



E.E. Oliver Elementary School

Annual Education Results Report

2024-2025

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MESSAGE FROM THE PRINCIPAL



I am so excited to return to E.E. Oliver in a new role as your Principal! Being part of this community has always been a privilege, and stepping back into the school in this capacity feels both familiar and inspiring. It is an honor to join a team that is already achieving such incredible success, and I look forward to building on the strong foundation you've created together. The positive results from the 2024–2025 school year speak volumes about the dedication of our students, staff, and families—and I couldn't be more eager to continue this journey with you.

Literacy achievement continues to shine as a point of pride. Early Years Assessments showed significant improvement in letter-sound recognition and word reading, reducing the number of primary students at risk. In later grades, WAT and RCAT data reflected strong growth, and report card trends confirmed sustained progress for both Indigenous and Non-Indigenous learners. Even with the introduction of a new English Language Arts curriculum, our Provincial Achievement Test results remained close to provincial averages—a testament to the strength of our instructional practices. Moving forward, we will continue prioritizing evidence-based literacy instruction, early intervention, and targeted supports to ensure every student thrives.

In numeracy, the gains have been equally impressive. Provincial screening assessments revealed a dramatic decrease in students requiring additional support—from 27.5% in the fall to just 11.3% by year-end. This success highlights the power of early identification and intervention. Our Grades 5 and 6 students also demonstrated robust understanding of foundational number sense, and we will keep refining strategies as we deepen familiarity with the new Mathematics curriculum.

Beyond academics, E.E. Oliver continues to foster a welcoming, caring, respectful, and safe learning environment. Alberta Education Assurance Measures show positive trends in engagement, active citizenship, and satisfaction with education quality. Attendance remains above post-pandemic levels, and we are committed to further reducing chronic absenteeism while strengthening inclusionary practices and supports for students with diverse needs.

As we look ahead, collaboration will remain key—whether through partnerships with Divisional Literacy, Numeracy, and Indigenous Education Coordinators or through ongoing engagement with families. Together, we will ensure equitable access to resources and close achievement gaps, all while nurturing a culture where every student feels valued and empowered.

Thank you for welcoming me into this vibrant school community. I am excited for the journey ahead and confident that, with your continued support, E.E. Oliver will keep reaching new heights.

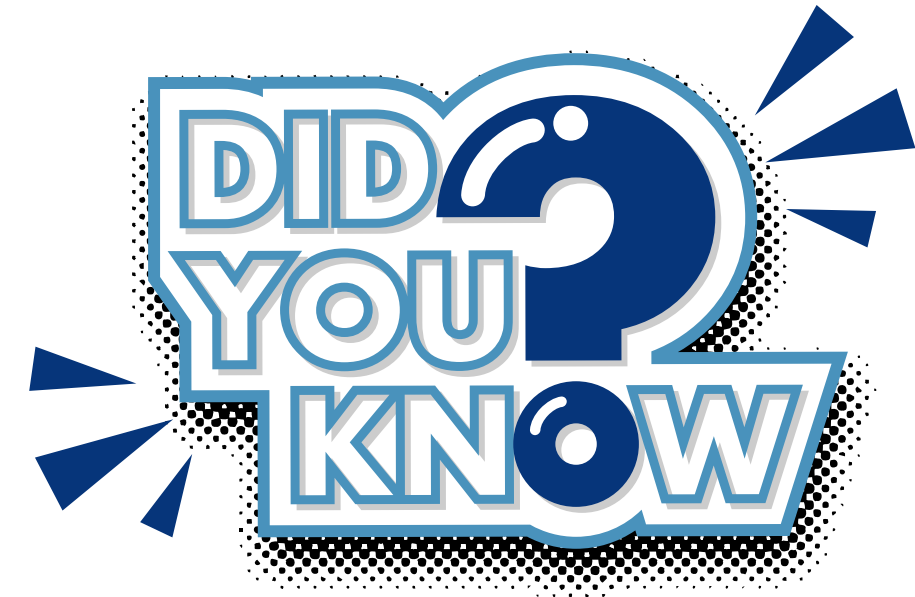
Jessica Whelan
Jessica Whelan, B. Ed, M. Ed.

■ ABOUT E.E.OLIVER ELEMENTARY

E.E. Oliver Elementary School's vision is to be an inclusive, inspiring, learning-focused community that equips students with the knowledge and skills to ensure a successful future. Our mission is to provide an atmosphere with high expectations for learning using a holistic, flexible, and responsive plan with a future-oriented mindset. Our culture is built on the core values represented by the EAGLES motto: Excellence, Achievement, Growth, Leadership, Empathy, and Safety. We are guided by principles and beliefs that include valuing respect , promoting active living, and encouraging all stakeholders—staff, students, and parents—to be lifelong learners. We appreciate the uniqueness of our learners to guide our instruction, strive for continuous improvement as a Professional Learning Community, and firmly believe that hope is the seed of success—a reason we celebrate achievement.

OUR MISSION: The E.E. Oliver Community will provide an atmosphere where there are high expectations for learning using a holistic, flexible, and responsive plan with a future oriented mindset.

OUR VISION: At E.E. Oliver School we are an inclusive, inspiring, learning focused community that equips students with knowledge and skills to ensure a successful future.



**300+
STUDENTS**



**38
STAFF**



GOAL #1 ALL STUDENTS ARE LITERATE

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

Alberta Education **OUTCOMES & MEASURES**

- Phonological Awareness Screening Test (PAST) for Grades K-1
- Random Automatized Naming (RAN) Screening Test for Grades K-1
- Letter Name-Sounds (LeNS) Test for Grades K-2
- Castles and Coltheart 3 (CC3) Screening Test for Grades 1-3
- Provincial Achievement Tests (PATs)

Peace River School Division **OUTCOMES & MEASURES**

- Divisional Writing Assessment Tool (WAT) for Grades 1-6
- Reading Comprehension Assessment Tool (RCAT) Data for Grades 4-6
- Divisional Report Card Data for Grades 1-6
- Divisional Survey Results Regarding Literacy Achievement

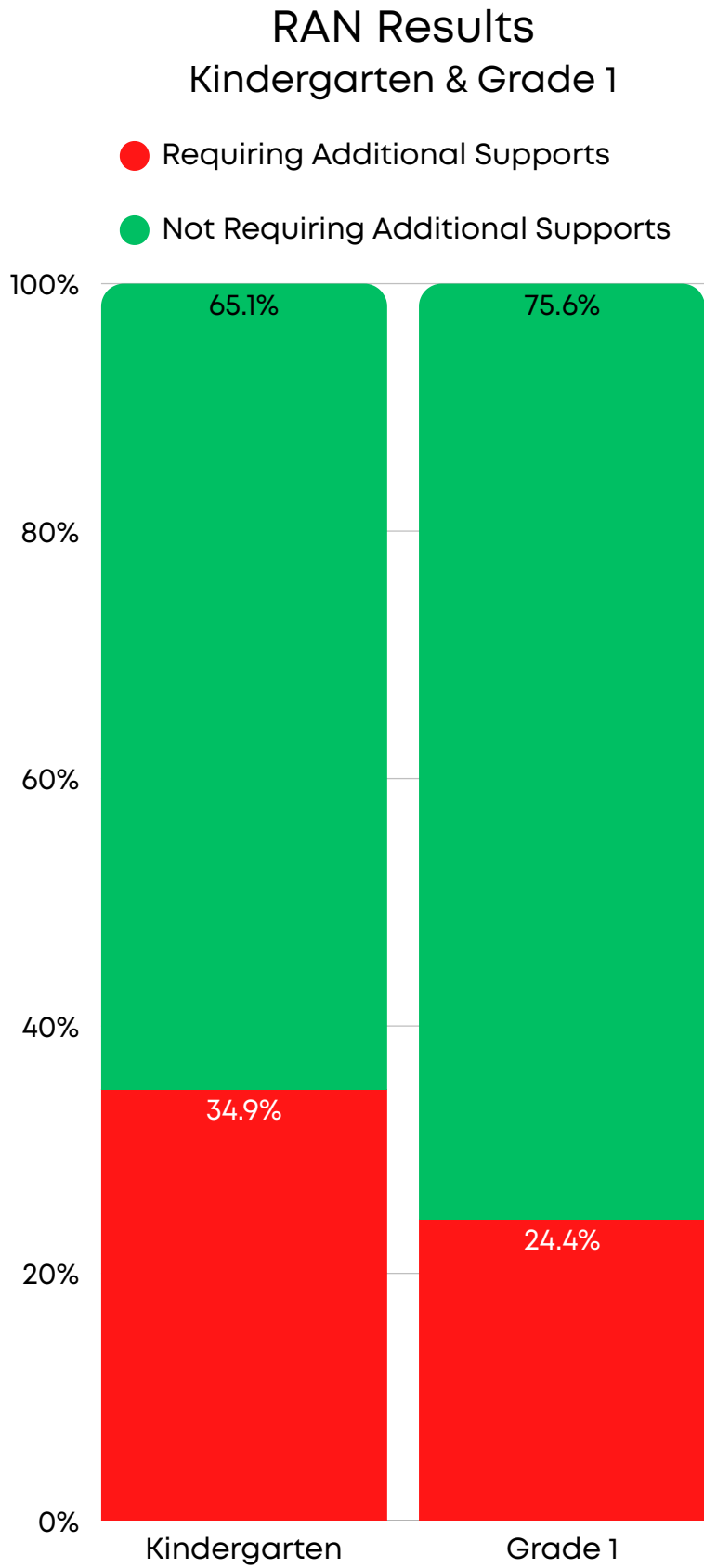
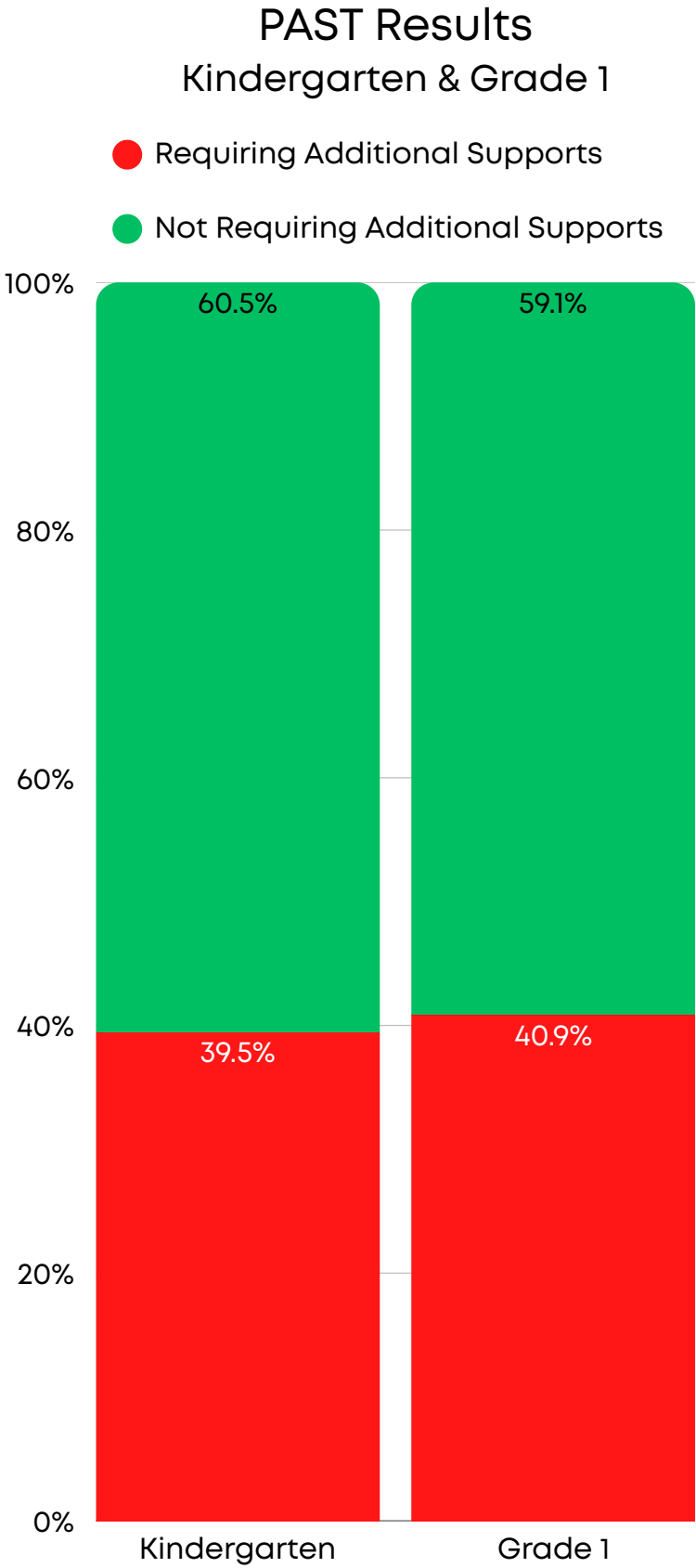
Educators will also use disaggregated literacy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels or divisions within the school.

