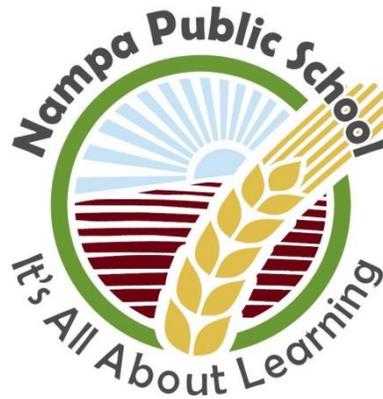


Nampa Public School

Annual Education Results Report Three Year Education Plan 2020 - 2021



Accountability Statement

Peace River School Division subscribes to a combined 3 Year Education Plan and Annual Education Results Report. This report is a summary of Nampa Public School’s achievements for the 2020-21 school year. It serves as a tool to continue monitoring improvement in the school and provides accountability to stakeholders.

Foundation Statements

Our Mission

It’s All About Learning!

Vision Statement

Our community, parents, staff, and students will work together to achieve high academic success for each child. With the involvement of all these parties and an “I can do it!” attitude, we will maximize learning for all.

Values

I will have high expectations and will create rich learning experiences where everyone actively pursues their full potential.

I will maintain a healthy, safe environment that has mutual respect and honesty.



School Profile

Community Profile:

Nampa is a small, rural community with a population of approximately 400. The primary employers are agriculture and resource industries. Nampa Public School is the only school in the community and our students usually move on to either TA Norris Middle School or Glenmary School, both of which are in Peace River. Local residents are supportive of the school and do considerable fund raising to enhance the school and the programs we offer.

Student Profile:

Most students are from the town of Nampa or from the immediate surrounding area. 54 percent (22) of the students are bussed to the school. Students come from a variety of SES situations and population transience is low to moderate. 7 percent (3) of our student population identify as FNMI.

Enrolment Trend Profile:

2016/17 K to 6	56
2017/18 K to 6	51
2018/19 K to 6	45
2019/20 K to 6	46
2020/21 K to 6	41

Enrolment has shown decline over the last 5 years. This year's ECS enrolment is low (6) compared to the previous 5 years. Assuming we retain the majority of these ECS students along with the grade 1 to 5 students, we predict our enrolment should remain the same for next year.

Nampa Public offers programmes to students in grades K through 6 students. Our kindergarten program operates 3 days (full days) a week (MWF) from September 14 to June 4. Pre-kindergarten (age 4 PUF students) is offered on site in conjunction with our ECS. We have three multi-grade classrooms that provide programming to students in grades 1/2, 3/4, and 5/6. Programming is supported by a 0.3 FTE iCoach, a 0.3 FTE administrator, 2 - 0.5 FTE EAs (1 regular classroom, 1 in ECS), a 0.1 FTE information specialist, and a 1.0 FTE office support.

Nampa Public accesses services available through the PRSD student services, such as testing for grades K-6, as well as accessing Peace Collaborative services.

Programme Highlights:

Besides offering the basic curriculum that all schools offer, our school offers a variety of enrichment opportunities. Examples include:

- Leadership Programs: student council and grade 1/2 and ECS mentors
- Citizenship opportunities such as the Terry Fox Run, Remembrance Day services, and recycling
- French grades 4-6
- Public Speaking / Drama / Christmas Concert
- Music
- Daily Physical Education
- Inter-school basketball, volleyball, and badminton leagues
- Swimming lessons
- Archery Club
- Grade 3-6 1 to 1 Chromebook Project
- Lego Robotics Club
- Coding Club
- Farm Safety program

Nampa Public School celebrates the achievements and accomplishments of its students both academically and socially. Besides the individual class awards, we annually honour academic, personal, social growth and positive learner attributes that have been made by our students. We also have Spirit Days and Fun Days, organized by our students, throughout the year.

Each year, at Christmas time, the entire student body and staff put on a large drama production, which includes the entire school. Every student who requests a speaking part gets one. This is a very big event in the village of Nampa. There is standing room only when this production is performed. It is immediately followed by a luncheon for the audience and performers.

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets	
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	82.1	83.3	82.5	*	n/a	85	n/a	n/a	n/a	90	90
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	7.1	12.5	10.0	*	n/a	15	n/a	n/a	n/a	15	15

Comment on Results

- Due to the COVID 19 pandemic, Provincial Achievement Tests were cancelled in 2020.

