

Battle River School Division
(Report on Assurance)

Annual Education Results Report
2021 - 2022



**“A teacher is a compass that activates the magnets of curiosity,
knowledge and wisdom in the pupils.”**

~ Ever Garrison

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FOUNDATION STATEMENTS

Message from the Board Chair



The 2021-2022 year was one in which we were all focused on obtaining a “new normal” – ensuring education needs were met while still dealing with the continuing disruptions and changes brought about by the pandemic.

As a school division, our priorities remained set on ensuring optimal learning and high quality teaching.

The realities of these priorities included identifying gaps in student learning, most especially in the areas of literacy and numeracy, and making plans to address them. In addition, the increasing mental health and wellness issues of our students and staff were an area of concern and attention.

Staff were also preparing to implement new curriculum. Battle River School Division has also had a strong focus on increasing understanding of Indigenous history, as well as other aspects of equity and diversity within our schools.

Thanks to the flexibility and dedication of staff at all levels of the division, progress is being made and evolving student needs continue to be addressed.

Respectfully,



Karen Belich, Chair
BRSD Board of Trustees

Vision

**EVERY STUDENT, EVERY
DAY, A SUCCESS.**

Mission

The Battle River School Division, in collaboration with our communities, will support every student to be a lifelong learner and contributing member of society.

Beliefs

We believe:

- Every student can learn.
- Our fundamental purpose is to promote student learning, growth and understanding.
- Everyone will be treated with dignity and respect in a safe, caring and inclusive environment.
- Positive relationships build healthy, resilient students and staff.
- When a student is in need we will provide support.
- We will support every student to the best of our ability every day.
- All staff must be skilled, committed and dedicated to their own continuous learning.
- Optimal learning occurs when it is engaging, meaningful and active.

Profile of the School Authority

By the end of the 2021-2022 school year Battle River School Division had completed its 27th full year of operation. During the 2021-2022 school year Battle River schools served approximately 5,681 students in 32 schools/programs including 10 Hutterite Colony Schools, Battle River Centre for Alternative Learning, the Women's Shelter, Pre-K

and French Immersion for grades K-12. In the Battle River School Division, the majority of our students come from farms, acreages, villages and small towns in a predominantly rural setting which has a total population of about 47,961 people (based on 2021 population estimates from Alberta Municipal Affairs). Within our midst we serve approximately

2,200 students within the City of Camrose. In 2021-2022 the division employed about 307 full-time teachers, 75 part-time teachers, and about 400 full/part-time non-teaching staff. We operated a fleet of system-owned buses. Approximately 2,500 students were safely transported over 8,420 kilometers of roads per day during the 2021-2022 school year.



Battle River School Division's

Battle River School Division's **Critical 2** are foundational to the work that happens within our schools to ensure "Every Student, Every Day, A Success". The **Critical 2** focus on the qualities that encompass **optimum learning** and **high quality teaching**.

Optimum Learning can only happen in an environment where the social and emotional elements of learning are prioritized and understood to be the foundation of academic success and personal well-being. It begins with a positive productive school climate which provides intellectual and emotional safety, stimulating classrooms that are personalized and co-constructed by adults and students. Optimal learning happens when students have kind, caring, and respectful adult, adult-student, and peer relationships. This cultivates a sense of belonging and provides a foundation on which high academic success can be achieved. Optimal learning reflects a belief that all students can achieve at high levels.

High Quality Teaching requires teachers to be: lifelong learners; current in their knowledge; able to analyze and use resources that are relevant; willing and able to use a variety of instructional strategies to reach learner diversity; to be excellent communicators; put students first; understand the need for, and the characteristics of, optimum learning environments; and be able to connect with students within and outside of the learning process.

Challenges We Face

Student, Staff and Family Needs For Mental Health Services

- It's tough for students to learn when they're dealing with anxiety, depression or other mental health issues.
- Mental health issues are more complex and are requiring services and expertise beyond the skill of school based staff.
- It's difficult to access community-based mental health services in rural areas.
- Child and family services as well as supports for students with disabilities are MIA (missing in action).

On-going Impact of the Pandemic

- Inconsistency in face to face learning and student attendance has impacted a large number of our students being able to perform academically at grade level.
- Many students are unable to self-regulate and schools are needing to focus time and attention on teaching behaviours that, in the past, students had gained in the early years of their schooling.
- Social, emotional and mental health needs of students as a result of Covid continue to impact academic performance.
- Children are coming to school with low executive functioning skills.
- Students are entering school with speech and language as well as fine motor deficits.
- There is a lack of funding for required intervention services, and additional funding requires grant applications and reporting.
- Lack of qualified staff to provide these services.

Recruitment for Teaching and Specialist Positions

- We continue to have challenges in filling specialty positions like French Immersion and math/science positions and find the number of applicants is low for many positions
- We are struggling to hire specialized staff such as SLPs and Educational Psychologists. We are having to compete with other school divisions and the private sector for qualified candidates.
- Recruiting candidates for positions in rural schools who are qualified and who want to stay in these areas remains difficult.
- Access to quality substitute staff continues to be a challenge.

