

Peace River High School

Annual Education Results Report

2024-2025

peacehigh.ca

TABLE OF CONTENTS



Principal's Message	3
About Peace River High School	4
Literacy Achievement Results	7
Numeracy Achievement Results	19
Inclusive Education Practices	28
Summary of Financial Results	35

MESSAGE FROM THE PRINCIPAL



The Annual Education Results Report for the 2024–2025 school year for Peace River High School has been prepared in accordance with the Education Act and the Fiscal Planning and Transparency Act. This report guides our ongoing commitment to student success and continuous improvement at PRHS.

As a school community, we aspire to support all students as they transition to the next phase of their lives. Peace River High School offers a wide variety of challenging, enjoyable, and meaningful curricular opportunities designed to help students grow, thrive, and discover their potential.

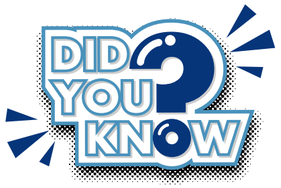
Our goal as a staff is to provide every student with the opportunity to excel in academics, athletics, and our diverse Career and Technology Studies programs, helping them become positive, contributing members of our school and the wider community. PRHS is home to a dynamic and hardworking team of educators who are dedicated to meeting the needs of all learners.

We believe that PRHS is an exceptional place where students from diverse backgrounds can learn, get involved, and experience a truly meaningful high school journey. These years often shape future success and create memories that last a lifetime, and we are proud to support students during this important stage of their lives.

We are deeply grateful for every student and family who walks through our doors. Our goal is to make each learning experience positive, supportive, and uplifting. We look forward to working with our students, families, and guardians to make each year better than the last and to ensure that 2024–2025 is a year of growth, achievement, and success for all.

Wade Johnson
Principal

ABOUT PEACE RIVER HIGH SCHOOL



270+ STUDENTS **30+ TOTAL STAFF** **GRADES 9-12**

OUR MISSION: Peace River High School, Experience the Success!

OUR VISION: Preparing Individual Citizens for Tomorrow

Peace River High School is located in Peace River, a town of approximately 7,000 people with a surrounding population of around 20,000. The town is the major retail centre for the area. Farming, health, forestry and oil plants/servicing are major employers. Our school is a modern facility equipped with large TVs and casting capabilities in all regular classrooms, as well as multimedia hardware, to meet the needs of 21st-century learners. We have one to one student to technology Chromebooks. We also have a student work centre (learning common) with group and single work stations, and a library learning common. Our facility has a two-station gym and fitness centre, an outside basketball court and an irrigated sports field with a multifunctional scoreboard.

We are a Grades 9-12 school, offering instruction in all levels of English, Language Arts, Social Studies, Sciences and Mathematics. Additionally, we provide all levels of Physical Education, French Immersion, Fine Arts (Art and Drama), and Practical CTS (Industrial Arts, Cosmetology, Leadership, Foods, Outdoor Education, Sports Performance, Information Processing, Visual Communications, Computer Science and Robotics). We have an integrated Knowledge and Employability (K & E) program available to students, as well as Lifeskills programming.

We engage in shared programming through a Virtual Education Program within our school division for select courses. This allows more flexibility for student scheduling and addressing their academic needs.

Extra-curricular activities include teams that routinely reach the provincial level of competition in volleyball, basketball, badminton, golf, cross-country, rugby, track and field, and football. Football is a combined program between Peace River School Division and Holy Family School Division, and is called the Peace River Pioneers. In addition to sports, we have a variety of other groups that students participate in from year to year, including an Interact Rotary Youth Group, Gener8, Women in Science, Engineering and Technology (WISEST), Leadership, Gay/Straight Alliance (GSA), Northwest Regional Skills Canada Competitions, and others.

Peace River High School has a Career Counsellor who helps students and parents with the planning of student timetables and accessing off-campus programs, including Work Experience and RAP, as well as post-secondary and scholarship information.

Project Peace is a mental health capacity program that allows Peace River HS and other Peace River area schools to access a youth support worker and other Project Peace supports through universal programming such as Be Your Own Boss, Rainbows and Restorative Practices with our students and staff. Universal programming in classes such as CALM and Health, dealing with social, emotional and mental health concerns, is a tremendous asset to our programs.

We are currently engaged in a partnership with Careers: The Next Generation, in conjunction with Northern Lakes College and local industry, to offer Dual Credit programming and to assist in placements for our Work Experience, Registered Apprenticeship Program (RAP) and Green Certificate Program.

Peace High students regularly qualify for Rutherford scholarships and a variety of post-secondary bursaries and scholarships.

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

- Provincial Achievement Tests (PATs) Results
- Diploma Exam (DIPs) Results

Peace River High School
OUTCOMES & MEASURES

- Divisional Writing Assessment Tool (WAT) for Grades 1-9
- Reading Comprehension Assessment Tool (RCAT) Data for Grades 4-12
- Divisional Report Card Data for Grades 1-12
- 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

1. Peace River High School Administration will continue to support teachers in fostering high-quality teaching to improve literacy knowledge and skills.

2. Peace River High School Administration will facilitate/provide professional development for school staff in the areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), Instructional Leadership, and effective teaching practices.

3. Peace River High School Administration will work with school-based staff to develop professional development plans that align with the division's literacy goals.

4. As part of the division's Literacy Assessment Framework (LAF), Peace River High School Administration will provide support to school staff to administer the RCAT to Grades 9-12 students by the beginning of October, by the end of January/beginning of February, and by the beginning of June, to analyze the results to inform teaching practices that best support literacy learning.

5. As part of the division's Literacy Assessment Framework (LAF), Peace River High School Administration will provide support to school staff to administer the Fountas and Pinnell BAS I and II assessments to Grades 4-9 students who are achieving less than 50% on the RCAT at least twice per year, and to analyze the results to inform teaching practices that best support literacy learning. The assessments will be completed by the second week of October (Fall Assessment) and the second week of February (Winter Assessment).

6. As part of the division's LAF, Peace River High School Administration will provide support to school staff to administer the division's Writing Assessment Tool (WAT) for Grade 9 students by the end of September (Fall Assessment) and by the end of January (Winter Assessment), and to analyze the results to inform teaching practices that best support literacy learning.

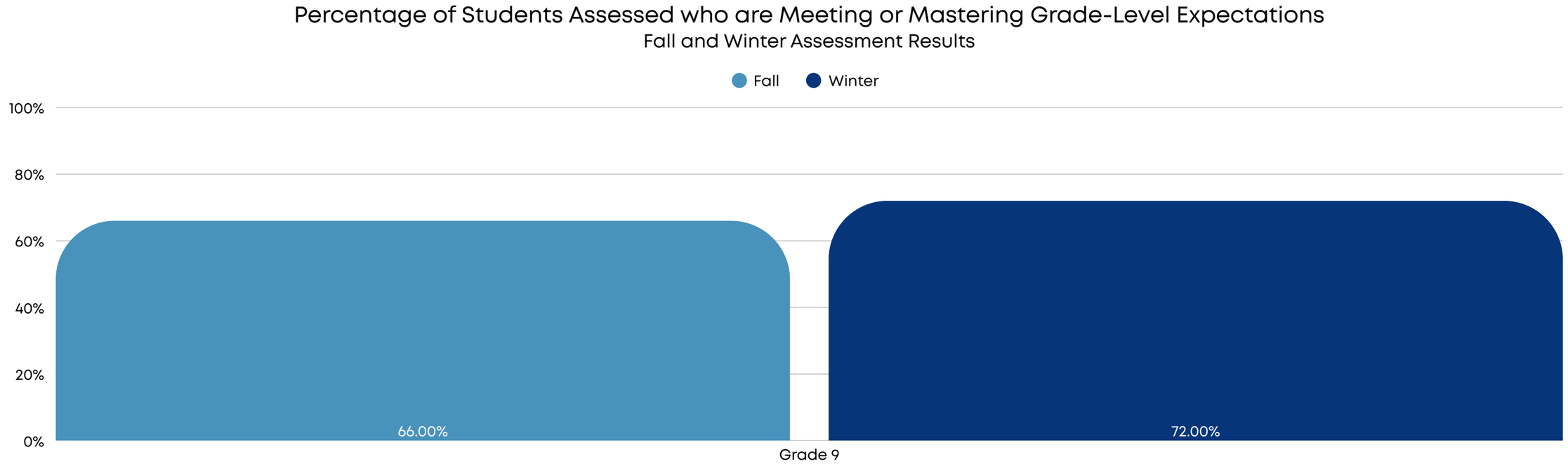
7. Peace River High School Administration will establish and facilitate Collaborative Planning time for teachers to work together to develop common course outlines and assessments.

8. Peace River High School Administration will support teachers working with other teachers in the school division to develop common assessments of core learner outcomes in English Language Arts across grade levels.

9. Peace River High School Administration will work with teachers to respond to feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving students' literacy and numeracy skills.

10. Peace River High School Administration will support school staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories, and languages into the classroom and school.



