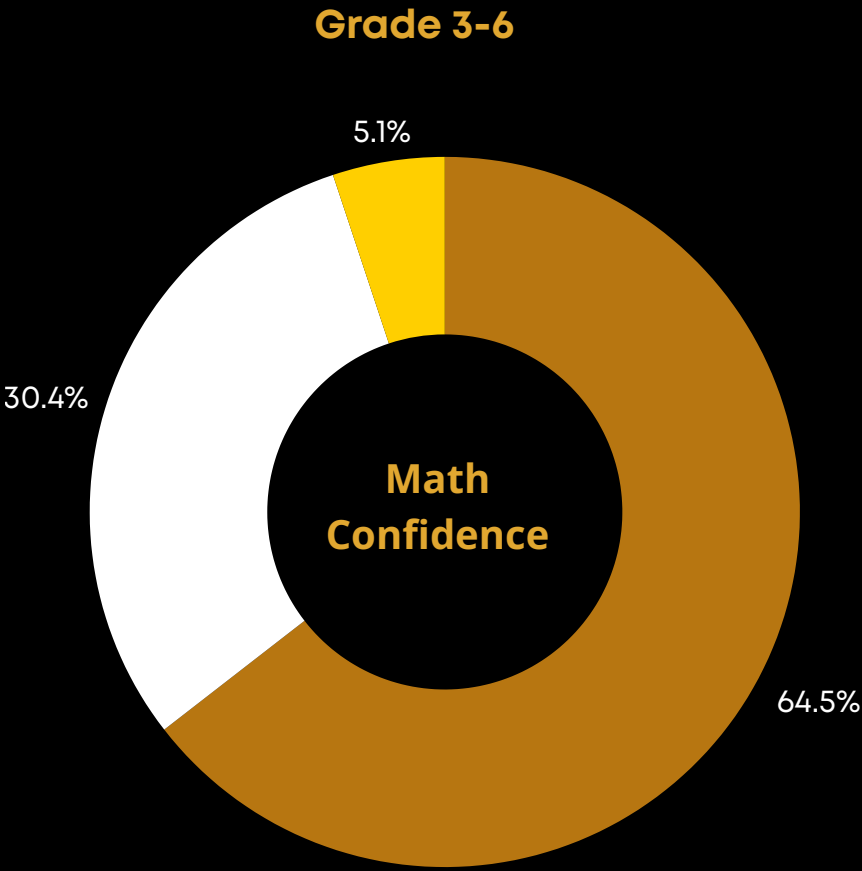


Percentage of Students Meeting or Mastering Expectations in End-of-Semester Assessments
Grade 10-12: Year-Over-Year Comparison



NUMERACY ACHIEVEMENT RESULTS

- Confident to Very Confident
- Less Confident
- Not Confident



Summary

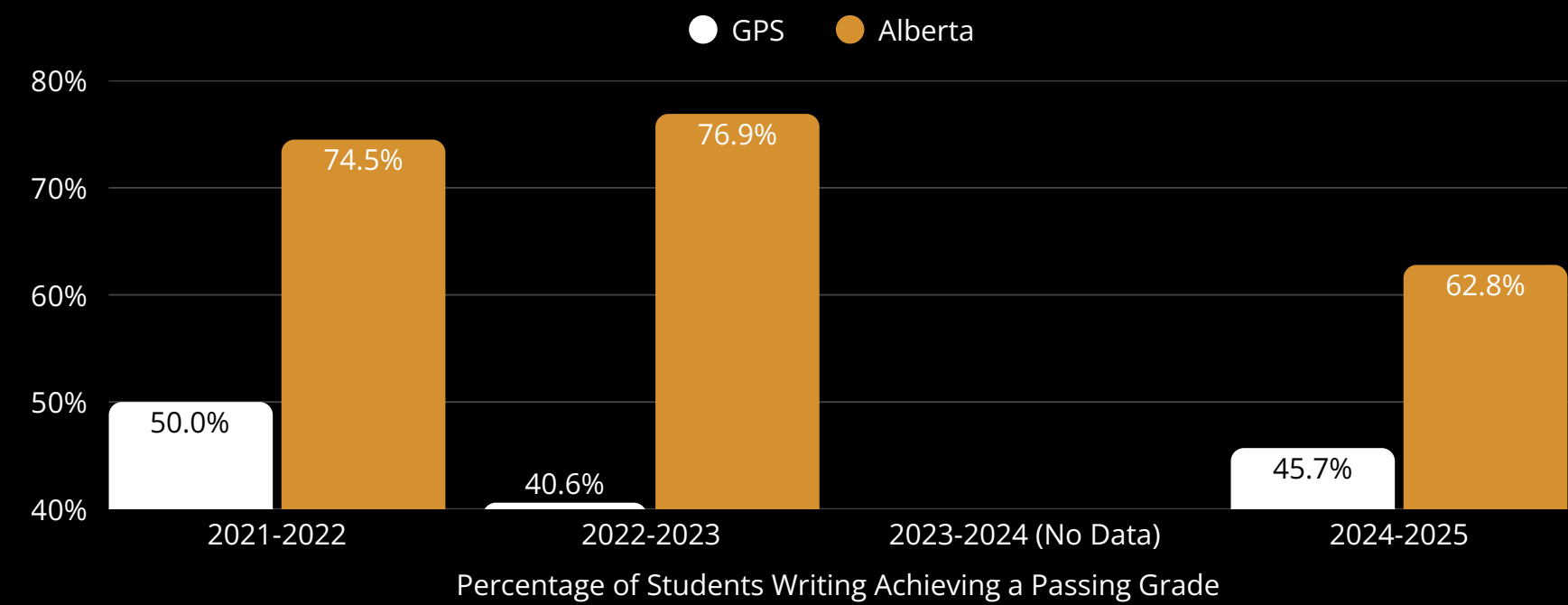
The PRSD annually surveys students in Grades 3-12 in the areas of Literacy, Numeracy and Inclusion. These results have been summarized in the following manner: Students who selected a 4 or 5 on a scale of 1-5 with 1 being not confident and 5 being very confident, students who selected a 2 or 3 being less confident, and students who selected a 1 being not confidence.

Data shows that students in elementary and in high school are more confident in mathematics, while those in junior high are slightly less confident.

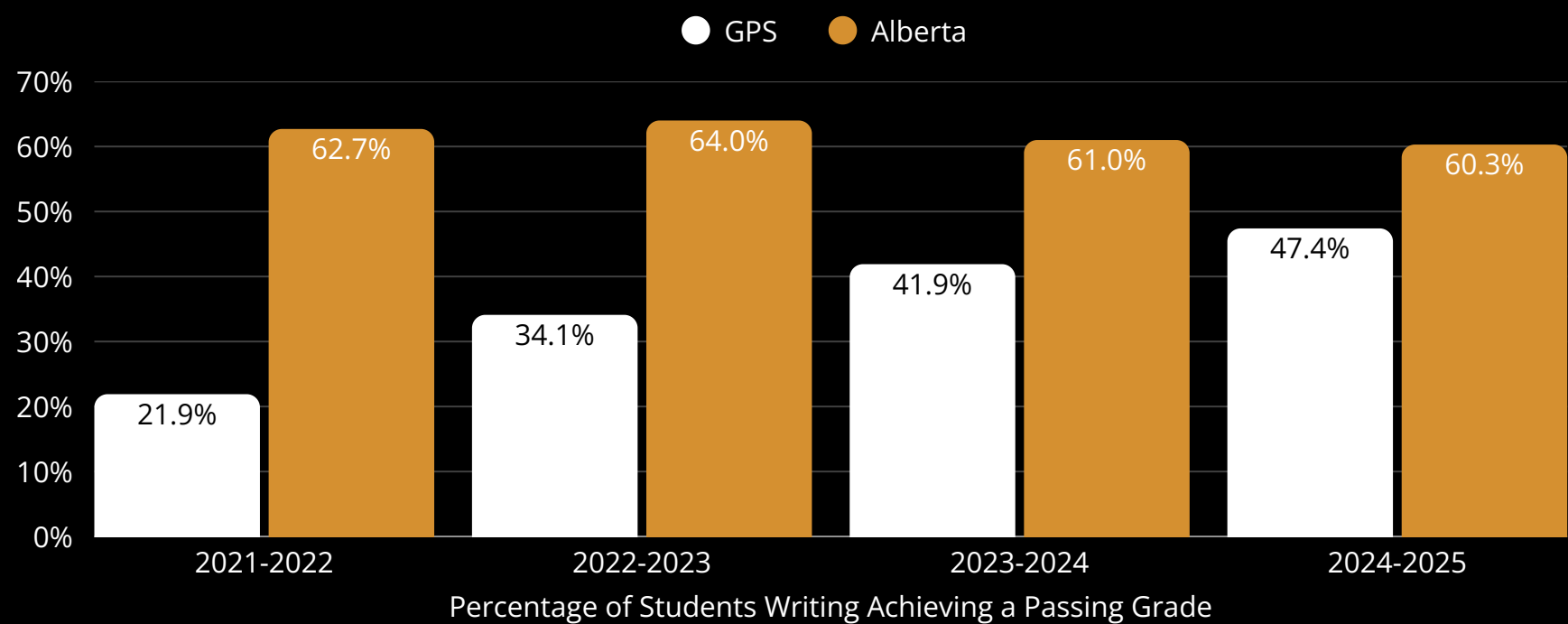


NUMERACY ACHIEVEMENT RESULTS

Grade 6 Provincial Achievement Test (PAT): Acceptable Standard
Year-over-Year Comparison: Mathematics - All Students

