



Pine Creek School Division

Public Report

October, 2016

1. School Division Profile

a) Pine Creek School Division has seven public schools and seven Hutterian Colony Schools serving 1035 (994 FTE) students as of September 30, 2016. The student population is distributed sparsely across the school division's large geographic area with the overall average number of students per school building being 71.0 FTE. The largest school (MacGregor Elementary School) has a total student population of 225.0 FTE – a number that would be considered quite low for schools in urban centres. Our smallest Hutterian Colony School (Forest Home) has a student population of 9.5 FTE and our smallest public school (Plumas Elementary School) has a student population of 42.5 FTE. To address the low density of students, Pine Creek School Division maintains low pupil to teacher/educator ratios in its schools:

	PCSD	Prov.Avg.	Prov. Rank	Prov. Top	Prov. Last
Pupil to Teacher: (Reg. Instruction)	14.4 – 1	16.6	5 th (tied)	13.5	18.5
Pupil to Educator: (All prof. staff)	12.0 – 1	13.0	12 th (tied)	11.1	14.8
Gap between ratios*	2.4	3.6	3 rd (tied)	1.8	4.5

(*Measuring the gap between the two ratios provides insight as to how much of professional salary is spent on staff with direct contact with students as opposed to staff serving in consulting or administrative roles.)

The school division has worked purposefully to drop its ratios over the past six annual budgets, reducing the Regular Instruction ratio from 16.5 (15th in MB) in the 2010-11 budget year to 14.4 (5th in MB) for 2016-17 and the Pupil to Educator ratio from 13.9 (24th in MB) in the 2010-11 budget year to 12.0 (12th in MB) for 2016-17.

The sparse population and small schools do provide a challenge in providing a wide range of programming in all schools – for example, French, Music, Physical Education and Arts are often delivered by non-specialist teachers in our small schools. However, we also regard our small schools as one of our strengths as we seek staff who teach children well in a variety of grade levels and subject areas as opposed to seeking subject specialists who will be uncomfortable teaching outside a subject and grade level specialty.

During 2016-17 Pine Creek School Division school buses will transport 561 students (54.2% of PCSD students) on 23 bus routes. Budget estimates for 2016-17 call for the buses to travel a total of 628,000 kilometres (476,000 loaded km) with Pine Creek expending 8.6% of its total budget on the transportation of students, which is well above the provincial average of 4.4% and ranks tied for seventh amongst the province's school jurisdictions. While this figure

remains high, through route consolidations, purchase of new buses and other efficiencies, the school division has reduced this from 9.1% of the total budget in 2010-11 when it had the fifth highest percentage of dollars spent on student transportation. Nevertheless, transportation spending per pupil has risen from \$974/pupil in 2010-11 to \$1256/pupil in 2016-17 – a 29% increase. This is reflective of the declining enrolment reducing the number of students on each route, but further reductions are difficult to attain when considering the length of time students are spending on the bus ride to and from school.

b) Pine Creek School Division is a dual track administration school division with Superintendent Brian Gouriluk serving as the educational leader of the school division and Secretary-Treasurer Robyn Winters serving as the financial leader. Both persons report directly to the Board of Trustees and together form the division’s executive. The position of Assistant Superintendent was eliminated several years ago as enrolment declined and was replaced by the position of Student Services Coordinator (SSC), an administrative position within the scope of the Collective Bargaining Agreement with the Pine Creek Teacher’s Association and the Manitoba Teachers’ Society. The SSC, Lesley Nichol, works closely with the Superintendent and school principals as part of the educational leadership team. Within the school division organizational structure, Pine Creek also employs a Manager of Information Technology (Katon Frank), a Maintenance Coordinator (Lloyd Hall) and a Transportation Coordinator (Don Hickey) all of whom are part of the administrative team.