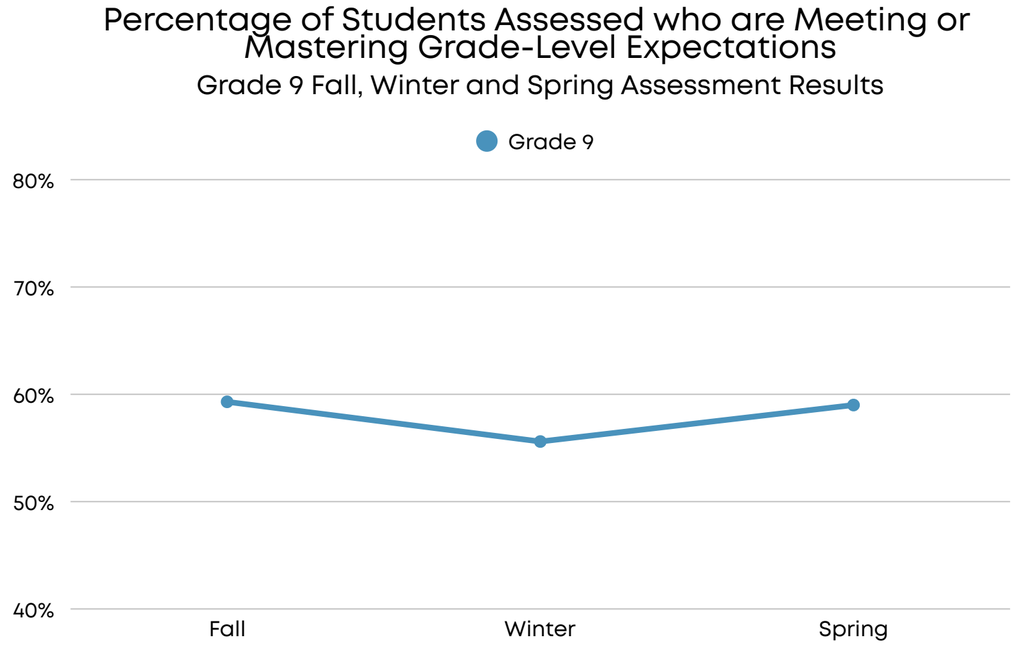


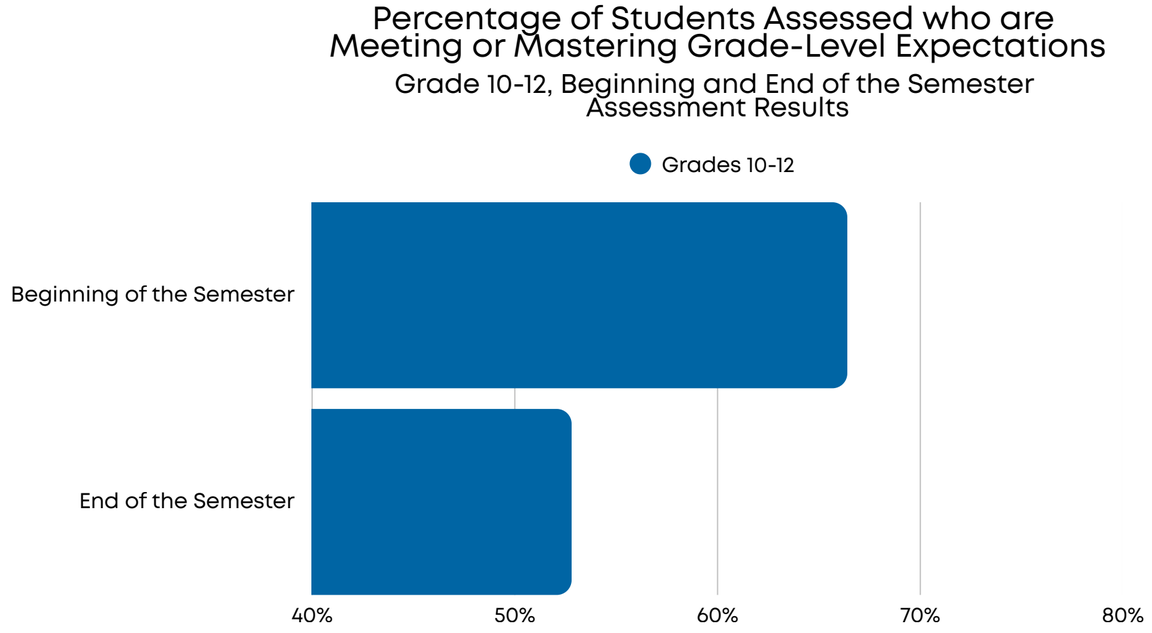
Summary

the Division Writing Assessment Tool (WAT) is an internally developed assessment that measures proficiency in organization, mechanics and content of student writing and is administered to Grade 9 students. WAT data are primarily used to inform instruction throughout the year. The Fall data is based on curricular outcomes from the previous grade level and the Winter data is based on current grade-level outcomes. As such, any increase in writing performance from the Fall to the Winter represents significant growth.

LITERACY ACHIEVEMENT RESULTS

Reading Comprehension Assessment Tool (RCAT): Grade 7-12





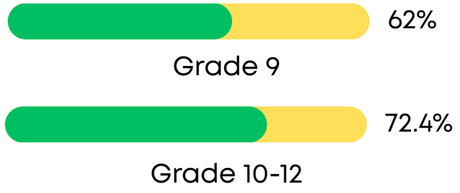
Summary

The RCAT is an on-line assessment tool that provides grade-level reading passages from narrative, informational, and poetic readings to assess students' comprehension abilities in the five major skills required for reading comprehension. This assessment was administered to Grades 4 to 12 students across the division.

LITERACY ACHIEVEMENT RESULTS



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

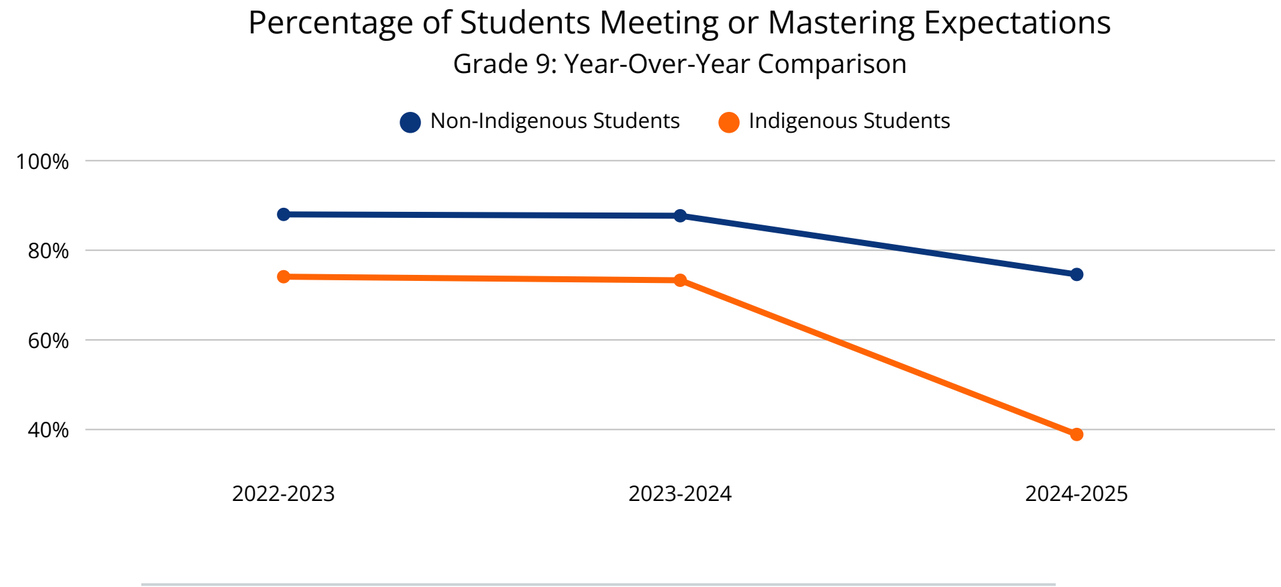


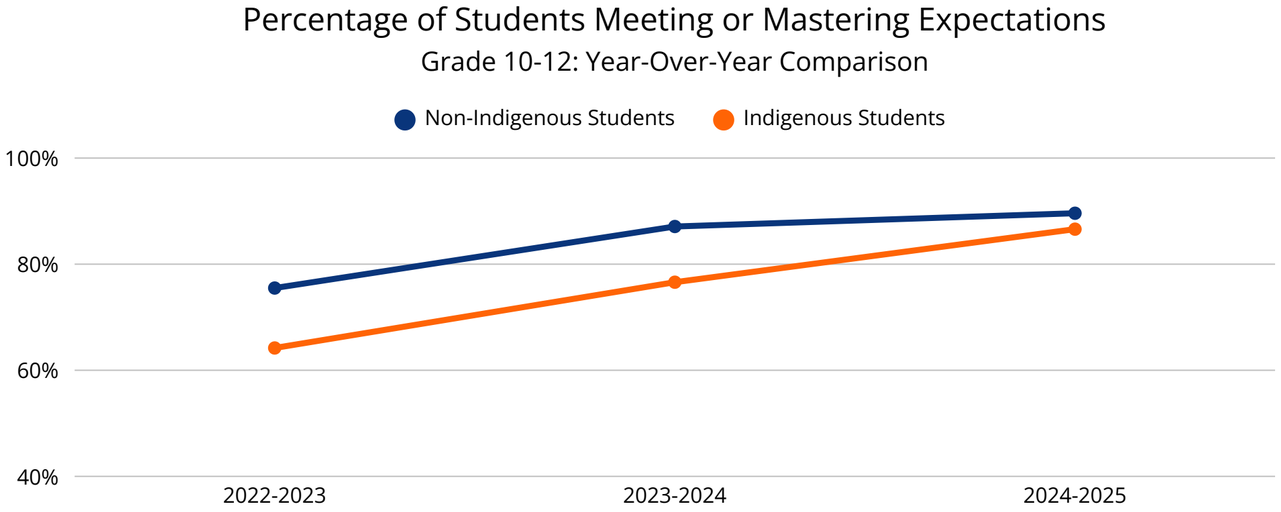
Summary

PRHS annually surveys students in Grades 9-12 in the areas of Literacy, Numeracy and Inclusion. These results have been summarized in the following manner: Students who selected a 4 or 5 on a scale of 1-5 with 1 being not confident and 5 being very confident, are represented in green. Students who selected a 2 or 3 are represented in yellow, and students who selected a 1 are represented in red.

LITERACY ACHIEVEMENT RESULTS

DIvision Report Card Data as Reported by Teachers





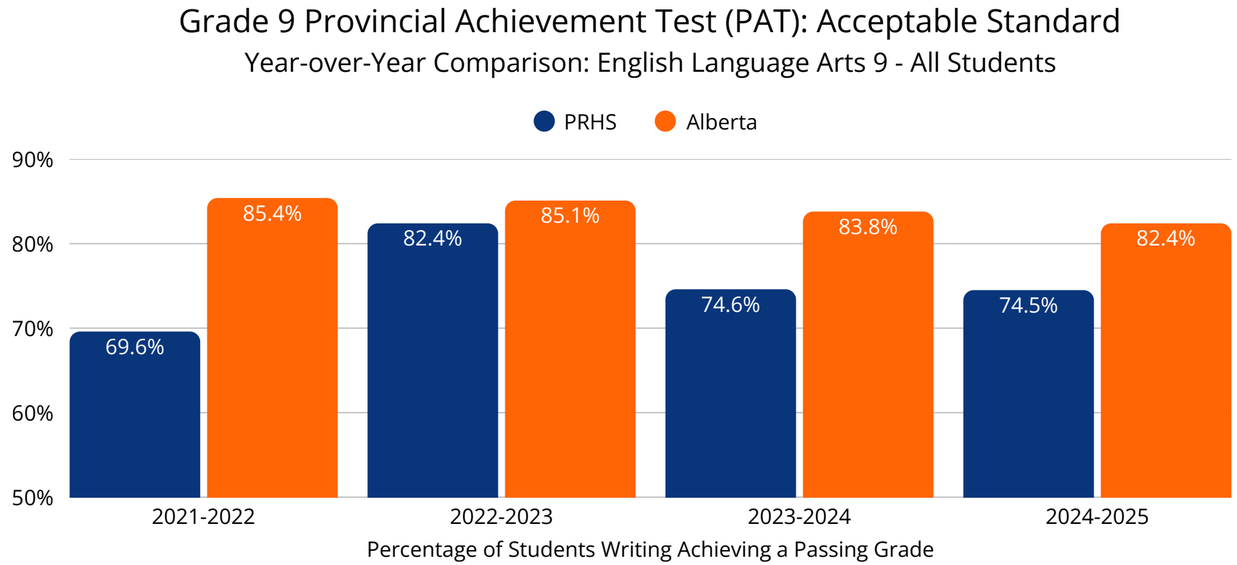
Summary

We have seen a narrowing of the gap among indigenous and non-indigenous students in Grades 10-12, since 2022-2023, with the number of students meeting or mastering expectations greater than 85% for both in 2024-2025.

In Grade 9, the class size in 2024-2025 was small, and as such a large group of non-attenders significantly influenced the results.