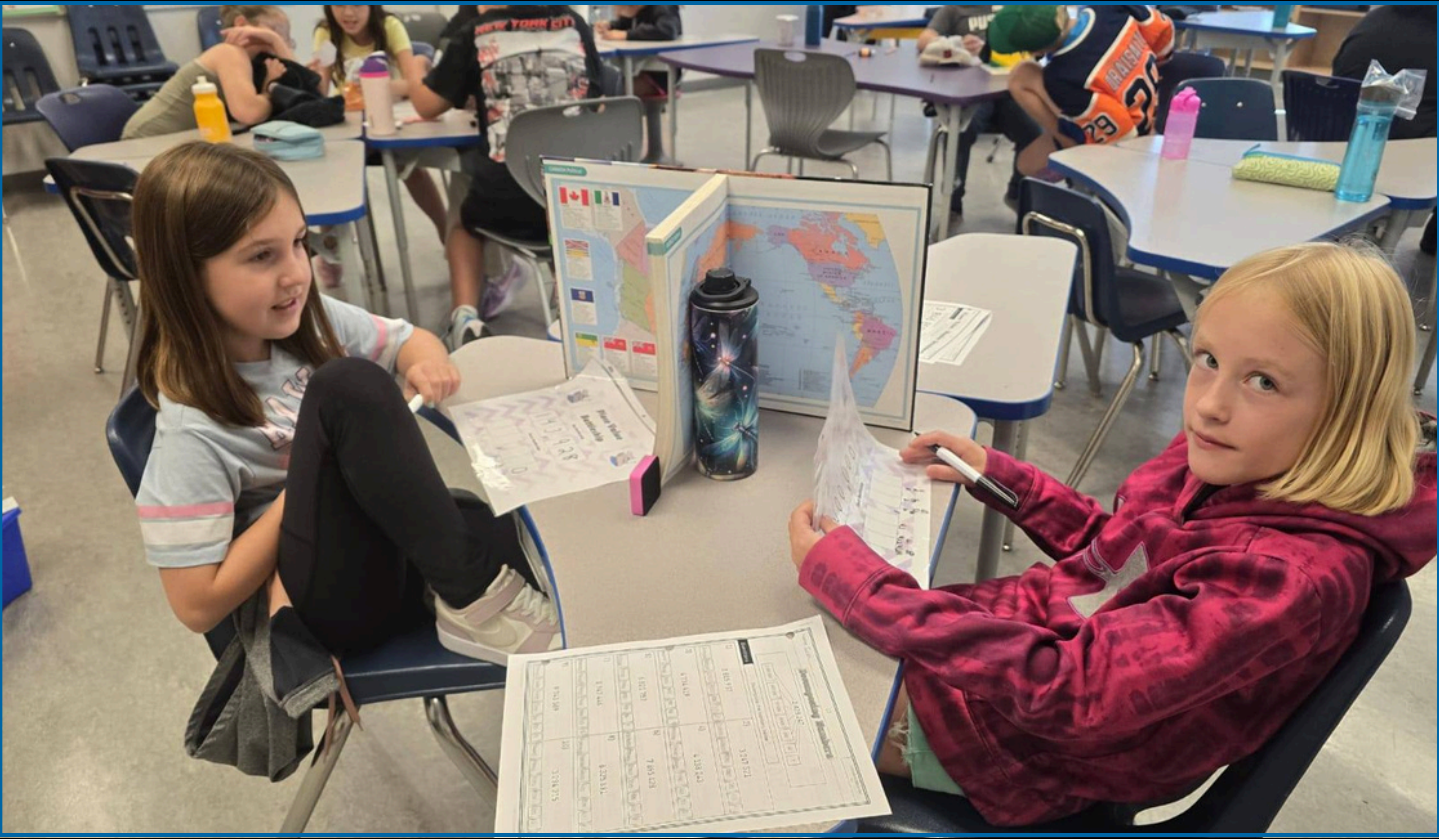


Grade 9 Provincial Achievement Test (PAT): Acceptable Standard
Year-over-Year Comparison: Mathematics 9 - All Students