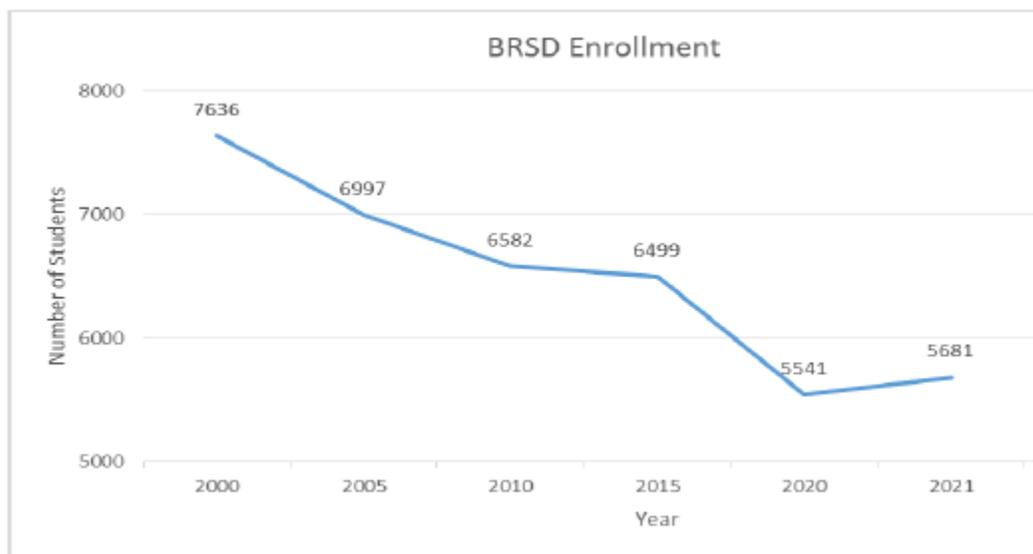
Equity of Funding

- Despite a change to the funding model, our rural school division struggles to have adequate funding to ensure equity of programming in all of our schools.
- Education funding policies should be designed so that available resources are dedicated to supporting high quality teaching and providing equitable learning opportunities for all. School divisions with large student populations are at an advantage with the current model and are able to provide additional supports for their students.

Facilities

- Despite having had three replacement schools in the past few years, the average age of school buildings in Battle River School Division is more than 50 years old. Many building systems, such as electrical and heating, have reached or exceeded their life expectancy. We are challenged to keep up with maintenance and repair of these aging buildings.
- With the current construction costs, the funding provided through Infrastructure, Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) is inadequate to continue to adequately maintain the Division's school facilities.

Decreasing rural population increases challenges



- Though we have expanded our programming, we have 1,995 fewer students than 21 years ago.
- Funding is primarily based on student enrollment. Lower numbers mean:
 - Less funding for programs and staff;
 - Fewer dollars to cover busing;
 - Inadequate amounts to maintain school buildings.
- 6/11 BRSD high schools serve 75 students or less in Grades 10 to 12. It's a challenge to provide a full range of programs to small numbers of students in each grade.
- 75% of our spending is on PEOPLE. It's a challenge to make changes without impacting jobs.

Successes

The 2021-22 school year exemplified, yet again, the resiliency and commitment of our staff and stakeholders to our Division vision “Every Student, Every Day, A Success”! The start of the year saw our Pre-K to Grade 3 teachers continuing to grow their ability to teach the foundational skills of literacy and numeracy. Professional learning opportunities in the spring of 2021 provided them with time to reflect on and learn and share best practices in these foundational areas. Consequently, in the fall they were ready to roll up their sleeves, assess their students and use this data to determine which intervention and best practices they would enact to ensure learning growth for every student. In addition to intervention grant dollars provided by Alberta Education, schools were creative with their timetables and scheduling to ensure students with the greatest needs were benefiting from researched supports. Intervention grant dollars provided us with the ability to increase staffing and purchase resources in both numeracy and literacy across the division.

Our Equity Coordinator worked tirelessly with staff across the Division to deepen their understanding of the importance of the work that needs to be done in relation to First Nations, Métis and Inuit education. An elder from a neighbouring community was able to spend time in almost all of our schools and students with and without ancestry benefitted from his time and counsel. Both provincial and divisional data in this regard demonstrate some growth and we are confident that over the next three years our results will reflect the impact of this work on student success.

Foundational work in preparation for the new curriculum implementation took place in 2021-2022. Schools from across the division were organized into families (based on geographic location and school organization) to continue to support collaboration and sharing amongst staff. K to 12 staff in each of the families focused on professional learning activities concentrating on high quality instruction and optimum learning. BRSD teachers, no matter the grade or subject specialization, are all on a learning trajectory to ensure quality implementation of new curriculum.

Across the division a concerted effort continues to be made to ensure learning opportunities for students increase. Our Battle River Alternative Centre for Education (B.R.A.C.E.) works to provide grade 10 to 12 students in our rural schools with the opportunity to take a variety of core and option courses. Our Work Experience, R.A.P and Green Certificate programs continue to see increased enrolment and opportunities. Neighbouring schools are being flexible with their timetables so that students can join a class virtually if it is not scheduled at their home school. The 2022-2023 second semester will see the reintroduction of Dual Credit programming.

The majority of our staff are extremely comfortable with online learning. Staff are accessing more professional learning opportunities due to the accessibility of online platforms. Staff report that they appreciate the flexibility and increased variety this platform provides.

During the 2021-2022 school year we continued to cultivate partnerships with a variety of stakeholders. Our BRSD Inclusion team worked tirelessly with Northern Lights Public School Division to ensure the Eastern Edge Low Incidence Team continued. As a result of this partnership, several new divisions have signed on, and this has resulted in an increase to services for low incidents students. BRSD continues to receive support from the Battle River Community Foundation to plan and host our summer Reading University. This summer saw students in grades 2 to 5 benefit from this program.

We saw some of our highest parent responses to surveys sent out in the spring regarding our work in relation to foundational teaching in literacy and numeracy. Ninety five percent of parents who responded felt teachers were providing high quality literacy instruction. Parents' responses to the numeracy survey spoke to an appreciation for their child's confidence being built and for teaching of the fundamentals i.e. basic math skills.

Accountability Statement

The Annual Education Results Report for Battle River School Division, for the 2021-2022 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.

The Annual Education Results Report for 2021-2022 was approved by the Board on January 26, 2023.