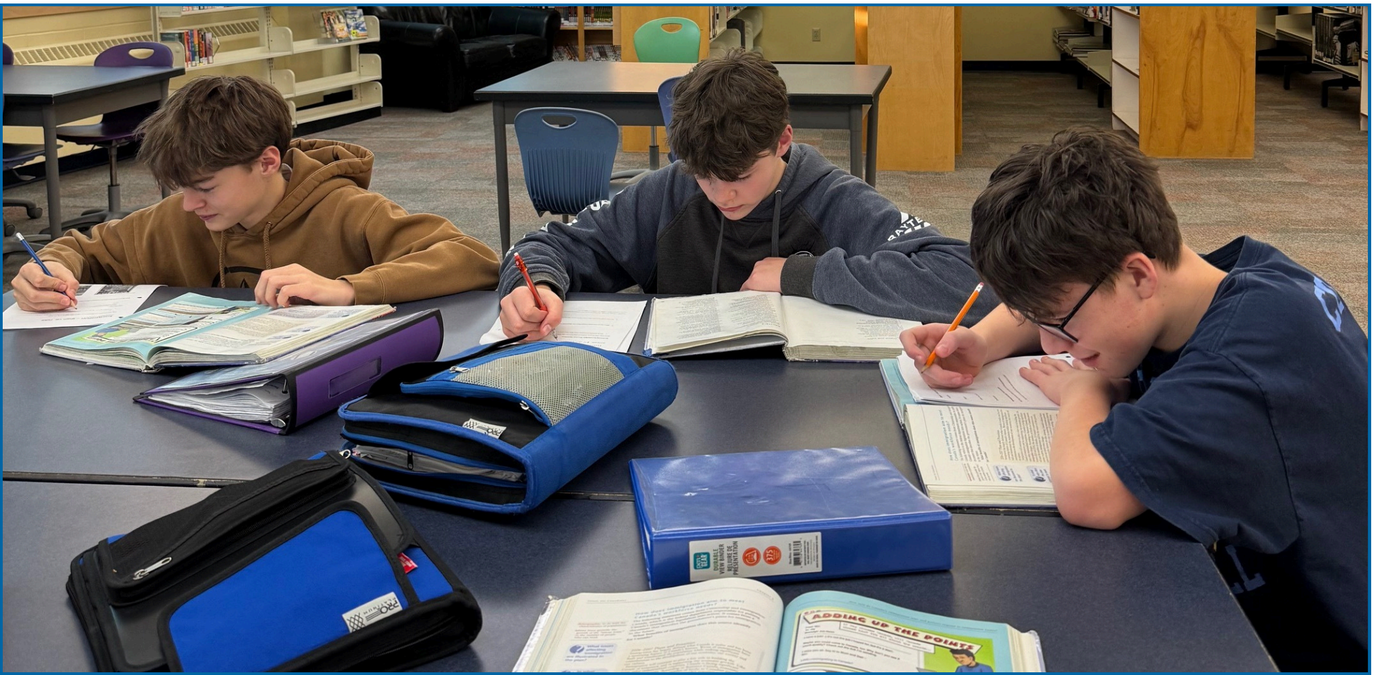


LITERACY ACHIEVEMENT RESULTS



Summary

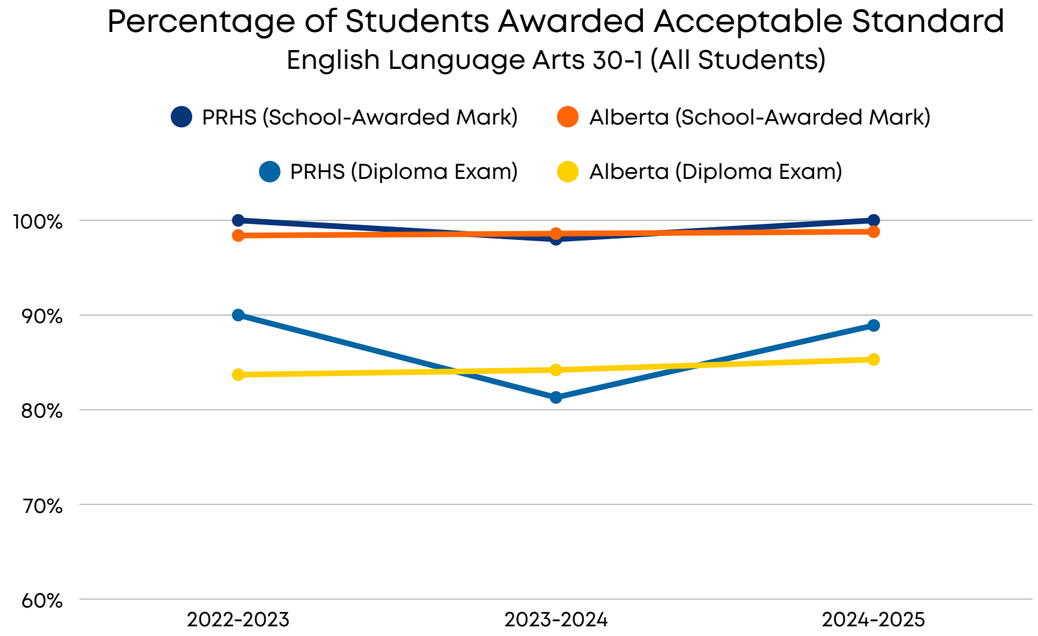
The number of PRHS students achieving the acceptable standard was slightly less than the provincial average.

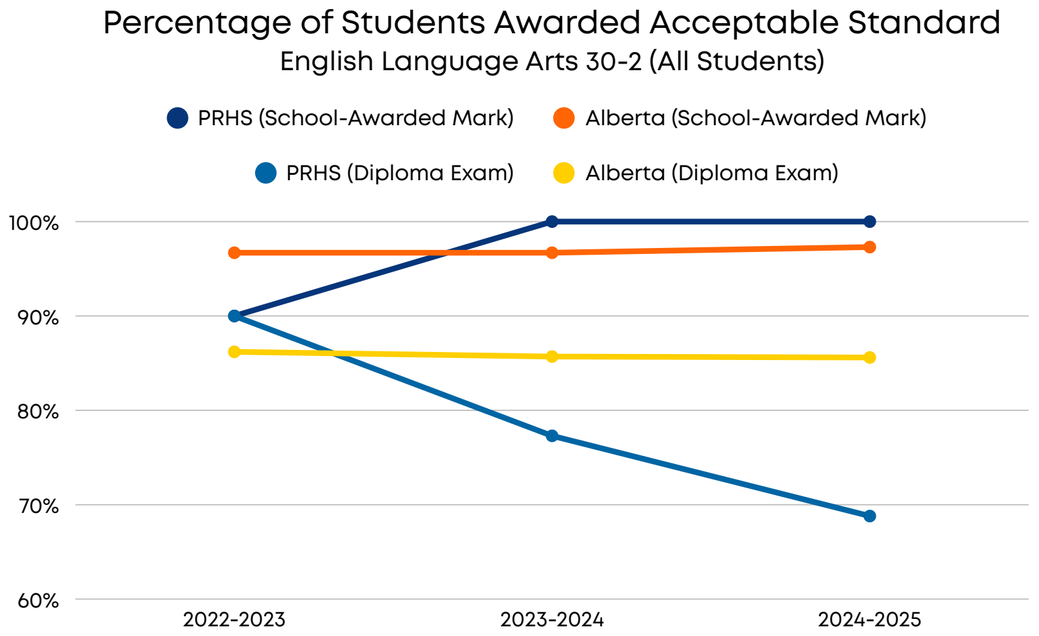




LITERACY ACHIEVEMENT RESULTS

Diploma Exam Results: ELA 30-1 & 30-2





Summary

90% or more of our students achieved the acceptable standard on their school-awarded mark for both ELA 30-1 and ELA 30-2 each year for the past 3 years. In the most recent year (2024-2025), 100% of our students achieved the acceptable standard, exceeding the Alberta average.

In 2024-2025, 88.9% of our ELA 30-1 students achieved the acceptable standard on the Diploma exam, exceeding the provincial average of 85.3%. Our ELA 30-2 students who achieved the acceptable standard on the diploma exam in 2024-2025 fell below the provincial average by approximately 16%.

LITERACY ACHIEVEMENT RESULTS

General Statement

- A vast majority of students at Peace River High School communicate confidence in their reading and writing skills.
- The number of PRHS students who achieved an Acceptable Standard was slightly below the provincial average in both Grade 9 and Grade 12 ELA PATs and Diplomas
- Local measures including report card data as well as PRSD survey data indicated an overall growth in literacy during the school year.

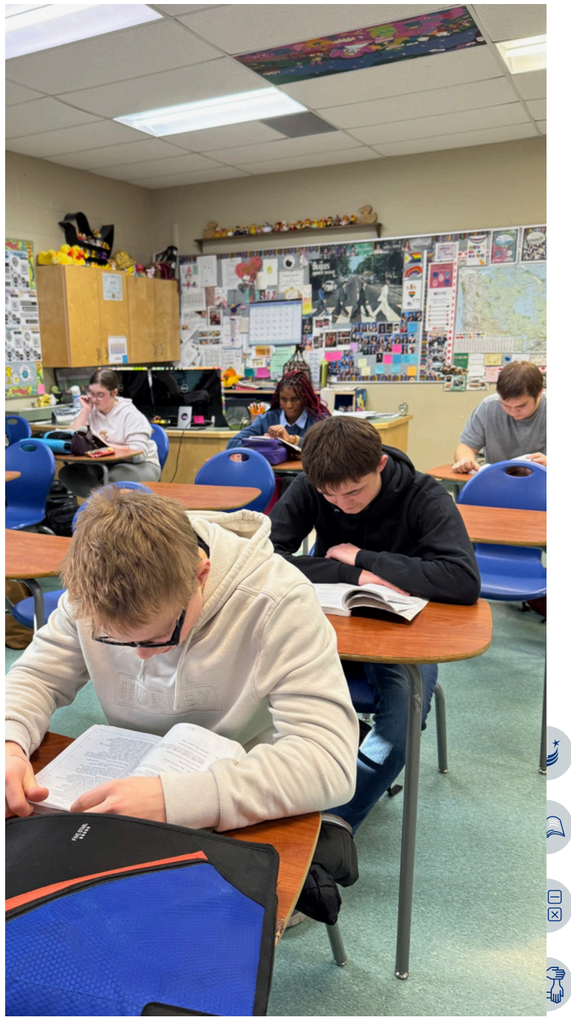
Factors that affected the results

- Peace River School Division literacy framework provides structures and supports that give direction to literacy instruction in our school.
- Due to the recent implementation of the RCAT assessments, there were inconsistencies in administration, data collection and students taking the assessment seriously.
- This was the second consecutive year that ELA 9 was offered as a year-long course, with students being taught every other day. ELA was previously taught every day for one semester. Year-long literacy instruction may have been a factor contributing to the overall success of students on their PAT.

Next steps

- Continued focus on literacy achievement remains a priority moving forward.
- Various levels of Collaborative Response meetings focussed on identifying needs and supports for individual learners.
- Continue ELA 9 as a linear, full-year course to provide year-long literacy instruction.
- Including one block of literacy/numeracy support for Grade 9 students into our timetable. Targeted individual and small-group support and interventions to build literacy skills.
- Continued focus on increased effectiveness of Formative Assessment in all classes.
- Continued work with the Divisional Literacy Coordinator and the structures of the Literacy Framework.
- Focus on increasing participation and student buy-in with the RCAT assessments.





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 Achievement Tests (PATs) Results
- Diploma Exam (DIPs) Results

Peace River High School
OUTCOMES & MEASURES

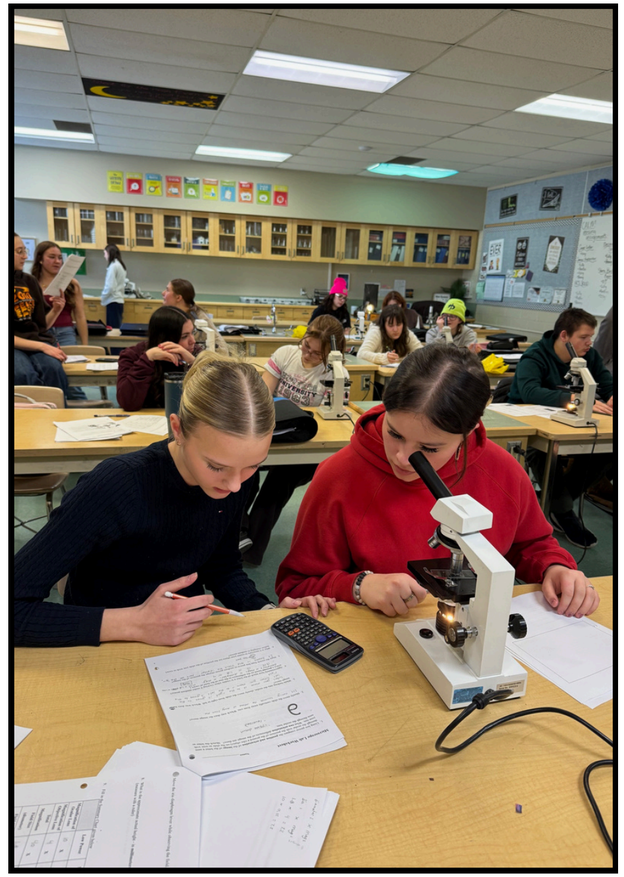
- Numeracy Common Assessment Tool (NCAT) Data for Grades 5-9
- Aggregate Academic Performance Report (Report Card Summary Data) for Grades 1-12