OUR STRATEGIES

- Administration will continue to support teaching staff in fostering high quality teaching to improve literacy knowledge and skills by hiring high quality teachers and providing high quality professional development opportunities and resources.
- Administration will facilitate professional development for staff in areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), and effective teaching practices.
- Administration will work with teaching staff to develop professional growth plans that align with the school's literacy goals. Staff professional growth plans will be used to develop the school's professional development plan.
- School Administration will support staff in implementing PRSD's LAF (Literacy Assessment Framework), including administering and interpreting the results of the PAST (Phonological Awareness Screening Test), RAN (Rapid Automatized Naming), LENS (Letter Name - Sound Test), CC3 (Castles and Coltheart+3) Test, RCAT (Reading Comprehension Assessment Tool), Fountas and Pinnell BAS, and the WAT (Writing Assessment Tool). We will take opportunities throughout the year to analyze the results to inform teaching and assessment practices that best support literacy and learning.
- School administration will support teaching staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories, and languages into the classroom and school community.
- Teaching Staff will implement division recommended research-based programs for phonemic awareness, phonics and writing across all grade levels.
- Grade level Collaborative Response Team Meetings (grade level teachers, administration, and I-Coach) will be held on a regular basis to review student data and implement strategies for students with follow up check-ins occurring after three weeks. Embedded CR planning time in the school schedule will support staff understanding of effective literacy practices.
- Teachers will develop learner profiles to identify student needs for support.





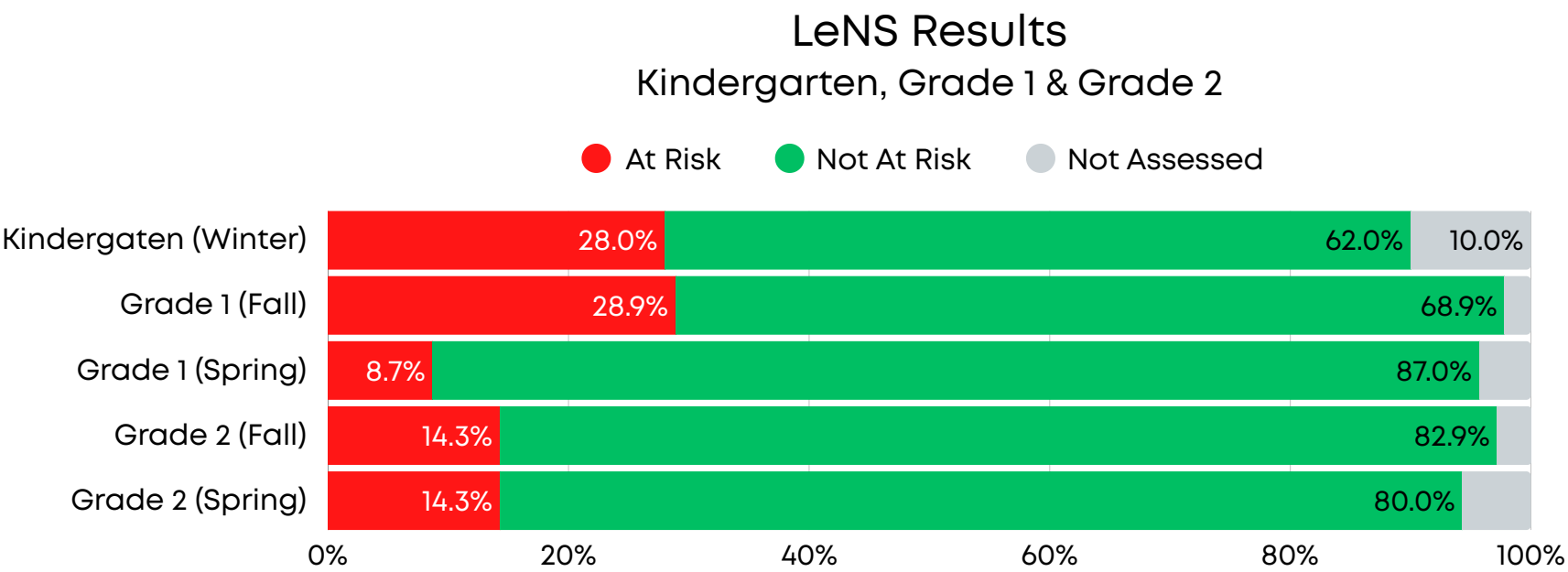
Summary

The Phonological Awareness Screening Test (PAST) is a measure of a child’s phonemic awareness. Phonemic awareness is the ability to identify and manipulate the sounds in oral language. This foundational skill is a strong predictor of future reading success.

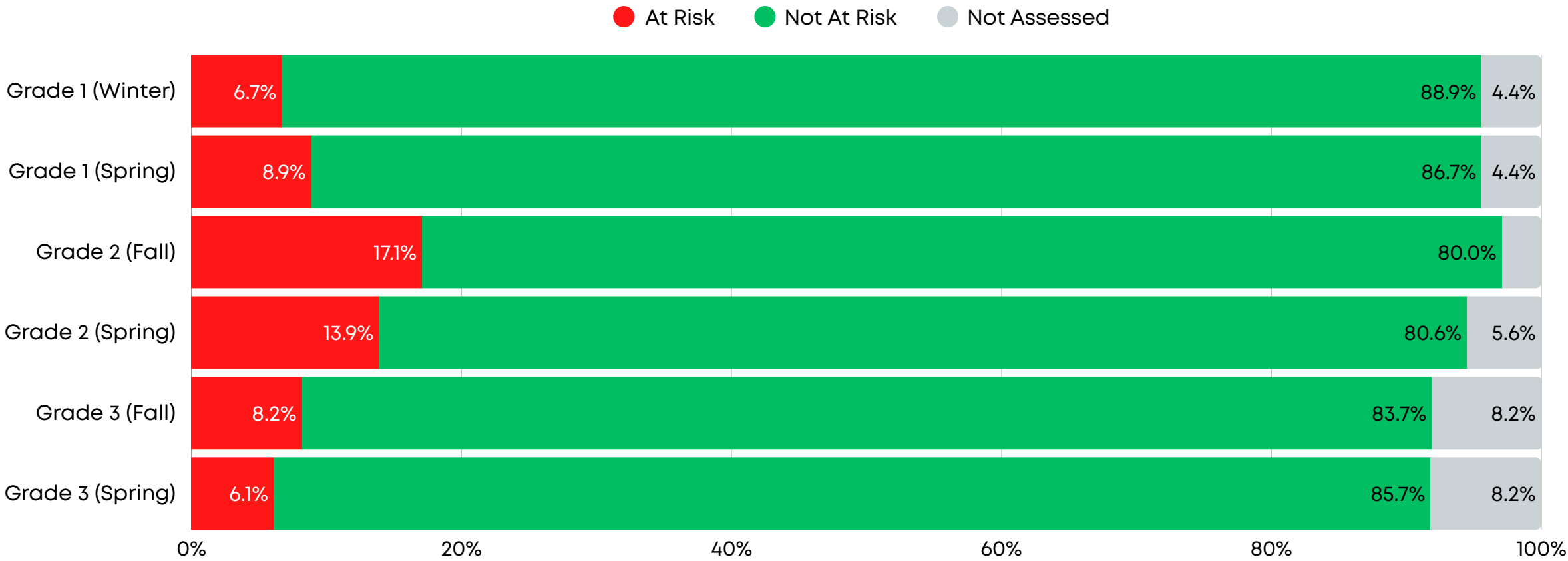
Rapid Automatized Naming (RAN) is the ability to quickly name highly familiar visual stimuli, such as letters, digits, colors or objects. This assessment is a predictor of reading fluency.

We know that children become accurate and fluent readers when they are successful with these skills. These assessments, along with the Letter Name Sounds (LeNS) assessment, allow educators to predict which children are at high risk for reading difficulties and to provide targeted interventions to prevent reading difficulties from happening or becoming more severe.

Approximately 37% of our students in Kindergarten, and 33% in Grade 1, were in need of additional literacy support based on the criteria in both the PAST and RAN assessments.



Castles and Coltheart 3 (CC3) Screening Test
Grades 1-3 Results



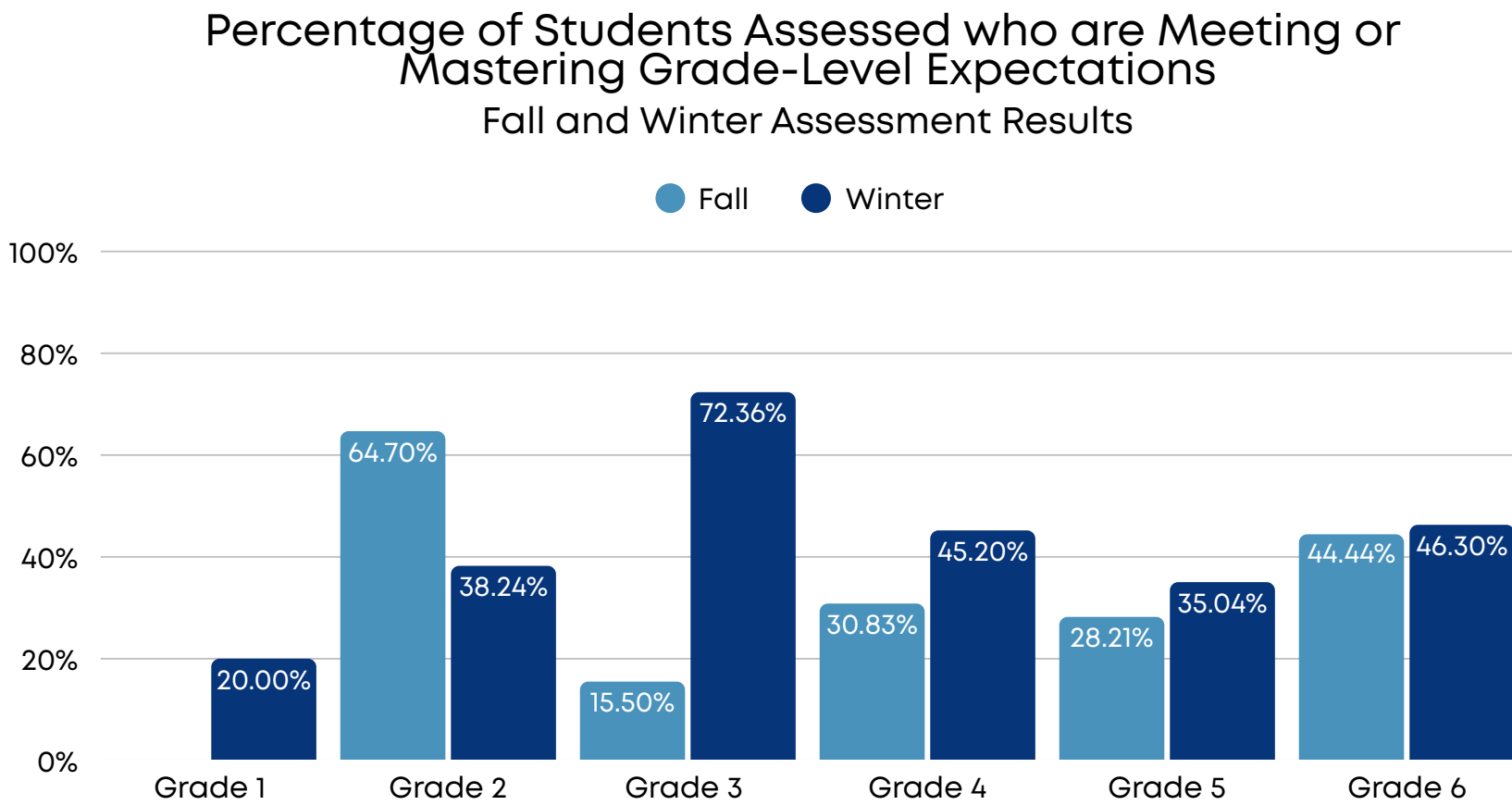
Summary

Early Years literacy data from fall to spring show overall positive progress. The Castles and Coltheart 3 (CC3), which identifies the nature of a student’s reading difficulties by screening their ability to recall familiar words, irregular words, and sound out non-words, along with LeNS data, indicated increased student proficiency across both measures. Specifically, a greater number of students demonstrated proficiency in letter-sound recognition (LeNS) and word reading (CC3), resulting in fewer students remaining at risk by the end of the school year.