Karen Belich
Chair of the Board of Trustees



Dr. Rita Marler
Superintendent of Schools

Alberta Education Assurance Measures Overall Summary

Assurance Measure Summary

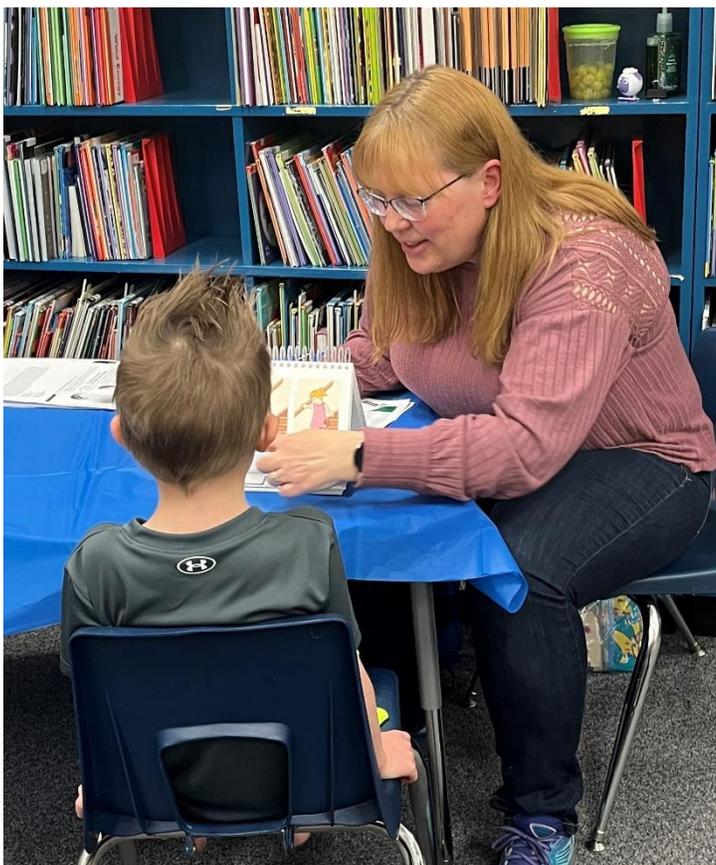
Provincial data shared in this report comes from the “Alberta Education Assurance Measure Results” spring 2021, fall 2022 and from our own School Division data.

Overall the provincial measures from the 2021 -2022 school year that are available to us, provide us with a few measures of success:

- We had improved 3 and 5 year High School Completion rates.
- Our Citizenship measure shows a slight increase.
- Our student engagement and welcoming, caring, respectful and safe learning environments are in line with provincial results.

However, it is important to note that parent response rates to the survey continue to be below 15%. We continue to seek parent input through different means to determine success.

We are keenly aware that we still have areas which we need to work on to improve and the impact that Covid 19 has had and continues to have on both students and staff. With the development of the priorities in our Education Plan, our focus on the Critical 2 and our vision “Every Student, Every Day, A Success” we are committed to ensuring that all of our students achieve the highest of standards. With Covid 19 and the absence of consistent provincial achievement data we have made a commitment to ensure we collect high quality data within our Division using such measures as: literacy & numeracy benchmark assessments, common core subject assessments, and stakeholder engagement data. We know that student’s foundational skills in literacy and numeracy need to continue to be a priority. We look forward to continuing to work with our diverse communities to ensure our students are supported and successful.



Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

Authority: 2285 The Battle River School Division

Assurance Domain	Measure	Battle River School Division			Alberta		Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.7	84.4	n/a	85.1	85.6	n/a	n/a	n/a
	Citizenship	79.4	80.0	78.5	81.4	83.2	High	Maintained	Good
	3-year High School Completion	85.0	86.9	82.1	83.2	83.4	High	Improved	Good
	5-year High School Completion	89.6	85.5	86.2	87.1	86.2	High	Improved	Good
Teaching & Learning	PAT: Acceptable	62.0	n/a	70.3	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	11.3	n/a	14.6	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	67.6	n/a	78.0	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	8.8	n/a	12.9	18.2	n/a	n/a	n/a	n/a
Learning Supports	Education Quality	86.8	88.5	87.9	89.0	89.6	Intermediate	Declined	Issue
	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	85.4	86.9	n/a	86.1	87.8	n/a	n/a	n/a
Governance	Access to Supports and Services	76.5	78.6	n/a	81.6	82.6	n/a	n/a	n/a
	Parental Involvement	73.3	75.2	76.3	78.8	79.5	Low	Declined	Issue

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.



Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

Authority: 2285 The Battle River School Division (FNMI)

Assurance Domain	Measure	Battle River School Division (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	76.6	75.1	60.7	59.5	62.0	59.4	Intermediate	Improved	Good
	5-year High School Completion	59.7	67.6	67.1	68.0	66.1	65.8	Very Low	Maintained	Concern
	PAT: Acceptable	44.0	n/a	55.7	46.4	n/a	54.0	n/a	n/a	n/a
Teaching & Leading	PAT: Excellence	3.1	n/a	10.8	6.4	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	84.2	n/a	60.6	68.7	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	15.8	n/a	9.1	8.5	n/a	11.4	n/a	n/a	n/a
Learning Supports	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 8, 9 KAE), Français (6e et 8e année), French Language Arts (6e et 8e année), Mathematics (Grades 6, 8, 9 KAE), Social Studies (Grades 6, 8, 9 KAE).
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
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Division Goals and Data

1 Battle River School Division students are successful.

Outcomes					
Outcome One: All Battle River students are successful.					
Alberta Education Assurance Measures					
High School Completion Rates * data values masked where number of respondents is fewer than 6					
Performance Measure	Results in Percentages				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
3 Year Completion	80.4	77.2	82.3	86.9	85.0
3 Year Completion(FNMI)	82.5	57.1	50.0	75.1	76.6
3 Year Completion(ELL)	*	64.1	*	52.0	*
4 Year Completion	83.2	84.9	80.9	88.5	88.8
4 Year Completion(FNMI)	57.0	82.8	55.2	58.1	75.2
4 Year Completion(ELL)	*	*	58.3	*	35.3
5 Year Completion	85.2	86.3	86.7	85.5	89.6
5 Year Completion(FNMI)	54.4	55.2	78.6	67.6	59.7
5 Year Completion(ELL)	n/a	*	*	70.6	*
Citizenship – Overall percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.					
Performance Measure	Results in Percentages				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall	78.2	77.3	79.7	80.0	79.4
Parent	75.8	73.7	76.9	74.0	75.5
Student	69.8	67.1	70.6	73.1	69.4
Teacher	89.0	91.1	91.6	92.6	93.2
Student Learning Engagement – The percentage of teachers, parents and students who agree that students are engaged in their learning at school.					
Performance Measure	Results in Percentages				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall	n/a	n/a	n/a	84.4	82.7
Parent	n/a	n/a	n/a	86.3	84.0
Student	n/a	n/a	n/a	70.4	67.9
Teacher	n/a	n/a	n/a	96.5	96.1
Alberta Education Assurance Measures					
Results in Percentages					