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

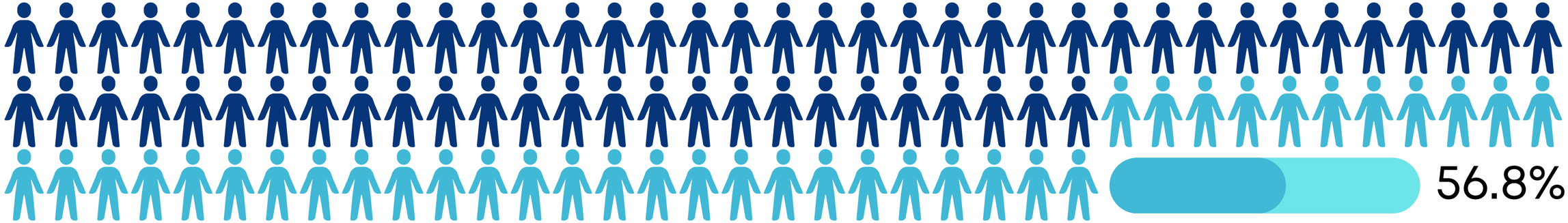
1. Peace River High School Administration will continue to support teachers in fostering high quality teaching to improve numeracy knowledge and skills.
2. Peace River High School Administration will facilitate/provide professional development for school-based staff in the areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), Instructional Leadership, and effective teaching practices.
3. Peace River High School Administration will work with school staff to develop professional development plans that align with the division's numeracy goals.
4. As part of the division's Numeracy Assessment Framework (NAF), Peace River High School Administration will provide support to school staff to administer the MIPI to Grades 9-10 students in the first three weeks of the school year, and to analyze the results to inform teaching practices that best support numeracy learning.
5. As part of the division's NAF, Peace River High School Administration will provide support to school staff to administer the NCAT in Grade 9 classrooms throughout the school year, and to analyze the results to inform teaching practices that best support numeracy learning.
6. As part of the division's NAF, Peace River High School Administration will provide support to school-based staff for the implementation of the instruction and assessment schedule for Grade 9 mathematics.
7. Peace River High School Administration will establish and facilitate Collaborative Planning time for teachers to work together to develop common course outlines and assessments.
8. Peace River High School Administration will support teachers working with other teachers in the school division to develop common assessments of core learner outcomes in Mathematics across grade levels.
9. Peace River High School Administration will work with school staff to respond to feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving students' numeracy skills.
10. Peace River High School Administration will support school staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories, and languages into the classroom and school.



NUMERACY ACHIEVEMENT RESULTS

Numeracy Common Assessment Tool (NCAT): Grade 9

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



Summary

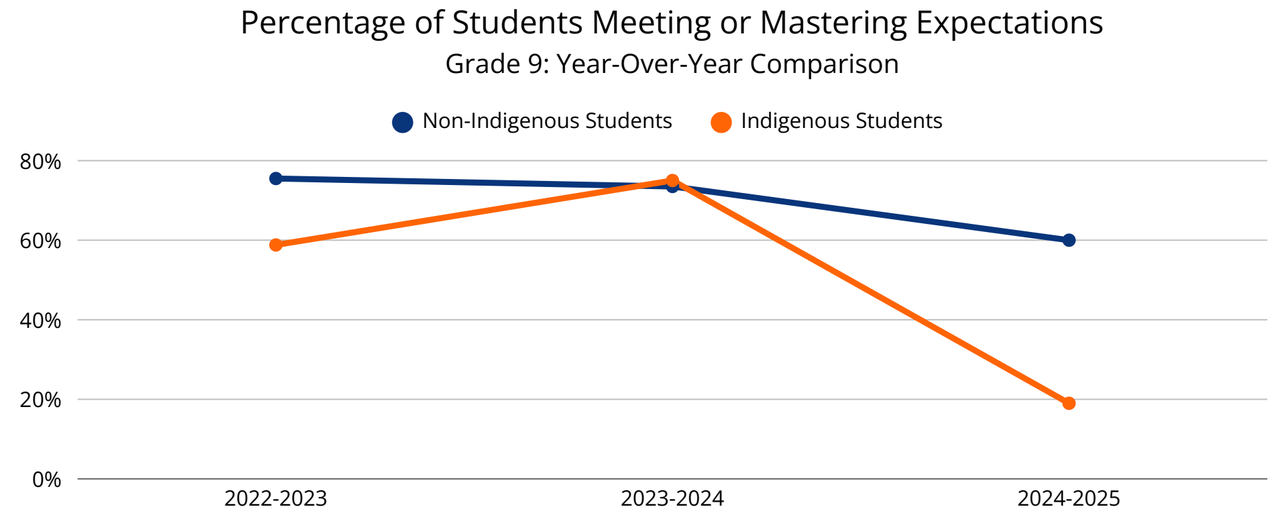
the NCAT is administered to Grade 9 students in the winter and in the spring. An increase in performance from winter to spring indicates growth throughout the year.

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



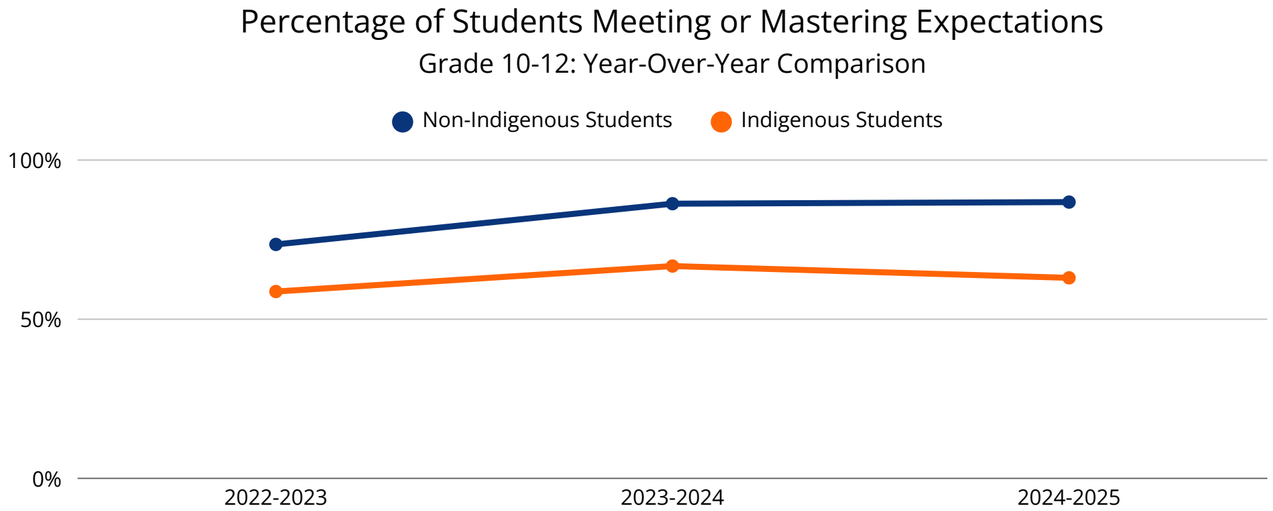
NUMERACY ACHIEVEMENT RESULTS

DIvision Report Card Data as Reported by Teachers



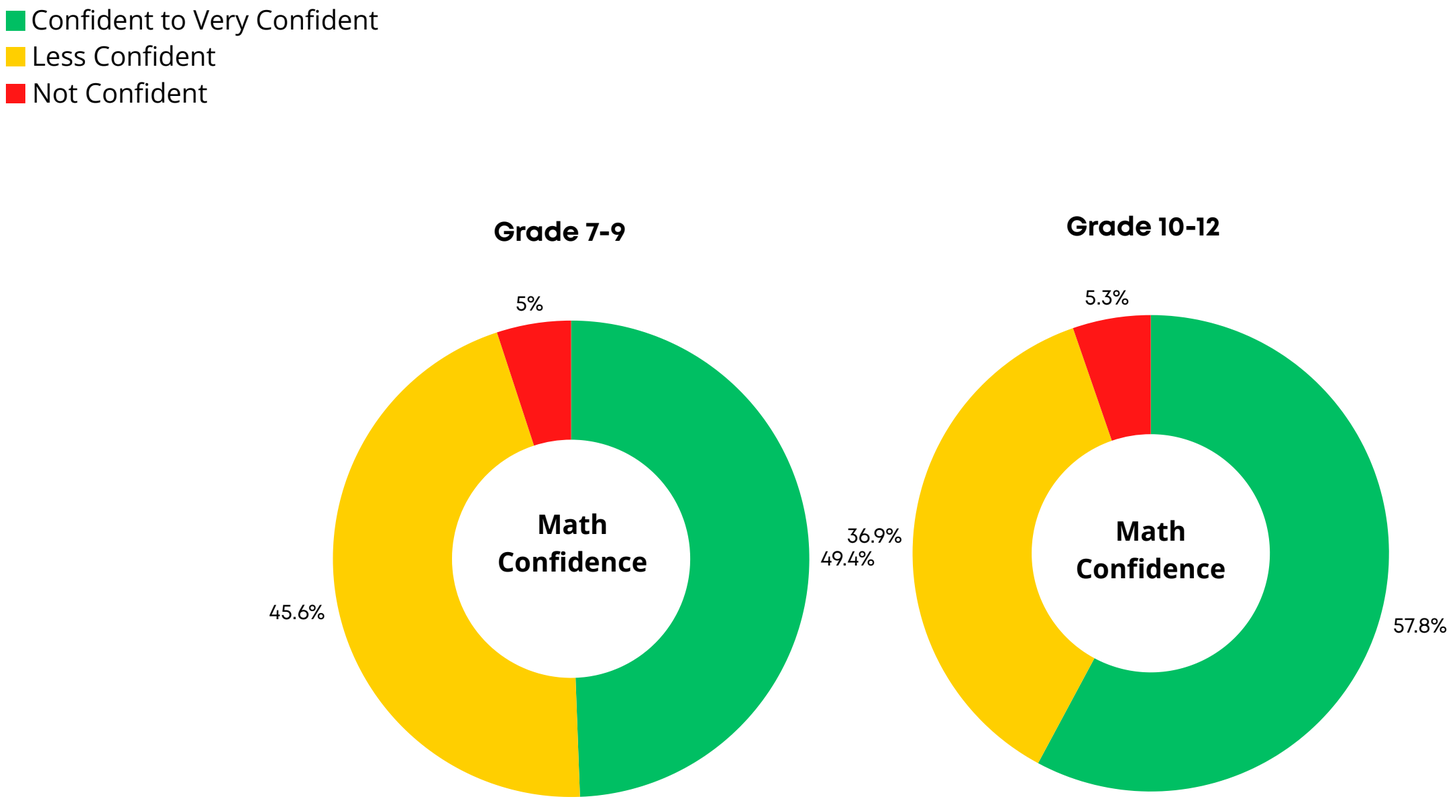
Summary

There remains a gap in achievement between Indigenous and Non-Indigenous students in all grades. The 2024-2025 results for both groups of student are low, however, the class size was small and within the Indigenous student population in particular there was a large number of students who were non-attenders.