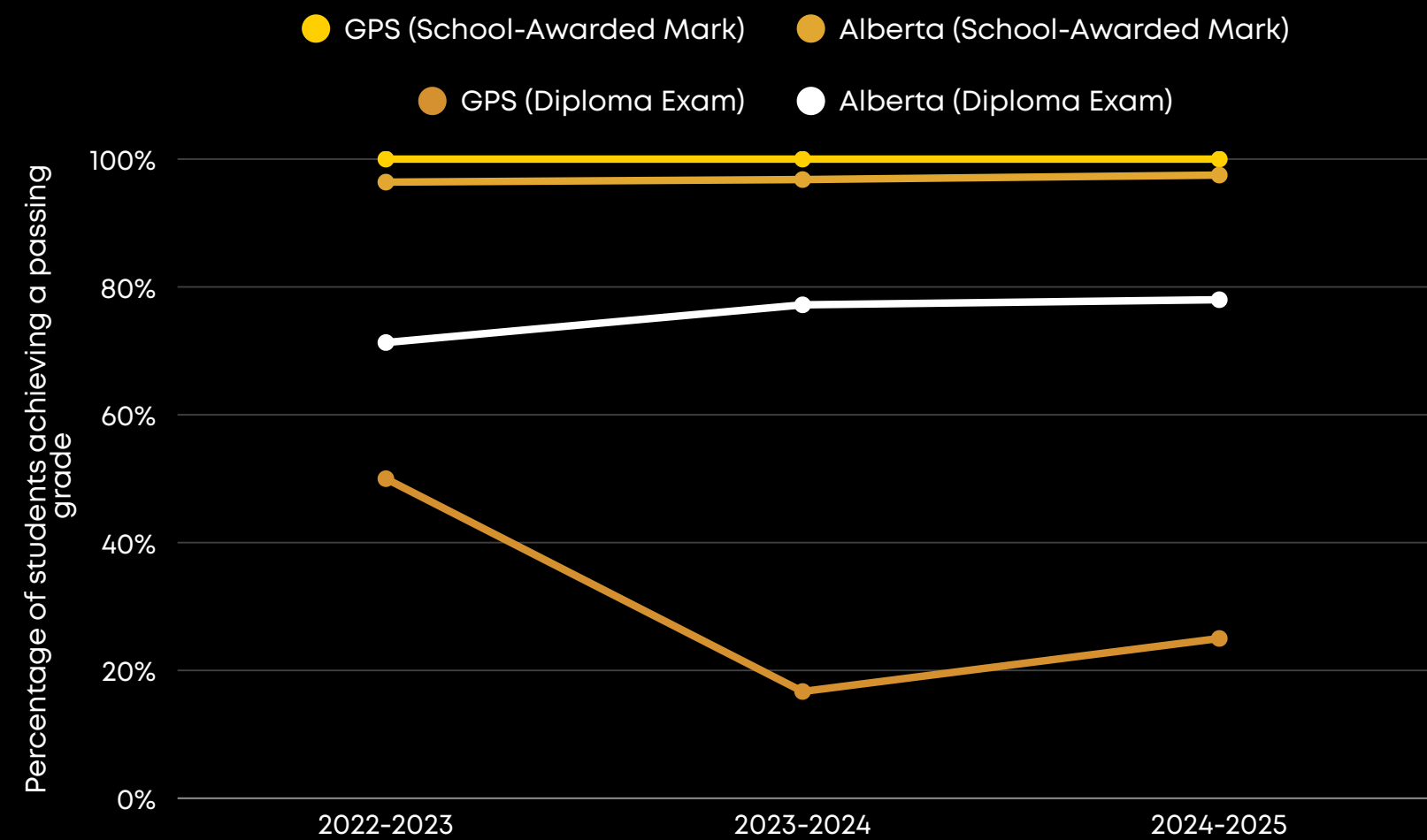


Summary

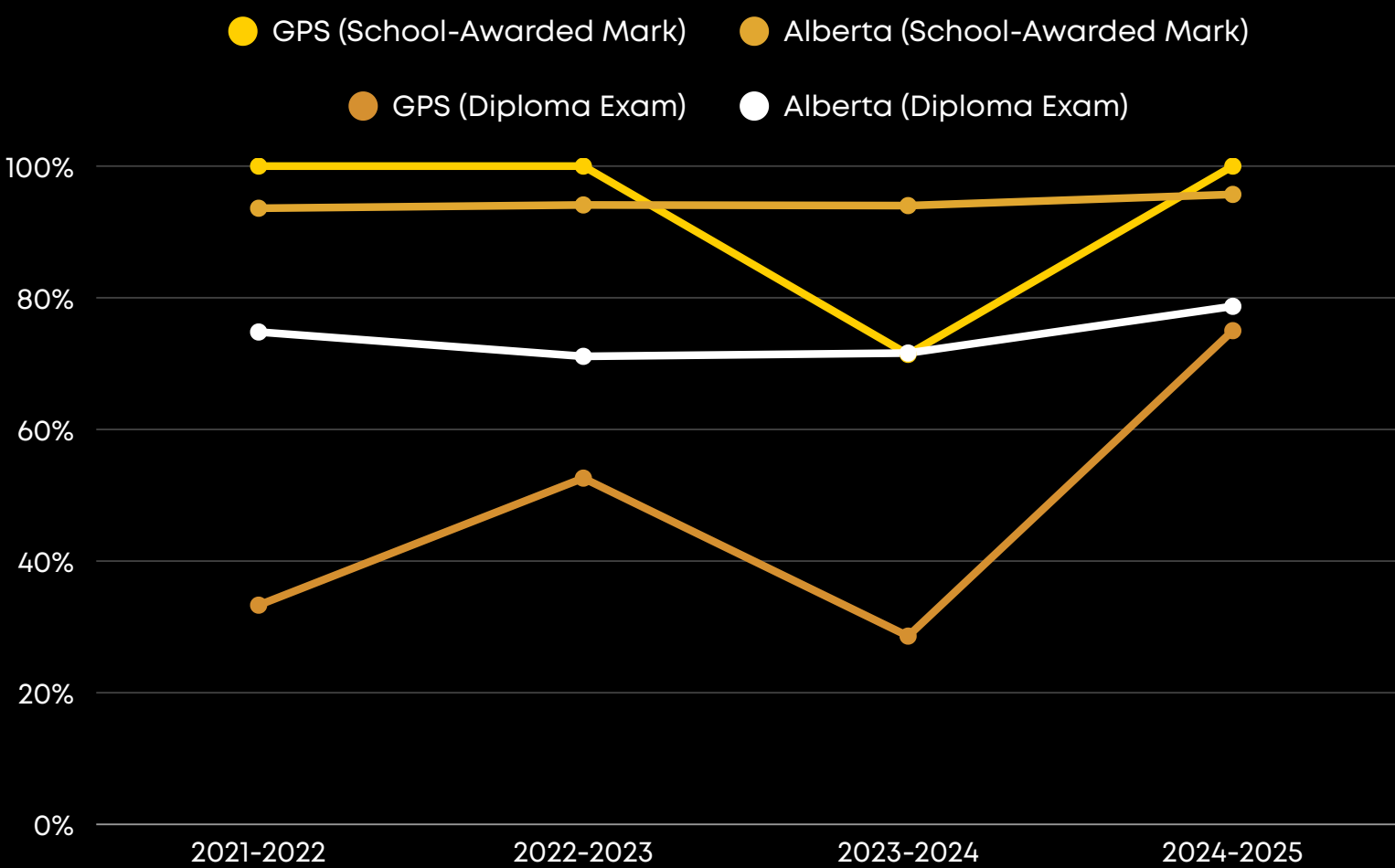
While PAT results continue to be an area of growth, Mathematics 9 results have shown steady growth over the last 4 years. Grade 6 Mathematics will require further time to determine trends, as 2024-2025 was the first year assessing the new curriculum.



Percentage of Students Awarded Acceptable Standard
Mathematics 30-1



Percentage of Students Awarded Acceptable Standard
Mathematics 30-2



Summary

The significant gap between school-awarded and diploma exam marks is an ongoing concern. Several factors contribute to this gap, including in-class assessments that allow students to demonstrate their understanding in a variety of ways, and a lack of buy-in and preparation from students. Despite this, Math 30-2 has demonstrated a positive trend over the last several years.



General Statement

Overall, local PRSD measures revealed growth in numeracy development, although Gr. 7-9 had a slight decrease. 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 their numeracy skills and abilities had improved throughout the year, specifically in Gr. 10-12. Alberta Education achievement results for PATs exams in mathematics were generally less favourable, and the gaps between the school and provincial performance are concerning, as are the continued gaps in achievement between our Indigenous and non-Indigenous learners.

Factors that Affected Results

Grimshaw Public School'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. 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. In addition, students overall articulate that they do not value or prepare for standardized assessments such as PATs and Diploma Exams.

Next Steps

Grimshaw Public School'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 continue our work to ensure differentiated instructional and assessment practices that foster inclusive classrooms. Efforts will continue 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. While students were overall successful in their courses, preparation for standardized assessments, as well as ongoing discussion regarding their importance and test-taking strategies continues to be an area of focus.



GOAL #3

ALL STUDENTS ARE SUCCESSFUL THROUGH INCLUSIONARY PRACTICES

OUTCOME: All students' academic, physical, and social-emotional needs are met within a culture of inclusion

Alberta Education OUTCOMES & MEASURES

- Data regarding participation in PATs
- Data regarding participation in DIPs
- Data regarding High School Completion Rates
- Alberta Assurance Survey Data - Overall Summary Results

Peace River School Division OUTCOMES & MEASURES

- PowerSchool/Dossier attendance Data
 - PRSD Student Assurance Survey Data
- Educators will also use the following qualitative data:
- Implementation of: a school-wide attendance plan; a school-wide, classroom and individual Positive Behaviour Support Plans (PBSPs)
 - Use of appropriate universal strategies as outlined in the Continuum of Supports
 - PowerSchool log entry data including data on visitations to the office or principal
 - Timely implementation of targeted supports (Tier 3 and 4) through a clear communication process

Educators may also use the following social-emotional considerations:

- Use of appropriate universal strategies as outlined in the Continuum of Supports
- Submission of referrals for social worker intervention
- Implementation of social-emotional support plans
- Creation and implementation of quality safety plans for students

OUR STRATEGIES

- Ensure students are provided with quality programming through the implementation of Standard Operating Procedures on Individual Program Plans and Behaviour Support Plans, as well as multiple opportunities for group planning or student transitions.
- Continued implementation of a school-wide Positive Behaviour Intervention and Support Plan, with a focus on restorative practice and positive reinforcement.
- Continued implementation of a school-wide Attendance Plan, including automated calls for daily absences, teacher calls for frequent absenteeism and administrative intervention for chronic absenteeism.
- Facilitate junior high Career and Technology Foundations (CTF), and promote formal senior high courses in Fine Art, Home Economics, Industrial Arts, and other Career and Technology Studies (CTS) courses.
- Ensure that senior high students continue to have access to an Academic and Career Counselor emphasizing goal-setting and preparing for graduation and future success, an Off-Campus Coordinator and off-campus learning opportunities including Work Experience, Green Certificate, and the Registered Apprenticeship Program (RAP), and access to a wide variety of Career and Technology Studies (CTS) courses as well as extracurriculars and citizenship activities through groups such as Student Leadership.
- Continue to support students' wellness and positive mental health through universal and small group programming provided by our two Project Peace Success Coaches and our Indigenous Support Worker (ISW), as well as through individual sessions with the Divisional Social Worker.
- Continue to provide wrap-around support for Indigenous students to ensure student needs are met by working collaboratively with the school's Inclusive Education Coaches, Project Peace Success Coaches and Indigenous Support Worker (ISW), as well as the division's FNMI Program Coordinators, and by monitoring Indigenous student data through the Collaborative Response Model.
- Intentional and structured monthly Collaborative Team Meetings (CTMs) and weekly School Support Team Meetings (SSTs) which focus on student success through the use of existing Continuum of Supports, best practices, and individualized solutions.