Performance Measure	2020-2021	2021-2022(Spring)	2022-2023(Fall)
Grade 2 Castles & Colheart 2 (CC3) Assessment English - Not At Risk	n/a	75	78.8
Lens Name-Sound (LeNS) Assessment English - Not At Risk	n/a	75	74.9
Grade 3 Castles & Colheart 3 (CC3) Assessment English - Not At Risk	n/a	76.3	74.1
Alberta Education Numeracy Assessment(EMA@School) Grade 2 Not at Risk	n/a	n/a	70.8
Alberta Education Numeracy Assessment(EMA@School) Grade 3 Not at Risk	n/a	n/a	81.1

Battle River School Division Assurance Measure

Performance Measure	Results in Percentages		
	2019-2020	2020-2021	2021-2022
Percentage of Grade 2 students below the 60% benchmark on the MiPi Assessment.	10.1	9.4	19.2
Percentage of Grade 3 students below the 60% benchmark on the MiPi Assessment.	24.4	24.2	27.4
Percentage of Grade 4 students below the 60% benchmark on the MiPi Assessment.	32.7	32.2	33.2
Percentage of Grade 5 students below the 60% benchmark on the MiPi Assessment.	39.3	39.2	35.6
Percentage of Grade 6 students below the 60% benchmark on the MiPi Assessment.	46.3	45.9	36.5
Percentage of Grade 7 students below the 60% benchmark on the MiPi Assessment.	59.9	61.2	42.9
Percentage of Grade 8 students below the 60% benchmark on the MiPi Assessment.	64.6	64.6	46.2
Percentage of Grade 9 students below the 60% benchmark on the MiPi Assessment.	76.1	75.0	48.0
Percentage of Grade 10 students below the 60% benchmark on the MiPi Assessment.	66.3	56.9	50.5

Alberta Education Assurance Measures

PAT Results By Number Enrolled Measure History

* data values masked where number of respondents is fewer than 6

Performance Measure	Results in Percentages				
	ELA 6				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Acceptable Standard	84.9	87.6	n/a	n/a	75.2
Acceptable Standard (FNMI)	61.5	72.7	n/a	n/a	73.7
Acceptable Standard(ELL)	80.0	69.8	n/a	n/a	84.6
Standard of Excellence	11.5	12.3	n/a	n/a	15.0
Standard of Excellence (FNMI)	3.8	4.5	n/a	n/a	5.3
Standard of Excellence (ELL)	11.4	4.7	n/a	n/a	3.8

Performance Measure	Results in Percentages				
	FLA 6				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Acceptable Standard	100.0	64.5	n/a	n/a	32.1

Acceptable Standard (FNMI)	*	*	n/a	n/a	*
Acceptable Standard(ELL)	n/a	n/a	n/a	n/a	n/a
Standard of Excellence	5.6	9.7	n/a	n/a	3.6
Standard of Excellence (FNMI)	*	*	n/a	n/a	*
Standard of Excellence (ELL)	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results in Percentages Mathematics 6				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Acceptable Standard	68.4	68.0	n/a	n/a	61.7
Acceptable Standard (FNMI)	42.3	50.0	n/a	n/a	52.6
Acceptable Standard(ELL)	74.3	55.8	n/a	n/a	84.6
Standard of Excellence	7.7	7.6	n/a	n/a	6.9
Standard of Excellence (FNMI)	0.0	4.5	n/a	n/a	5.3
Standard of Excellence (ELL)	11.4	4.7	n/a	n/a	7.7

Performance Measure	Results in Percentages Science 6				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Acceptable Standard	80.4	76.3	n/a	n/a	69.8
Acceptable Standard (FNMI)	69.2	54.5	n/a	n/a	63.2
Acceptable Standard(ELL)	74.3	62.8	n/a	n/a	73.1
Standard of Excellence	28.1	24.5	n/a	n/a	21.6
Standard of Excellence (FNMI)	0.0	27.3	n/a	n/a	5.3
Standard of Excellence (ELL)	25.7	1.3	n/a	n/a	7.7

Performance Measure	Results in Percentages Social Studies 6				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Acceptable Standard	72.9	77.8	n/a	n/a	63.9
Acceptable Standard (FNMI)	34.6	54.5	n/a	n/a	68.4
Acceptable Standard(ELL)	65.7	53.5	n/a	n/a	50.0
Standard of Excellence	18.6	19.0	n/a	n/a	13.5
Standard of Excellence (FNMI)	3.8	13.6	n/a	n/a	0.0
Standard of Excellence (ELL)	14.3	9.3	n/a	n/a	0.0

Performance Measure	Results in Percentages ELA 9				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Acceptable Standard	71.4	68.5	n/a	n/a	63.9
Acceptable Standard (FNMI)	75.0	62.5	n/a	n/a	40.0
Acceptable Standard(ELL)	53.8	17.6	n/a	n/a	38.5
Standard of Excellence	7.5	9.0	n/a	n/a	16.1
Standard of Excellence (FNMI)	10.0	6.3	n/a	n/a	4.0
Standard of Excellence (ELL)	0.0	0.0	n/a	n/a	0.0

Performance Measure	Results in Percentage K & E ELA 9				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Acceptable Standard	42.9	78.3	n/a	n/a	50.0
Acceptable Standard (FNMI)	*	*	n/a	n/a	*
Acceptable Standard(ELL)	n/a	n/a	n/a	n/a	n/a
Standard of Excellence	0.0	4.3	n/a	n/a	12.5
Standard of Excellence (FNMI)	*	*	n/a	n/a	*
Standard of Excellence (ELL)	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results in Percentage FLA 9				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Acceptable Standard	76.9	81.3	n/a	n/a	52.0
Acceptable Standard (FNMI)	n/a	n/a	n/a	n/a	n/a
Acceptable Standard(ELL)	n/a	n/a	n/a	n/a	n/a
Standard of Excellence	0.0	6.3	n/a	n/a	0.0
Standard of Excellence (FNMI)	n/a	n/a	n/a	n/a	n/a
Standard of Excellence (ELL)	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results in Percentage Mathematics 9				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Acceptable Standard	53.5	44.6	n/a	n/a	41.7
Acceptable Standard (FNMI)	50.0	31.3	n/a	n/a	20.0
Acceptable Standard(ELL)	38.2	6.3	n/a	n/a	30.8
Standard of Excellence	8.2	8.7	n/a	n/a	8.2
Standard of Excellence (FNMI)	4.5	6.3	n/a	n/a	4.0
Standard of Excellence (ELL)	7.7	0.0	n/a	n/a	0.0