Pine Creek Administrative Council 2016-17

Name	Position
Brian Gouriluk	Superintendent
Robyn Winters	Secretary-Treasurer
Lesley Nichol	Student Services Coordinator
Bryan Marriott	Principal, MacGregor Elementary
Kyle McKinstry	Principal, MacGregor Collegiate
Allan Warkentin	Principal, Gladstone Elementary
Randy Chambers	Principal, Colony Schools
Kim Young	Principal, Austin Elementary
Shannon Blondeau	Principal, William Morton Collegiate
Tim Klein	Teaching Principal, Langruth Elementary
Robert McCaig	Teaching Principal, Plumas Elementary
Katon Frank	Manager of Information Technology
Don Hickey	Transportation Coordinator
Lloyd Hall	Maintenance Coordinator

c) Educational staffing for the division is as follows:

Position	Notes (all staffing information as of October 14, 2016)	FTE
Principal	PCSD has full-time principals in 5 public schools, 2 teacher principals in small public schools and one .90 FTE Colony Schools Administrator serving the seven Hutterian Schools.	6.5
Vice-Principal	Given our small school sizes, PCSD does not employ any vice-principals.	0
Teachers	This total includes two .65 Contract Guest Teachers (substitutes).	70.13
Counsellors	This total includes School Counselling, Learning to Age 18 Teacher Leaders and the Career Consortium Coordinator for Region 3b.	2.05
Resource Teachers	PCSD has itinerant Resource Staff for Colony Schools included in this total.	6.15
Teachers – SN low-enrolment classes	PCSD does not have any Special Needs low-enrolment classes.	0
Educational Support Workers	PCSD employs 40 Educational support staff including EAs, Skills Coaches and Signing Support Workers working a total of 197.52 hours each day. The hours worked in each position vary depending on the assignment. We use the number of 5.75 hours/day to define a full-time equivalent Educational Support Worker.	34.35
Speech & Language Pathologists	We do contract a small amount of S&L work out as our one SLP is too busy to handle all files.	1.0
Reading Clinicians	This number represents the teachers supporting our Reading Recovery program that serves three public schools.	.96
Occupational Therapists	These services are contracted as needed.	0
Physiotherapists	These services are contracted as needed.	0
Psychologists	PCSD contracts the services of a half-time School Psychologist through a joint agreement with Portage la Prairie School Division.	0.5
Social Workers	PCSD provides two full-time Social Workers: one provides service to the north schools; the other serves the schools in the south.	2.0
Other Professional Staff	PCSD also employs a full-time Student Services Coordinator (within the scope of the Teacher CBA) and a full-time Superintendent.	2.0

d) Disaggregated Data

Disaggregation	No. of Students	% of student population
English as an Additional Language	98	9.5%
Self-declared Aboriginal	166	16.0%

e) Education for Sustainable Development (ESD)

Number of Schools in the Division	14
Number of Schools with an ESD Plan	14

2. Pine Creek Education Strategic Plan Links

The Pine Creek Educational Strategic Plan can be accessed at the following link:

http://www.pinecreeksd.mb.ca/uploads/2/3/9/7/23979590/pcsd_educational_strategic_plan_2015-18_w_2016-17_actions.pdf

3. Report on Results in Literacy and Numeracy

In reflecting on disaggregated data provided by Manitoba Education and Training in May of 2016 that provides feedback on provincial assessments from 2011-15, as a whole, Pine Creek School Division students are meeting expectations in most sub-categories at a rate that exceeds provincial norms. However, the achievement of those expectations is not universal when analyzing the disaggregated data and the school division joins other provincial jurisdictions in working to close the achievement gap for Indigenous students, English as an Additional Language students and for male students as we strive to achieve our mission of providing high-quality education for all students.

Actions in the 2016-17 Divisional Plan are directed at addressing these gaps at all levels of the school system, and keeping with the intent of the Calls to Action of the Truth and Reconciliation Commission of Canada the school division is committed to continuously improving education attainment levels and success rates for Indigenous students (Calls to Action: 10, ii).