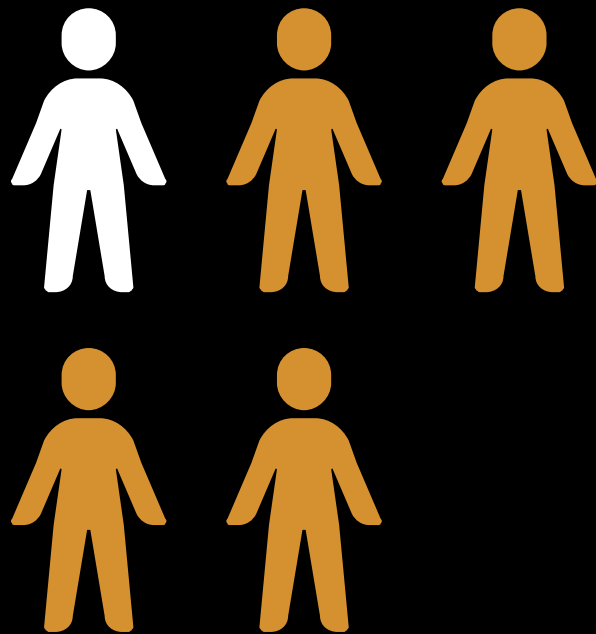


Number of BSPs Implemented

22

Number of IPPs Implemented

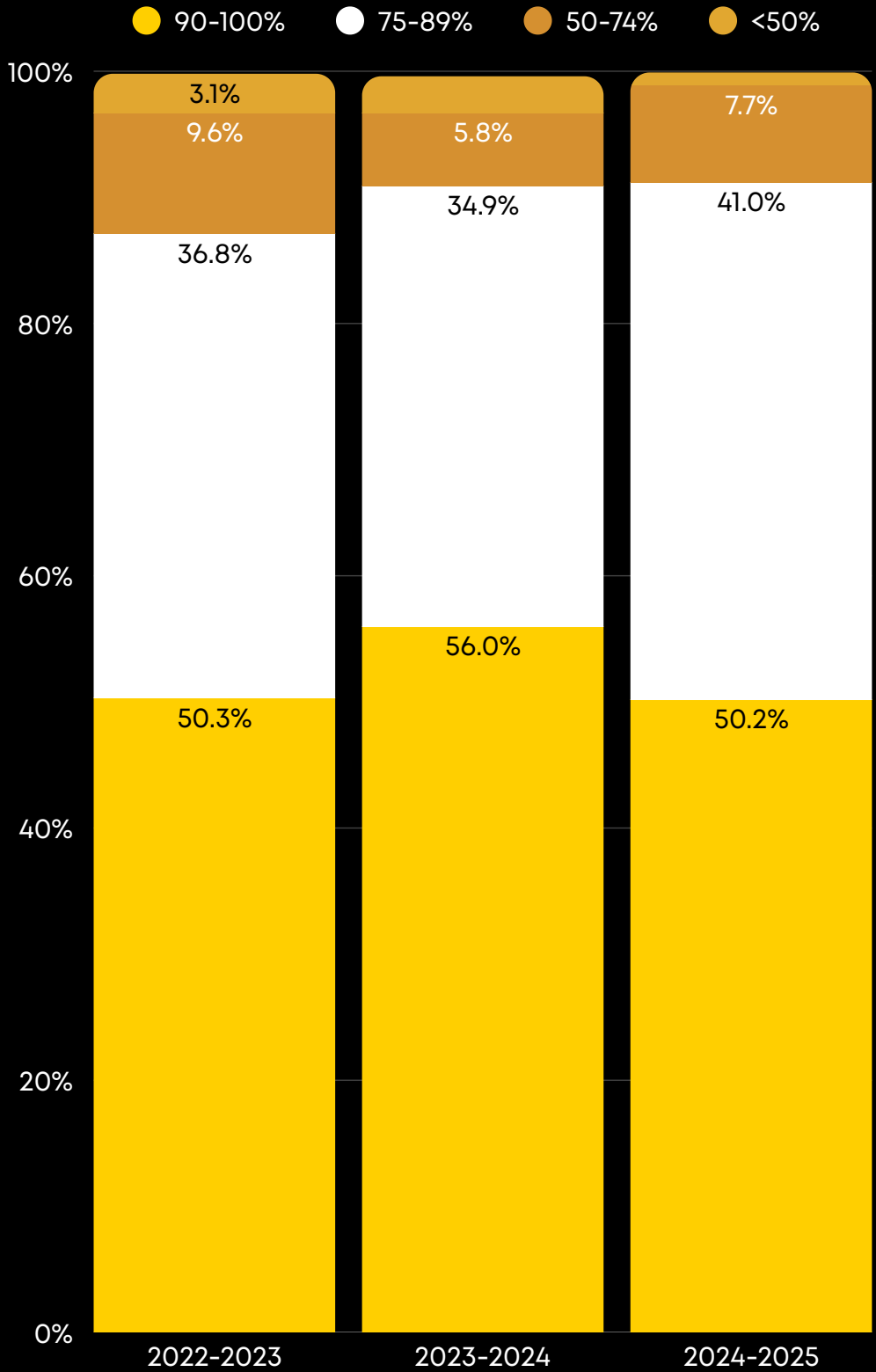
91



Grimshaw Public School prides itself on being an inclusive school and works hard to ensure the learning needs of our students are met through a variety of means, which are often captured in Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs). In the 2024-2025 school year we implemented 22 BSPs and 91 IPPs.

As such, **approximately 1 in every 5** students were provided with specialized supports during the 2024-2025 school year as part of their educational programming.

Attendance Range Comparison



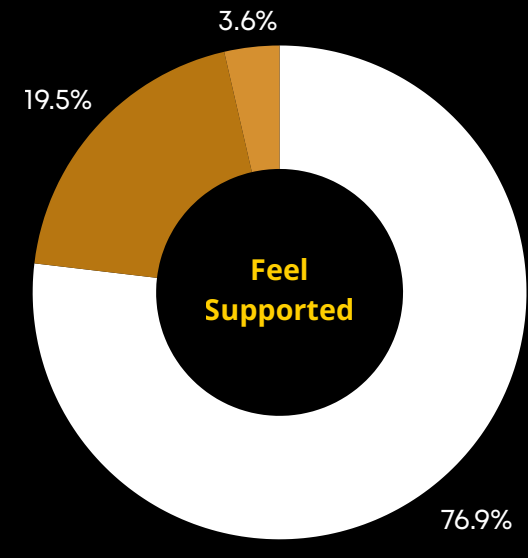
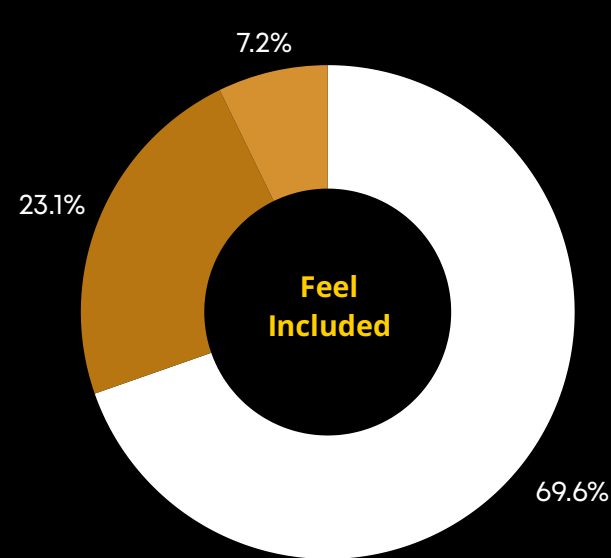
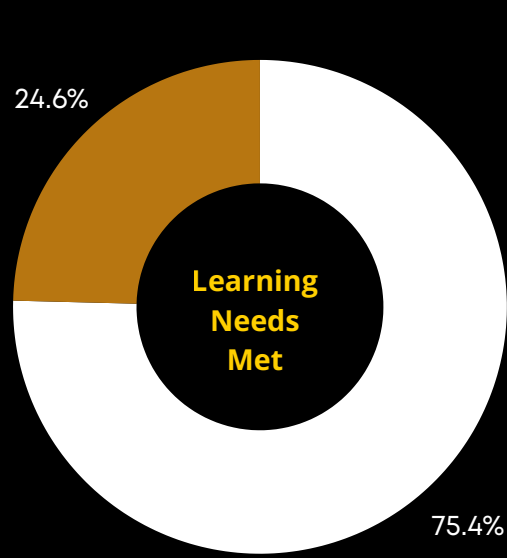
Summary

We are seeing positive attendance data at GPS, with over 90% of students attending of 75% of the time over the last three years. The number of chronic non-attenders has decreased over the past three years. We continue to implement a targeted attendance plan to encourage consistent attendance, which leads to academic success.

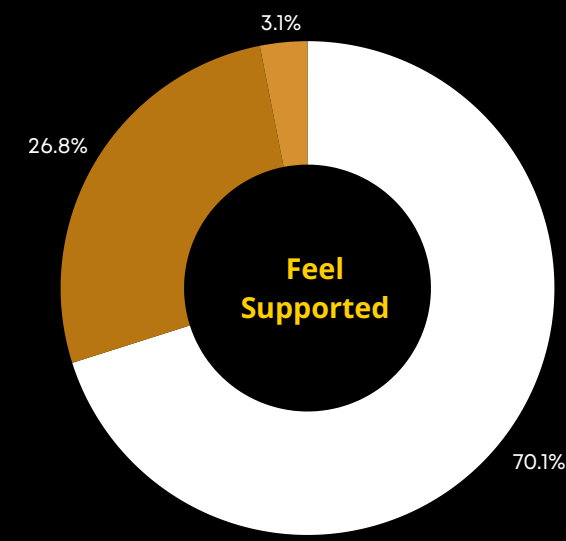
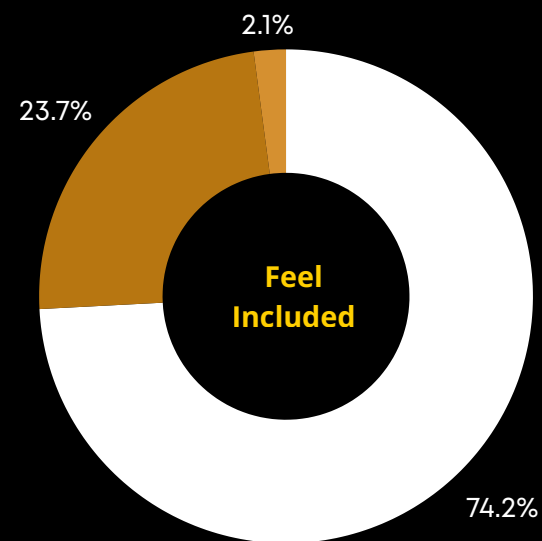
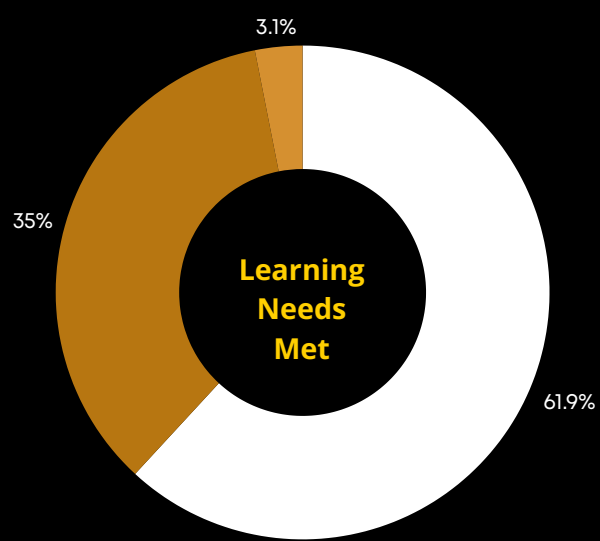