NUMERACY ACHIEVEMENT RESULTS



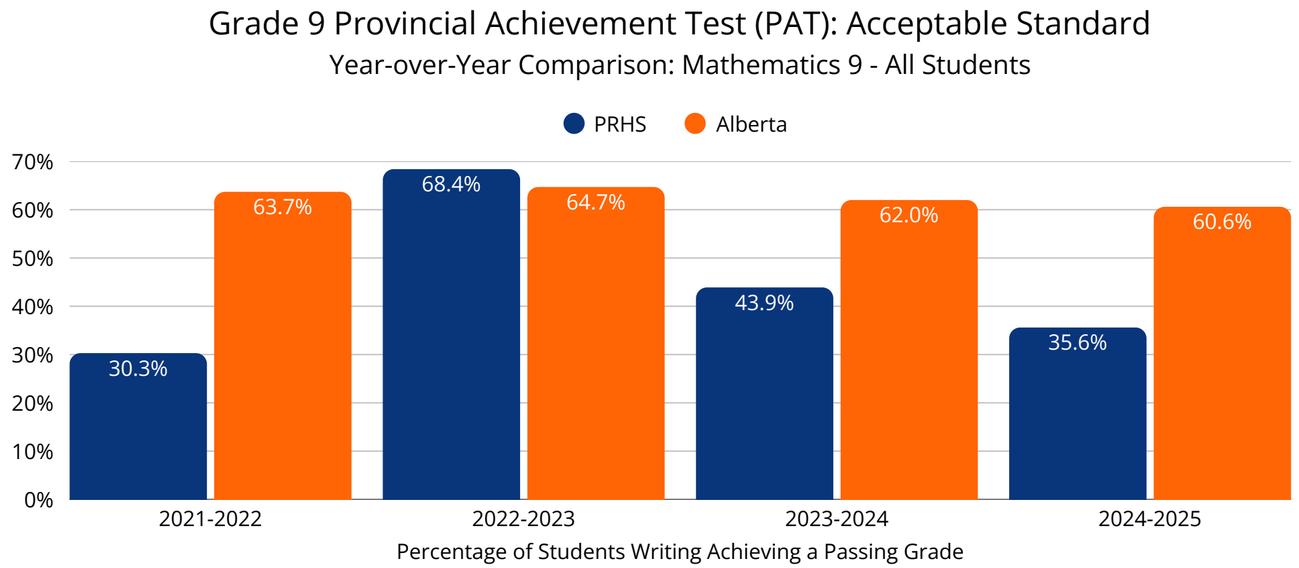
Percentage of PRHS Students who were Confident or Very Confident in Math in 2023-2024 Survey



Summary

PRHS annually surveys students in Grades 9-12 in the areas of Literacy, Numeracy and Inclusion. These results have been summarized in the following manner: Students who selected a 4 or 5 on a scale of 1-5 with 1 being not confident and 5 being very confident, are represented in green. Students who selected a 2 or 3 are represented in yellow, and students who selected a 1 are represented in red.

NUMERACY ACHIEVEMENT RESULTS



Summary

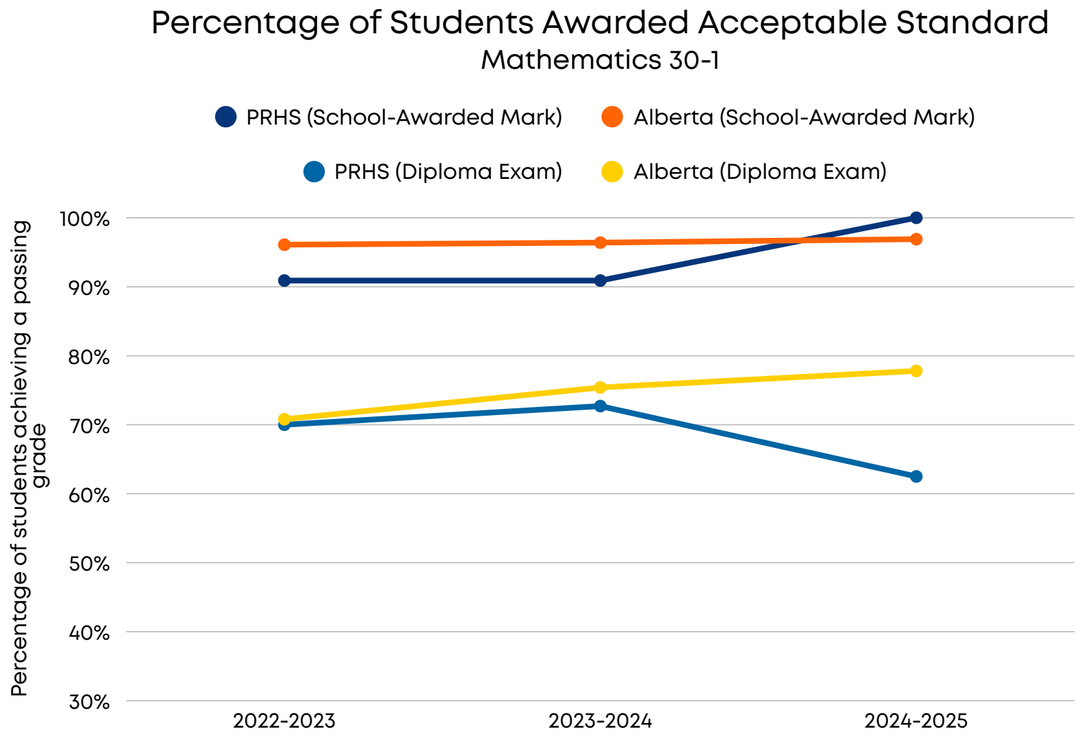
Over the last tour years, the PRHS students have achieved lower scores on the Math 9 PAT than the provincial average, with the exception of 2022-2023.

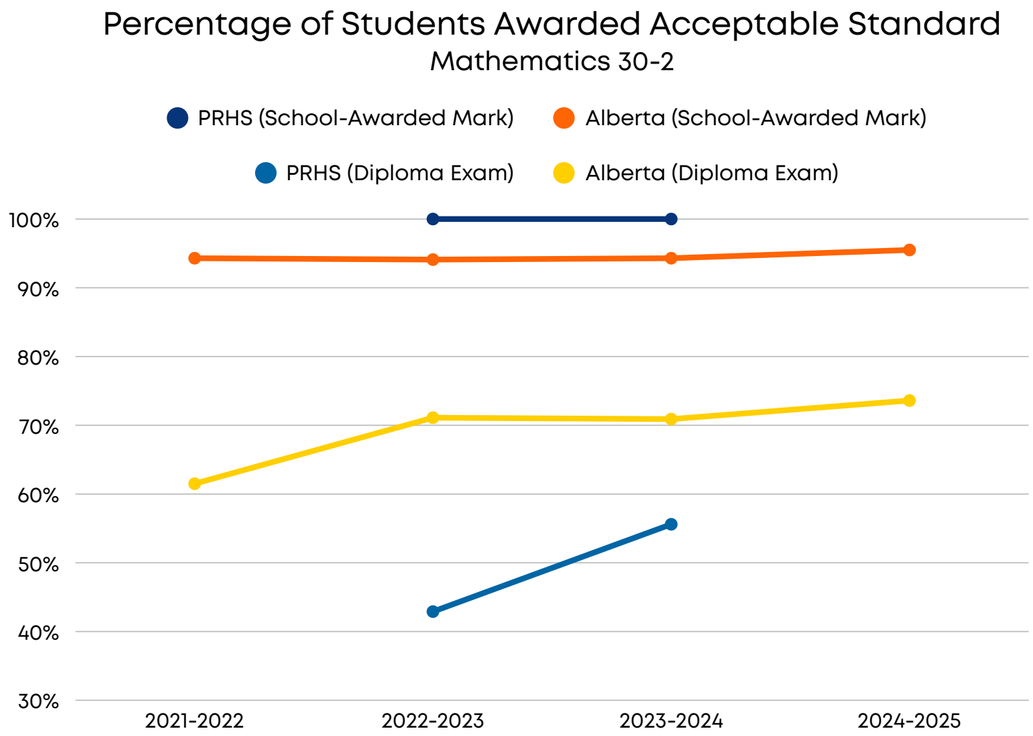




NUMERACY ACHIEVEMENT RESULTS

Diploma Exam Results: MATH 30-1 & 30-2





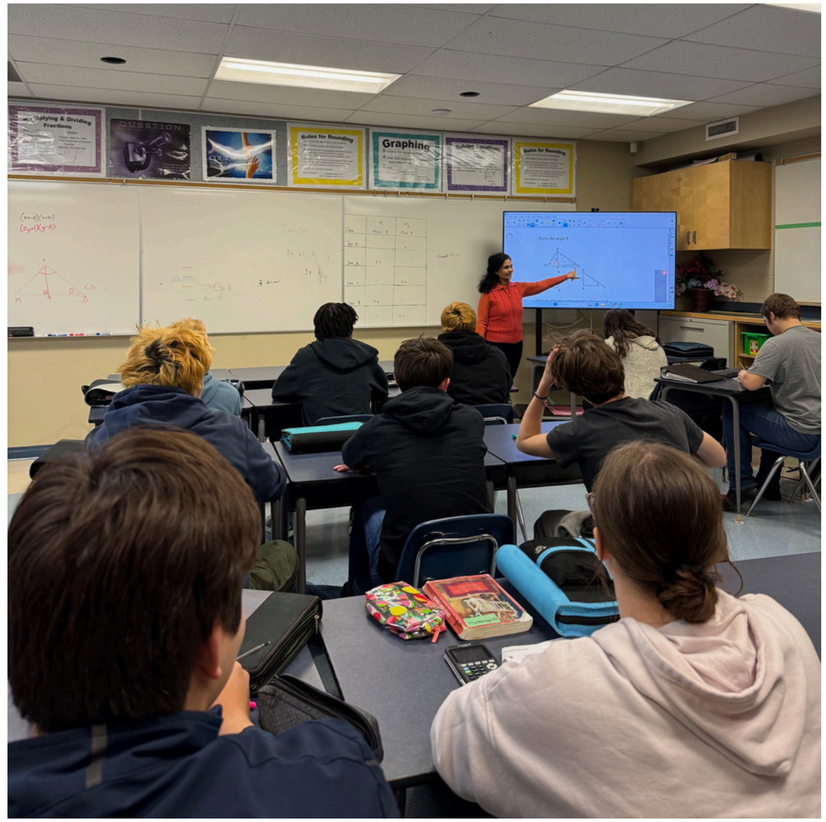
Summary

In 2024-2025 100% of our PRHS students in Math 30-1 achieved the acceptable standard for their school-awarded mark. While the class size was small, and therefore insignificant for Math 30-2, 100% of our PRHS students achieved the acceptable standard for their school-awarded mark since the 2022-2023 school year. PRHS students performed at or below the provincial average on the diploma exam in both Math classes.

NUMERACY ACHIEVEMENT RESULTS

General Statement

- Report card data shows growth in achievement over the course of the semester. This growth was further verified with the PRSD survey, in which students expressed increased confidence in their math abilities.
- NCAT results from the start of the year did not demonstrate the desired level of achievement, by the end of the year, a majority of our students were meeting or mastering grade level expectations, thus demonstrating significant growth throughout the course,
- Math 30-1 diploma results were slightly higher than the provincial average for Acceptable Standard, whereas Math 30-2 results were about 15% lower than the provincial average for Acceptable Standard.



Factors that affected the results

- The Numeracy Framework, including the MIPI and NCAT assessments, is new to the Division. As the assessments become more familiar and habitual, we should see participation rates and achievement increase.
- This was the third consecutive year that Math 9 was offered as a year-long, course, with students being taught every other day. Math was previously taught every day for one semester. Year-long numeracy instruction may be a factor contributing to the overall success of students in Math 9.

Next steps

- Continued focus on numeracy achievement remains a priority moving forward.
- Various levels of Collaborative Response meetings, focussed on identifying needs and supports for individual learners.
- Including one block of literacy/numeracy support for Grade 9 students into our timetable. Targeted individual and small-group support and interventions to build numeracy skills.
- Continued focus on increased effectiveness of Formative Assessment in all classes.
- Continued work with the Divisional Numeracy Coordinator and the structures of the Numeracy Framework.
- Focus on increasing participation and student buy-in with the MIPI and NCAT assessments.