Strategies

Continued Strategies

- Current teaching practices are yielding very good results and these strategies will be maintained.
- Teachers will continue to review PAT results along with classroom assessment results. Staff will identify and focus on the areas that need to be improved.
- Focusing as a school team on essential outcomes (long term strategy).
- Continue to attend local marking sessions for grades 6 divisional English Language Arts (ELA) PATs to inform teaching practice.
- Continue to create and facilitate the use of learner-focused profiles that are accessible by all staff to identify student needs as a part of our Collaborative Response Model (CRM).
- Use divisional Professional Learning Communities (PLCs) where available to focus on the development of best practices and essential outcomes in instruction and assessment.

New Strategies

Targeted areas for improvement will be:

- Grade 6 LA – literary devices (poetry and prose), making inferences and identifying meaning in context, purpose of illustrations and source of humour in cartoons
- Grade 6 Math – multiplication and division facts, space and shape, statistics and probability
 - problem solving and multiplication / division involving decimals
 - analyzing / interpreting / problem solving using graphs
 - multiplication and division of whole numbers and applying to problem solving
 - algebra – equations with missing numbers
 - determining unknown angles in triangles
 - theoretical probabilities
- Grade 6 Science – inquiry and problem solving, sky science
- Grade 6 Social Studies – ancient Athens

Strategies will include:

- Implement math screeners (MIPI) and assessments similar to what we currently use in language arts
- Implement math interventions for students that are identified as having foundational concerns in patterning and numeration
- Staff will participate in a weekly Collaborative Response Meeting (1 period a week per staff member – 2 total) to analyze teacher data, discuss strategies, evaluate effectiveness, and plan accordingly.
- Poetry PD options and resources will be explored along with greater exposure to various poetic forms and poetry analysis.
- Ensure that adequate time is given to decimals and graphing – look at vertical alignment and make sure fundamental concepts are being taught at the appropriate level.
- Extra focus on multiplication and division (whole number and decimals) and foundations of algebra
- Use divisional funds and resources in conjunction with our iCoach to try new instructional strategies to improve numeracy.
- Increase review time when the cycled curriculum taught is not the grade 6 curriculum (ie. more review of grade six material when the cycle is on grade five).
- Ensure equitable student access to devices, other technologies and to assistive technologies to support student learning.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Outcome One: Alberta’s students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets	
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.3	77.0	74.6	84.3	94.7	85	Very High	Improved	Excellent	95	95

Comment on Results

Our current result of **94.7%** of teachers, parents, and students that are satisfied that NPS students are active and good citizens is higher than the previous year’s result of 84.3% and continues a trend of increased results over the last 3 years. Detailed analysis of survey results showed the following:

1. Parents are saying:
 - a. Students follow the rules (100%)
 - b. Students help each other when they can (100%)
 - c. Students respect each other (100%)
 - d. Students are involved in activities that help the community (86%) – 14% Didn’t Know
 - e. Children are encouraged to try their best (100%)
2. Students are saying:
 - a. They are encouraged to try their best (88%) – 6% No, 6% Didn’t Know
 - b. They follow the rules (88%) – 12% No
 - c. They help each other (94%) – 6% Didn’t Know
 - d. They respect each other (100%)

Targeted citizenship instruction and supervision have resulted in improved overall culture of Nampa Public School. Citizenship will continue to play an important role at NPS and staff will continue to look for ways to improve our citizenship programming and offer more opportunities for students to show aspects of good citizenship.

Strategies

Good citizenship, being a team player, and the realization of how people in rural communities are very much committed to the welfare of all, are concepts that are emphasized at Nampa Public School. Current strategies for promoting citizenship include:

- Student council – all students run for a position and the council is actively involved in promoting school spirit
- Senior students assist and are active role models for the younger students (lunch room supervision in lower grades)
- Citizenship focused activities (Remembrance Day, Terry Fox Day, Parents Matter Week, Jump Rope for Heart) are embedded into the calendar and the importance of these community activities is specifically taught

Have students explore their own personal learning styles and interests.

Staff will explore professional development in the areas of cooperative learning, collaboration, and problem solving.

Continue to keep parents informed about how we are meeting the needs of their children with respect to attitudes and behaviors that will make them successful at work when they finish school.