Agree
Somewhat Agree
Disagree

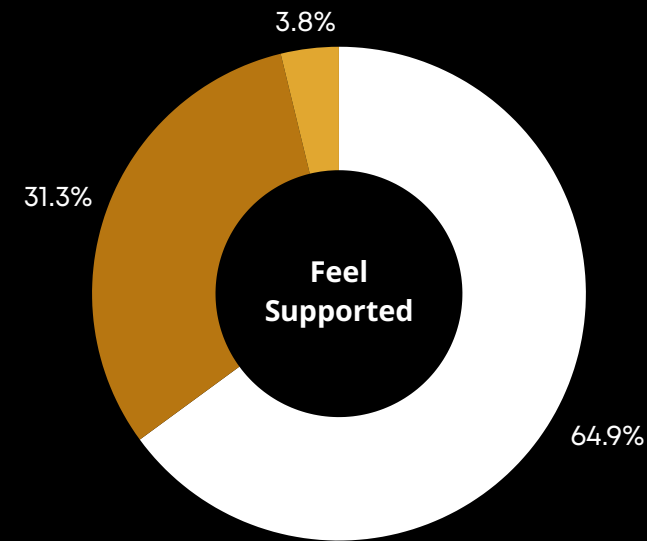
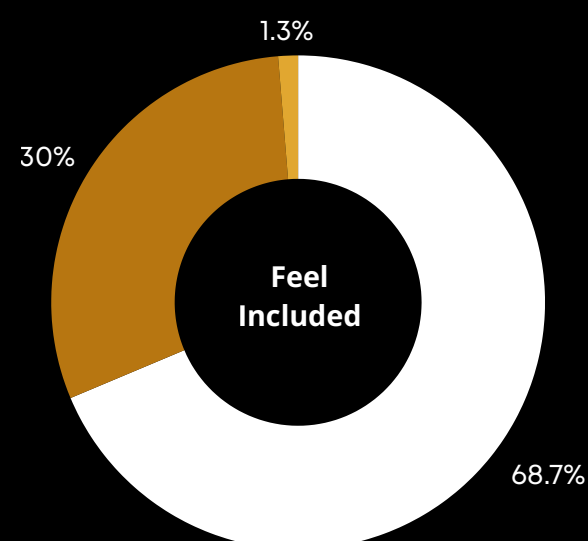
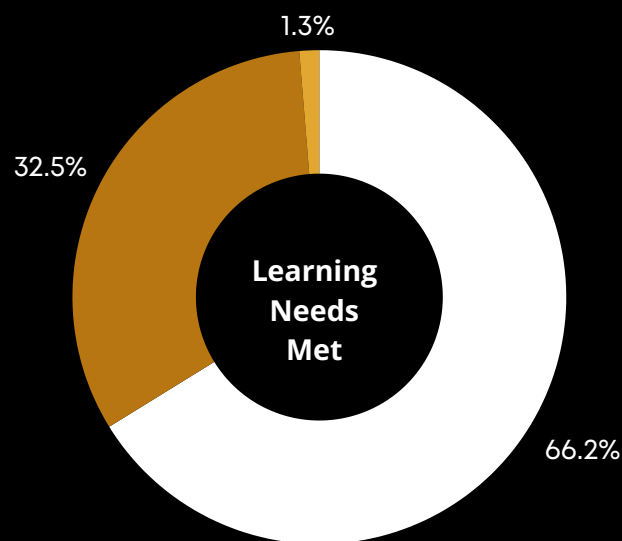
Grade 3-6



Grade 7-9



Grade 10-12



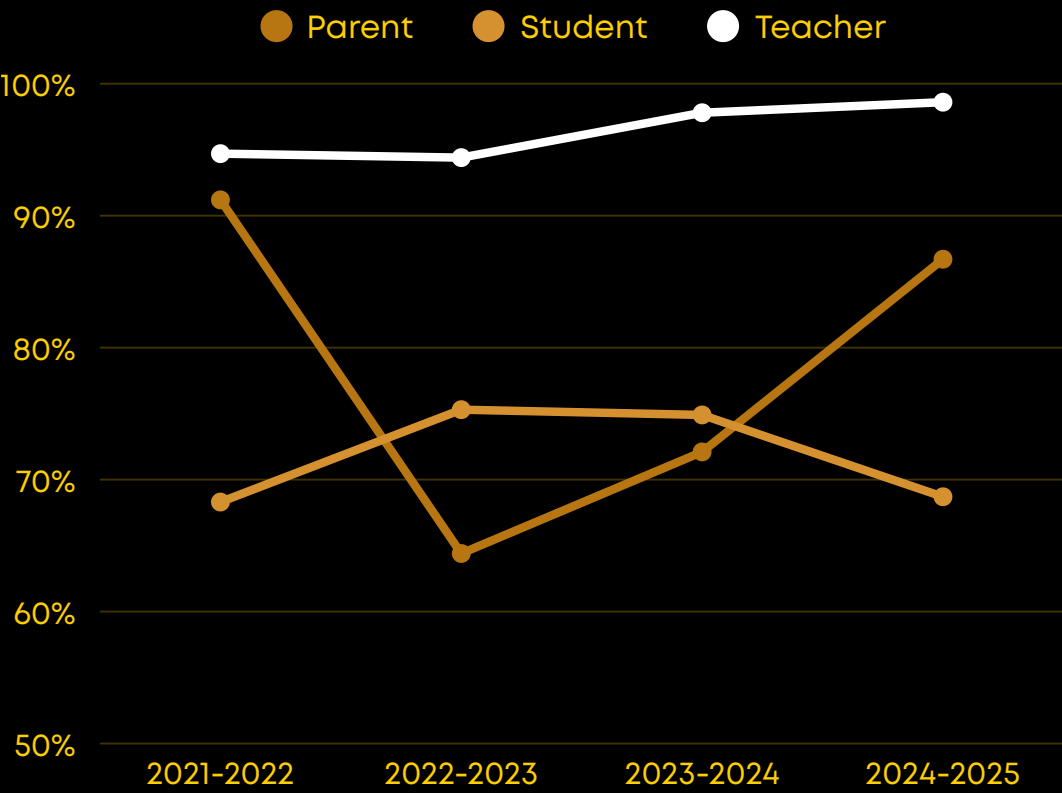
Summary

The PRSD annually surveys students in Grades 3-12 in the areas of Literacy, Numeracy and Inclusion. These results have been summarized in the following manner: Students who selected a 4 or 5 on a scale of 1-5 with 1 being disagree and 5 being Agree, are represented as "agree". Students who selected a 2 or 3 are represented as "somewhat agree", and students who selected a 1 are represented as "disagree".

