



**ANNUAL EDUCATION
RESULTS REPORT
2023-2024**





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MESSAGE FROM THE PRINCIPAL

Welcome to Peace River High School! 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 successful curricular opportunities. Our goal, as a staff, is to provide all students with the opportunity to excel in academics, athletics, and various Career Technology Study opportunities so they may become positive, contributing members of our school and community. Peace River High School has a dynamic, hardworking staff who are committed to make sure the needs of all our students are met. I believe PRHS is an amazing place for students from diverse backgrounds to grow educationally, get involved, and have a meaningful high school experience. In many cases, a student's high school experience sets the stage for successes later in life and provides a lifetime of positive memories. We are very grateful for every family and student that walks through our doors and we strive to make their learning experience as positive and uplifting as possible. We look forward to working with our students, families and guardians to make each and every year better than the last!

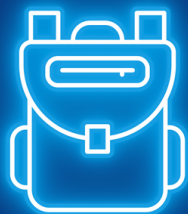
Wade Johnson
Peace River High School
Principal





ABOUT YOUR SCHOOL

Write something here



256
STUDENTS



GRADES
9-12



18
TEACHING
STAFF



13
SUPPORT
STAFF

**OUR
VALUES**

Proud
Honourable
Respectful
Successful

**OUR
MISSION**

Peace River High
School,
experience
success!

**OUR
VISION**

Preparing individual
citizens for
tomorrow

ABOUT PEACE RIVER HIGH SCHOOL

We are located in Peace River, a town of about 7000 people with a surrounding population of about 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 with Smartboards and digital projectors in all regular classrooms and multimedia hardware to meet the needs of the 21st Century learner. We have one to one student to technology devices. We also have a student work centre (learning common) with group and single work stations, library learning common, a media studies lab, and class set of Chromebooks in the office for sign out and 5 sets of iPads available for sign out at the library Our facility has a two station gym and fitness centre, an outside basketball court and an irrigated sports field with a multifunctional scoreboard.

Instruction is provided in all levels of English LA, Social Studies, Sciences and Mathematics, Physical Education, French Immersion, Fine Arts (Art and Drama), Practical CTS (Industrial Arts, Cosmetology, Foods, Fashion Studies, Natural Resources, Sports Performance, Information Processing and Visual Communications). There is an integrated Knowledge and Employability (K & E) program available to students.

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

Grade 9 Mathematics, Science, Social Studies, English Language Arts, and French Language Arts are offered as semestered courses. Students write their provincial exams in January and June. Grades 9s are able to select up to four Core Support Courses that include Drama, Woods, Cosmetology, Metals, Yearbook, Fashion, Archery, Outdoor Pursuits and Project-Based Learning.

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, 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), League of Leadership (school-based leadership group), Gay/Straight Alliance (GSA), Northwest Regional Skills Canada Competitions, and others.

Peace River HS has Teacher Advisors for Grade 12 who help students and parents with the planning of student timetables and accessing post-secondary information. The Advisors also update students with scholarship information through the newsletter, posters and website. All students are also assigned to a Teacher Advisor (Success Teacher) who assists with help and resources from grade 9 to 11 and teaches the Health 9 or Learning Strategies 10/11 locally developed courses. This is part of the High School Redesign initiative.

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 and are 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.

2023-2024 ANNUAL EDUCATION RESULTS REPORT

AUTHORITY: 1511 PEACE RIVER HIGH SCHOOL

This report provides an overall summary of the progress made with the three goals in the 3-Year Education Plan. It also identifies priority areas of emphasis for ongoing work. This report shares PRHS and Alberta Education data that align with the education plan's performance measures. These measures collectively serve as indicators of success for the three strategic goals centered on literacy development, numeracy development, and inclusionary practices.

The **local-level (PRHS) data** shared in this report include the following:

Literacy: **Fountas & Pinnell (F&P Benchmark Data from Grade 9, Reading Comprehension Assessment Tool (RCAT) Data for Grades 9-12, Divisional Report Card Data, and Divisional Survey Results Regarding Literacy Achievement;**

Numeracy: Early Years Assessments to assess for students considered at risk, **Math Intervention/Programming Instrument (MIPI) Data for Grades 9-10, Numeracy Common Assessment Tool (NCAT) Data for Grade 9, Divisional Report Card Data, and Divisional Survey Results Regarding Numeracy Achievement;**

Inclusionary Practices: School Data Regarding Programming for Special Needs Students, School Data Regarding Student Absenteeism, and Divisional Survey Results Regarding Inclusionary Practices.