Performance Measure	Results in Percentage K&E Mathematics 9				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Acceptable Standard	48.0	65.4	n/a	n/a	50.0
Acceptable Standard (FNMI)	*	*	n/a	n/a	*
Acceptable Standard(ELL)	n/a	n/a	n/a	n/a	n/a
Standard of Excellence	16.0	11.5	n/a	n/a	12.5
Standard of Excellence (FNMI)	*	*	n/a	n/a	*
Standard of Excellence (ELL)	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results in Percentage Science 9				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Acceptable Standard	73.8	67.8	n/a	n/a	65.2
Acceptable Standard (FNMI)	75.0	56.3	n/a	n/a	32.0
Acceptable Standard(ELL)	46.2	6.3	n/a	n/a	46.2

Standard of Excellence	16.5	17.2	n/a	n/a	15.1
Standard of Excellence (FNMI)	20.0	6.3	n/a	n/a	4.0
Standard of Excellence (ELL)	7.7	0.0	n/a	n/a	0.0

Performance Measure	Results in Percentage K&E Science 9				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Acceptable Standard	54.5	78.3	n/a	n/a	62.5
Acceptable Standard (FNMI)	*	*	n/a	n/a	*
Acceptable Standard(ELL)	n/a	n/a	n/a	n/a	n/a
Standard of Excellence	10.0	34.8	n/a	n/a	12.5
Standard of Excellence (FNMI)	*	*	n/a	n/a	*
Standard of Excellence (ELL)	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results in Percentage Social Studies 9				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Acceptable Standard	56.6	63.5	n/a	n/a	60.7
Acceptable Standard (FNMI)	55.0	50.0	n/a	n/a	32.0
Acceptable Standard(ELL)	46.2	12.5	n/a	n/a	38.5
Standard of Excellence	12.4	16.8	n/a	n/a	8.4
Standard of Excellence (FNMI)	20.0	6.3	n/a	n/a	0.0
Standard of Excellence (ELL)	7.7	0.0	n/a	n/a	0.0

Performance Measure	Results in Percentage K & E Social Studies 9				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Acceptable Standard	35.0	78.3	n/a	n/a	37.5
Acceptable Standard (FNMI)	*	*	n/a	n/a	*
Acceptable Standard(ELL)	n/a	n/a	n/a	n/a	n/a
Standard of Excellence	10.0	34.8	n/a	n/a	12.5
Standard of Excellence (FNMI)	*	*	n/a	n/a	*
Standard of Excellence (ELL)	n/a	n/a	n/a	n/a	n/a

Diploma Exam Results By Students Writing Measured History

Performance Measure	Results in Percentages ELA 30-1 * data values masked where number of respondents is fewer than 6				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Acceptable Standard	83.4	85.7	n/a	n/a	71.6
Acceptable Standard (FNMI)	63.6	*	n/a	n/a	*
Acceptable Standard(ELL)	*	*	n/a	n/a	*
Standard of Excellence	6.7	6.3	n/a	n/a	3.5
Standard of Excellence (FNMI)	0.0	*	n/a	n/a	*

Standard of Excellence (ELL)	*	*	n/a	n/a	*
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Performance Measure	Results in Percentages ELA 30-2				
	* data values masked where number of respondents is fewer than 6				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Acceptable Standard	91.0	89.7	n/a	n/a	83.0
Acceptable Standard (FNMI)	*	*	n/a	n/a	*
Acceptable Standard(ELL)	66.7	*	n/a	n/a	*
Standard of Excellence	13.2	7.5	n/a	n/a	8.5
Standard of Excellence (FNMI)	*	*	n/a	n/a	*
Standard of Excellence (ELL)	0.0	*	n/a	n/a	*

Performance Measure	Results in Percentages FLA 30-1				
	* data values masked where number of respondents is fewer than 6				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Acceptable Standard	*	*	n/a	n/a	n/a
Acceptable Standard (FNMI)	n/a	n/a	n/a	n/a	n/a
Acceptable Standard(ELL)	n/a	n/a	n/a	n/a	n/a
Standard of Excellence	*	*	n/a	n/a	n/a
Standard of Excellence (FNMI)	n/a	n/a	n/a	n/a	n/a
Standard of Excellence (ELL)	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results in Percentages Mathematics 30-1				
	* data values masked where number of respondents is fewer than 6				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Acceptable Standard			n/a	n/a	
Acceptable Standard (FNMI)			n/a	n/a	
Acceptable Standard(ELL)			n/a	n/a	
Standard of Excellence			n/a	n/a	
Standard of Excellence (FNMI)			n/a	n/a	
Standard of Excellence (ELL)			n/a	n/a	

Performance Measure	Results in Percentages Mathematics 30-2				
	* data values masked where number of respondents is fewer than 6				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Acceptable Standard	60.7	72.7	n/a	n/a	47.8
Acceptable Standard (FNMI)	*	*	n/a	n/a	*
Acceptable Standard(ELL)	n/a	n/a	n/a	n/a	n/a
Standard of Excellence	21.3	20.5	n/a	n/a	7.5
Standard of Excellence (FNMI)	*	*	n/a	n/a	*