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
- Data regarding participation in DIPs
- Data regarding High School Completion Rates
- Alberta Assurance Survey Data - Overall Summary Results

Peace River High School
OUTCOMES & MEASURES

- PowerSchool/Dossier attendance Data
- PRSD Student Assurance Survey Data

Educators will also use the following qualitative data:

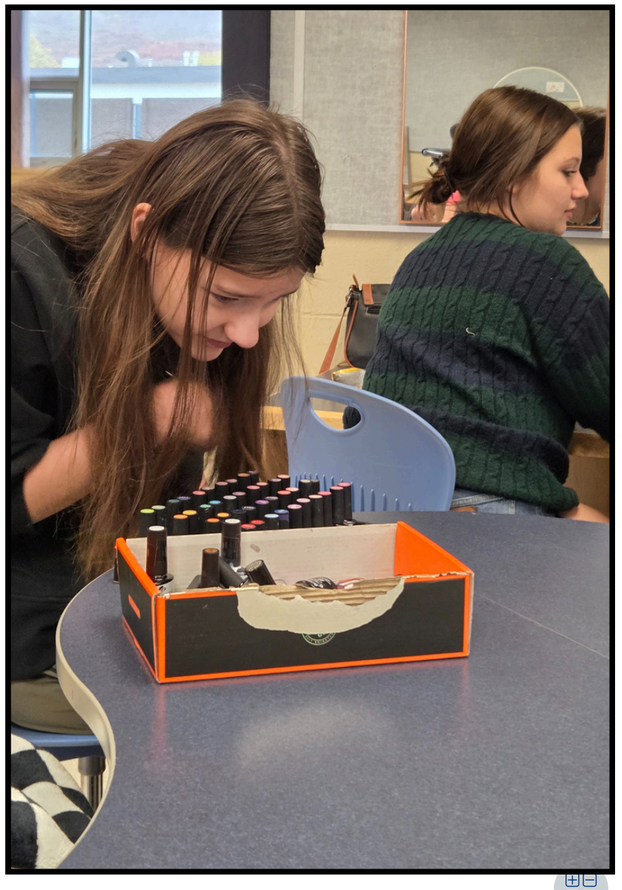
- Implementation of: a school-wide attendance plan; a school-wide, classroom and individual Positive Behaviour Support Plans (PBSPs)
- Use of appropriate universal strategies as outlined in the Continuum of Supports
- PowerSchool log entry data including data on visitations to the office or principal
- 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

1. Peace River High School Administration will support school staff in deepening their foundational knowledge about First Nations, Métis and Inuit by providing appropriate professional development opportunities and connecting schools with Indigenous Elders, knowledge keepers and community members who can enrich the learning of all staff and students.
2. Peace River High School Administration will continue to support staff in providing a broad range of learner-centered programming and supports that best meet learning needs.
3. Peace River High School Administration will work with school staff to act on feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving inclusive education practices in schools.
4. Peace River High School Administration will continue to support the Virtual Education Program for students in Grades 10 through 12.
5. Peace River High School Administration will promote and support opportunities to improve health and wellness among students and staff.
6. Peace River High School Administration will continue to foster community partnerships to support school staff in effectively responding to student health and wellness needs.
7. Peace River High School Administration will continue to provide and promote equitable access to universal social-emotional program and collaborative wrap-around services with community partners that support safe and caring schools.
8. Peace River High School Administration will continue to support school staff in developing relationships with local Indigenous Elders, knowledge keepers, families, communities and organizations that enrich the educational experience of all students.
9. Peace River High School Administration will promote the Division's anti-racism policy.
10. Peace River High School Administration will facilitate professional learning for school staff on inclusionary education practices



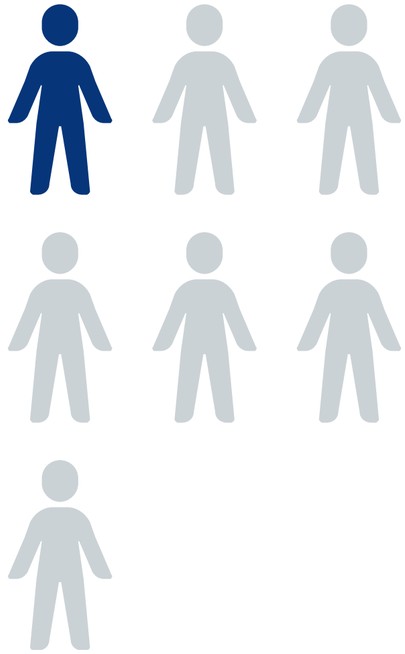
INCLUSIVE EDUCATION PRACTICES

Number of BSPs Implemented

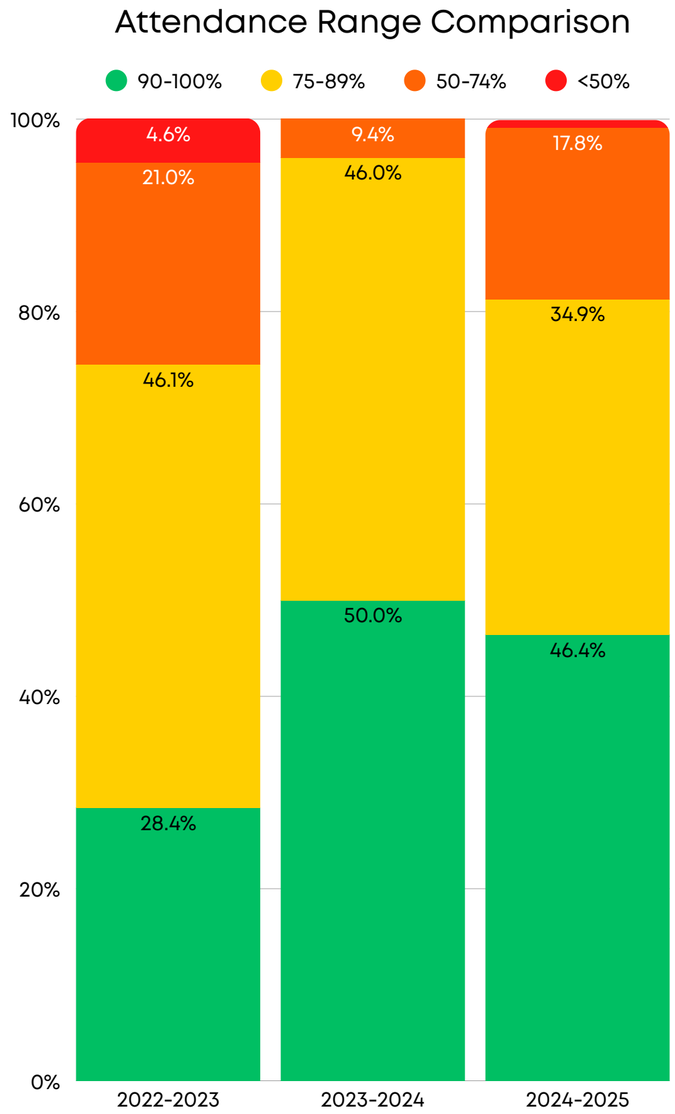
4

Number of IPPs Implemented

26



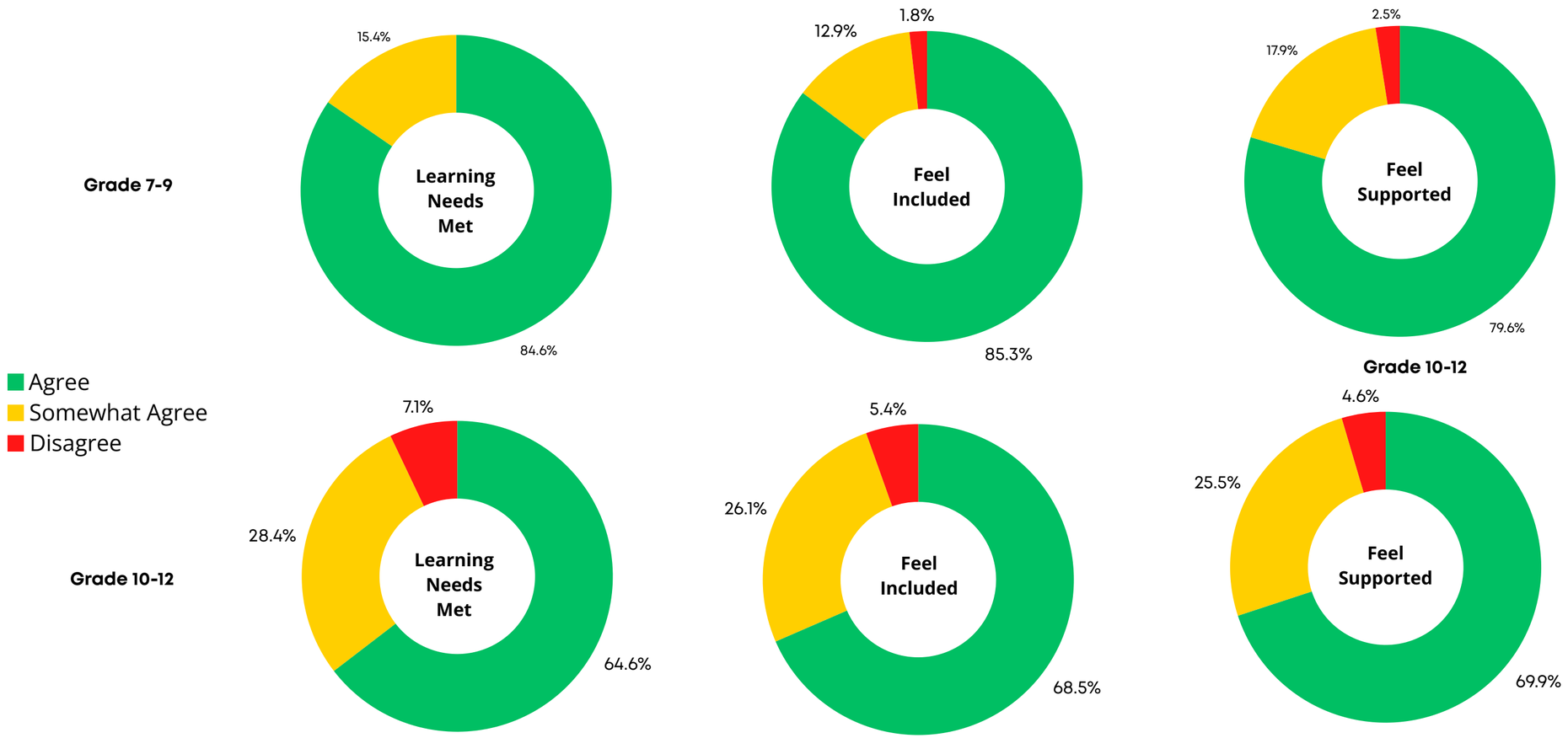
Peace River High School prides itself on being an inclusive school and works hard to ensure the learning needs of our students are met through a variety of means, which are often captured in Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs). In the 2024-2025 school year, we implemented 4 BSPs and 26 IPPs. As such, **approximately 1 in every 12** students was provided with specialized supports during the 2024-25 school year as part of their educational programming.



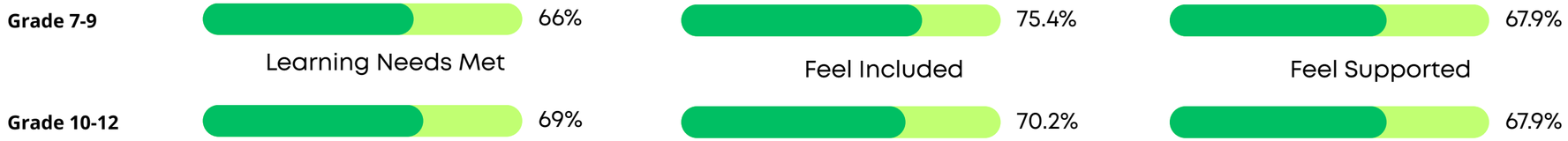
The 2024-2025 data indicate that 81.3% of Peace River High School students attended school over 75% of the time, and less than 1% of our students attended less than 50%.