4. Grant Specific Reporting

a) Aboriginal Academic Achievement (AAA) Grant Report 2015-15

The planning process for AAA looks different at each school, depending on the profile of needs of AAA students, resources and supports available, other grants that are in place, etc. For example, at MES and MCI, the BSSAP grant and AAA grant are utilized in tandem to improve student attendance, increase parental involvement, and improve literacy and language skills for early years' students. Parents are involved in many aspects of the planning process. At LES, the divisional social work clinician works closely with the school principal and community to increase engagement and improve social-emotional outcomes for students. Expressive and

receptive language skills have been an area of focus in AAA students, as that was found to be an area of need through screening and number of referrals. The speech language pathologist works closely with the resource teacher and classroom teachers to implement pull-out programming which focuses on expressive and receptive language skills, and programming that reinforces academic and content course vocabulary. At all schools literacy and/or numeracy interventions were implemented such as Daily 5, Later Literacy and School-Based Literacy Cohorts.

Outcomes/Strategies	Indicators/Results
<p>Early years students will show gains in identified literacy skills through targeted interventions; for those students who don't receive targeted interventions, their literacy gains will be monitored and in-class strategies will be implemented to ensure progress is being made.</p>	<p>At Austin Elementary School, 17 AAA students participated in an individual or small group reading intervention; growths were noted in each student in decoding and comprehension skills and kept as data.</p> <p>A reading intervention at Langruth Elementary School resulted in a growth in letter identification and sounds, phonological awareness, as well as growth in decoding skills.</p> <p>At Gladstone Elementary, 18 students from grades 1 to 8 received literacy and/or numeracy support either in a small group or individually. Each student made growths in the targeted areas.</p> <p>At MacGregor Elementary, eight students from kindergarten and grade 1 participated in small group literacy intervention with a former Reading Recovery Teacher. Each student showed gains in decoding skills, letter identification and sounds, or phonological awareness skills, except for three students who had poor attendance and thus had very little intervention.</p>
<p>At the high school level, resource teacher time was increased to ensure that the learning needs of AAA students was met, as the percentage of AAA students who require academic supports is higher than non-AAA students. At one high school, the resource teacher uses this time to implement the Reading is Thinking</p>	<p>Data collected for students who completed Reading is Thinking as a required course prior to grade 9 ELA shows an increase in reading comprehension and vocabulary scores.</p> <p>The increase of resource teacher time at MacGregor Collegiate allowed for AAA students in particular to build in scheduled time to work on course work with the help of a teacher. This has been identified as one of the main reasons that more students are successfully attaining core credits.</p>

course with all grade 9 students.	
Attendance, school engagement, and overall social-emotional well-being of AAA students at Langruth Elementary school will be improved through the implementation of a variety of supports, including a student personal skills coach (working under the supervision of the divisional social work clinician).	Attendance of identified students has improved. There continues to be a need for small group and one on one support by the skills coach and social work clinician. The skills coach support staff position has been increased from a 0.5 position to a full-time position.
AAA students will show growth in communication skills through intervention targeted at expressive language, receptive language, or articulation.	Thirty-one AAA students received speech language intervention, with their progress and programming monitored by the speech language clinician. Twenty four with direct instruction and seven in the monitoring stage.

b) Literacy and Numeracy Grant Report 2015-16

For the purposes of this section, the report will provide information on the deployment of Literacy and Numeracy Grant in the format of three grants received from Manitoba Education and Training prior to 2015-15: the Early Literacy Grant (ELI), the Literacy Grant and the Numeracy Grant.

Literacy Priority Statements:

The development of literacy skills plays an important role in all learning.

Students develop and extend their literacy skills when they have opportunities across all curriculum areas to:

- communicate, collaborate and build relationships
- reflect on and explain their literacy and thinking skills, using feedback to improve
- engage with and create a variety of texts in different media, including opportunities offered by ICT
- develop understanding of what is special, vibrant and valuable about their own and other cultures
- explore the richness and diversity of their own and other languages and the wide range of ways in which they and others can be creative
- extend and enrich vocabulary through listening, speaking, reading, writing, viewing and representing

- engage with a wide range of texts and develop an appreciation of the richness and breadth of Canada's literary and linguistic heritage
- explore and discuss word patterns and text structures.