Standard of Excellence (ELL)	n/a	n/a	n/a	n/a	n/a
Results in Percentages					
Performance Measure	Social Studies 30-1				
	* data values masked where number of respondents is fewer than 6				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Acceptable Standard	75.3	81.5	n/a	n/a	78.9
Acceptable Standard (FNMI)	71.4	*	n/a	n/a	*
Acceptable Standard(ELL)	n/a	n/a	n/a	n/a	n/a
Standard of Excellence	4.9	6.8	n/a	n/a	7.9
Standard of Excellence (FNMI)	0.0	*	n/a	n/a	*
Standard of Excellence (ELL)	n/a	n/a	n/a	n/a	n/a
Results in Percentages					
Performance Measure	Social Studies 30-2				
	* data values masked where number of respondents is fewer than 6				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Acceptable Standard	73.2	72.5	n/a	n/a	68.6
Acceptable Standard (FNMI)	*	*	n/a	n/a	*
Acceptable Standard(ELL)	42.9	*	n/a	n/a	*
Standard of Excellence	5.2	3.6	n/a	n/a	2.9
Standard of Excellence (FNMI)	*	*	n/a	n/a	*
Standard of Excellence (ELL)	0.0	*	n/a	n/a	*
Results in Percentages					
Performance Measure	Biology 30				
	* data values masked where number of respondents is fewer than 6				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Acceptable Standard	83.8	69.9	n/a	n/a	63.6
Acceptable Standard (FNMI)	*	*	n/a	n/a	*
Acceptable Standard(ELL)	*	*	n/a	n/a	*
Standard of Excellence	24.9	26.1	n/a	n/a	13.2
Standard of Excellence (FNMI)	*	*	n/a	n/a	*
Standard of Excellence (ELL)	*	*	n/a	n/a	*
Results in Percentages					
Performance Measure	Chemistry 30				
	* data values masked where number of respondents is fewer than 6				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Acceptable Standard	67.5	71.6	n/a	n/a	61.6
Acceptable Standard (FNMI)	*	*	n/a	n/a	*
Acceptable Standard(ELL)	*	n/a	n/a	n/a	*
Standard of Excellence	23.6	27.6	n/a	n/a	14.0
Standard of Excellence (FNMI)	*	*	n/a	n/a	*

Standard of Excellence (ELL)	*	*	n/a	n/a	*
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Performance Measure	Results in Percentages Physics 30				
	* data values masked where number of respondents is fewer than 6				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Acceptable Standard	67.3	85.2	n/a	n/a	76.6
Acceptable Standard (FNMI)	*	*	n/a	n/a	*
Acceptable Standard(ELL)	n/a	n/a	n/a	n/a	n/a
Standard of Excellence	20.8	25.9	n/a	n/a	23.4
Standard of Excellence (FNMI)	*	*	n/a	n/a	*
Standard of Excellence (ELL)	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results in Percentages Science 30				
	* data values masked where number of respondents is fewer than 6				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Acceptable Standard	78.7	79.5	n/a	n/a	62.5
Acceptable Standard (FNMI)	n/a	n/a	n/a	n/a	n/a
Acceptable Standard(ELL)	*	n/a	n/a	n/a	*
Standard of Excellence	12.1	14.3	n/a	n/a	6.3
Standard of Excellence (FNMI)	n/a	n/a	n/a	n/a	n/a
Standard of Excellence (ELL)	*	n/a	n/a	n/a	*

Battle River School Division Assurance Measure

School Awarded Marks for Grade 12 -1; -2 Core Courses

Performance Measure	2020-21	2021-22	2020-21	2021-22
	S.S. 30-1	S.S. 30-1	S.S. 30-2	S.S. 30-2
Excellence (80+)	56.6	52.7	18.6	16
Acceptable (50 – 79)	43.3	46.2	79.2	77.7
Below Acceptable (↓ 50)	0.0	1.1	2.1	6.3
Course Average	78.14	77.7	67.37	66.9

	2020-21	2021-22	2020-21	2021-22
	ELA 30-1	ELA 30-1	ELA 30-2	ELA 30-2
Excellence (80+)	59.5	66.7	27.7	12.5
Acceptable (50 – 79)	37.9	33.3	69.4	80.3
Below Acceptable (↓ 50)	2.6	0.0	2.9	7.1
Course Average	78.85	81.2	69.32	64.6

	2020-21	2021-22	2020-21	2021-22
	Math 30-1	Math 30-1	Math 30-2	Math 30-2
Excellence (80+)	59.2	51.2	38.9	23.5

Acceptable (50 – 79)	40.0	48.8	60.3	73.5	
Below Acceptable (↓ 50)	0.8	0.0	0.8	2.9	
Course Average	78.15	78.5	73.34	68.9	
	2020-21	2021-22	2020-21	2021-22	
	Chem 30	Chem 30	Physics 30	Physics 30	
Excellence (80+)	54.0	52.3	70.5	65.6	
Acceptable (50 – 79)	45.3	45.3	28.2	32.8	
Below Acceptable (↓ 50)	0.7	2.3	1.3	1.6	
Course Average	77.6	75.8	81.98	82.1	
	2020-21	2021-22	2020-21	2021-22	
	Bio 30	Bio 30	Science 30	Science 30	
Excellence (80+)	56.6	50.0	0	25.0	
Acceptable (50 – 79)	42.3	46.5	100.0	75.0	
Below Acceptable (↓ 50)	1.1	3.4	0.0	0.0	
Course Average	78.7	77.8	68.03	72.2	

Comment on Results: Analysis and Action

- We have examined all of the data available to us through Alberta Education and locally and we know that we will need to be intentional, focused and continually revisiting the results of our work to ensure our students are well served to overcome the impact of the past two years.
- We continued the work with our division one and two staff to build their capacity in teaching foundational literacy and numeracy skills. Once we received the literacy grant dollars we added additional teacher support and purchased resources. We have seen increased consistency across the Division in relation to division one and two literacy and numeracy instruction.
- We continued with our Principal of Early Literacy division position. This learning team member continued her work in supporting staff in deepening their instructional practices in foundational literacy instruction.
- Intervention grant dollars were also used to create a division numeracy support position. This half time teacher worked in schools across the division modeling and supporting teachers in foundational numeracy instruction.
- As with the 2020-21 school year, we have used school awarded marks to examine student and staff needs in our high school programs. We are keenly aware that the realities of the pandemic have had an impact on our students academically and social/emotionally. Our family of schools model that we have developed for new curriculum implementation is also supporting our work with high school teachers to continue to build their repertoire of high quality teaching practices to meet the needs of their students.
- The use of the collaborative response process continues to be the tool our schools and the Division are using to solve problems of practice, promote teacher efficacy and meet the ever growing needs of the students in our care.
- The learning inclusion team continued to coach, guide and support staff in their capacity to meet the diverse needs of learners in an inclusive environment. Short video clips of high impact strategies and processes were recorded for administrators to share with staff on school based collaboration/staff meeting days.