INCLUSIVE EDUCATION PRACTICES

PRHS Student Assurance Survey Results: Inclusion



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

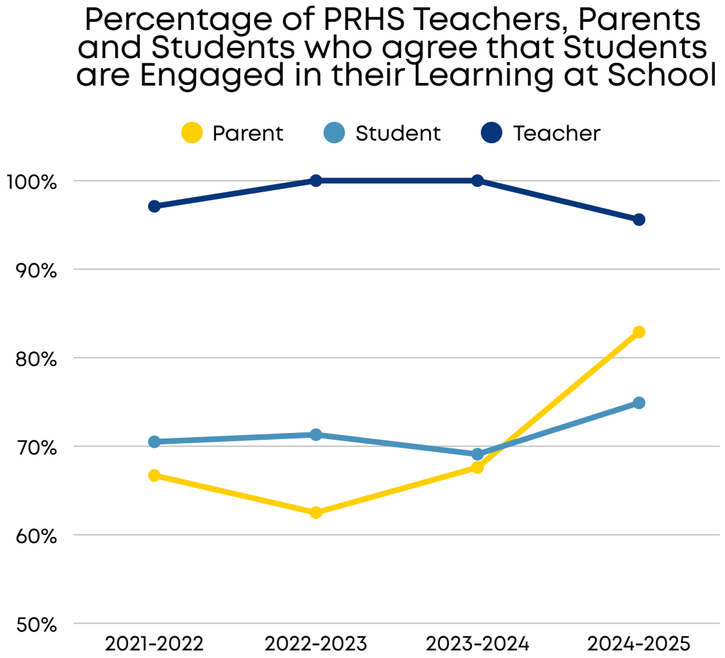


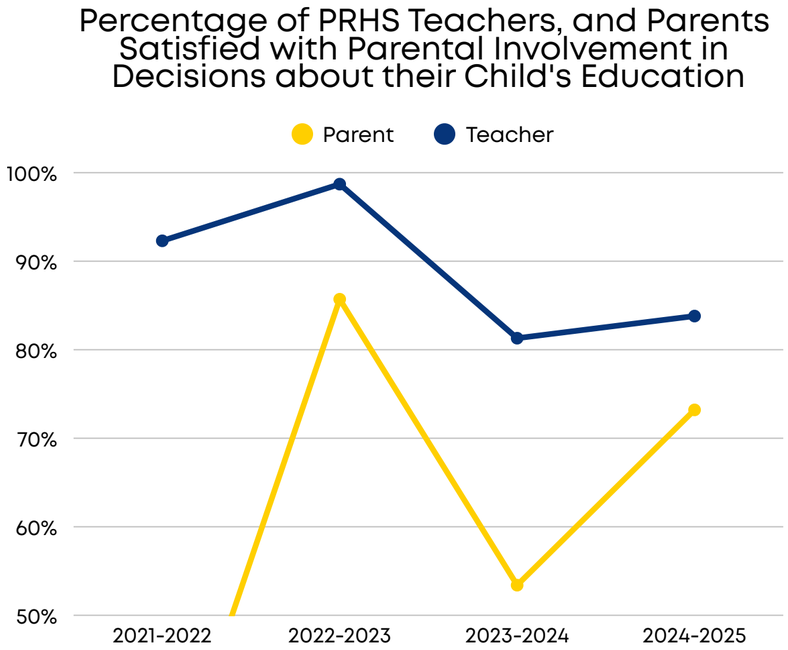
Summary

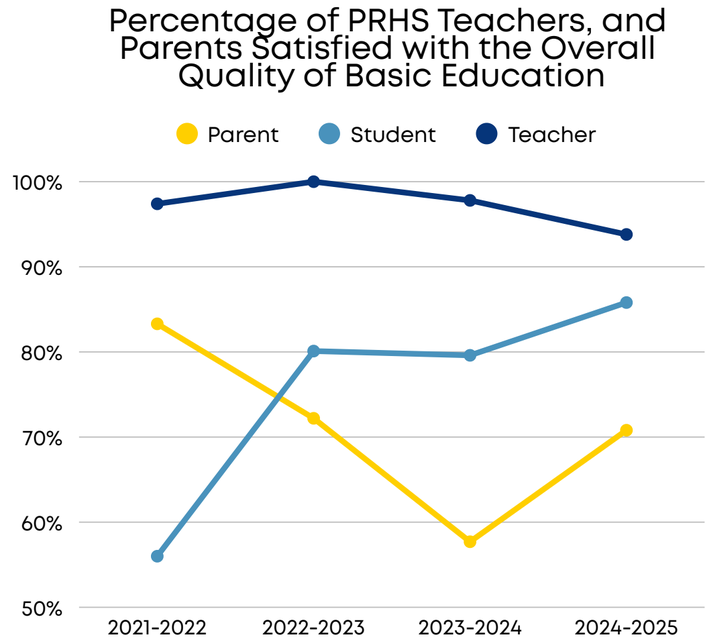
PRHS annually surveys students in Grades 9-12 in the areas of Literacy, Numeracy and Inclusion. These results have been summarized in the following manner: Students who selected a 4 or 5 on a scale of 1-5 with 1 being disagree and 5 being Agree, are represented in green. Students who selected a 2 or 3 are represented in yellow, and students who selected a 1 are represented in red.

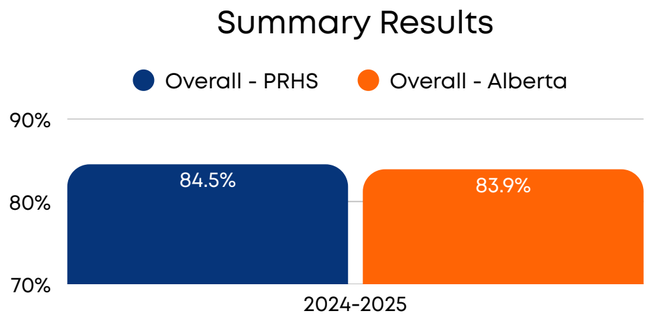
INCLUSIVE EDUCATION PRACTICES

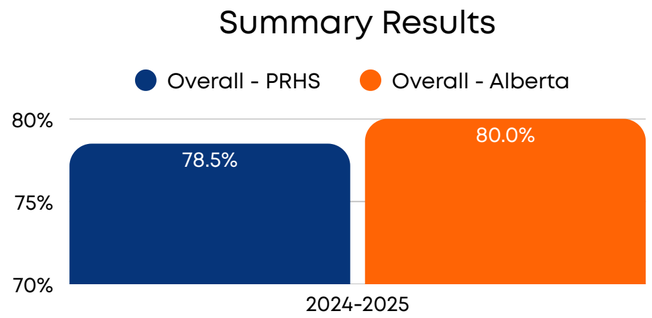
Alberta Education Assurance Measures: Percentage of students, parents and teachers who agree...

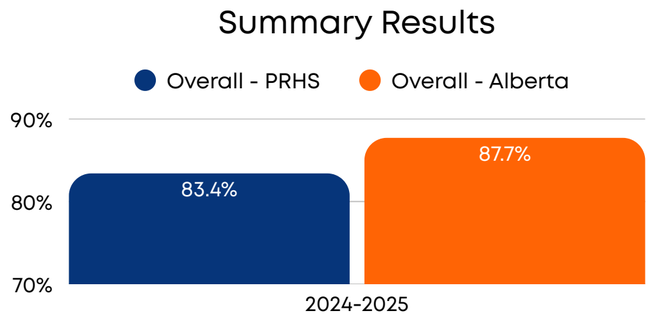








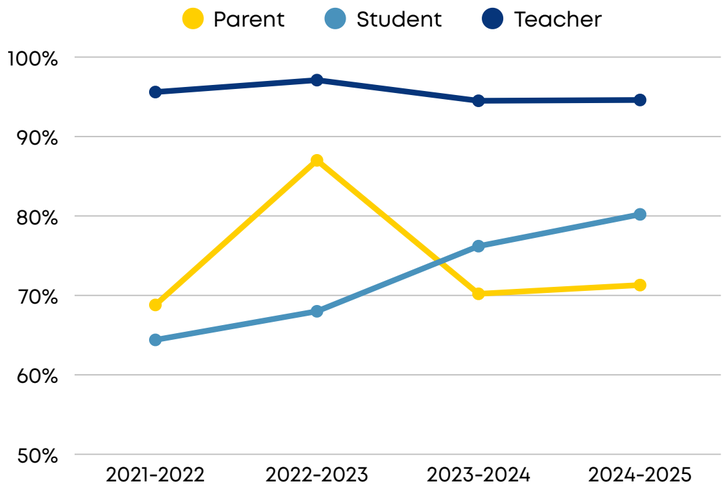




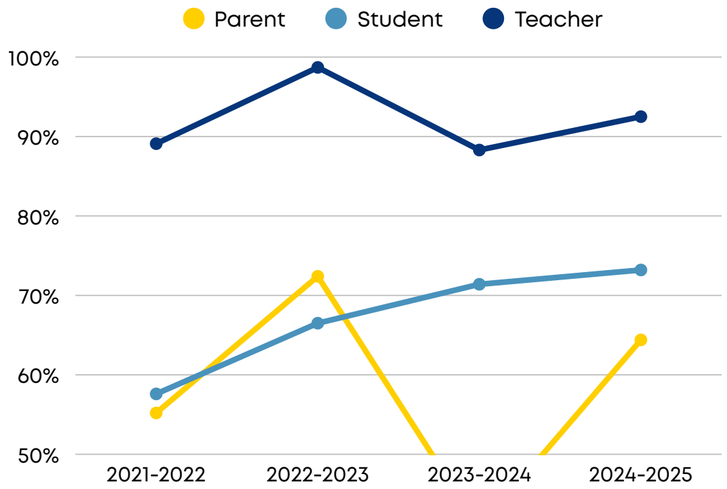
INCLUSIVE EDUCATION PRACTICES

Alberta Education Assurance Measures: Percentage of students, parents and teachers who agree...

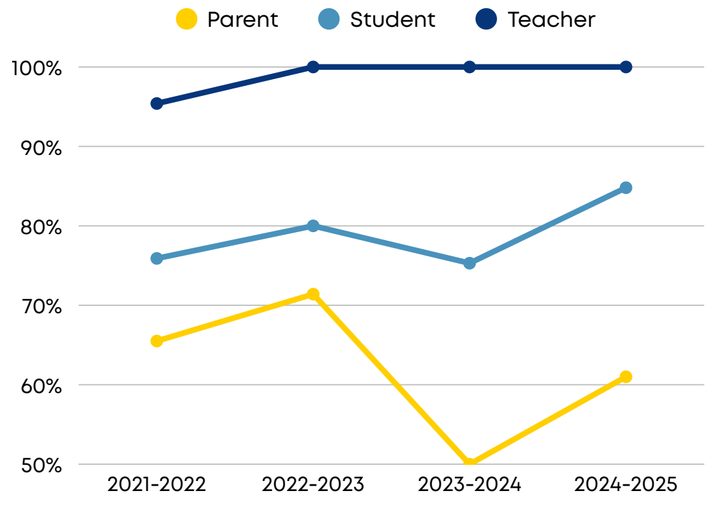
Percentage of PRHS Teachers, Parents and Students who agree that their Learning Environments are Welcoming, Caring, Respectful and Safe



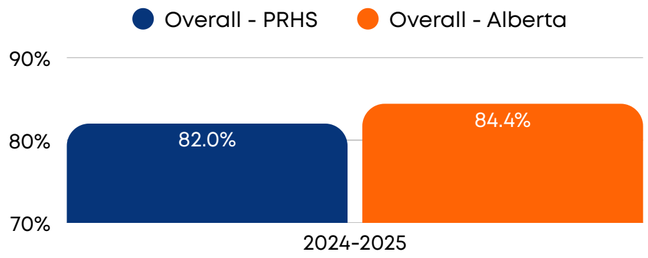
Percentage of PRSD Teachers, and Parents who are Satisfied that Students Model the Characteristics of Active Citizenship



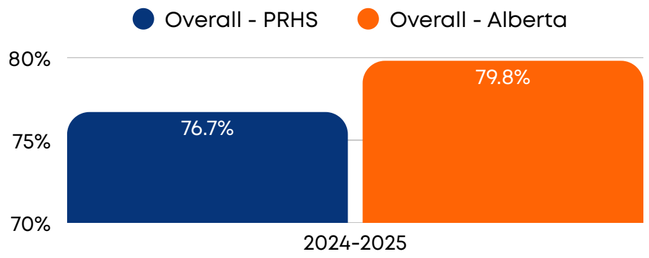
Percentage of PRHS Teachers, and Parents who agree that Students have Access to the Appropriate Supports and Services at School