Ongoing Strategies

- Provide more opportunities for older students to mentor younger students – ex. Reading buddies.
- Continue our Virtue of the Month program that was implemented last year – data is showing we are getting good results.
 - o Improved communication about this program to parents and ways to incorporate in the home.
- Target and reinforce existing good behaviour and identifying it as “good citizenship.”
- Using vocabulary around good citizenship so students can identify when good citizenship is happening.
- Using visuals around the school to show students the behaviours tied to the idea of good citizenship.
- Continue to educate, engage, and monitor students on the principles of responsible digital citizenship.
- Establish community and post-secondary partnerships to assist with global digital responsibilities.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets	
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	n/a	*	n/a	100	n/a	n/a	n/a	100	100
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	n/a	*	n/a	50	n/a	n/a	n/a	50	50

Comment on Results

Data for this area has been suppressed due to our low % of self-identified FNMI students in the current and previous years. There were no PATs for the 2019/2020 school year due to COVID 19, hence the n/a result.

Our target of 100% reflects our goal that FNMI students will, at minimum, achieve acceptable standards with the goal of at least half, in any given year, achieving standard of excellence.

**It will be difficult to measure this as our data is always below minimum limits.

Strategies

- Focus on early learning opportunities for FNMI students.
- Enhance teacher capacity with the knowledge, skills, and attributes necessary to improve FNMI student success.
 - The majority of teachers have FNMI goals in their PGP this year and it is goal 2 for the school's PD plan.
- Develop strategies to assist FNMI students with their transition between grade levels, between schools and communities, from elementary school to jr/sr high school.
- Inclusion and promotion of cultural identities on a classroom (through the social studies curriculum), a school wide (FNMI cultural days and hand games tournament) and, where possible, a community level.
- Explore opportunities to use resources that celebrate FNMI culture.
- Continue to focus on literacy to improve/enhance the literacy skills of FNMI students.
- Increase staff awareness/knowledge of patterns in Aboriginal languages while building a strong English skill set.
- Monitor FNMI student data to meet and/or align with CRM intervention goals.
- Provide training/resources on Indigenous cultures, language development, learning styles, etc. to acquire greater skills in working with Indigenous students.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. 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 Examination 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; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets	
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	84.1	98.2	83.3	96.4	95	Very High	Maintained	Excellent	95	95

Comment on Results

This year's result of 96.4% is an increase from last year (83.3%). Our school community remains very satisfied with the broad range of programs offered at Nampa Public School. Analysis of the data revealed the following:

1. Parents are saying:
 - a. Satisfied with Another Language (86%) – 14% Didn't Know
 - b. Satisfied with Art (100%)
 - c. Satisfied with Computers (100%)
 - d. Satisfied with Drama (86%) – 14% Didn't Know
 - e. Satisfied with Health (100%)
 - f. Satisfied with Music (100%)
 - g. Satisfied with Physical Education (100%)
 - h. Satisfied with variety of subjects (100%)

Our extra-curricular activities usually include:

1. Fine Arts programming (drama – Christmas play, ukuleles)
2. Sports programming (basketball, volleyball, badminton)
3. Lego Robotics
4. Archery
5. Coding Club
6. Choir

Due to COVID 19, our extracurricular activities will be quite limited this year although staff are offering opportunities where possible.

Strategies

Continued Strategies

- Continue to maximize the use of available resources to offer as broad a program of studies as possible while continuing our focus on emphasizing the importance of core subjects.
- We will explore options to enhance our programs while working within the confines of our budget constraints.
- Continue archery program.

New Strategies

- Communication with parents to help them realize what we offer (ex. Christmas concert is drama and music).
- Participate in PD opportunities provided through innovative approaches and technologies to support learning.
- Participate in learning events and competitions to inspire students to pursue further studies and careers in the fields of science, technology and engineering (Lego Robotics competition, science fair).