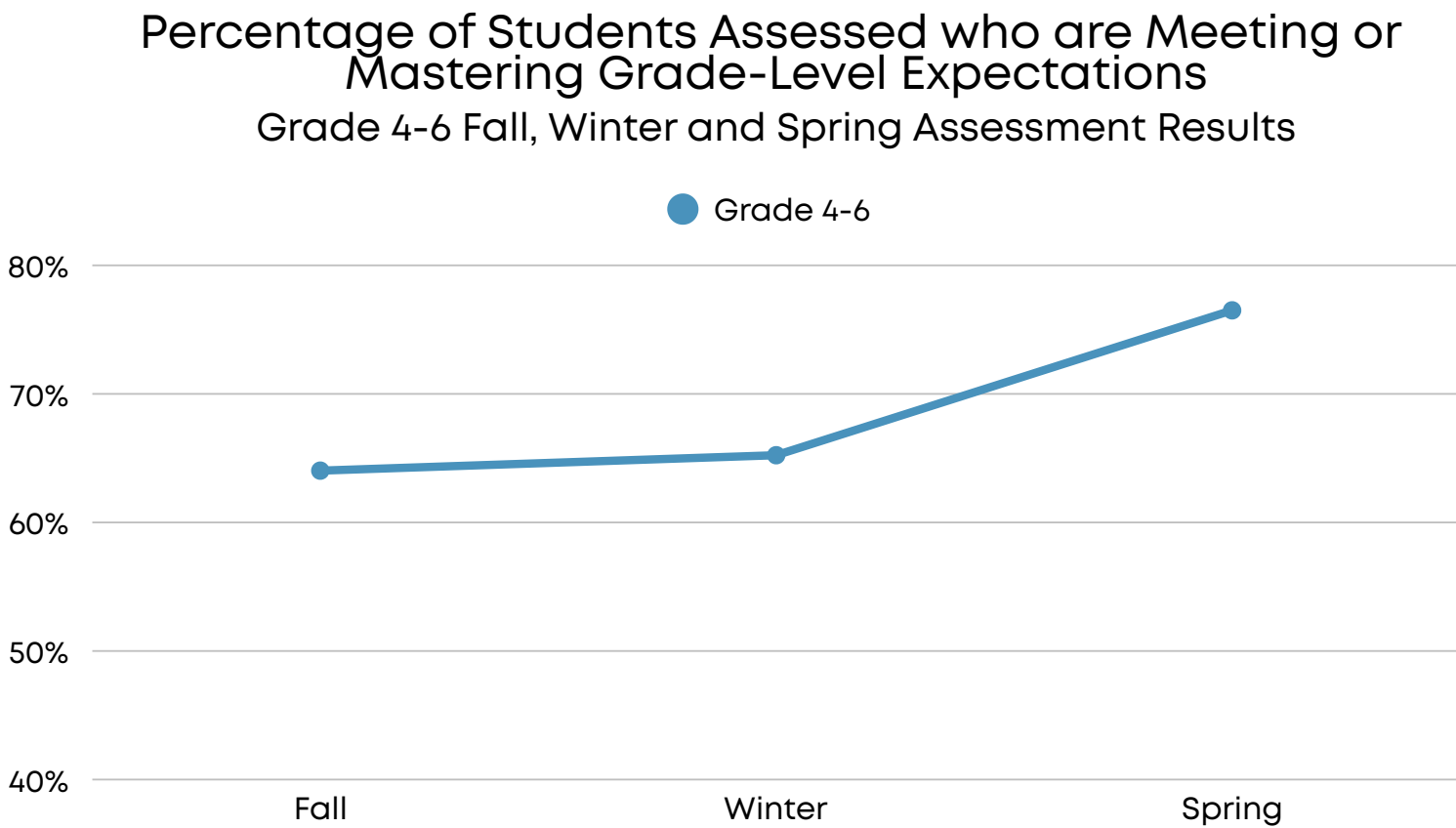
This success is primarily attributed to the implementation of systematic and structured Tier 1 phonics instruction, supplemented by additional school-based support through small-group instruction within the classroom and targeted reading intervention pull-out sessions.



WAT Results



RCAT Results



Summary

Data from the Writing Assessment Tool (WAT) indicates highly positive outcomes, particularly for Grade 3 students. The rubric applied in the Fall reflects curricular expectations from the previous grade level, while the Winter rubric aligns with expectations for the current grade level. Consequently, positive results for Grades 3–6 suggest that although many students do not meet prior grade-level expectations in the Fall, a significantly greater proportion demonstrate mastery or proficiency at the current grade level by midyear.

A decline in the number of Grade 2 students meeting or exceeding expectations in the Winter compared to the Fall is not unexpected, given the substantial increase in writing demands between Grade 1 and Grade 2.

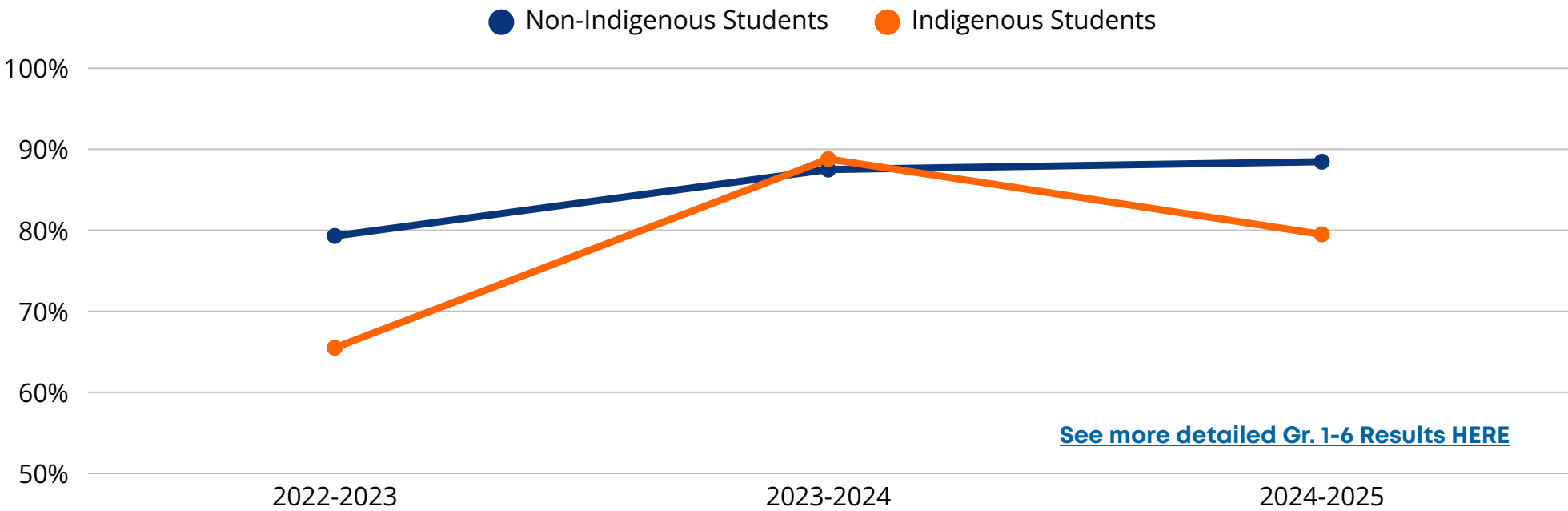
RCAT data also reflects strong performance, with an approximate 12.5% increase in students meeting or exceeding grade-level expectations from Fall to Spring. By the end of the year, more than 75% of students demonstrate the ability to read and comprehend text at grade level.



LITERACY ACHIEVEMENT RESULTS

Division Report Card Data as Reported by Teachers & PRSD Student Assurance Survey Results: Literacy

Percentage of Students Meeting or Mastering Expectations in Term 3
Grade 1-6: Year-Over-Year Comparison

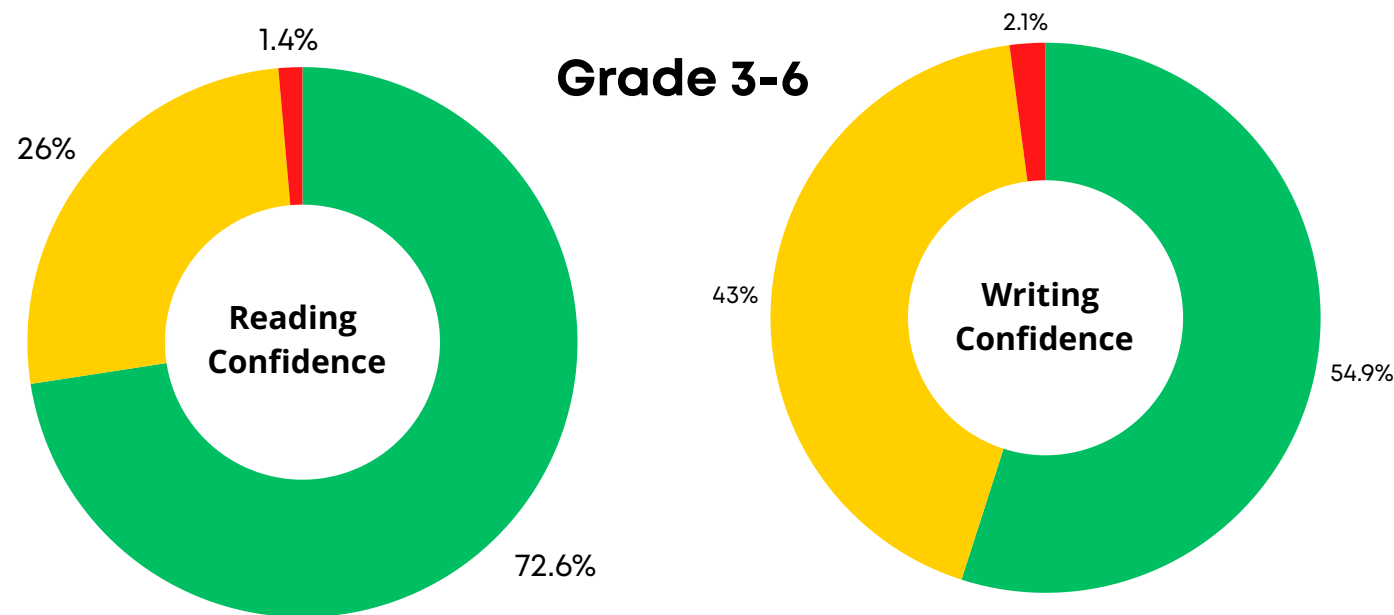


[See more detailed Gr. 1-6 Results HERE](#)

Summary

Student report card data reflects a positive upward trend over the past two years for both Indigenous and Non-Indigenous learners, with gains of approximately 14% for Indigenous students and nearly 10% for Non-Indigenous students. Although the achievement gap between these groups narrowed during this period, a slight widening occurred last year. Continued targeted interventions and collaboration with Indigenous Education Coordinators at both school and divisional levels remain a priority to support ongoing progress toward closing this gap.

Confident to Very Confident Less Confident Not Confident



Percentage of Students who were Confident or Very Confident in Reading and Writing in 2023-2024 Survey



