



Peace River School Division

Learning Together - Success for All

Manning Aurora Composite School

2025-2030

Education Plan



3

YEAR
THREE



A Message from our Principal

Ms. Kim Matheson Lyseng

I am proud to share the year of the 2025-2030 Education Plan. This plan is the product of the merging of two school plans, Manning Elementary School and Paul Rowe Junior/Senior High School, and represents the direction of the newly established Manning Aurora Composite School. Our goals, strategies, performance measures, budget, and general information can be found within this plan.

Our school is committed to providing exceptional educational experiences and inclusive learning environments to each of our students, and places a high priority on ensuring all students' mental and emotional wellness needs are met.

We are to continue our journey, building our Manning Aurora Composite school community!



Ms. K. Matheson Lyseng
Manning Aurora Composite School

Foundation Statements

OUR MISSION:

Learning Together,
Succeeding Together



OUR VISION:

Manning Aurora Composite School is an inclusive learning community that supports students in achieving to the best of their abilities while becoming responsible citizens.

Principle Beliefs

- We value respect for self, others, learning and environment.
- We value understanding of individual and cultural diversity.
- We value a commitment to lifelong learning.
- We strive for continuous improvement as a school community.
- We appreciate the uniquenesses and differences of learners which guide our instruction.
- We believe hope is the seed of success - celebrate success!

Quick Facts



300+
STUDENTS



35+
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

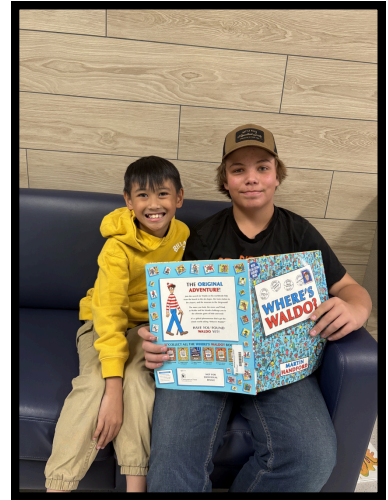
Goal One: Literacy Development

Literacy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching 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. Manning Aurora Composite School will continue to collaborate with Central Operations staff to foster high-quality teaching and provide professional development to improve literacy knowledge and skills. This will include Instructional Leadership and effective teaching and assessment practices in literacy.
2. Site-based professional development will align with divisional literacy goals.
3. As part of the Division's Literacy Assessment Framework (LAF), MACS staff 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.
4. As part of the Division's LAF, MACS staff 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.
5. MACS staff 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.

School Strategies

Goal One: Literacy Development

6. MACS staff will work with Central Operations staff to respond to feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving students' literacy skills.
7. MACS staff will continue to foster a collaborative response model that supports staff cooperation in literacy planning and assessment. This will include targeted intervention time.
8. MACS staff will seek opportunities to respond to feedback provided by students and parents about improving students' literacy and numeracy skills (ie. Assurance Surveys).
9. MACS will continue to seek opportunities to naturally weave Indigenous ways of knowing, cultures, histories, and languages into the classroom and school.
10. MACs will continue programming for multi-grade guided reading, writing and oral storytelling.
11. The site-based Literacy Continuum of Supports will be refined, reviewed and updated regularly.
12. MACS staff will participate and collaborate with other PRSD teachers in Division-Level PAT marking for grade 6 and grade 9 ELA writing assessments.



Performance Measures

Goal Two: Numeracy Development

Numeracy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching Expectations	Meeting Expectations
Numeracy Common Assessment Tool (NCAT) Data for Grades 5-9			
Provincial Numeracy Screening Assessment (PNSA) for Grades K-4			
Elk Island Catholic Schools Math Assessment (EICS MA) Data for Grades 5-10			
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 numeracy 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. Manning Aurora Composite School will collaborate with Central Operations staff to foster high-quality teaching and provide professional development to improve numeracy knowledge and skills. This will include instructional leadership, effective teaching and assessment-based practices in numeracy.
2. Site-based professional development plans will align with the Division's numeracy goals.
3. As part of the Division's Numeracy Assessment Framework (NAF), MACS staff will provide support to school-based staff to administer the EICS MA to Grades 5-10 in the first three weeks of the school year, and again by mid-March, and the PNSA to Grades K-4 students three times per year to analyze the results to inform teaching practices that best support numeracy learning.
4. As part of the Division's NAF, MACS staff will provide support to school-based staff to administer the NCAT in Grades 5-9 classrooms throughout the school year, and to analyze the results to inform teaching practices that best support numeracy learning.
5. As part of the Division's NAF, MACS staff will provide support to school-based staff for the implementation of the instruction and assessment schedule for Grades 1-9 mathematics.
6. MACS will foster a collaborative response model that supports staff cooperation in numeracy planning and assessment. This will include targeted intervention time.
7. MACS staff will work with school-based leaders to respond to feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving students' numeracy skills.
8. MACS will continue to seek opportunities to naturally weave Indigenous ways of knowing, cultures, histories, and languages into the classroom and school.
9. MACS will program for multi-grade math interventions.
10. MACS staff will engage in professional development focused on the new curriculum to strengthen their understanding and effective delivery of updated learning outcomes.
11. The site-based Numeracy Continuum of Supports will be refined, reviewed, and updated regularly.



Performance Measures

Goal Three: Inclusionary Culture

Student Attendance and Engagement (Quantitative/Numerical Data)

PowerSchool/Dossier attendance Data

Data regarding participation in PATs

Data regarding participate 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. MACS staff will support school-based staff in deepening their foundational knowledge about First Nations, Métis, and Inuit by offering professional development and connecting schools with Indigenous Elders, Knowledge Keepers, and community members who can enrich the learning of all staff and students.
2. MACS 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.
3. MACS staff will continue to support school-based staff in providing engaging, informative, learner-centered programming and supports that best meet our students' diverse learning needs.
4. MACS staff will develop school-wide attendance plans.
5. MACS staff will 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. MACS will access the Alternative Education Program, including the Virtual Education Program for Grades 7 through 12 and the Peace Home Learning Connection, when students' needs arise.
7. MACS will promote and support opportunities to improve health and wellness among students and staff.
8. MACS will foster community partnerships to support school-based staff in effectively responding to student health and wellness needs.

School Strategies

Goal Three: Inclusionary Culture

9. MACS staff will provide and promote equitable access to universal social-emotional programs and collaborative wrap-around services with community partners that support safe and caring schools.
10. MACS staff will promote the Division's anti-racism policy.
11. MACS staff will take part in professional learning on inclusionary education practices.



School Budget Considerations

For the 2026-2027 School Year



Community School Restructure

- Manning Aurora Composite School officially opened its doors in September of 2025. This school is the culmination of the construction of a new building that will house students from Manning Elementary School and Paul Rowe Junior/Senior High School. The 2025-2026 school year served as a gauge for budget considerations as we further define resource needs and spending priorities of a K-12 school.

Literacy and Numeracy Development

- As new curricula become more understood, MACS will further be able to identify what resources will be required to support student learning. It is anticipated that more resources will be developed and available.
- Professional development will be needed to support teacher competency.

Inclusionary Culture

- Professional development and resources to support inclusion are identified as a priority.



Connect With Us



WWW.MANNINGAURORACOMP.CA



[@MANNINGAURORACOMP.CA](https://www.facebook.com/MANNINGAURORACOMP.CA)



[@PEACERIVERSCHOOLDIVISION](https://www.instagram.com/PEACERIVERSCHOOLDIVISION)