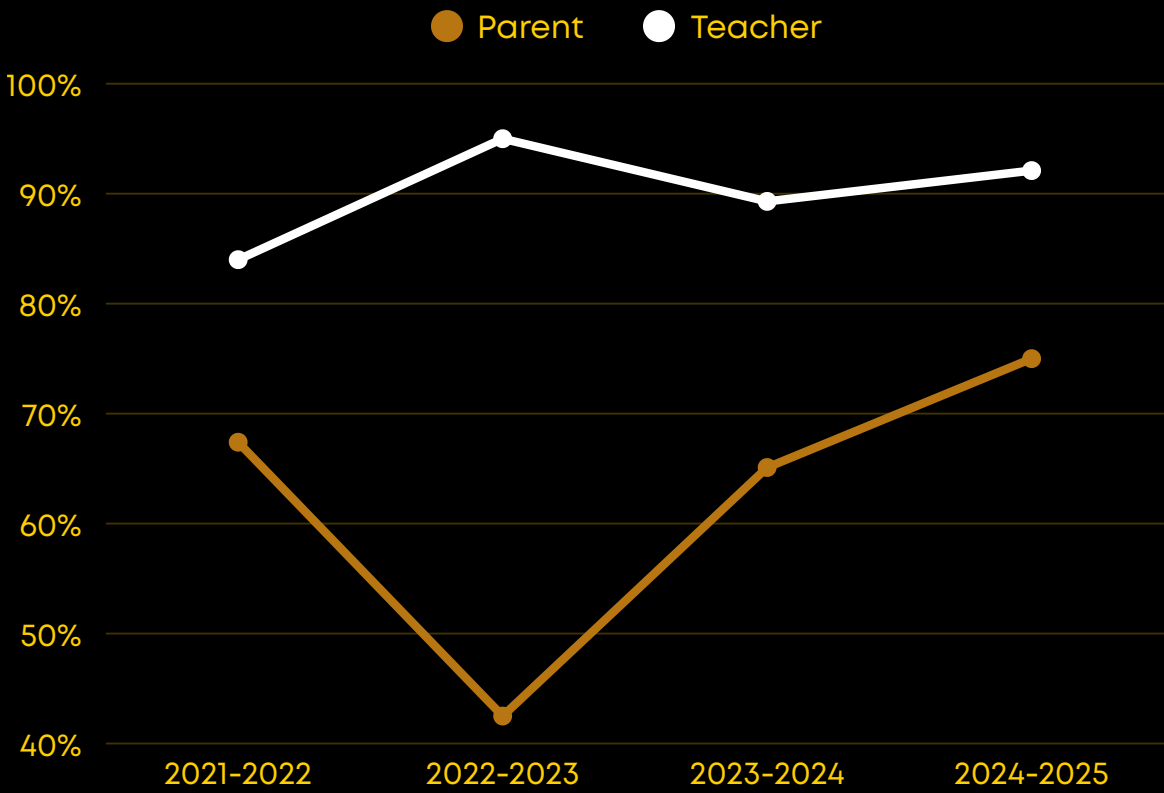
Overall students in Gr. 3-9 feel that their learning needs are met, and that they are included and supported at school, with Gr. 3-6 reporting slightly high results across the board.



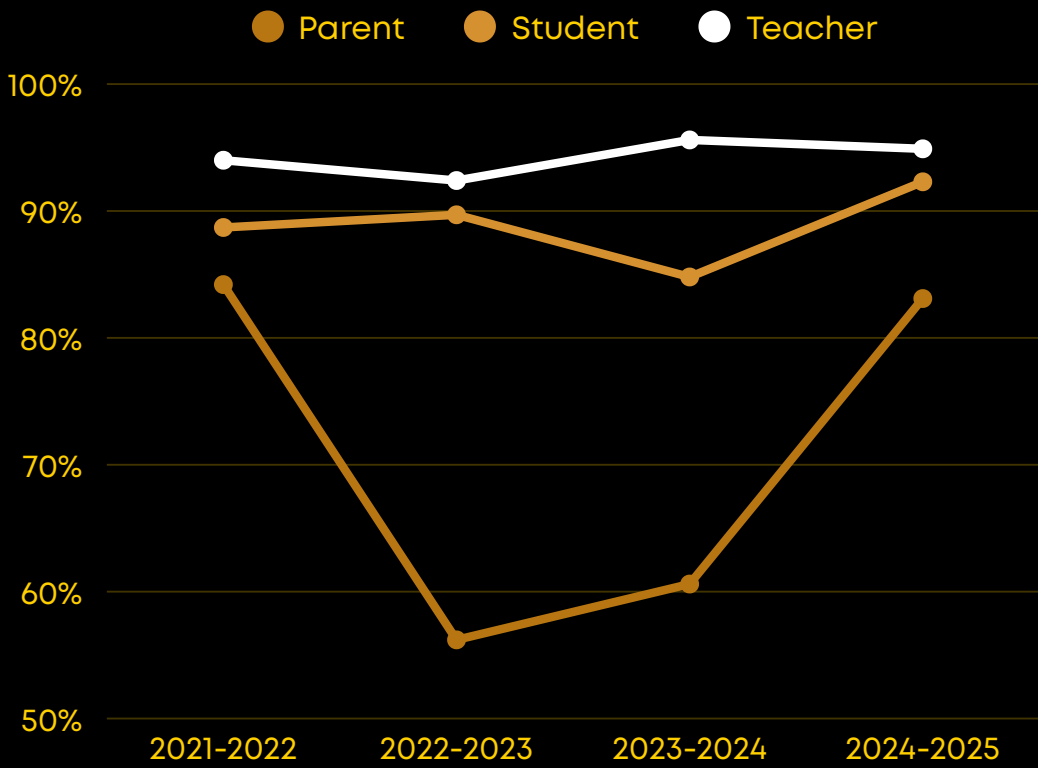
Percentage of GPS Teachers, Parents and Students who agree that Students are Engaged in their Learning at School



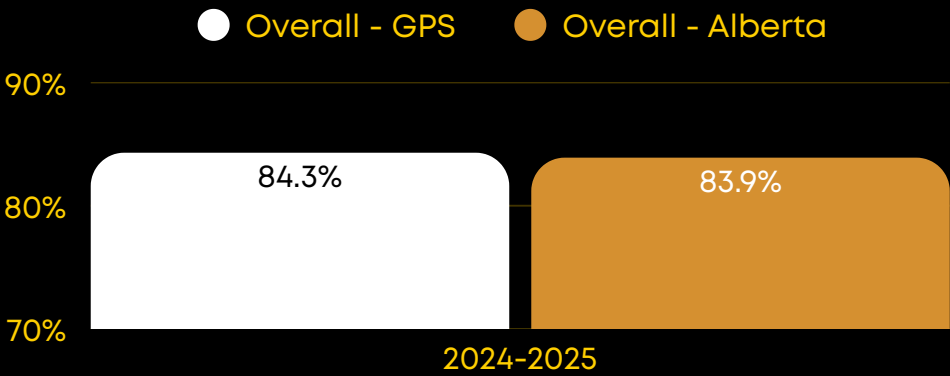
Percentage of GPS Teachers, and Parents Satisfied with Parental Involvement in Decisions about their Child's Education



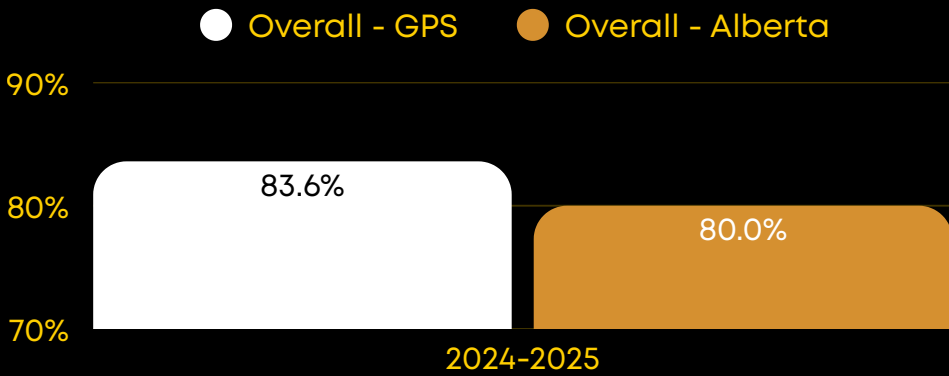
Percentage of GPS Teachers, and Parents Satisfied with the Overall Quality of Basic Education