Literacy Grant - Reading Recovery continues to be the primary Early Literacy Intervention program in Pine Creek, being offered at Gladstone Elementary, Austin Elementary, and MacGregor Elementary. Early years teachers at schools that don't offer Reading Recovery have benefitted from professional development in the area of early literacy. The division supports the activities of a Literacy Committee that provides leadership in this area; collaborating about their practices, planning professional development and consulting with administration on divisional programming at all levels.

Numeracy Priority Statements:

The development of numeracy skills is important in our everyday life, allowing us to make sense of the world around us and to manage our lives.

Students use numeracy skills and mathematics to:

- model real-life situations and make connections and informed predictions
- interpret and analyse information
- simplify and solve problems
- assess risk and make informed decisions.

Mathematics plays an important role in areas such as science or technologies, and is vital to research and development in fields such as engineering, agriculture, computing science, medicine and finance. Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests.

To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and the world needs both specialist mathematicians and a highly numerate population.

Numeracy Grant - 2015-16 represented the final year of the Numeracy Cohort model that was led by Numeracy Coach Candy Skyhar from 2013-15. Ms. Skyhar continued her contact with the Cohort in the 2015-16 school year after starting a new position at in the Faculty of Education at Brandon University in the fall of 2015. Cohort members received support for both activities and resources in 2015-16. Ms. Skyhar will be reporting the results of her study of the cohort model in November of 2016, attending a joint meeting of the Administrative Council and the Student Services team on November 16 and the Board Meeting of November 22.

Outcomes/Strategies	Indicators/Results
<p>ELI -All students who require Reading Recovery will receive support.</p>	<p>25% of grade one students received Reading Recovery (a total of 18 students).</p>
<p>ELI - At least 85% of students in grades 2 and 3 will maintain their gains in reading and writing.</p>	<p>13/17 grade 2 students sustained their gains and continued to make progress (reading). 9/11 grade 3 students sustained their gains and continued to make progress (reading).</p> <p>13/17 grade 2 students; 8/11 grade 3 students; sustained their gains and continued to make progress (writing). Overall Maintenance Rate: 77%</p>
<p>Lit. Grant - Through a series of in-services facilitated by Joe Stouffer during the 2015-16 school year grade 4-6 teachers will become aware of best practices in the areas of: Running Records- How to administer them and analyze them; Addressing student deficits in reading, especially in reading comprehension; Balanced Literacy Instruction; Creating Balanced Assessment Strategies in Reading and Writing.</p>	<p>Between 10 to 12 teachers attended each of the PD sessions. A common group of about 8 teachers attended each of the PD sessions.</p> <p>September 29th, 2015: Reading, writing, and word study instruction and assessment, in the context of balanced literacy instruction.</p> <p>November 6th, 2015: Classroom visits (modeling lessons) at MES and GES, followed by discussion and Q and A.</p> <p>January 21st, 2016: The basics of completing a running record for the purpose of guiding reading instruction.</p> <p>March 11th, 2016: Interpreting a running record to target instruction; strategies to improve reading comprehension.</p> <p>Feedback from teachers participating in the series indicates a high level of satisfaction with the sessions and high level of adoption of the practices in classrooms. (Literacy Grant funds were used to pay the facilitator, cover teacher releases and pay mileage.)</p>
<p>Numeracy Grant - Divisional Numeracy Cohort will be continued with a focus of improving mathematics instruction and student learning outcomes</p>	<p>0.25 position of Numeracy Coach was discontinued in the third year, but reduced support was provided by the former coach in her new role as professor at BU.</p> <p>A total of twelve teachers from eight of the division’s schools participated in the Numeracy Cohort (PLC) during year three.</p> <p>Cohort members had one full cohort meeting in 2015-16 (October 9th) to plan their smaller group plans which were organized according to regions and grade levels.</p>