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Outcome Four: Alberta’s K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets	
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.3	82.0	78.9	93.6	95.0	90	Very High	Improved	Excellent	90	95
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	100.0	93.5	86.3	98.2	96.9	95	Very High	Maintained	Excellent	95	95
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	100.0	100.0	n/a	100.0	95	Very High	Maintained	Excellent	95	95
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	89.7	97.1	86.2	88.6	95	Very High	Maintained	Excellent	90	95
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.	100.0	89.1	85.0	100	96.9	95	Very High	Maintained	Excellent	95	95

Comment on Results

Safe and Caring Environment

- Results have improved since last year’s report and are at a 5-year high (95.0%).
- 1. Parents said the following:
 - Students treat each other well (100%)
 - Teachers care about their children (100%) – 86% strongly agreed
 - Children are safe at school and to and from school (100% for both)
 - Adults treat their children fairly (100%)
- 2. Students said the following:
 - Adults treat them fairly (81%) – 19% No
 - Other students treat you well (94%) – 6% No
 - They feel safe (94%) – 6% No
 - They feel safe to and from school (81%) – 13% No, 6% Didn’t Know
 - Teachers care about them (100%)

**Teacher responses were suppressed due to less than 6 responses.

School improvement remained quite high at 96.9% as did overall quality of basic education with result of 96.9%. Analysis of the data revealed the following:

1. Parents are saying:
 - a. The quality of education has improved (29%) or stayed the same (71%)
 - b. Children understand what they are expected to learn (100%)
 - c. Children find schoolwork challenging (100%)
 - d. Children find schoolwork interesting (100%)
 - e. Children are learning what they need to know (100%)
 - f. Are satisfied with the quality of education at NPS (86% Very Satisfied, 14% Satisfied)
 - g. Are satisfied with the quality of teaching at NPS (86% Very Satisfied, 14% Satisfied)
2. Students are saying:
 - a. They are proud of their school (94%) – 6% No
 - b. Teachers are very good or good (63% / 31%)
 - c. Our school is very good or good (56% / 38%)

Nampa Public School has always had a high degree of parental involvement. While our result of 88.6% is a decrease from 2018, it is still in the very high category and indicative of parental satisfaction with their involvement in the decision-making process. Our goal will be to maintain this level (with an increase in %) of parental satisfaction. Analysis of the data revealed the following:

1. Parents are saying:
 - a. They are involved in decisions about their child's education (57% say a lot, 14% say some)
 - b. They are involved in decisions at their child's school (57% say a lot, 14% say some)
 - c. They are satisfied with the level of consideration their input into decisions is given (100%)
 - d. They are satisfied with the opportunity to be involved in decisions about their child's education (100%)
 - e. They are satisfied with the opportunity to be involved in decisions at their child's school (100%)

Strategies

Continued Strategies

- Continue to implement our Virtue of the Month program – saw success last year and have improved upon the program this year.
- With the assistance of divisional youth support services, develop universal and targeted supports that will address any identified behavioural and social interaction issues.
- Review key rules at monthly assemblies and ensure all supervising staff are maintaining consistency.
- Focused conversations with grade 3-6 students with respect to student interactions.
- Focused conversations with parents (school council, focus groups).
- We will continue to emphasize the values and strategies that have met with success in creating a safe and caring environment.

Both the School Council and the NSES [Nampa School Enhancement Society] have always played very important roles in our school. These groups are genuinely concerned and involved with the school planning and goals. Our school has an 'open door' policy, which encourages parents who have concerns, or who just want to help, to come and sit with the staff to discuss and air their views. The staff is open to parental involvement and suggestions.

Home-school communications at our school are very effective. School Information Sheets are sent out on an 'as needed' basis along with the School Events Calendar. We continue to use Facebook and our website as our primary way to communicate with parents and we are experiencing a high level of satisfaction with this strategy. Staff are using Class Dojo not only to communicate student behavior to parents but also to communicate about class events, homework, etc.

Continue to maximize the use of available resources to offer as broad a program of studies as possible while continuing our focus on emphasizing the importance of core subjects.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Local Outcome Five: Positive Safety Attitudes

Specific Outcome: Communicate and Celebrate the Importance of Safety to All Stakeholders

Performance Measures	Result		Targets	
	2019	2020	2021	2022
Inspections are completed monthly as per our Divisional Health & Safety manual	N/A	N/A	80%	85%
Assigned training shall be completed and tracked through PSW	N/A	86%	90%	95%
Percentage of sites that show reported incidents and near misses on PSW	85%	85%	95%	95%
Percentage of sites that successfully provided safety education/activities monthly	63%	46%	95%	95%
Percentage of sites that successfully complete 6 fire alarm drills and 2 lockdown drills	67%	42%	95%	95%