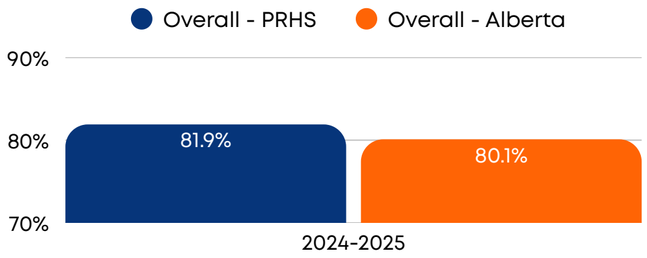
Summary Results



Summary Results



Summary Results



INCLUSIVE EDUCATION PRACTICES

All Students

	Peace River High School										Measure Evaluation			Alberta								
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	**54**	**80.4**	**50**	**75.3**	**65**	**71.0**	**68**	**65.7**	**73**	**86.3**	High	Improved Significantly	Good	**46,245**	**83.4**	**47,675**	**83.2**	**48,340**	**80.7**	**49,297**	**80.4**	**51,148**	**81.4**
4 Year Completion	68	74.5	54	81.3	50	80.7	65	73.0	68	70.9	Very Low	Maintained	Concern	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	**45**	**83.7**	**68**	**76.3**	**53**	**85.5**	**50**	**83.3**	**64**	**78.9**	Low	Maintained	Issue	**44,972**	**86.2**	**45,344**	**87.1**	**46,238**	**88.6**	**47,659**	**88.1**	**48,295**	**87.1**

Indigenous Students

	Peace River High School (FNMI)										Measure Evaluation			Alberta (FNMI)								
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	**15**	**63.3**	**15**	**60.8**	**20**	**50.0**	**26**	**42.6**	**23**	**73.9**	Low	Improved	Acceptable	**3,814**	**62.0**	**3,972**	**59.5**	**3,943**	**57.0**	**4,222**	**58.6**	**4,397**	**59.8**
4 Year Completion	21	59.1	14	66.8	16	69.1	20	55.8	26	56.1	Very Low	Maintained	Concern	3,670	63.6	3,729	68.6	3,936	65.8	3,902	65.3	4,157	65.8
5 Year Completion	**18**	**80.8**	**21**	**64.5**	**14**	**70.4**	**16**	**76.1**	**19**	**64.8**	Very Low	Maintained	Concern	**3,469**	**68.1**	**3,593**	**68.0**	**3,719**	**71.3**	**3,909**	**69.4**	**3,848**	**69.7**

INCLUSIVE EDUCATION PRACTICES

General Statement

- Based on the PRSD survey data, as well as the Alberta Education data, the majority of Peace River High students, and their parents believe that our school demonstrates strong inclusive education practices and a safe and welcoming learning environment. The vast majority of students feel as though their learning needs are being met.
- Students with specialized academic and behavioural programming needs were supported through Individualized Program Plans and Behaviour Support Plans.
- A notable increase increase in our 3 year high school completion rate is to be celebrated. Changes we have made with our designated Acadameic Guidnace Coucellor has made a difference.

Factors that affected results

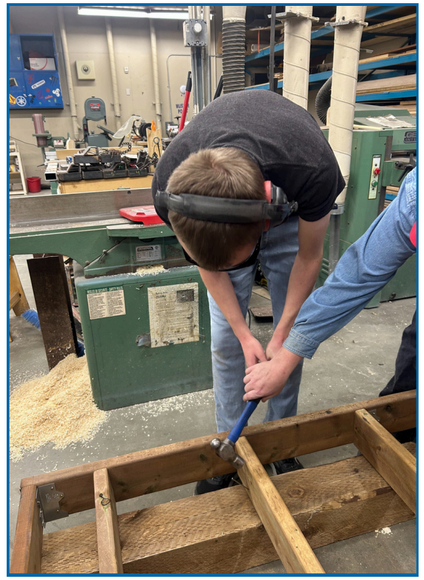
- At Peace River High School we embed multiple layers of collaborative team meetings into our schedule and utilize a tiered continuum of supports to address students' academic, behavioural and social-emotional needs.
- Student attendance has been negatively affected due to the pandemic. This has created some challenges that affected Peace River High School's abilities in achieving desired results in all measures of our three PRSD goals.
- Opportunities for students to demonstrate the characteristics of active citizenship were reduced over the last couple of years due to restrictions imposed by the pandemic on extra-curricular participation as well as the ability for guests to visit our school, and students to visit the community.

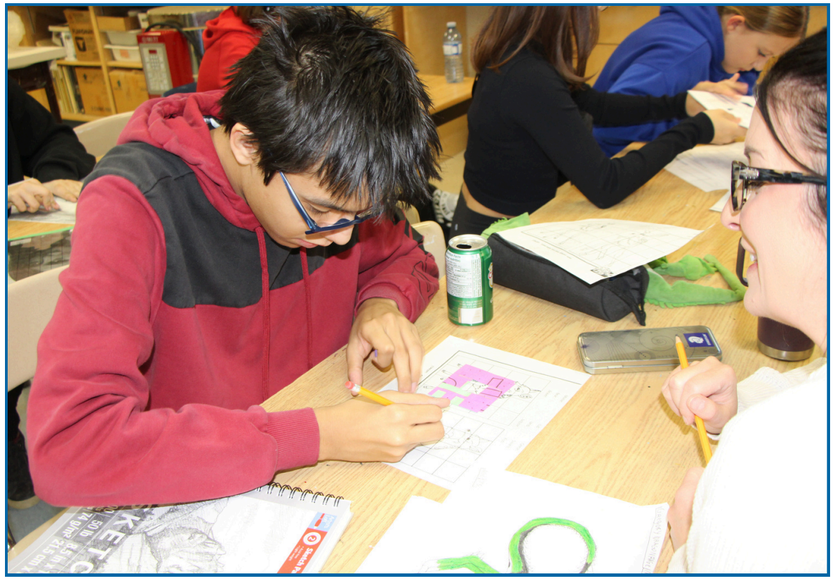
Next steps

- Continuation of the layered collaborative structures and processes to address student needs and achievement.
- Continued efforts to support students in completing high school within 3 years will remain a priority. Strategies include maintaining our Grade 12 google classroom, designated time for Guidance Coucnellor working closely with our Indigenous Support teacher, starting in Grade 9 through the use "My Blueprint" in the Learning Strategies courses and Health.
- Focus on communication with parents and students surrounding attendance concerns.
- Maintaining Inclusion Coach time to develop programs to address the individual needs of students.
- Continue with our commitment to offering a range of programming and course options in order to provide meaningful and engaging learning opportunities for all students.
- Continue with our commitment to offering a range of extra-curricular activities and other opportunities to engage in active citizenship. Focus on increased communication of the definition of, and opportunities for our students to engage in activities that allow them to demonstrate the characteristics of active citizenship.









SUMMARY OF FINANCIAL RESULTS

Budget Report

Peace River School Division No. 10
2024-2025 Spring Budget Rev 1

SCHOOL: Peace River High

Revenue and Allocations to Budget Center

AB ED: Service & Supports	2024-2025 Spring Budget Rev 1
Funding Framework Allocation	$129,150
Total AB ED: Service & Supports	**$129,150**
% of Revenue and Allocations to Budget Center	**100%**

Total Revenue and Allocations to Budget Center	**$129,150**

Expenditures

Contracted Services	2024-2025 Spring Budget Rev 1
Pd Expenses - Certificated	$3,000
Pd Expenses-Uncertificated	$500
Professional Fees	$500
Staff & Public Relations	$3,514
Postage & Telephone	$3,000
Meeting Expenses	$500
Field Trips	$4,500
Bldg Ground Maintenance	$3,000
Total Contracted Services	**$18,514**
% of Expenditures	**14%**

Supplies	2024-2025 Spring Budget Rev 1
Supplies	$78,886
Library Supplies	$2,000
Furniture & Equipment	$20,000
Total Supplies	**$100,886**
% of Expenditures	**78%**

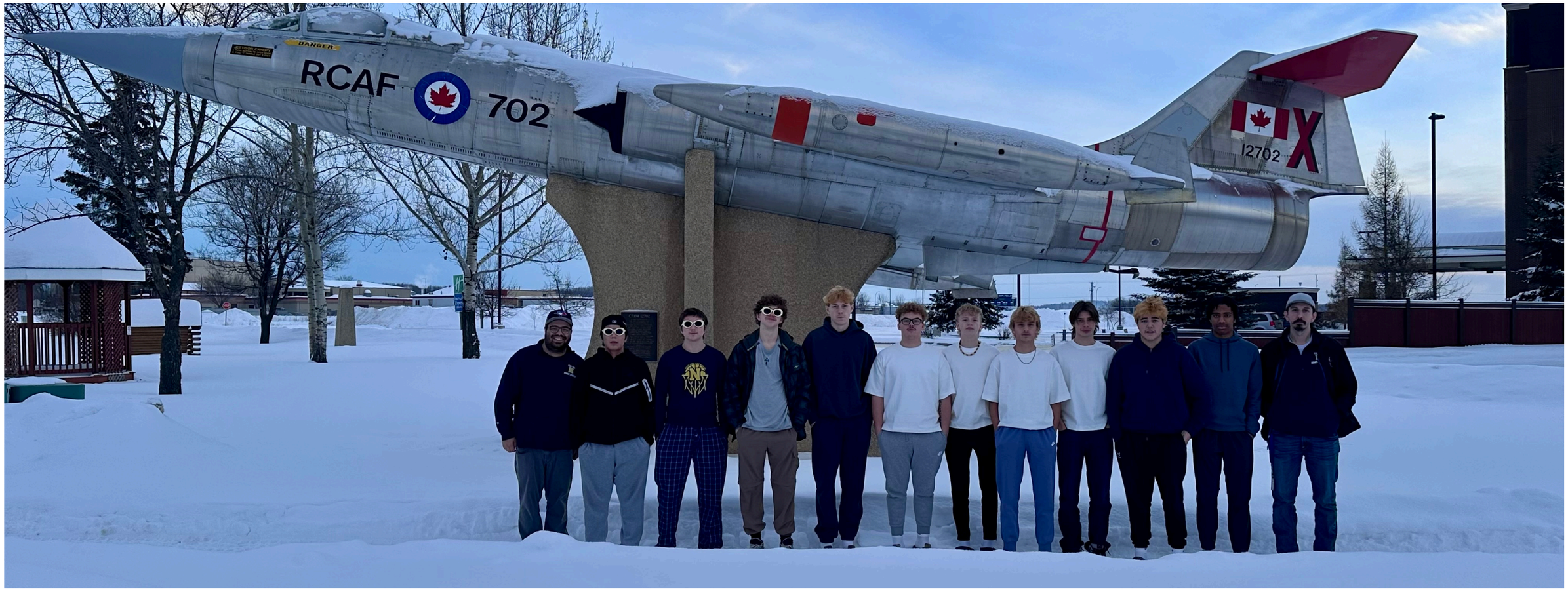
Uncertificated	2024-2025 Spring Budget Rev 1
Uncertificated Salary	$1,200
Uncertificated Subs	$500
Total Uncertificated	**$1,700**
% of Expenditures	**1%**

Certificated	2024-2025 Spring Budget Rev 1
Certificated Subs	$8,050
Days of School Certified Subs	35.00 Days
Certified: Substitute Teacher: Daily Rate	$230.00
Total Certificated	**$8,050**
% of Expenditures	**6%**

Total Expenditures	**$129,150**

High Lights:

- Completed the rejuvenation and upgrades to our football/soccer/Physical Education outdoor space.
- Replaced Induistrial Arts C and C Router.
- Upgraded and replaced resources for Inclusionary support.
- Supported staff Professional Development.



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