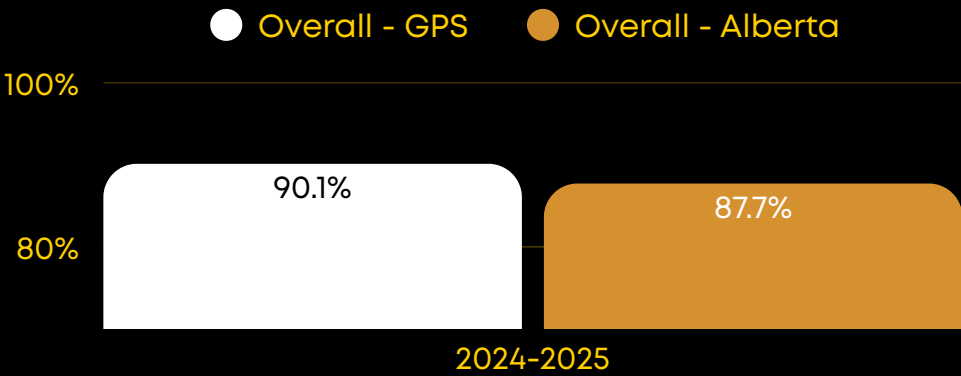
Summary Results



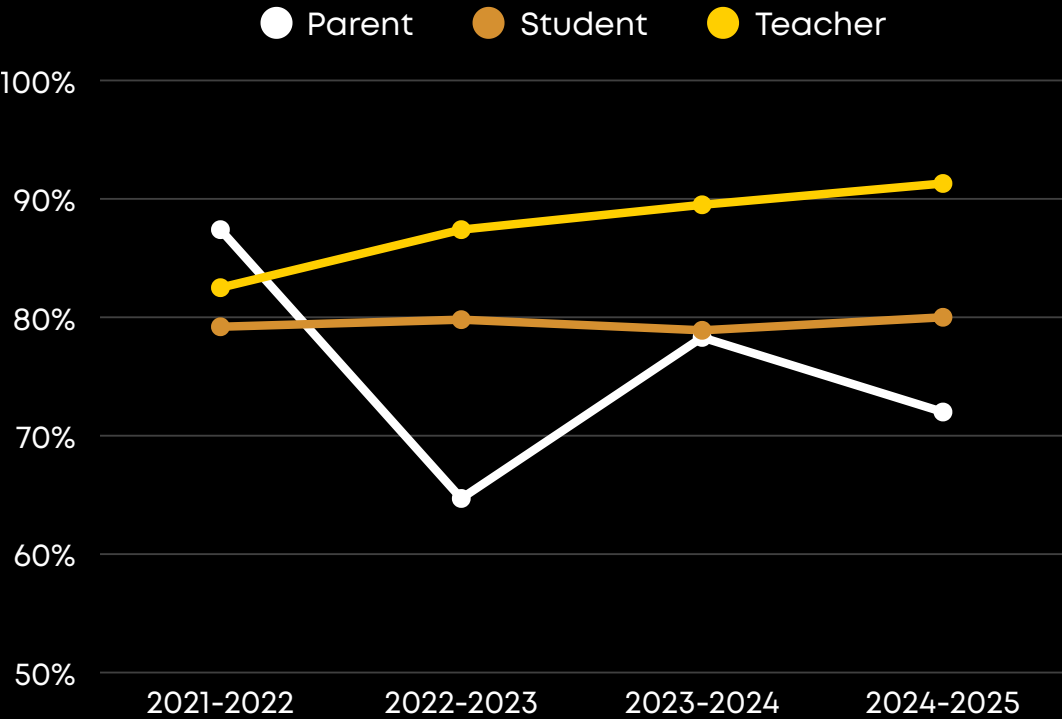
Summary Results



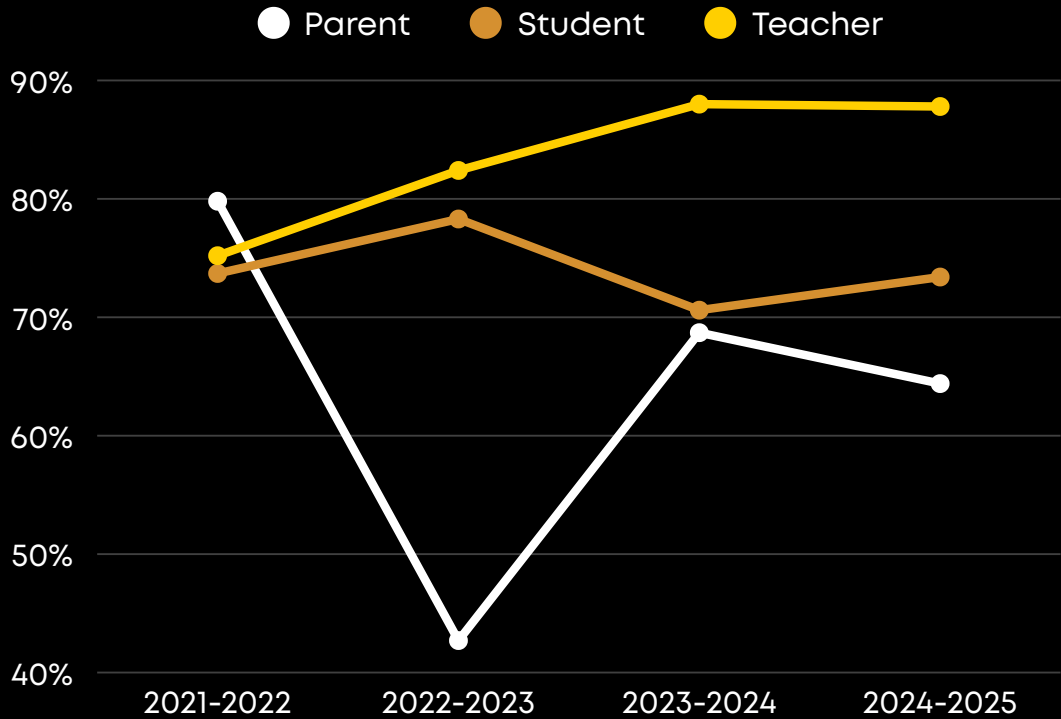
Summary Results



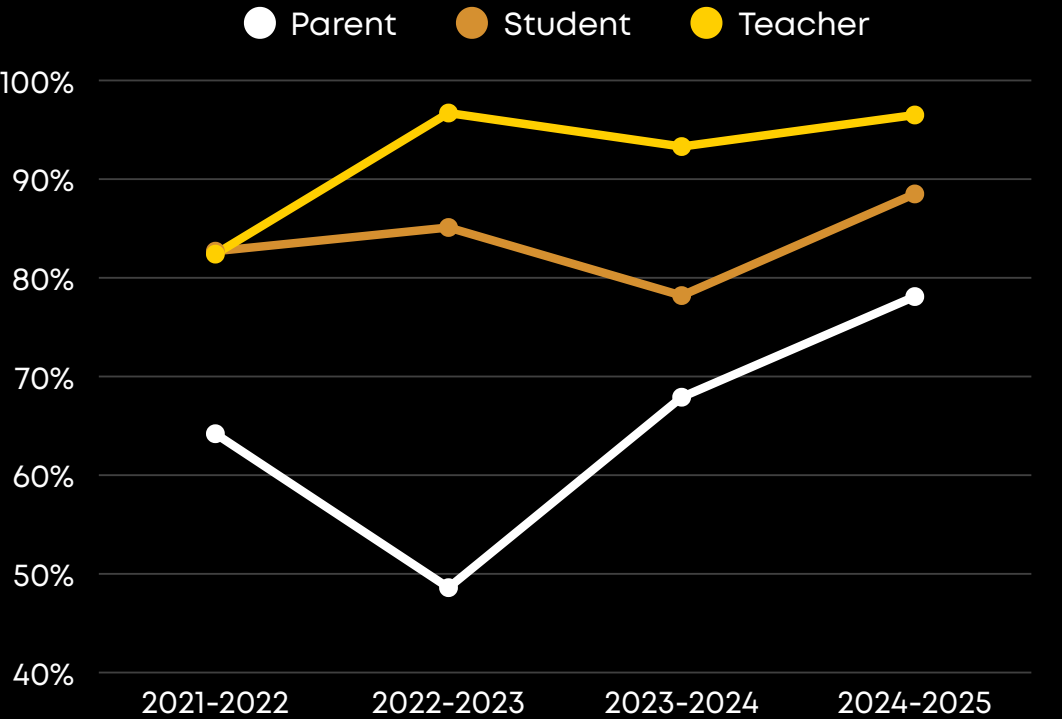
Percentage of GPS Teachers, Parents and Students who agree that their Learning Environments are Welcoming, Caring, Respectful and Safe



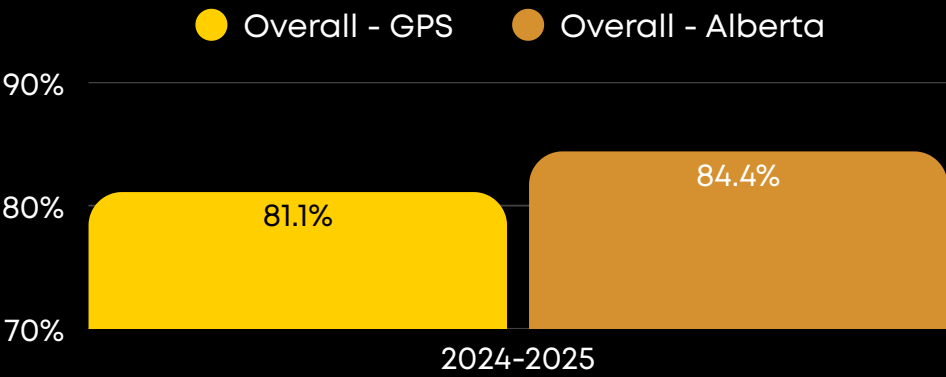
Percentage of GPS Teachers, and Parents who are Satisfied that Students Model the Characteristics of Active Citizenship



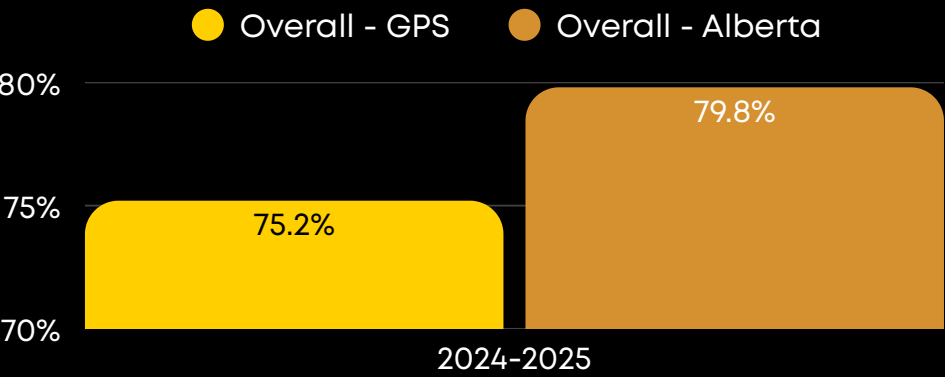
Percentage of GPS Teachers, and Parents who agree that Students have Access to the Appropriate Supports and Services at School