- Our schools are working to reconnect with all stakeholders to ensure our students have all of the necessary supports to ensure success.
- We continue to work to ensure we provide a breadth of programming across the Division through Battle River Alternative Centre for Education (B.R.A.C.E.), Division Career Counselors, RAP, Work Experience, Green Certificate and Dual Credit programming.

2 First Nations, Métis and Inuit students are successful.

Outcomes					
Outcome Two: First Nations, Métis and Inuit students are successful.					
Alberta Education Measures					
First Nations, Metis and Inuit High School Completion Rates					
	Results in Percentages				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
3 Year Completion	82.5	57.1	50.0	75.1	76.6
4 Year Completion	57.0	82.8	55.2	58.1	65.2
5 Year Completion	54.4	55.2	78.6	67.6	59.7
Battle River School Division Assurance Measures					
Performance Measure	Results				
	2018-2019	2019-2020	2020-2021	2021-2022	
Self-identified FNMI students in BRSD.	314	323	306	274	
FNMI students with learning/behavioural codes.	93	94	86	78	
Using BAS Spring Result: Percentage of Grade 3 students reading at grade level.	38%	*42%	*47%	***~ 50%	
FNMI students completing MiPi.	193	193	184	142	
FNMI students scoring below MiPi Benchmark.	106	106	110*	78	
Using the BAS Percentage of FNMI Grade 4 to 6 students who are at grade level.		**19%	*45%	32%	
* Data may be incomplete due to Covid interruptions **Data was compiled from the online reading assessment D.O.R.A. ***Data taken from Heggerty Benchmark					

Comment on Results: Analysis and Action

- We have had a Cree Knowledge Keeper enter the majority of our schools to instruct students and staff about deep cultural teachings. Students and staff alike have been involved in drumming, singing, and ceremony to enhance their understanding of Cree culture. Cultural ceremony is now becoming commonplace in many of our schools.
- We have set up a First Nations, Inuit, and Metis Dossier Board for each school and at the division level. These boards help us track Indigenous student data including attendance, zones of intervention, and collaborative response notes. These boards have allowed staff to provide early intervention.
- Our Equity Coordinator has worked with schools to demystify Indigeneity. Teaching staffs have been working with Our Equity Coordinator on lesson planning, cultural appropriateness, and specific cultural supports for Indigenous learners. Indigenous content infused in curriculum can be seen in all schools.
- Our Equity Coordinator has been involved in ongoing professional learning series with teaching staff and support staff. This learning series has focused on unconscious bias and best equitable practice. This learning series has provided new texts for Learning Commons, Curricular components for teaching staff, and resources that have been centralized on our instruction website.
- Our Equity Coordinator has been leading a book study for members of Division leadership. This book looks at decolonizing our practice as leaders. Members of the leadership team are now evaluating processes and procedures and re-writing them with the guidance of the Equity Coordinator.
- The Equity Coordinator has joined our mentorship program in which he instructs new Battle River Teachers on best equitable practices. All new teachers are taught culturally aware and sensitive practice in their first year with Battle River.
- Our Equity Coordinator has been working with our Student Advocacy group. This student group has been advocating for minoritized student need, specifically Indigenous student need. These groups have taken the initiative to invite the Metis Nation of Alberta and Cree Knowledge Keepers to provide support at their schools.
- Restorative Practice has been adopted division wide to address bullying and non-inclusive behavior. Learning from Indigenous practice our Mental Health Capacity Building team has partnered with our Equity Coordinator to instill Indigenous conflict resolution at over half of our schools.
- Indigenous graduation rates continue to climb as we are nearing parity with non-Indigenous learners.
- Battle River School Division has partnered with Augustana Campus, University of Alberta to continue to support Indigeneity within Camrose. With a focus on deep culture and mental health support, we have combined resources to neighboring Indigenous communities.
- From this date last year, our Indigenous students have attended school at a rate of 5% higher.

3 Battle River School Division has excellent teachers, school leaders, and school authority leaders.

Outcomes					
Outcome Three: Battle River School Division has excellent teachers, school leaders, and school authority leaders.					
Alberta Education Assurance Measures					
Education Quality – The percentage of teachers, parents and students satisfied with the overall quality of education.					
Performance Measure	Results in Percentages				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall	87.6	87.3	88.5	88.5	86.8
Parent	82.1	81.1	82.9	83.5	80.4
Student	85.5	85.0	86.3	84.9	83.7

Teacher	95.1	95.9	96.3	97.1	96.3
Welcoming, Caring, Respectful and Safe Learning Environments - The percentage of teachers, parents and students who agree that their learning environments are welcome, caring, respectful and safe.					
Performance Measure	Results in Percentages				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall	n/a	n/a	n/a	86.9	85.4
Parent	n/a	n/a	n/a	86.2	84.1
Student	n/a	n/a	n/a	79.1	75.3
Teacher	n/a	n/a	n/a	95.3	96.7
Access to Supports and Services – The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.					
Performance Measure	Results in Percentages				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall	n/a	n/a	n/a	78.6	76.5
Parent	n/a	n/a	n/a	72.9	68.1
Student	n/a	n/a	n/a	79.1	77.3
Teacher	n/a	n/a	n/a	83.8	84.1
Battle River School Division Assurance Measures					
Performance Measure	Results in Percentages				
	2019-2020	2020-2021	2021-2022		
Percentage of year one and two teachers that report cohort professional learning opportunities and mentorship are effective in enhancing their professional growth and development as teachers.	73.7	82.0	84		
3-year retention rate of Principals and Assistant Principals	95% (1 retirement, 1 resignation))	93% (3 retirements)	92% (3 retirements, 1 resignation)		
Percentage of Aspiring Leaders seeking leadership positions in BRSD.	60	95	78		

Comment on Results: Analysis and Action

- We continue to refine our onboarding programs for new employees. New teachers participate in a two year mentorship program. Survey results continue to indicate that this program is valued by the participants.
- We have maintained our focus on Instructional Leadership through our Principal and Assistant Principal Academies, school reviews, and mentorship for our administrators.
- Our Student Advocacy, Voice for Youth program is thriving and high school students from across the Division are using data from our Alberta Education Assurance Measures to determine areas of focus in individual schools to support students socially, emotionally and academically.
- Our results in both Education Quality and Welcoming, Safe and Caring continue to be high. We are committed to ensuring students and parents understand how to access supports and services.