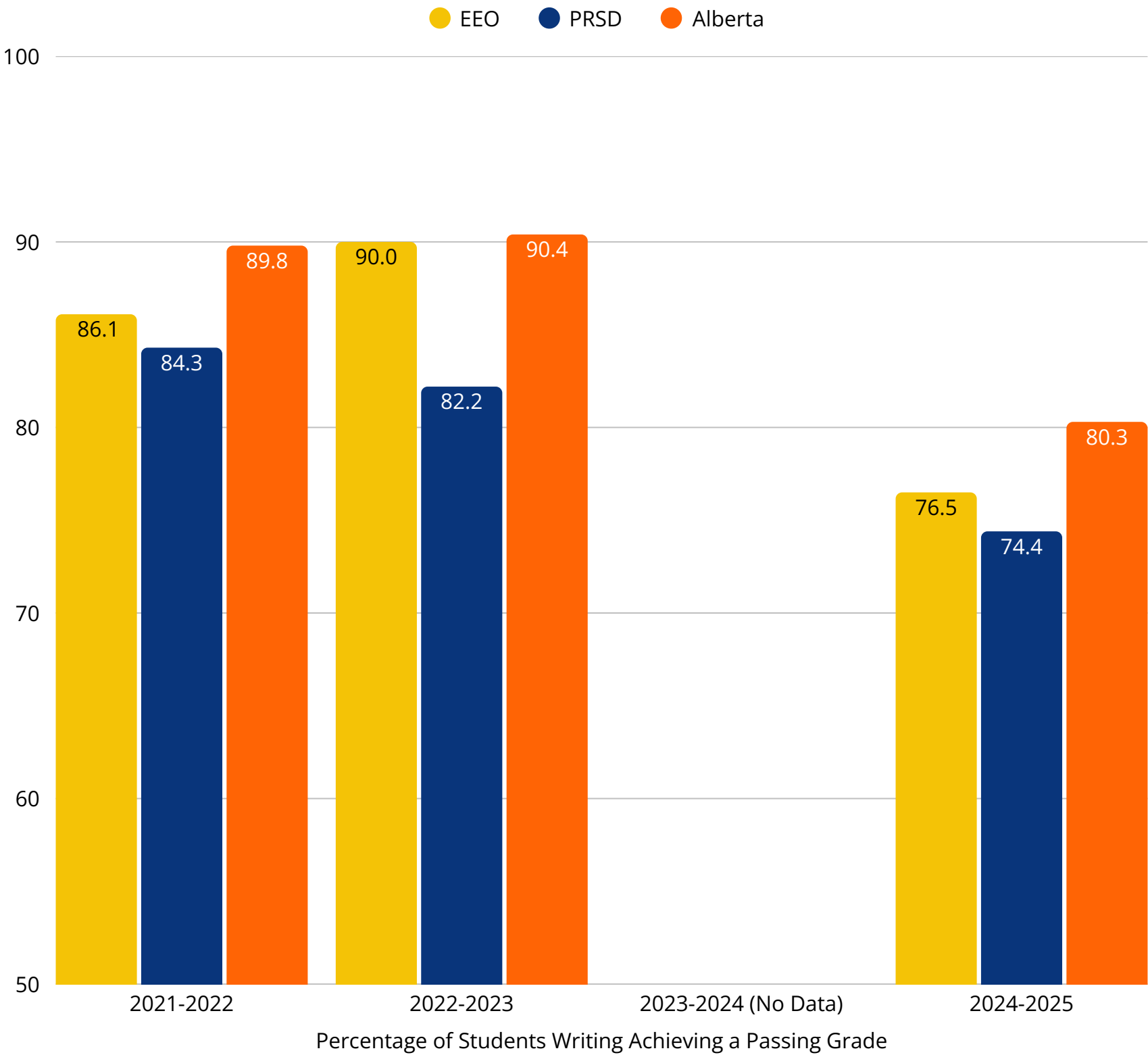
Grade 3-6

Summary

Over half of E.E. Oliver School students report feeling confident in their reading and writing abilities. Reading confidence increased by 7.5% during the 2024-2025 school year, while writing confidence remained stable, showing a modest improvement of over 2.5%.



Grade 6 Provincial Achievement Test (PAT): Acceptable Standard
Year-over-Year Comparison: English Language Arts - All Students



Summary

The introduction of the new English Language Arts and Literature curriculum marked last year as the first administration of the revised Provincial Achievement Test. Although the percentage of E.E. Oliver students achieving the acceptable standard declined, performance remains strong—approximately 2% above the Peace River School Division average and within 4% of the provincial average. As teachers and students gain increased familiarity with the new curriculum, further improvements are anticipated.



General Statement

Literacy achievement data for the 2024–2025 school year demonstrates overall positive progress across multiple measures. Early Years Assessments results indicated significant improvement in letter-sound recognition and word reading, reducing the number of primary students at-risk. In later grades, the WAT & RCAT data showed strong growth and increased positive achievement. Report card data also revealed a sustained upward trend for both Indigenous and Non-Indigenous students and the PAT results remained close to provincial averages despite the introduction of a new English Language Arts curriculum.

Factors that Affected Results

Several factors contributed to these outcomes. In the early years, systematic Tier 1 phonics instruction and targeted small-group interventions were instrumental in improving foundational literacy skills. For Grades 3–6, structured writing instruction aligned with curricular expectations supported significant gains in writing proficiency. Consistent use of data-driven practices and multiple assessment tools enabled timely identification of student needs and informed instructional adjustments throughout the year.

Next Steps

Continued emphasis on evidence-based literacy instruction and early intervention will remain a priority. Targeted supports, including small-group and individualized interventions, will be expanded where needed. Collaboration with the Divisional Literacy and Indigenous Education Coordinators will continue to address achievement gaps and ensure equitable access to resources. Additionally, ongoing monitoring through assessment data will guide instructional planning and resource allocation, with the goal of further improving literacy outcomes across all grade levels.



GOAL #2 ALL STUDENTS ARE NUMERATE

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

Alberta Education OUTCOMES & MEASURES

- Provincial Numeracy Screening Assessment (PNSA) for Grades 5-6
- Provincial Achievement Tests (PATs) Results

Peace River School Division OUTCOMES & MEASURES

- Numeracy Common Assessment Tool (NCAT) Data for Grades 5-6
- Aggregate Academic Performance Report (Report Card Summary Data) for Grades 1-6

Educators will also use disaggregated numeracy achievement results including:

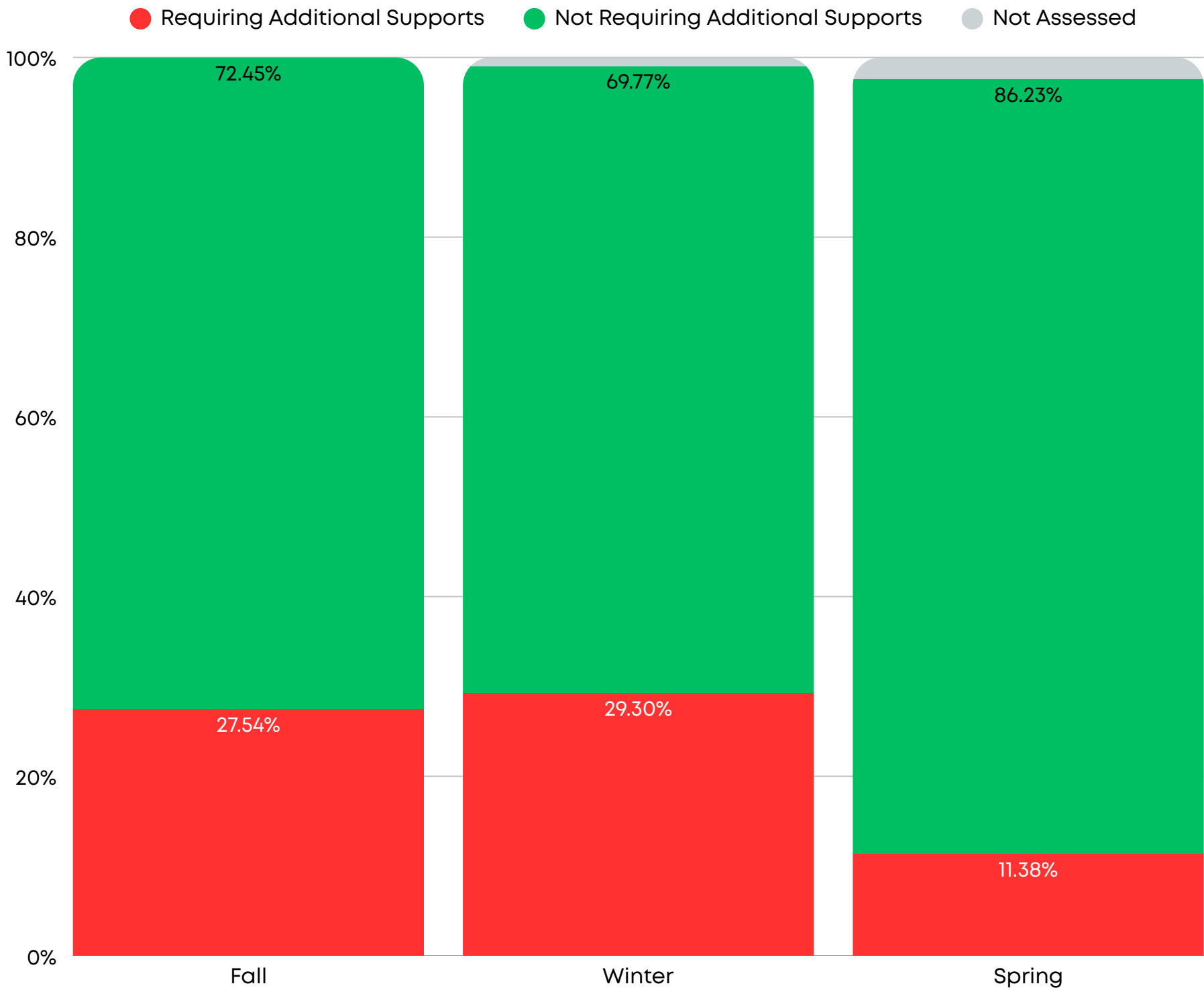
- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels and divisions within the school.

OUR STRATEGIES

- School administration will continue to support teaching staff in fostering high quality teaching to improve numeracy knowledge and skills by hiring high quality teachers and providing high quality professional development opportunities and resources. The PRSD IAS (Instructional Assessment Schedules) will be used as a guideline in Grades 1-6.
- Administration will facilitate professional development for staff in areas of Collaborative Response, by using embedded CRM time in the school schedule to learn about effective numeracy practices. Differentiated Instruction, Differentiated Assessment (Assessment Literacy), and effective teaching practices will be ongoing within the CRM.
- Administration will work with teaching staff to develop professional growth plans that align with the school's numeracy goals. Staff professional growth plans will be used to develop the school's professional development plan.
- School Administration will support staff in implementing PRSD's NAF (Numeracy Assessment Framework), including administering and interpreting the results of the EICSMA (EICS Math Assessment), the NCAT's (Numeracy Comprehension Assessment Tools) and PNSA (Provincial Numeracy Screening Assessment) in order to inform teaching practices that best support numeracy learning.
- School administration will support teaching staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories, and languages into the classroom and school community.
- As part of the Division's NAF (Numeracy Assessment Framework), administration will provide support to teaching staff for the implementation of the IAS (Instruction and Assessment Schedule) for Grades 1-6 mathematics.
- Teachers will utilize available intervention programs to explore and implement ways to make numeracy more visible in the school. Focusing on foundational skills like fact fluency, number sense, and real life applications to build conceptual understandings..
- Grade level Collaborative Response Team Meetings (grade level teachers, administration, and I- Coach) will be held on a regular basis to review student data and implement strategies for students with follow up check-ins occurring after three weeks. Embedded CR planning time in the school schedule will support staff understanding of effective literacy practices.
- Teachers will develop learner profiles to identify student needs for support.



Percentage of Students Assessed Requiring Additional Supports
Kindergarten to Grade 4

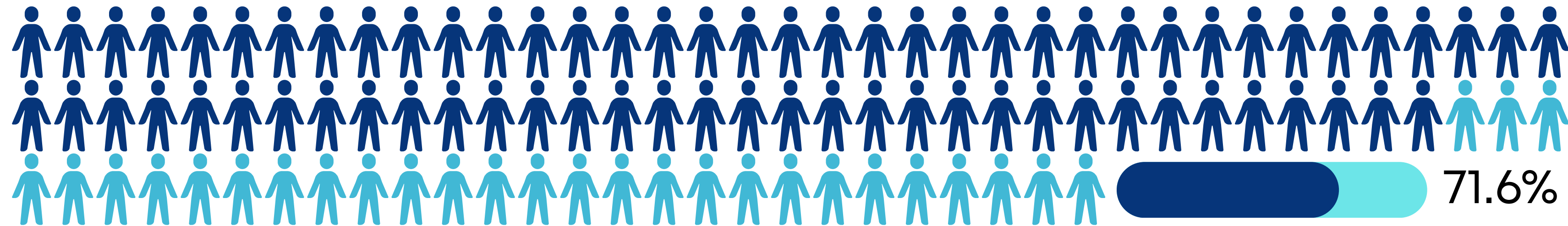


Summary

The Provincial Numeracy Screening Assessments (PNSA) evaluate foundational mathematical skills such as number knowledge, number relations, and number operations—critical building blocks for future mathematical development. These tools help identify students at risk and guide targeted interventions. Results from the 2024–2025 school year show significant improvement, with the percentage of Kindergarten to Grade 4 students requiring additional support decreasing from 27.5% in the fall to 11.3% by year-end, reflecting the effectiveness of early identification and intervention strategies.