The **Provincial-level Alberta Education data** in this report include the following:

Literacy: Provincial Achievement Tests (PATs) Results for Grade 9 and Diploma Exam (DIPs) Results;

Numeracy: Provincial Achievement Tests (PATs) Results for Grade 9 and Diploma Exam (DIPs) Results;

Inclusionary Practices: Alberta Education Assurance Measures.





SCHOOL GOAL ONE: ALL STUDENTS ARE LITERATE

OUTCOME:

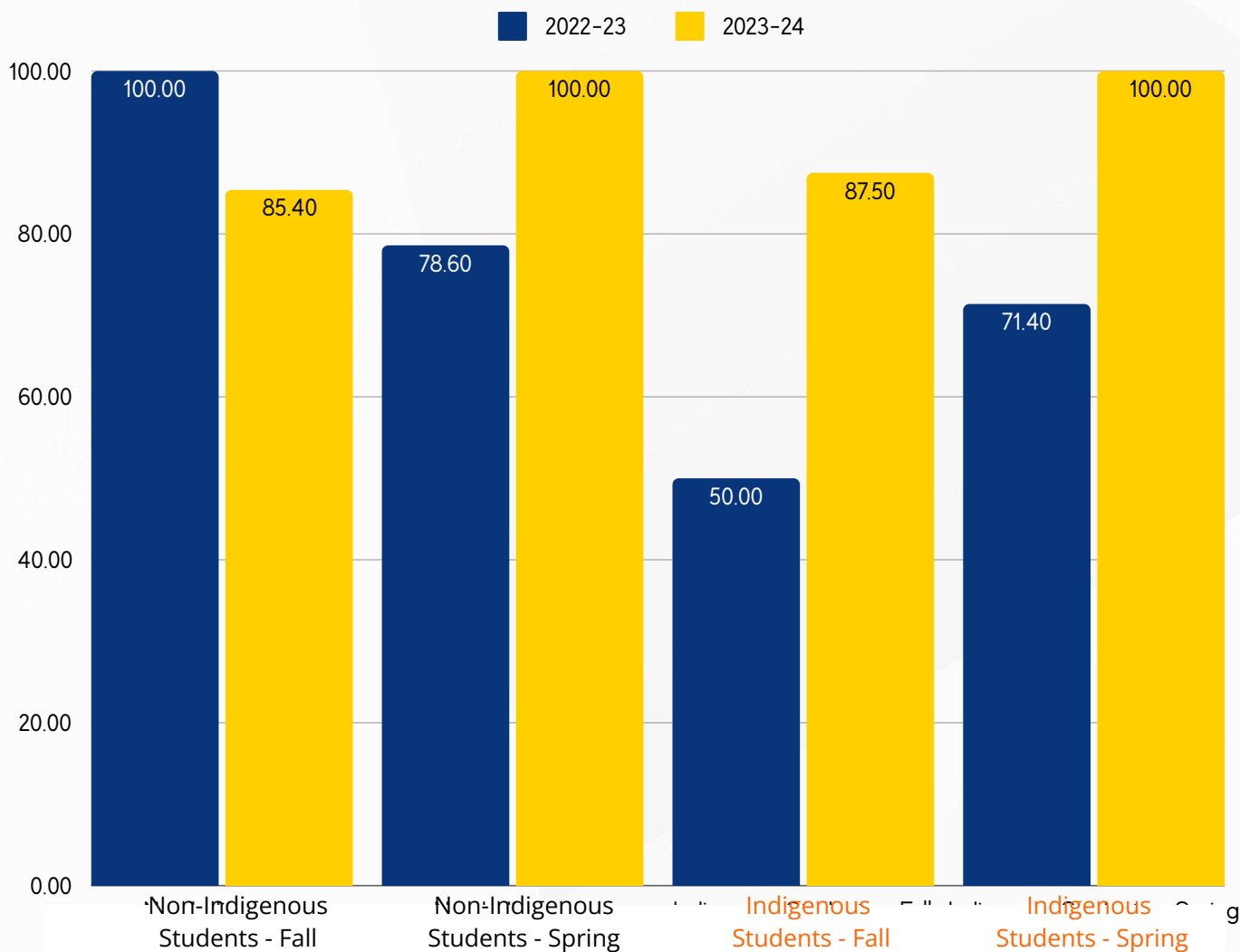
ALL STUDENTS ARE READING AND WRITING AT OR ABOVE GRADE LEVEL OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.