4 Battle River School Division's education system is well governed and managed.

Outcomes					
Outcome Four: Battle River School Division's Education System is well governed and managed.					
Alberta Education Assurance Measure					
Parental Involvement – Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.					
Performance Measures	Results in Percentages				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall	75.8	75.8	76.7	75.2	73.3
Parent	68.2	66.8	66.7	63.7	61.6
Teacher	83.0	84.9	86.6	86.8	84.9
Lifelong Learning – Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.					
Performance Measures	Results in Percentages				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall	68.3	67.2	68.8	75.9	77.2
Parent	60.5	57.0	57.1	52.0	64.4
Teacher	76.2	77.4	80.5	89.8	90.1
Work Preparation – The percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they graduate.					
Performance Measures	Results in Percentages				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall	78.5	78.1	80.7	79.2	82.8
Parent	71.1	68.4	68.5	85.7	72.7
Teacher	85.8	87.8	92.9	92.8	92.8
School Improvement – Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.					
Performance Measures	Results in Percentages				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall	75.7	74.8	76.8	78.7	70.7
Parent	75.6	72.9	74.3	76.2	59.6
Student	74.7	73.3	76.1	77.8	73.1
Teacher	76.7	78.1	79.9	82.2	79.2

Comment on Results: Analysis and Action

- Ongoing and consistent communication from the Superintendent's office goes out to all stakeholders.
- Our School Council of Councils continues to be a platform in which to build increased understanding of the work we do in BRSD to support student success.
- Schools are consistently utilizing a variety of contemporary tools and approaches to engage their school council and parent community in providing input into Division and school decisions/directions.
- Parent Engagement opportunities (Hybrid, PowerSchool Gradebook, Google Classroom, and SchoolEngage) have all enhanced communication between schools and parents/guardians.
- Schools have spent the fall scanning their school environments to ensure they are welcoming to parents and the community to promote further parental involvement in their buildings.
- We continue to focus on school climate and culture through school review team visits.

Stakeholder Engagement



**School Councils
& Council of School
Councils**



**SAVY (Student
Advocacy & Youth
for Voice)**



**Division Feedback
Surveys**



**School Review
Meetings**



**School Board
Engagement**



**ATA Liaison
Meetings**

Strengthened Direction for 2022 and Beyond

Our School Division prides itself on its Critical 2 and as we look to the upcoming school year we know there are many strengths on which we can build. We also know there are areas in which we can improve and have solid plans in place to address these areas. Our Three Year Education Plan focuses on this work and clearly outlines the strategies we will use to ensure “Every Student, Every Day, A Success.”

Sharing Our Results

Every year Battle River School Division provides all of our communities with a four page newspaper insert that outlines key information from the past school year. Board members attend school council meetings to share Board highlights and answer questions. School administrators share their school data and plans during these meetings. The Division’s Council of School Councils also provides a platform for communities to be updated on our results.

Links to the following documents on our School Division website also provide information in greater detail:

BRSD Website [Battle River School Division: Home](#)

AERR/Three Year Plan 2019-22 <https://www.brsd.ab.ca/download/226244>

Enrolment Reports [Battle River School Division Enrollment – September 30, 2021](#)



Summary of Financial Results 2021-2022

Variance Analysis of Spring Budget to Actual Expenditures 2021-22				
	2022 Actual	2022 Budget	Variance Amount	Variance %
Revenue				
Government of Alberta	77,547,236	74,459,728	3,087,508	4.15%
Fees	843,568	855,898	(12,330)	-1.44%
Sales of services and products	1,564,640	1,160,513	404,127	34.82%
Other revenue	1,295,364	1,522,054	(226,690)	-14.89%
Total Revenues	81,250,808	77,998,193	3,252,615	4.17%
Expense by Programs				
Instruction - ECS	2,473,450	2,450,000	23,450	0.96%
Instruction - Grades 1 - 12	53,847,112	55,540,770	(1,693,658)	-3.05%
Operations and maintenance	11,634,442	11,714,755	(80,313)	-0.69%
Transportation	5,426,889	5,756,947	(330,058)	-5.73%
System administration	2,555,388	2,664,759	(109,371)	-4.10%
External services	2,050,310	1,972,033	78,277	3.97%
Total Expenses	77,987,591	80,099,264	(2,111,673)	-2.64%
Variance Explanation				
<p>Revenue - BRSD received an unexpected increase in grants, including support via Learning Disruption Funding, Curriculum Implementation, Fuel Price Contingency, Building Insurance, and Safe Indoor Air. In addition, more International Students registered for the year. Some of this was offset by lower school fundraising revenues as a result of fewer school activities taking place during parts of the year.</p>				
Expenses				
<p>Instruction - Due to COVID, many planned staff development events didn't take place. In addition, the division experienced savings in technology costs and lower than planned EA expenses.</p>				
<p>Transportation - Expenses were less due to COVID - less field trips, as well as lower cleaning expenses.</p>				

Audited Financial Statements and summaries of School Generated Funds for the year ending August 31, 2022 are available on the Division website at: <https://www.brsd.ab.ca/our-division/reports-documents/reports>

Comparative information is available on the provinces website: <https://www.alberta.ca/k-12-education-financial-statements.aspx>

For further information regarding the financial information for Battle River School Division please contact the Secretary-Treasurer at 780-672-6131.

Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in the Annual Education Results Report. The Whistleblower Protection Act requires that we state the number of disclosures we have received for the 2021-2022 year. BRSD has received zero disclosures for the 2021-2022 year.