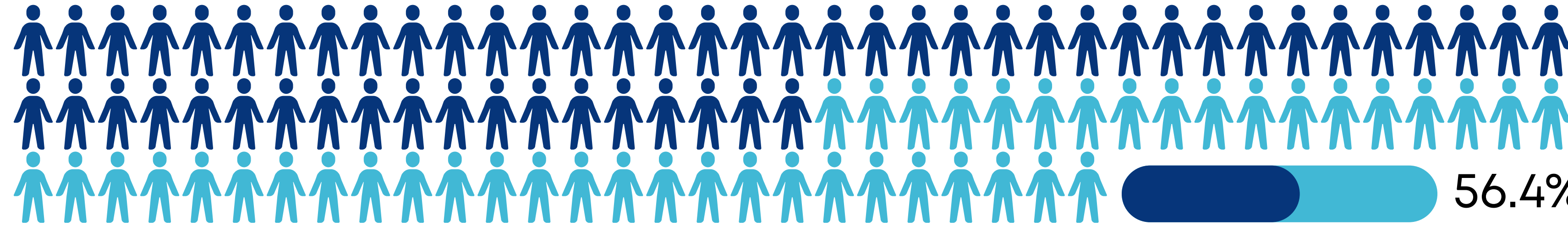
Percentage of Students Meeting or Mastering Grade Level Expectations - Winter Assessment



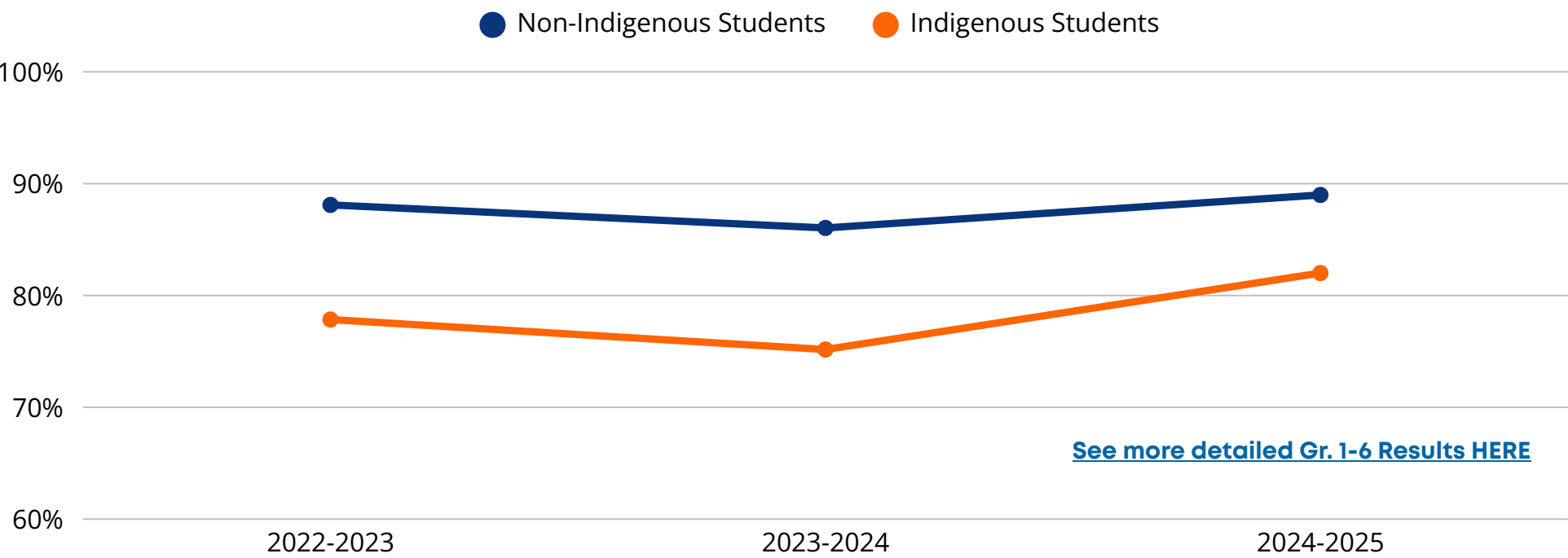
Summary

The Numeracy Common Assessment Tool (NCAT) is an assessment tool designed by PRSD Central Operations staff to measure understanding of foundational number sense at each grade level for all Grades 5-9 students in the Division. This local numeracy achievement data provided valuable insights into student learning, indicating that understanding of foundational number sense is robust. However, this data identified a key area for instructional refinement: the retention and application of mathematical operations over time. This challenge was highlighted through data analysis showing students achieved lower mastery levels in the spring assessments compared to the winter assessments. E.E. Oliver will continue to work with the division Numeracy Program Coordinator to implement a systematic cycle of review for essential number concepts, designed to improve concept retention and application.

Percentage of Students Meeting or Mastering Grade Level Expectations - Spring Assessment Assessment



Percentage of Students Meeting or Mastering Expectations in Term 3
Grade 1-6: Year-Over-Year Comparison

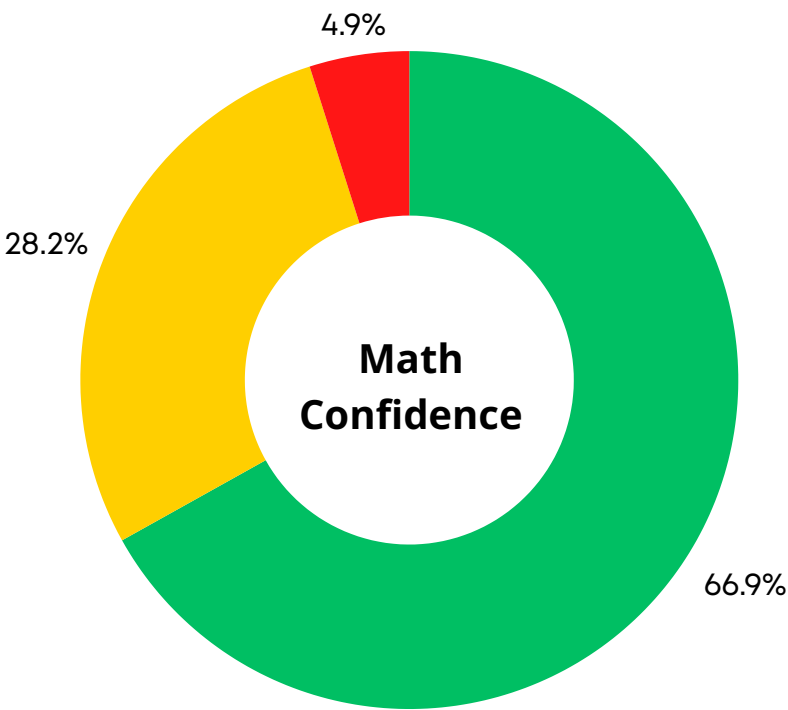


Summary

Student report card data reflects a positive upward trend over the past two years for both Indigenous and Non-Indigenous learners, with gains of approximately 4% for Indigenous students and nearly 1% for Non-Indigenous students. The gap was narrowed last year by approximately 5%. Continued targeted interventions and collaboration with Indigenous Education Coordinators at both school and divisional levels remain a priority to support ongoing progress toward closing this gap even further.

Confident to Very Confident Less Confident Not Confident

Grade 3-6



Percentage of Students who were Confident or Very Confident in Math in 2023-2024 Survey

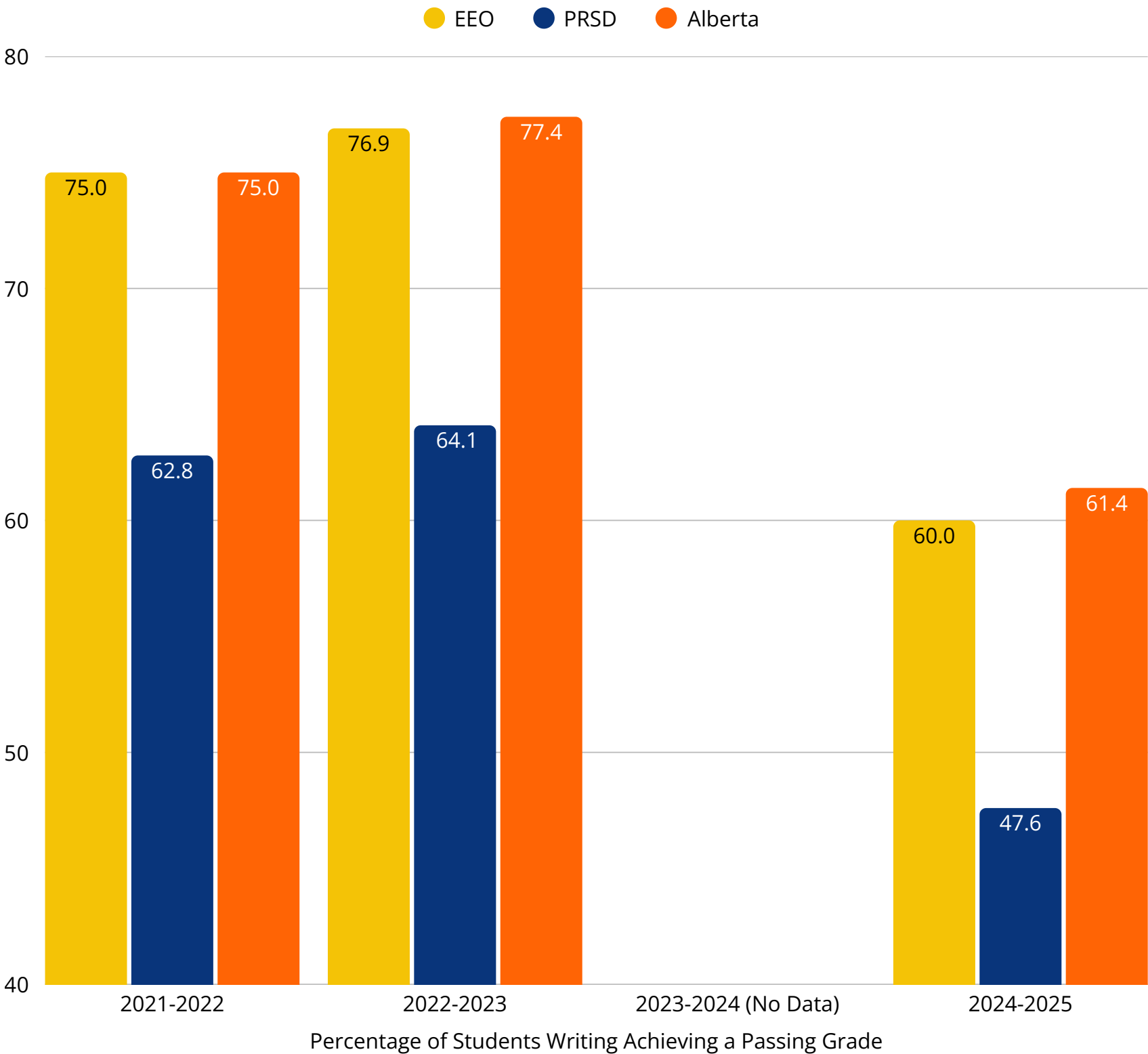


Summary

Students were asked to rate their level of confidence in their own math skills on a scale of 1 to 5, with 1 being not confident and 5 being extremely confident. As you can see in the above graph, the E.E. Oliver's Education Assurance Survey data indicated that 66.9% (combined percentages from students who answered either four or greater on the survey) of Grades 3 to 6 students felt confident in their numeracy skills.



Grade 6 Provincial Achievement Test (PAT): Acceptable Standard
Year-over-Year Comparison: Mathematics - All Students



Summary

The introduction of the new Mathematics curriculum marked last year as the first administration of the revised Provincial Achievement Test. Although the percentage of E.E. Oliver students achieving the acceptable standard declined, performance remains strong—approximately 12% above the Peace River School Division average and within 2% of the provincial average. As teachers and students gain increased familiarity with the new curriculum, further improvements are anticipated.



General Statement

The Provincial Numeracy Screening Assessment (PNSA) evaluates foundational mathematical skills such as number knowledge, number relations, and number operations—critical building blocks for future mathematical development. This tool helps identify students at-risk and guide targeted interventions. Results from the 2024–2025 school year show significant improvement, with the percentage of Kindergarten to Grade 4 students requiring additional support decreasing from 27.5% in the fall to 11.3% by year-end, reflecting the effectiveness of early identification and intervention strategies. The Numeracy Common Assessment Tool (NCAT) data provided valuable insights into Grades 5 & 6 student learning, indicating that understanding of foundational number sense is robust.

Factors that Affected Results

The introduction of the new Mathematics curriculum marked last year as the first administration of the revised Provincial Achievement Test. Although the percentage of E.E. Oliver students achieving the acceptable standard declined, performance remains strong—approximately 12% above the Peace River School Division average and within 2% of the provincial average. As teachers and students gain increased familiarity with the new curriculum, further improvements are anticipated.

Next Steps

E.E. Oliver will continue to work with the division Numeracy Program Coordinator to implement a systematic cycle of review for essential number concepts, designed to improve concept retention and application. Continued targeted interventions and collaboration with Indigenous Education Coordinators at both school and divisional levels remain a priority to support ongoing progress toward closing achievement gaps. Additionally, as teachers and students become more familiar with the new Mathematics curriculum, instructional strategies will be refined to ensure improved outcomes on future Provincial Achievement Tests.