The Division has invested significantly in the acquisition of Fountas and Pinnell resources for Grades 1-9 to allow teachers to complete Running Records at key times throughout the year to measure students' overall progress in reading and make informed decisions regarding targeted instruction. The Division, including Peace River High School also used the Reading Comprehension Assessment Tool (RCAT) to measure growth over time, and these assessments complement other PRSD and Alberta Education literacy assessments in providing a more comprehensive picture of how well our students are learning to read and write. Peace River High School student data have been broken down into two categories: Indigenous students and Non-Indigenous students. This disaggregation of achievement results for PRHS is consistent with the reporting of divisional and provincial data and helps to more accurately examine the achievement gap between our Indigenous and non-Indigenous learners. Through this approach, we can identify and implement specific strategies to help narrow any gaps.

Division-level staffing includes a Program Coordinator for Literacy who works collaboratively with other Learning Services team members to provide extensive supports for literacy instruction throughout the Division. Furthermore, the Division's **Literacy Framework** provides excellent guidance, resources and overall supports to teachers in their work to effectively teach reading and writing so that all students are meeting program expectations, hence achieving the Division's Literacy goal.

LITERACY ACHIEVEMENT RESULTS

Division Fountas & Pinnell BAS II



Summary

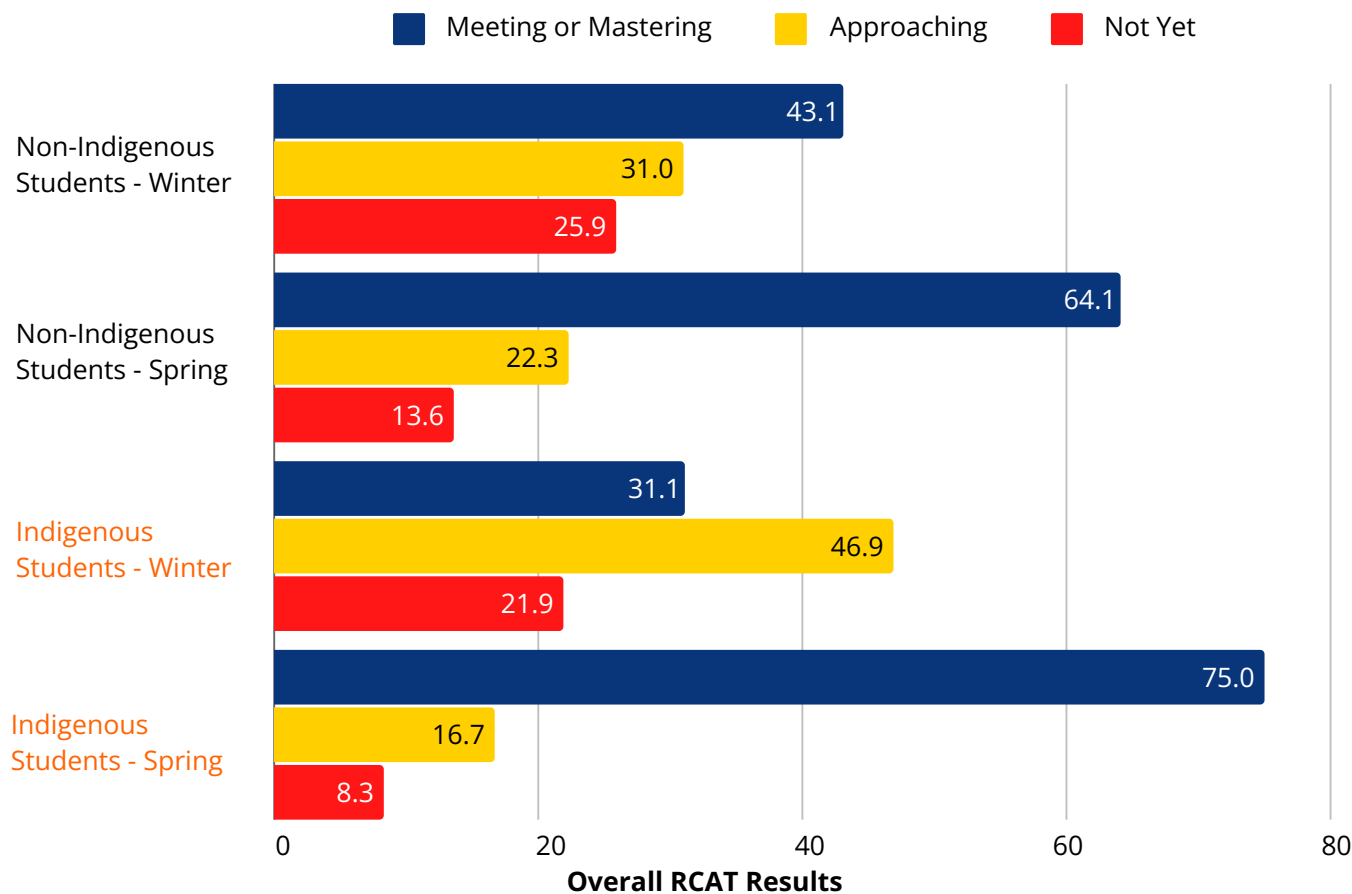
The F & P Benchmark Assessment System has established expected reading levels at each grade level that increase from the beginning of the school year to the end. As such, any increase in reading performance from the Fall to the Spring represents significant growth. F & P is only administered to our Grade 9 students. By the end of the year in 2023-2024, 100% of the Grade 9 students who completed the F & P assessment, both Non-Indigenous and Indigenous, were meeting or mastering the acceptable standard. There was no achievement gap between our Indigenous and Non-Indigenous learners. We are committed to continuing our important work in this area.