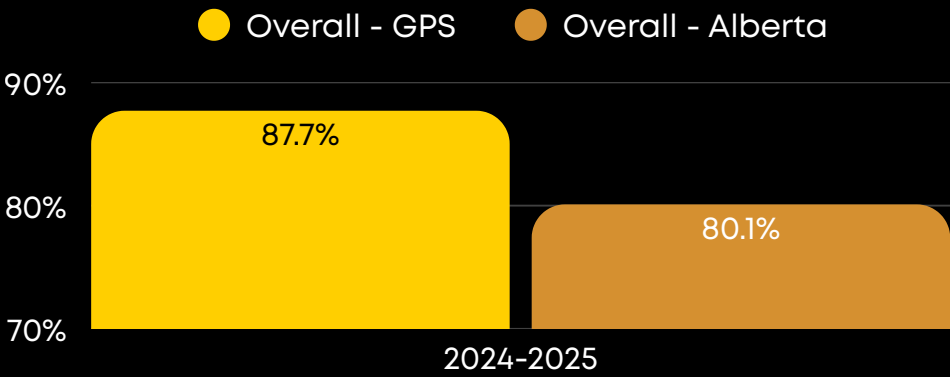
Summary Results



Summary Results



Summary Results



All Students

	Grimshaw Public School													Alberta									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	47	68.2	30	71.3	38	68.5	39	67.0	39	62.8	Very Low	Maintained	Concern	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4
4 Year Completion	33	78.0	48	76.3	29	74.4	38	77.8	38	79.9	Intermediate	Maintained	Acceptable	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	27	75.6	33	77.3	48	75.7	29	73.9	37	82.5	Intermediate	Maintained	Acceptable	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1

Indigenous Students

	Grimshaw Public School (FNMI)													Alberta (FNMI)									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	10	54.8	8	64.4	9	33.5	10	70.5	12	50.4	Very Low	Maintained	Concern	3,814	62.0	3,972	59.5	3,943	57.0	4,222	58.6	4,397	59.8
4 Year Completion	11	81.8	10	75.4	7	73.3	9	35.6	10	80.4	Intermediate	Maintained	Acceptable	3,670	63.6	3,729	68.6	3,936	65.8	3,902	65.3	4,157	65.8
5 Year Completion	8	75.3	12	75.0	10	74.9	7	73.1	7	61.9	Very Low	Maintained	Concern	3,469	68.1	3,593	68.0	3,719	71.3	3,909	69.4	3,848	69.7



General Statement

Overall, based on PRSD and ABED survey data, Grimshaw Public School students felt included, safe and well supported in their school. 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. With the exception of one year of historical parent data, measures on the accountability survey are generally trending upwards, with the overall averages for GPS being about the same or above the provincial average. Attendance continues to be a focus, but data was positive in this area.

Factors that Affected Results

While staff at Grimshaw Public School work hard to provide support and programming for all students, the large number of BSPs, IPPs, and other in-class supports required to support students contributes to a complex school and classroom environment. In addition, Grimshaw Public School continues to experience significant challenges coping with serious substitute staff shortages.

Next Steps

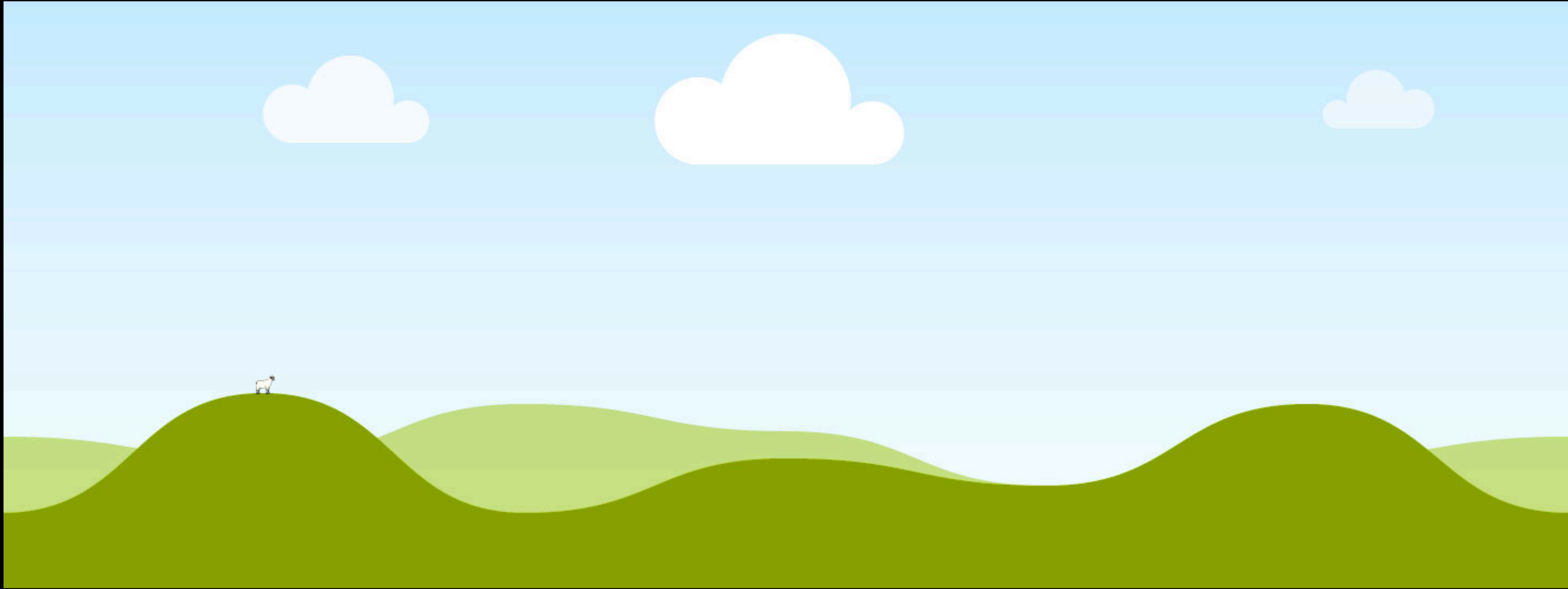
Grimshaw Public School continues to work with in-school and divisional support to increase the capacity of our inclusive education team, as numbers of students with complex needs increase. Ongoing advocacy to the Provincial Government for funding that supports our efforts to provide quality inclusive education programs is critical. In addition, despite success in this area, Grimshaw Public School will continue to focus its efforts to improve attendance rates, as it is recognized that regular attendance is a critical factor in determining the overall experience and success in school. Our school will continue with its commitment to provide meaningful and engaging services for all students in an inclusive environment that is welcoming, safe, and supportive.



Budget Report		
Peace River School Division No. 10		
2024-2025 Spring Budget Rev 1		
SCHOOL: Grimshaw Public School		
Revenue and Allocations to Budget Center		
AB ED: Service & Supports	2024-2025 Spring Budget Rev 1	2023-24 Spring Budget
Funding Framework Allocation	\$231,266	\$223,290
Total AB ED: Service & Supports	\$231,266	\$223,290
% of Revenue and Allocations to Budget Center	100%	100%
Total Revenue and Allocations to Budget Center		
	\$231,266	\$223,290
Expenditures		
Contracted Services	2024-2025 Spring Budget Rev 1	2023-24 Spring Budget
Pd Expenses - Certificated	\$1,000	\$9,000
Pd Expenses-Uncertificated	\$1,000	\$5,000
Professional Fees	\$3,000	\$500
Student Awards	\$6,000	\$0
Staff & Public Relations	\$3,000	\$500
Postage & Telephone	\$500	\$1,500
Meeting Expenses	\$0	\$1,000
Mileage Personal Vehicle	\$1,000	\$0
Field Trips	\$17,000	\$15,000
Bldg Ground Maintenance	\$5,000	\$5,000
Total Contracted Services	\$37,500	\$37,500
% of Expenditures	16%	17%
Supplies	2024-2025 Spring Budget Rev 1	2023-24 Spring Budget
Supplies	\$136,366	\$128,390
Library Supplies	\$40,500	\$40,500
Furniture & Equipment	\$10,000	\$10,000
Total Supplies	\$186,866	\$178,890
% of Expenditures	81%	80%
Certificated	2024-2025 Spring Budget Rev 1	2023-24 Spring Budget
Certificated Subs	\$6,900	\$6,900
Days of School Certified Subs	30.00 Days	30.00 Days
Certified: Substitute Teacher: Daily Rate	\$230.00	\$230.00
Total Certificated	\$6,900	\$6,900
% of Expenditures	3%	3%
Total Expenditures		
	\$231,266	\$223,290

Summary		
	2024-2025 Spring Budget Rev 1	2023-24 Spring Budget
Total Revenues and Allocations To Budget	\$231,266	\$223,290
Total Expenditures	\$231,266	\$223,290
Variance	\$0	\$0





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