

HINES CREEK COMPOSITE

2024-2029

Education Plan



3

YEAR
THREE



A Message from our Principal

Janice Charchuk

Welcome to the third year of our 2024–2029 Education Plan! Inside, you will find Hines Creek Composite’s core goals, strategies, performance measures, and budget details.

At Hines Creek Composite, we are passionate about providing learning opportunities where every single student feels included and supported. By prioritizing the mental and emotional well-being of our students, we ensure they have the support they need to succeed.

The staff at Hines Creek Composite is deeply committed to maximizing student achievement. Collaboration is central to this mission; our educators utilize a Collaborative Response framework to collectively support each student's academic journey. Furthermore, by partnering with PRSD’s Virtual Education Program, we ensure our high school students have access to the full suite of courses required for graduation. To join Hines Creek Composite is to become a Tiger—a title that represents core values including teamwork, integrity, giving, excellence, respect, and success. We look forward to welcoming you to the Tigers’ Den, a community united by the motto: “Once a Tiger, Always a Tiger.”

Mrs. Janice Charchuk
Hines Creek Composite



Foundation Statements

OUR MOTTO:

T Teamwork
I Integrity
G Giving
E Excellence
R Respect
S Success



OUR Successful Futures
VISION: Built Together

Principles & Beliefs

- **What We Stand For:** Honesty, integrity, respect, fairness, compassion, responsibility, and care form the foundation of everything we do.
- **Aiming High:** We maintain an environment of high expectations and academic standards.
- **Fostering Growth:** We inspire the positive attitudes and strong habits necessary for lifelong productivity and success.
- **Maximizing Potential:** We organize programs and resources to maximize students' potential for success.
- **United for Students:** We believe that the best education happens when home, school, and the community work together as true partners.

Quick Facts



105
STUDENTS



18
STAFF

Our Priorities



Goals and Outcomes

Literacy Development

Goal One ► All Students are literate

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

Numeracy Development

Goal Two ► All Students are numerate

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

Inclusionary Culture

Goal Three ► All students are successful through inclusionary practices

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

Performance Measures:

Goal One: Literacy Development

Literacy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
Phonological Awareness Screening Test (PAST) for Grades K-1			
Random Automatized Naming (RAN) Screening Test for Grades K-1			
Letter Name-Sound (LeNS) Test for Grades K-2			
Castles and Coltheart 3 (CC3) Screening Test for Grades 1-3			
Maze Screener for Grades 4 and 5			
Test of Silent Reading Efficiency and Comprehension (TOSREC) for Grade 6			
Reading Comprehension Assessment Tool (RCAT) for Grades 7-12			
Writing Assessment Tool (WAT) for Grades 1-9			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12			
Most Current PAT Results			
Five-year PAT Results Trend Data			
Most Current Diploma Exam Results			
Five-year Diploma Exam Results Trend Data			

Additional Performance Measures

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.

School Strategies

Goal One: Literacy Development

1. Hines Creek Composite administration will continue to support teaching staff in fostering high quality instruction to improve literacy knowledge and skills.
2. Hines Creek Composite administration will facilitate/provide professional development for school-based staff in the areas of Instructional Leadership, and effective teaching practices in literacy.
3. Hines Creek Composite administration will work with school-based staff to develop professional development plans that align with the school's literacy goals.
4. As part of the Division's Literacy Assessment Framework (LAF), Hines Creek Composite administration will provide support to school-based staff to administer the Alberta Education Early Literacy assessments according to Alberta Education's timelines; the RCAT to Grades 7-12 students by the beginning of October, by the end of January/beginning of February, and by the beginning of June; and to analyze the results to inform teaching practices that best support literacy learning.
5. As part of the division's LAF, Hines Creek Composite administration will provide support to school-based staff to administer the division's WAT for Grades 2-9 students by the end of September (Fall Assessment) and for Grades 1-9 by the end of January (Winter Assessment), and to analyze the results to inform teaching practices that best support literacy learning.
6. Hines Creek Composite administration will continue to support working committees of teachers to collaborate on instruction and assessment practices of core learner outcomes in English Language Arts across grade levels.
7. Hines Creek Composite administration will work with central operations staff to respond to feedback provided by students and parents through the Division's annual student engagement survey and through various other engagement initiatives of the Board about improving students' literacy skills.
8. Hines Creek Composite administration will support school-based staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school supporting the calls to action in Truth and Reconciliation.

Performance Measures:

Goal Two: Numeracy Development

Numeracy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
Numeracy Common Assessment Tool (NCAT) Data for Grades 5-9			
Provincial Numeracy Screening Assessment (PNSA) for Grades K-5			
Elk Island Catholic Schools Math Assessment (EICS MA) Data for Grades 6-10			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12			
Most Current PAT Results			
Five-year PAT Results Trend Data			
Most Current Diploma Exam Results			
Five-year Diploma Exam Results Trend Data			

Additional Performance Measures

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.

School Strategies

Goal Two: Numeracy Development

1. Hines Creek Composite administration will continue to support teaching staff in fostering high quality instruction to improve numeracy knowledge and skills.
2. Hines Creek Composite administration will facilitate/provide professional development for school-based staff in the areas of Instructional Leadership, and effective teaching practices in numeracy.

Hines Creek Composite administration will work with school-based staff to develop

3. professional development plans that align with the school's numeracy goals.