	<p>Smaller groups at the early, middle, and senior years levels worked collaboratively on action research projects including the development of a Math Recovery program, the hosting of a divisional 100 day, collaborative work on real world projects for middle years and senior years students, and the development of workstations focusing on mental math skills for early years students. Some teachers attended workshops in these smaller groups together to aid in their implementation of new strategies.</p>
<p>The numeracy cohort will provide leadership to divisional schools in Professional Development opportunities and in resource acquisition.</p>	<p>Eight teachers, including cohort members, attended an MEAL workshop focused on MY-SY transition in Portage la Prairie on March 7th.</p> <p>Cohort teachers organized a PD day facilitated by Sandy Margetts of BU on April 20th to promote a variety of hands-on strategies for classroom instruction – attended by classroom teachers and cohort members.</p> <p>Cohort members were supported in their acquisition of materials for their schools related to the April 20th PD day with \$1000 of 2015-16 Numeracy Grant funds and \$1500 of 2016-17 funds (ordered, but not to be received until July 2016). Most schools supplemented these divisional funds with school supply funds.</p>

c) English as an Additional Language (EAL) Grant 2015-16

There is much collaboration and planning among the principal of the Hutterian schools, the Superintendent, the Learning to Age 18 Teacher Leader, student services, and classroom teachers to provide services and programming that meet the needs of students in Colony schools as well as that respect the diverse culture and beliefs of Colonies in PCSD. The EAL grant has been used to support the hiring of professional teachers (to ensure smaller class sizes, to teach courses, to provide music lessons to students, etc); hiring and training of educational assistants; to support professional learning of classroom teachers; and to support the use of technology for CTS credit attainment. The Colony resource teachers continue to support teachers in programming for early years EAL students through the use of the EAL assessment developed for use with Hutterian students.

Throughout 2015/2016, Gladstone Elementary School noted a continued increase in the number of EAL students. Professional development opportunities were provided to staff members in an ongoing manner in order for classroom teachers to feel more confident in meeting the needs of EAL learners in the classroom. The intake and registration process, EAL assessment, and working with newcomer parents were also areas of focus. An EAL support position (0.4 FTE) was established for the 2015/2016 school year.

Outcomes/Strategies	Indicators/Results
<p>Students will benefit from parental involvement in school activities and increased English language skills.</p>	<p>Interpreters were hired, as necessary (i.e. for student-specific planning meetings)</p> <p>A person was identified in the community as a key connector to newcomer families and served as liaison between school and families</p> <p>EAL support position led school in improving communication with EAL families: School signage and correspondence was started to be made available in Tagalog; Parent attendance at school events is starting to be tracked and it has increased significantly in the past year; Technology has improved as well - the newsletters are now being translated into Tagalog through the use of a computer application.</p>
<p>Hutterian students English language skills will continue to be fostered from implementation of social skills curricula, including the Virtues project.</p>	<p>Anecdotal evidence from teachers in Colony Schools indicates that students are using the English language strategies from social skills curricula and Virtues Project lessons in their interactions with peers.</p>
<p>Hutterian students will continue to progress in English language acquisition, and an increasing number will continue through high school with CTS and apprenticeship credits.</p>	<p>The EAL assessment is completed in the late fall at each school with the kindergarten children, and with the grade 1 children who require it. As well, the kindergarten literacy assessment and phonological awareness inventory are completed with kindergarten students (if appropriate) and with grade 1 students. These three assessments form the basis for planning and collaboration between the classroom teacher, resource teacher, and SLP. A numeracy assessment was developed for use with non-EAL K students in 2014/2015, and this will be used as appropriate with early years Hutterian students.</p>
<p>Teachers will receive professional development in academic language development, assessment, and instruction.</p>	<p>The EAL support person hired for the 0.4 position has attended several provincial based PD opportunities/workshops and brought back several ideas/strategies to Gladstone Elementary School staff to assist in improvement in all areas of EAL instruction and support.</p>

5. Health and Well-being Report 2015-16

Health and Well-being is the third priority area in the Pine Creek Educational Strategic Plan. Learning in health and well-being ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical well-being now and in the future.

Learning through health and well-being enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical well-being
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and well-being which will be sustained into adult life, and which will help to promote the health and well-being of the next generation.