GOAL #3

ALL STUDENTS ARE SUCCESSFUL THROUGH INCLUSIONARY PRACTICES

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

Alberta Education OUTCOMES & MEASURES

- Data regarding participation in PATs

Peace River School Division OUTCOMES & MEASURES

- PowerSchool/Dossier attendance Data
 - PRSD Student Assurance Survey Data
- Educators will also use the following qualitative data:
- Implementation of: a school-wide attendance plan; a school-wide, classroom and individual Positive Behaviour Support Plans (PBSPs)
 - Use of appropriate universal strategies as outlined in the Continuum of Supports
 - PowerSchool log entry data including data on visitations to the office or principal
 - Timely implementation of targeted supports (Tier 3 and 4) through a clear communication process
- Educators may also use the following social-emotional considerations:
- Use of appropriate universal strategies as outlined in the Continuum of Supports
 - Submission of referrals for social worker intervention
 - Implementation of social-emotional support plans
 - Creation and implementation of quality safety plans for students

OUR STRATEGIES

- School Administration and the Indigenous Education Support Worker will support teaching staff in deepening their foundational knowledge about First Nations, Métis, and Inuit culture by assigning an Indigenous Education school based lead to support appropriate resources and professional development opportunities, connect with Indigenous Elders, Knowledge Keepers, and community members who can enrich the learning of all staff and students.
- School administration will support teaching staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories, and languages into the classroom and school community.
- Administration will promote professional learning for all school staff on inclusionary practices.
- Administration will continue to support teaching staff in providing a broad range of researched based, learner-centered programming and supports that best meet learning needs.
- Administration and School Support Worker will promote and support opportunities to improve health and wellness among students and staff.
- Administration, school staff, and the School Support Worker will continue to foster community partnerships to support school staff in effectively responding to student health and wellness needs.
- Administration will continue to work with School Support Workers and Family School Liaison Workers to utilize universal social-emotional programs and collaborative wrap-around services with community partners to support a safe and caring school.
- School staff will support student attendance by building personal connections and creating moments for explicit relationship building. These students will be identified through conversations and during CRT meetings.

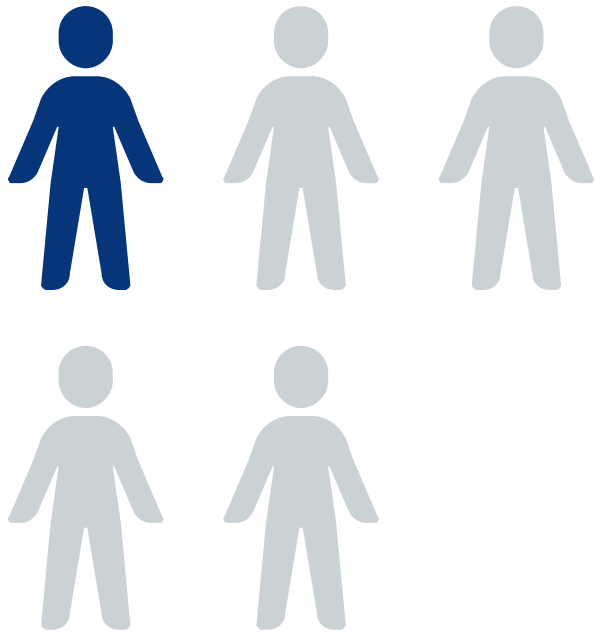


Number of BSPs Implemented

16

Number of IPPs Implemented

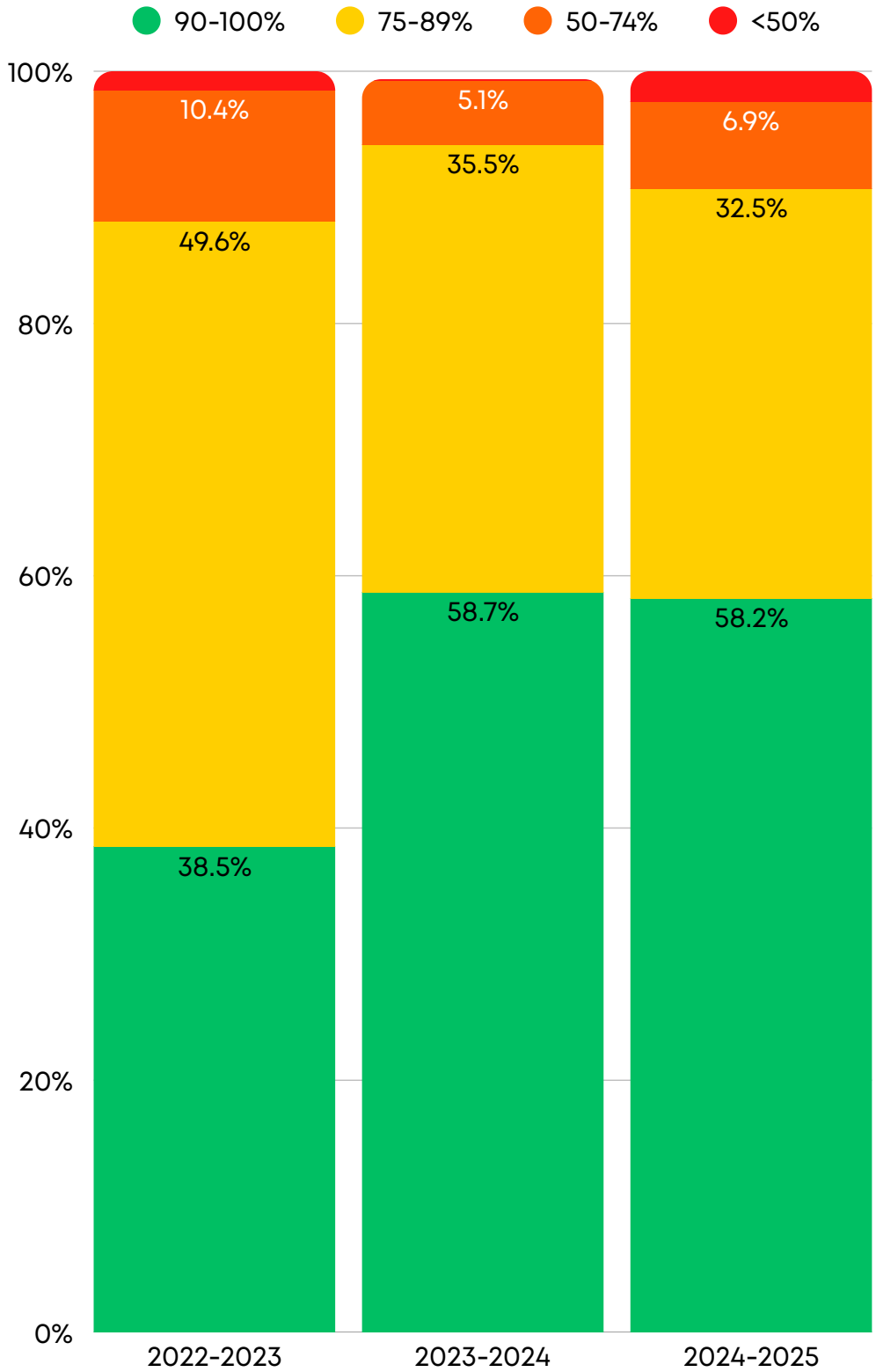
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Regarding E.E. Oliver School data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 16 BSPs completed and 43 IPPs completed in the 2024-25 school year. The total population of students within E.E. Oliver in the same school year was 298.

This works out to approximately 20% of E.E. Oliver students requiring accommodations that enable them to be included in the classroom with their peers.

Attendance Range Comparison

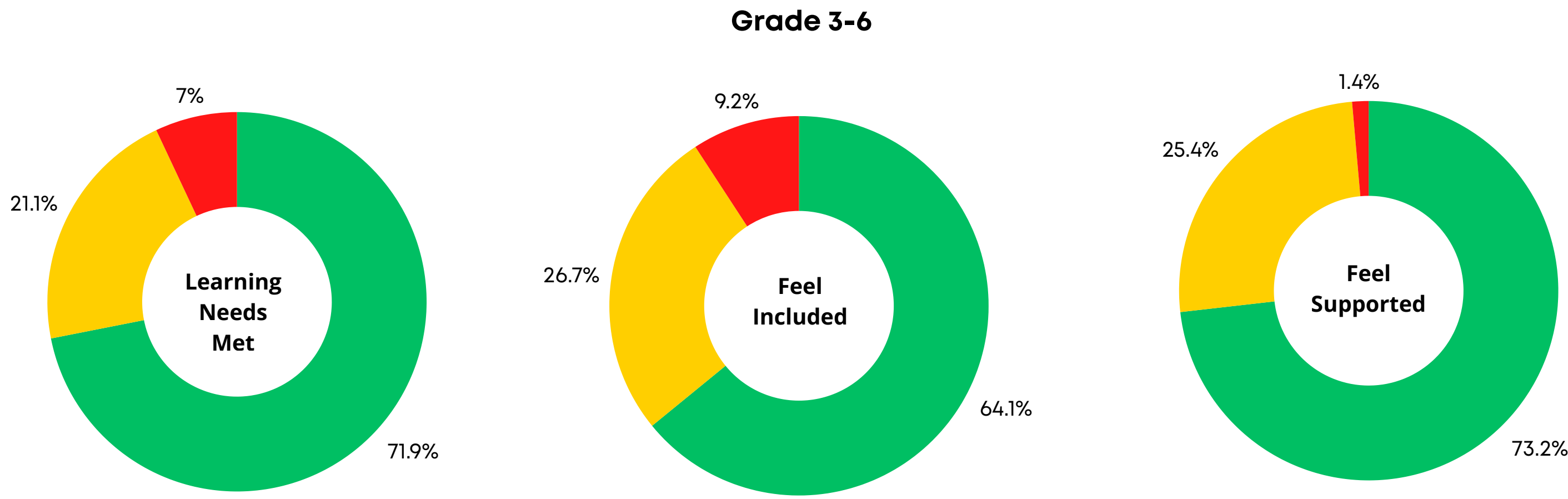


Summary

While more than half of E.E. Oliver School students maintained an attendance rate of 90% or higher, there was a slight increase in the number of students attending less than 50% of the school year. Overall attendance for 2024-2025 was marginally lower than the previous year; however, it remains above post-pandemic levels. The school will continue to prioritize strategies aimed at improving attendance moving forward.



- Agree
- Somewhat Agree
- Disagree



Percentage of Students who were Confident or Very Confident in the 2023-2024 Survey