About Fountas & Pinnell BAS II Data



LITERACY ACHIEVEMENT RESULTS

Reading Comprehension Assessment Tool (RCAT)



Summary

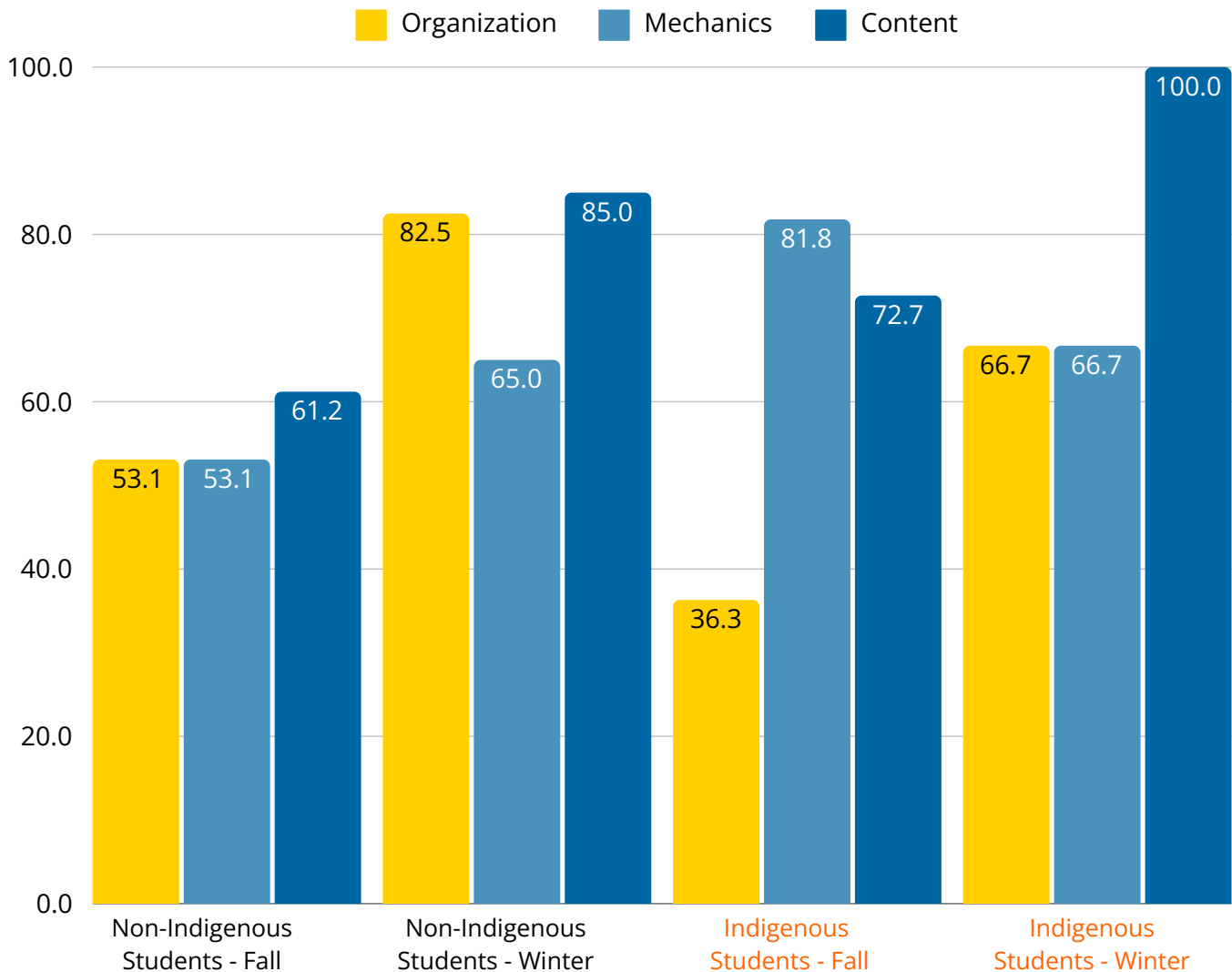
The RCAT is an online assessment tool that provides grade-level reading passages from narrative, informational, and poetic readings to assess students' comprehension abilities in the five major skills required for reading comprehension.

The RCAT data for 2023-2024 shows that less than 50% of all students were meeting or mastering grade-level expectations during the winter reporting period. While there were significant gains for both our Indigenous and Non-Indigenous students between the winter and spring reporting periods, there remains room for improvement. We are committed to continuing our important work in this area.

About Reading Comprehension Assessment Tool Data

LITERACY ACHIEVEMENT RESULTS

Writing Assessment Tool (WAT) Data