As part of the Division's **Numeracy Assessment Framework (NAF)**, Hines Creek

4. Composite administration will provide support to school-based staff to administer the EICS MA to Grades 6-10 in the first three weeks of the school year, and again by mid-March, and the PNSA to Grades 1-5 students three times per year, and kindergarten in January, and to analyze the results to inform teaching practices that best support numeracy learning.
5. As part of the Division's NAF, Hines Creek Composite administration will provide support to school-based staff to administer the **Numeracy Common Assessment Tool (NCAT)** in Grades 5-9 classrooms throughout the school year, and to analyze the results to inform teaching practices that best support numeracy learning.
6. As part of the Division's NAF, Hines Creek Composite administration will provide support to school-based staff for the implementation of the instruction and assessment schedule for Grades 1-9 mathematics.
7. Hines Creek Composite administration will continue to support working committees of teachers to collaborate on instruction and assessment practices of core learner outcomes in Mathematics across grade levels.
8. Hines Creek Composite administration will work with school-based leaders to respond to feedback provided by students and parents through the Division's annual student engagement survey and through various other engagement initiatives of the Board about improving students' numeracy skills.
9. Hines Creek Composite administration will support school-based staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school supporting the calls to action in Truth and Reconciliation.



Performance Measures:

Goal Three: Inclusionary Culture

Student Attendance and Engagement (Quantitative/Numerical Data)

PowerSchool/Dossier attendance Data
Data regarding participation in PATs
Data regarding participation in DIPs
Data regarding High School Completion Rates
Province of Alberta Student Assurance Survey Data - Overall Summary Results
PRSD Student Assurance Survey Data

Additional Performance Measures

Educators will also use the following qualitative (non-numerical) data:

- Implementation of a school-wide attendance plan
- Implementation of a school-wide and classroom Positive Behaviour Support Plans (PBSPs)
- Implementation of individual 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

School Strategies

Goal Three: Inclusionary Culture

1. Hines Creek Composite administration and Central Operations staff will support school-based staff in deepening their foundational knowledge about First Nations, Métis and Inuit by providing appropriate professional development opportunities and connecting schools with Indigenous Elders, Knowledge Keepers and community members who can enrich the learning of all staff and students, supporting the calls to action in Truth and Reconciliation.
2. Hines Creek Composite administration staff will continue to support school-based staff in developing relationships with local Indigenous Elders, Knowledge Keepers, families, communities and organizations that enrich the educational experience of all students, supporting the calls to action in Truth and Reconciliation.
3. Hines Creek Composite administration will continue to support school-based staff in providing a wide range of engaging and informative learner-centred programming and supports that best meets our students' diverse learning needs.
4. Hines Creek Composite administration staff will work with school-based staff to develop a school-wide attendance plan and continue to promote the importance of attendance through Divisional Attendance Matters information campaigns.
5. Hines Creek Composite administration will work with Central Operations staff to act on feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving inclusive education practices in schools.
6. Hines Creek Composite administration and staff will continue to support the Alternative Education Program including the Virtual Education Program (VEP) for Grades 10-12.
7. Hines Creek Composite administration and staff will promote and support opportunities to improve health and wellness among students and staff.
8. Hines Creek Composite administration and Central Operations staff will continue to provide and promote equitable access to universal social-emotional programs and collaborative wrap-around services with community partners that support safe and caring schools.
9. Hines Creek Composite will continue to foster community partnerships to support school-based staff in effectively responding to student health and wellness needs.
10. Hines Creek Composite administration will promote the Division's anti-racism policy.
11. Hines Creek Composite administration will facilitate professional learning for school-based staff on inclusionary education practices

Budget Highlights

For the 2026-2027 School Year

Budget Report

Peace River School Division No. 10

2026-27 Budget

SCHOOL: Hines Creek Composite

Revenue and Allocations to Budget Center

AB ED: Service & Supports	2026-27 Budget	2025-2026
Funding Framework Allocation	\$59,966	\$65,221
Total AB ED: Service & Supports	\$59,966	\$65,221
% of Revenue and Allocations to Budget Center	100%	100%

Total Revenue and Allocations to Budget Center	\$59,966	\$65,221
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Expenditures

Contracted Services	2026-27 Budget	2025-2026
Pd Expenses - Certificated	\$2,000	\$2,000
Pd Expenses-Uncertificated	\$600	\$600
Student Awards	\$2,500	\$2,500
Staff & Public Relations	\$3,000	\$3,000
Postage & Telephone	\$1,400	\$1,400
Meeting Expenses	\$500	\$500
Mileage Personal Vehicle	\$500	\$500
Field Trips	\$6,000	\$6,000
Bldg Ground Maintenance	\$1,500	\$1,500
Total Contracted Services	\$18,000	\$18,000
% of Expenditures	30%	28%

Supplies	2026-27 Budget	2025-2026
Supplies	\$30,757	\$42,751
Library Supplies	\$500	\$500
Furniture & Equipment	\$2,855	\$2,855
Visa Activity Purchase Card	\$0	(\$5,585)
Total Supplies	\$34,112	\$40,521
% of Expenditures	57%	62%

Uncertificated	2026-27 Budget	2025-2026
Uncertificated Salary	\$2,000	\$2,000
Total Uncertificated	\$2,000	\$2,000
% of Expenditures	3%	3%

Certificated	2026-27 Budget	2025-2026
Certificated Subs	\$5,854	\$4,700
Days of School Certified Subs	20.00 Days	20.00 Days
Certified: Substitute Teacher: Daily Rate	\$292.68	\$235.02
Total Certificated	\$5,854	\$4,700
% of Expenditures	10%	7%

Total Expenditures	\$59,966	\$65,221
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School Budget Considerations

For the 2026-2027 School Year

The Hines Creek Composite School team are committed to meeting the goals in the 2026-2027 Education Plan, Year 3, through the following measures:



Literacy and Numeracy Development

- 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



Connect With Us



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