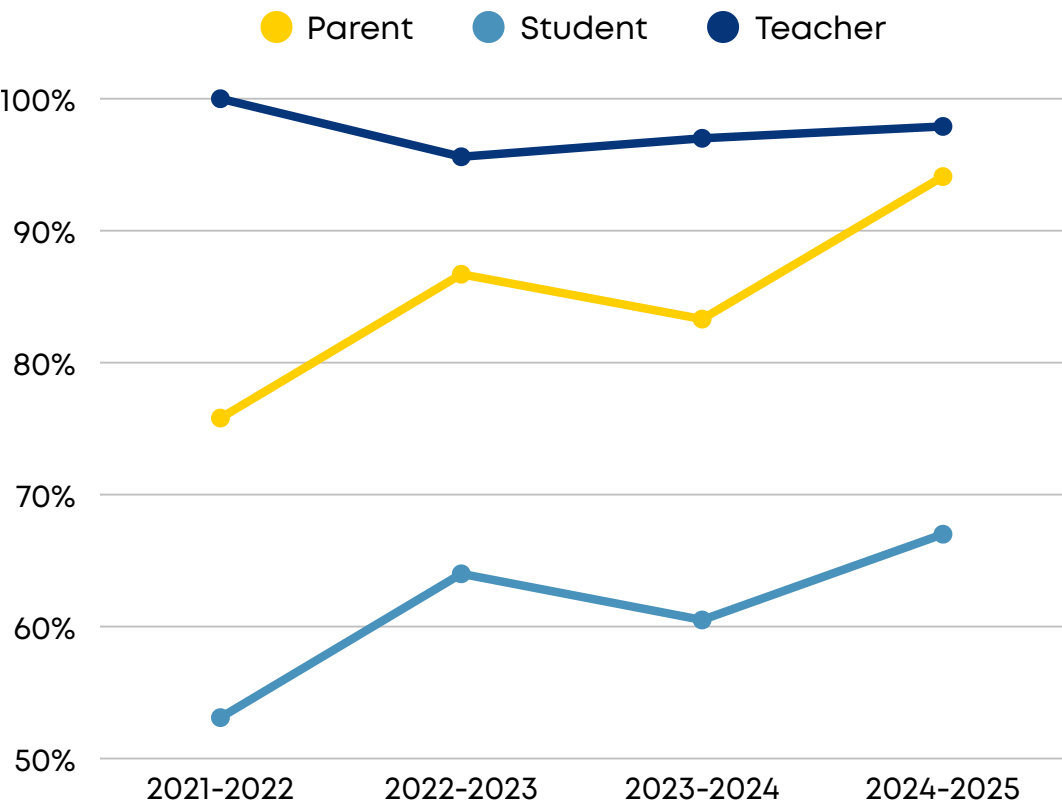


Summary

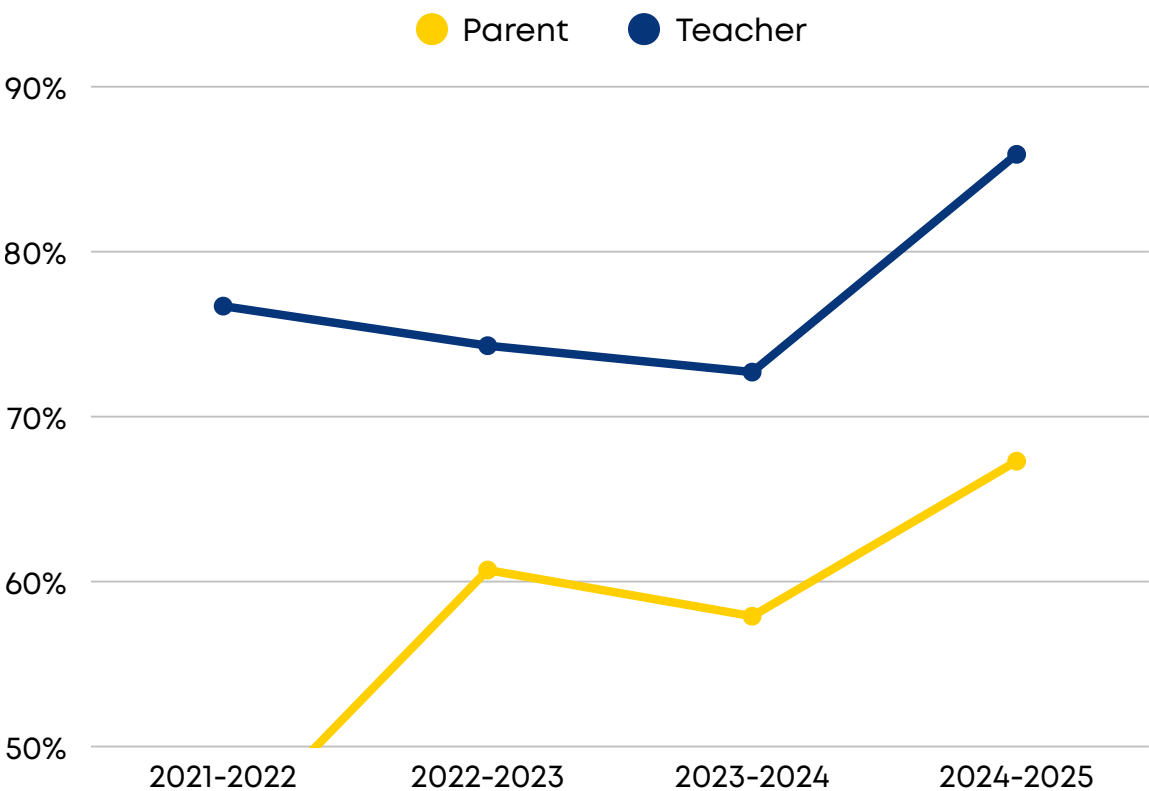
Student perceptions of having their learning needs met remained consistent; however, there was a notable decline of over 12% in students reporting a sense of inclusion. In response, the school will continue to strengthen inclusionary practices to ensure all students feel welcomed and valued. On a positive note, there was an increase of nearly 10% in students feeling supported. The discrepancy between perceptions of inclusion and support may reflect differences in how students interpret these terms.



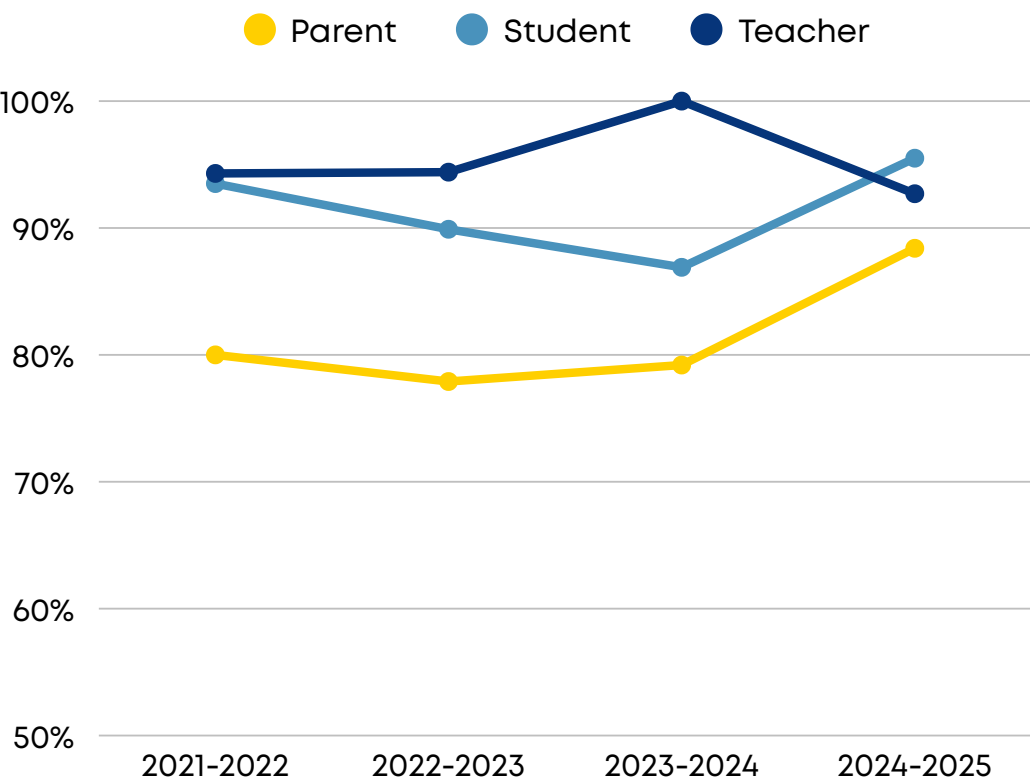
Percentage of PRSD Teachers, Parents and Students who agree that Students are Engaged in their Learning at School



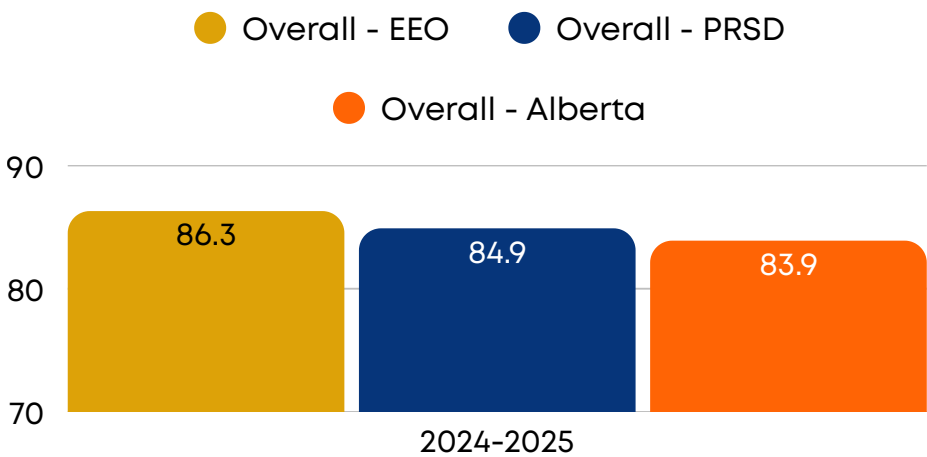
Percentage of PRSD Teachers, and Parents Satisfied with Parental Involvement in Decisions about their Child's Education



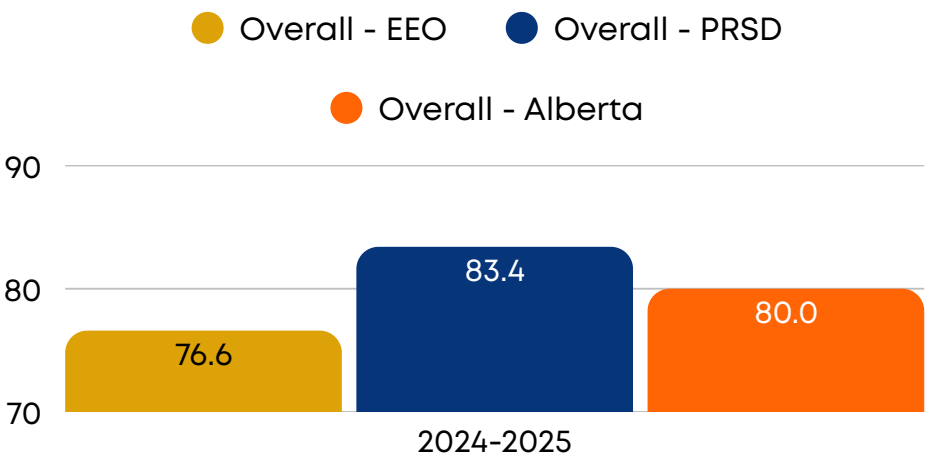
Percentage of PRSD Teachers, Parents and Students Satisfied with the Overall Quality of Basic Education