<p>Comment on Results</p> <p>Results show that we had strong reporting on our safety measures during the first semester of the school year. Incident reporting on Public School Works was being completed diligently by our schools. During the COVID 19 pandemic the dynamic of education changed; teachers were forced to create new learning plans to address the needs of our students learning from home. This resulted in school local outcome 5 activities and drills being reduced as schools refocused efforts on our pandemic response.</p>
<p>Strategies</p> <ul style="list-style-type: none"> • The divisional Health and Safety Manual that includes awareness and compliance of Occupational Health and Safety Legislation will be reviewed by the Joint Worksite Health and Safety Committee and maintained annually. • Sites will provide meaningful, monthly education/activities for students and staff with direction, support, and resources from the division. • Communicate the use of Public School Works (PSW) as a tool for Health and Safety. • Monthly safety messages from September through June will be divisionally developed for sites. • Safety and Wellness Coordinator will be available to meet and will provide support and resources on safety matters in meeting OH&S compliance.

Budget Report

Peace River School Division No. 10
2020-2021 Spring Budget

SCHOOL: Nampa Public

Revenue And Allocations To Budget Center

AB ED: Service & Supports	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Total AB ED: Service & Supports	\$15,333	
% of Revenue And Allocations To Budget Center	97%	

AB ED: Base Funding	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Total AB ED: Base Funding	\$0	\$17,383
% of Revenue And Allocations To Budget Center	0%	100%

AB ED: Differential Cost Funding	2020-2021 Spring Budget	2019-2020 Fall Update Budget
FNMI Allocation: School: Current Year	\$420	\$480
FNMI Allocation Per Student: Current Year	\$60	\$60
FNMI and Aboriginal Enrolment: ECS	0 Students	2 Students
FNMI and Aboriginal Enrolment: Grade 1-12	7 Student	7 Student
Total AB ED: Differential Cost Funding	\$420	\$480
% of Revenue And Allocations To Budget Center	3%	3%

Transfers	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Transfer: Un-certificated PD	\$0	(\$460)
Total Transfers	\$0	(\$460)
% of Revenue And Allocations To Budget Center	0%	-3%

Total Revenue And Allocations To Budget Center	\$15,753	\$17,403
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Expenditures

Other Staffing Costs	2020-2021 Spring Budget	2019-2020 Fall Update Budget
School Based Certificated Sub Cost	\$4,662	\$4,662
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
Days of School Certified Subs	21.00 Days	21.00 Days
School Based Certificated Sub Benefits	\$466	\$466
School Based Certificated Sub Cost	\$4,662	\$4,662
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
Total Other Staffing Costs	\$5,128	\$5,128
% of Expenditures	33%	29%

Contracted Services	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Certificated Inservice/Reg Fees	\$1,500	\$1,500
Uncertificated Inservice/Reg Fees	\$750	\$750
Postage & Phone	\$500	\$500
Expense Reimbursement	\$500	\$500
Contracted Building Grounds Maintenance	\$500	\$500
Contracted Equipment & Vehicle Maintenance	\$500	\$500
Total Contracted Services	\$4,250	\$4,250

* - See the notes section for details about Line Item notes on this page

Contracted Services	2020-2021 Spring Budget	2019-2020 Fall Update Budget
% of Expenditures	27%	24%

Supplies	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Supplies	\$5,375	\$6,427
Library Supplies (Minimum Standard)	\$0	\$598
ECS Enrolment	0 Students	12 Students
Library Enhancement Rate	\$13.00	\$13.00
Total Head Count w/o ECS	0.00 Students	34.00 Students
Furniture & Equipment	\$1,000	\$1,000
Total Supplies	\$6,375	\$8,025
% of Expenditures	40%	46%

Total Expenditures	\$15,753	\$17,403
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Summary

	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Total Revenues and Allocations To Budget	\$15,753	\$17,403
Total Expenditures	\$15,753	\$17,403
Variance	\$0	\$0

Notes

Parental Involvement

Principal: Kevin Munch

School Council and Enhancement Society Representatives: Doug Campbell (president of both)

This report will be summarized and presented to the NPS School Council during the November 4, 2020 meeting. Staff will be provided with this report prior to this (October 26, 2019) and parental input along with staff concerns will be discussed. The final report will then be submitted for the November 30, 2020 deadline.

Deadlines and Communication

This report will be available to parents and the public on the Nampa Public School website at <http://www.nampapublicschool.ca> by November 30, 2020. Paper copies are available at the school office upon request. Individual school results reports are communicated to the School Council and are made available to parents and the public.