Outcomes/Strategies	Indicators/Results
The Pine Creek Mental Wellness Committee will develop an action plan based on shared understandings in health and well-being for staff and students.	Committee has completed its shared understandings document and has reported on key actions for each principal below.
Professional learning for staff is a key component to promote positive mental health for all students, reduce stigma, and identify students in need and support those students appropriately.	<p>Key Actions:</p> <p>a. Supported professional development sessions for staff in the areas of resilience, protective factors, mental health awareness, etc., including: September 2015: Dr. Michael Ungar – Resilient Schools, Students, and Staff (160 staff attended) October 22nd and 23rd, 2015 – Mental Health First Aid for Adults Who Interact with Youth, presented in partnership with Southern Health in MacGregor. (20 staff members trained) February 2016: Dr. Martin Broken Leg – Circle of Courage (22 divisional staff attended)</p> <p>b. Explore various delivery models for professional learning, including: - The use of guest teachers to release staff for partial days to attend short, “breakout” type sessions delivered within the</p>

	<p>school, to release teachers to watch webinars, etc. (school level initiative)</p> <ul style="list-style-type: none"> - Use local staff and presenters to deliver short sessions that are of interest to staff (i.e. before or after school, noon hour, throughout the school day with guest teachers). - Student Services Social Work and Psychology staff presented PD on Trauma Informed Environments to staff from LES, PES, and GES on September 30th, 2015 and November 27th, 2016 to a total of 26 staff members. c. Invite staff to identify topics of need and match presenters/resources to that topic.
<p>Schools play a critical role in creating conditions that allow students to flourish.</p>	<p>Key Actions:</p> <ul style="list-style-type: none"> a. All schools have completed the Healthy School Planner assessment and are using the information to identify areas of focus and actions in the areas of foundational planning, mental health, healthy eating, and physical activity in their school planning. b. A list of community resources has been shared. c. A PCSD Wellness SharePoint site will be created for the purpose of sharing ideas, celebrating successes, identifying challenges and solutions, etc. (to be implemented 2016-17)
<p>The mental wellness of teachers is impacted by various job-related challenges; supports can be provided to all staff to support positive mental health.</p>	<p>Key Actions:</p> <ul style="list-style-type: none"> a. Tools from the Not Myself Today campaign, including the Wellness Wednesday email campaign, were utilized at all schools. Specific strategies and activities from the resource were implemented, including the planning of a Stress Less Week in each school/department of the division. The program was evaluated for its effectiveness by the PCSD Mental Wellness Committee through a survey conducted in May. The committee are using the feedback to improve the initiative in 2016-17.
<p>Changes in lifestyle and use of technology have made developing awareness and skills in students about positive mental health increasingly important.</p>	<p>Key Actions:</p> <ul style="list-style-type: none"> a. Each school identified a curriculum to implement across the grades that focuses on positive relationships and appropriate use of technology (ie, Curricula from the Canadian Centre for Child Protection, including Kids in the Know, What’s the Deal, It Is a Big Deal, etc.) b. Social work clinicians delivered proactive programs (i.e. Respect Safety Violence Prevention, Respect Ed, etc.) RSVP Program for Grade 9 Girls was completed Nov-Jan; SafeTalk Training for WMCI Peer Helpers May 5, 2016 c. Healthy Schools grant initiatives were directly related to areas of need identified in the Healthy School Planner

	<p>school report. Grants for Student Wellness Days provided for High School (April 27, 2016 – 215 Students and 42 Staff attended) and Middle Years (December 4th, 2015 – 150 Students and 20 Staff attended).</p> <p>d. Students will become increasingly active in the planning of activities related to developing positive mental health skills (ie, Peer Helpers at high schools, middle years students at elementary schools). – Peer helper programs continued at High Schools/student planning of Wellness Days; Students in MacGregor Elementary participated as a pilot school in Project 11.</p>
<p>We have an obligation to share information with parents and connect with community partners.</p>	<p>Key Actions:</p> <p>a. PCSD hosted a community presentation by Dr. Michael Ungar in September, 2015 (over 50 members of the public attended the session at Austin Elementary School).</p> <p>b. Schools are relevant information in parent-accessible language through school newsletters.</p> <p>c. Schools will seek to gather feedback from parents on topics of interest/concern and use that feedback in planning informational parent sessions, sharing of resources, etc. (to be completed in 2016-17)</p>