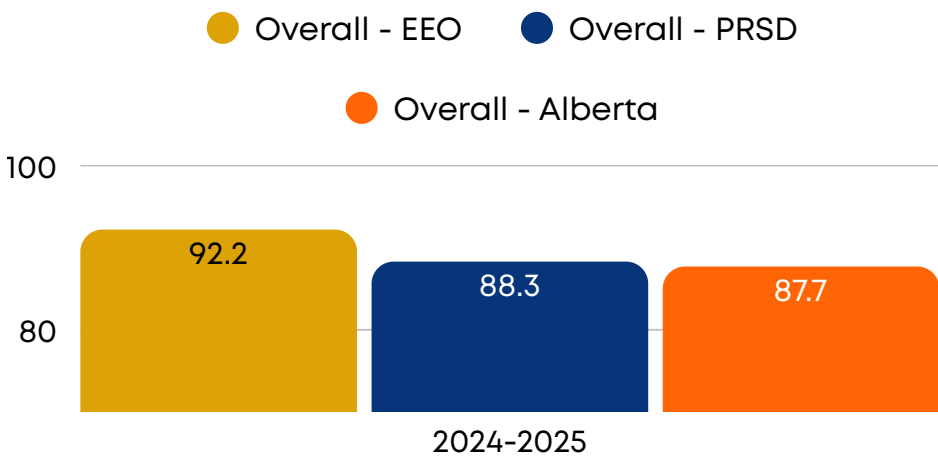
Summary Results



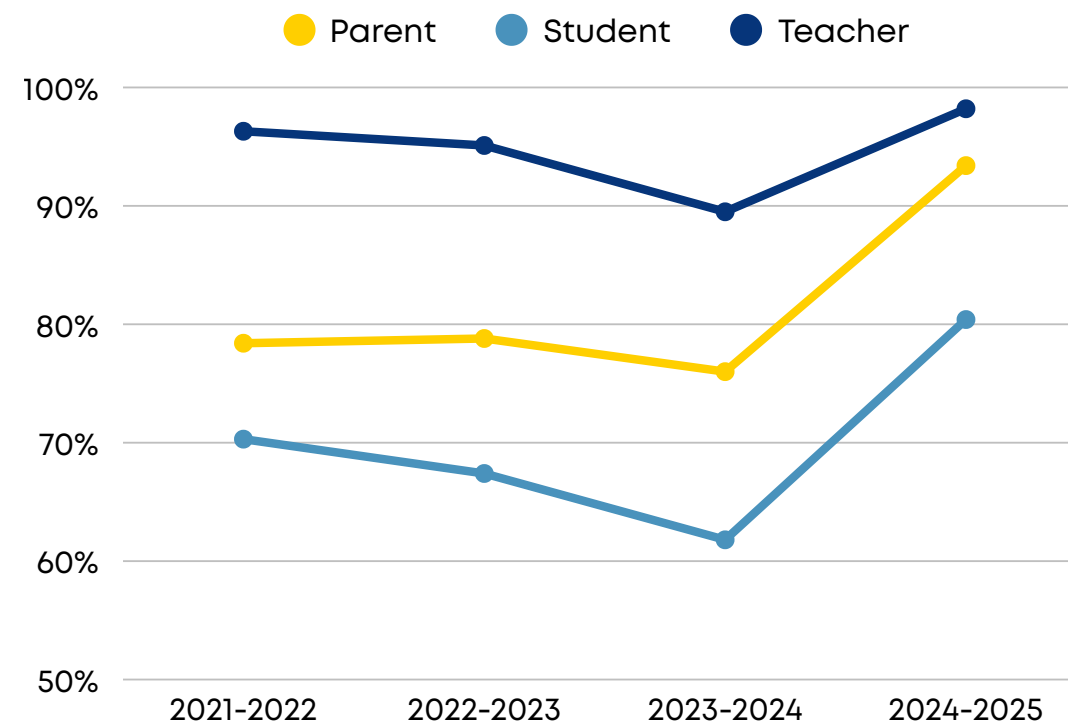
Summary Results



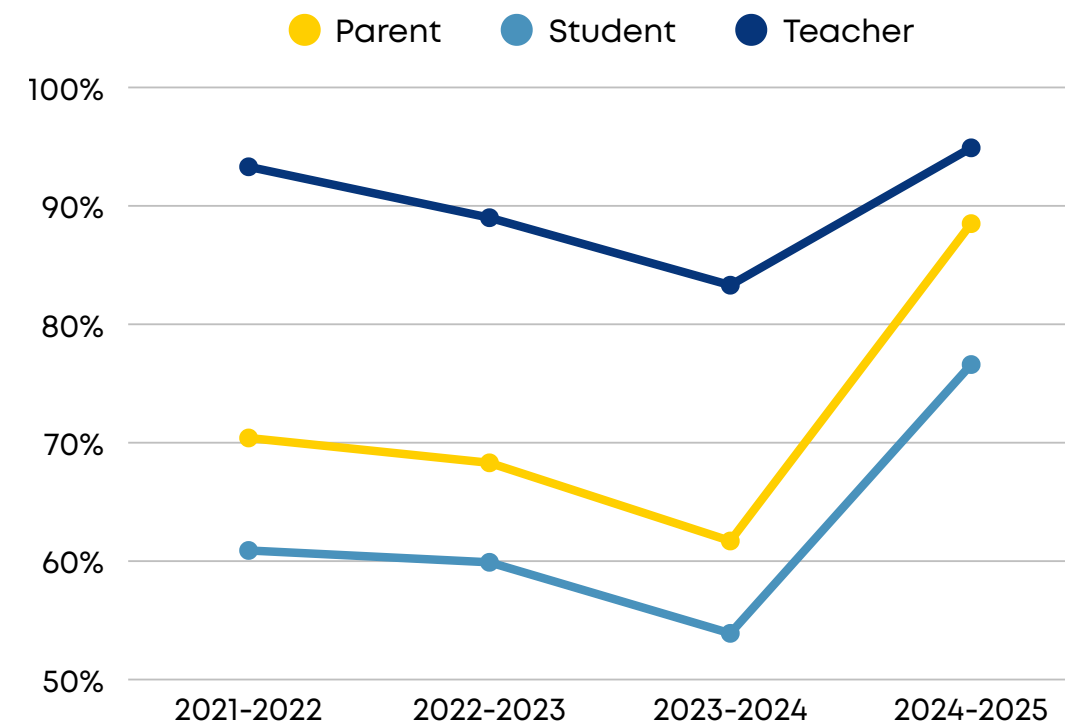
Summary Results



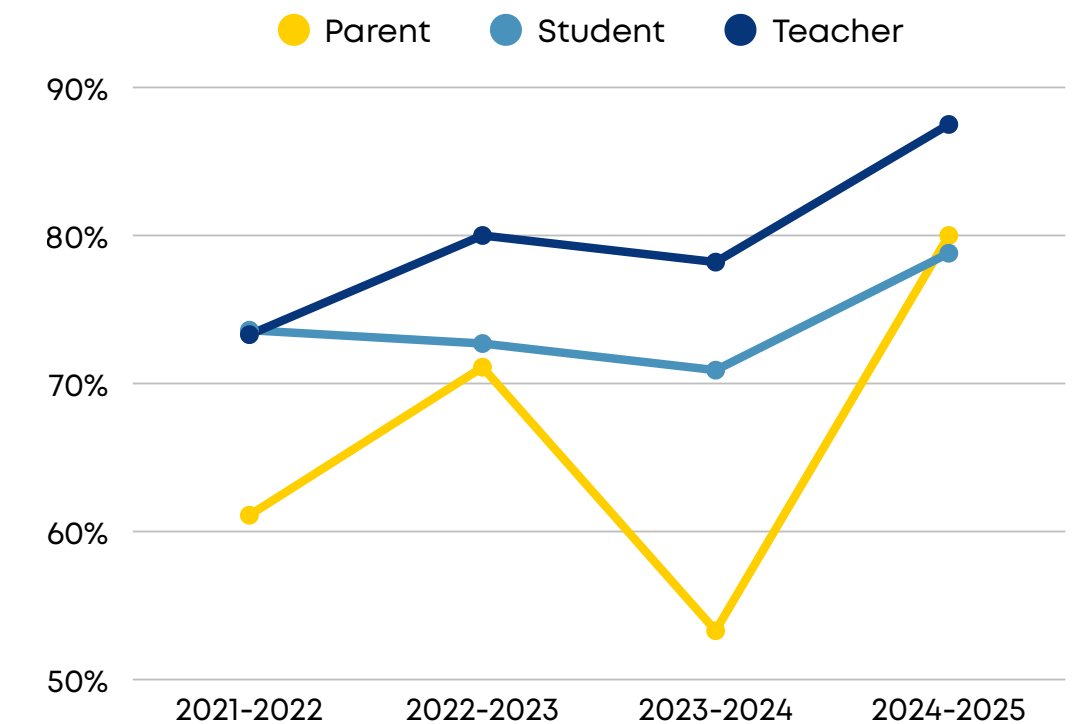
Percentage of PRSD Teachers, Parents and Students who agree that their Learning Environments are Welcoming, Caring, Respectful and Safe



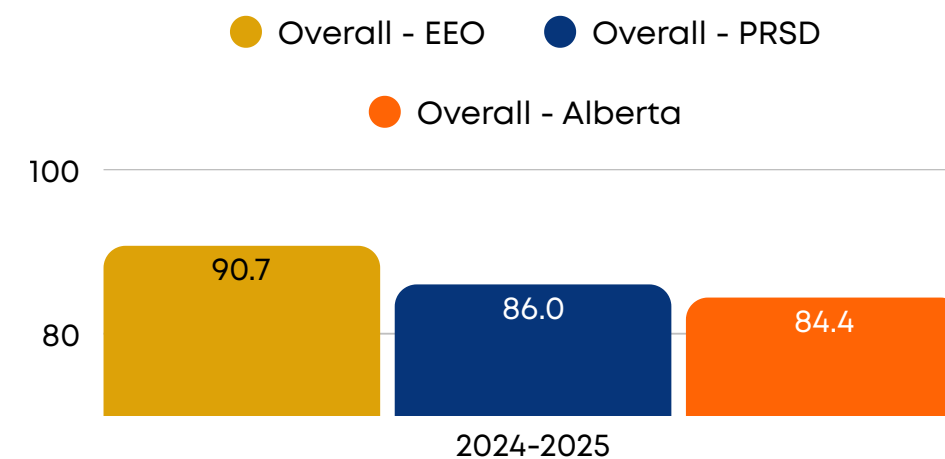
Percentage of PRSD Teachers, Parents and Students who are Satisfied that Students Model the Characteristics of Active Citizenship



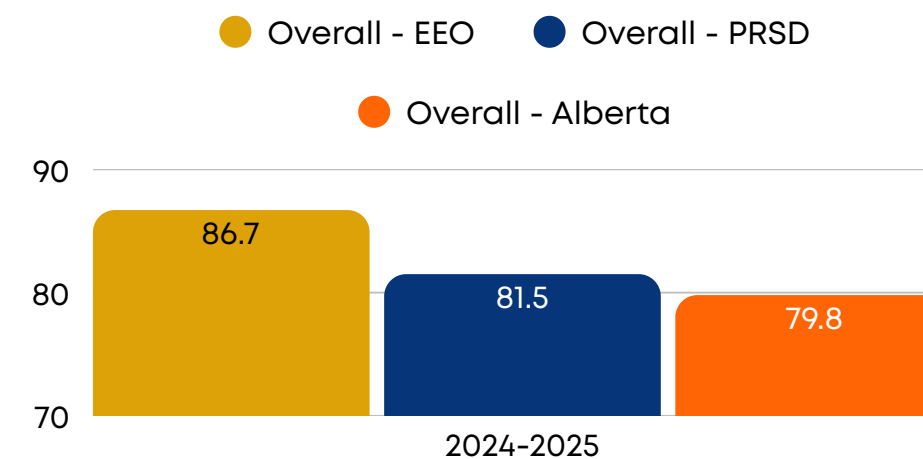
Percentage of PRSD Teachers, and Parents who agree that Students have Access to the Appropriate Supports and Services at School



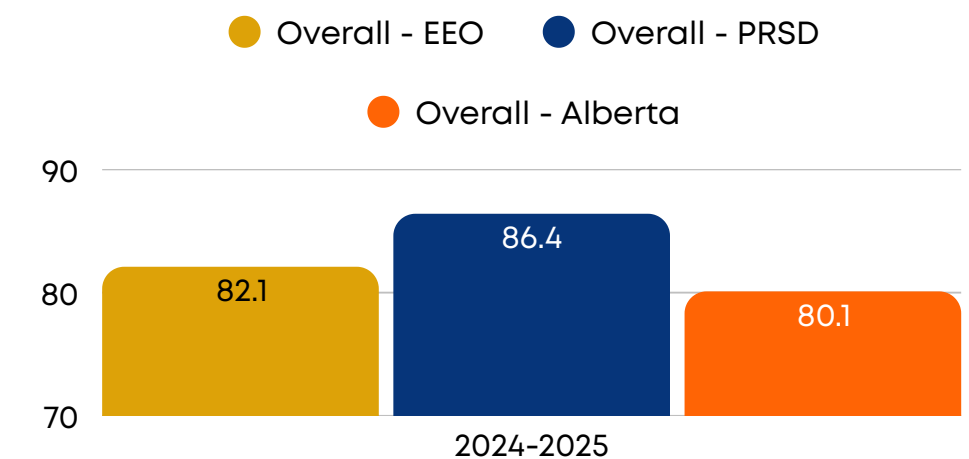
Summary Results



Summary Results



Summary Results



General Statement

In the 2024–2025 school year, E.E. Oliver School had approximately 20% of students required accommodations to support inclusion in the classroom. Attendance remained above post-pandemic levels, though slightly lower than the previous year. Alberta Education Assurance Measures reflected overall positive trends, with increases in engagement, active citizenship, satisfaction with education quality, and perceptions of welcoming, caring, respectful, and safe learning environments.

Factors that Affected Results

A significant portion of students required Behaviour Support Plans and Individual Program Plans to ensure inclusion in the classroom. While most students attended regularly, there was a slight increase in those attending less than 50% of the school year. Alberta Education Assurance Measures indicated strong gains in engagement, active citizenship, and overall satisfaction among parents, students, and teachers; however, there were slight declines in teacher satisfaction with education quality and perceptions of parental involvement. Comparatively, E.E. Oliver exceeded Peace River School Division averages in all categories except access to supports and parental involvement, and surpassed provincial averages in all areas except parental involvement.

Next Steps

The school will continue implementing strategies to improve attendance and reduce chronic absenteeism. Inclusionary practices will be strengthened, and appropriate supports will be provided for students requiring Behaviour Support Plans and Individual Program Plans. Efforts to enhance parental involvement will be prioritized to address identified gaps. Additionally, the school will maintain its focus on creating welcoming, caring, respectful, and safe learning environments while sustaining gains in student engagement and active citizenship.



Budget Report

Peace River School Division No. 10
2025-26 Budget Rev 2

SCHOOL: E.E. Oliver Elementary

Revenue and Allocations to Budget Center

AB ED: Service & Supports	2024-2025 Budget
Funding Framework Allocation	\$113,454
Total AB ED: Service & Supports	\$113,454
% of Revenue and Allocations to Budget Center	100%

Total Revenue and Allocations to Budget Center	\$113,454
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Expenditures

Contracted Services	2024-2025 Budget
Pd Expenses - Certificated	\$3,000
Pd Expenses-Uncertificated	\$600
Staff & Public Relations	\$1,500
Postage & Telephone	\$300
Meeting Expenses	\$2,000
Field Trips	\$6,750
Bldg Ground Maintenance	\$4,000
Total Contracted Services	\$18,150
% of Expenditures	16%

Supplies	2024-2025 Budget
Supplies	\$65,077
Library Supplies	\$5,500
Furniture & Equipment	\$3,500
Total Supplies	\$74,077
% of Expenditures	65%

Uncertificated	2024-2025 Budget
Uncertificated Salary	\$5,000
Uncertificated Subs	\$1,500
Total Uncertificated	\$6,500
% of Expenditures	6%

Certificated	2024-2025 Budget
Certificated Salary	\$7,827
Certificated Subs	\$8,900
Days of School Certified Subs	30.00 Days
Certified: Substitute Teacher: Daily Rate	\$230.00
Total Certificated	\$14,727
% of Expenditures	13%

Total Expenditures	\$113,454
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Budget Report

Tuesday, December 09, 2025 9:10 PM



SCHOOL: E.E. Oliver Elementary - Budget Report

2025-26 Budget Rev 2

Summary

	2024-2025 Budget
Total Revenues and Allocations To Budget	\$113,454
Total Expenditures	\$113,454
Variance	\$0





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