Percentage of Grade 1-9 Students Meeting or Mastering Expectations

Summary

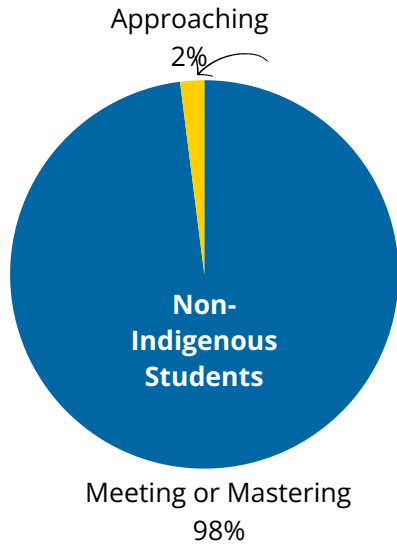
The Division Writing Assessment Tool (WAT) is an internally developed assessment that measures proficiency in organization, mechanics and content. WAT data are primarily used to inform instruction throughout the year. The Fall data is based on curricular outcomes from the previous grade level and the Winter data is based on current grade-level outcomes. The WAT assessment is only administered to our Grade 9 students.

The Writing Assessment Tool (WAT) data for 2023-2024 shows significant gains between the fall and winter reporting periods, for both Indigenous and Non-Indigenous students. The participation rate in the winter session, for Indigenous Students was very low. Moving forward, continued efforts will be made to ensure students continue to become more proficient in writing.

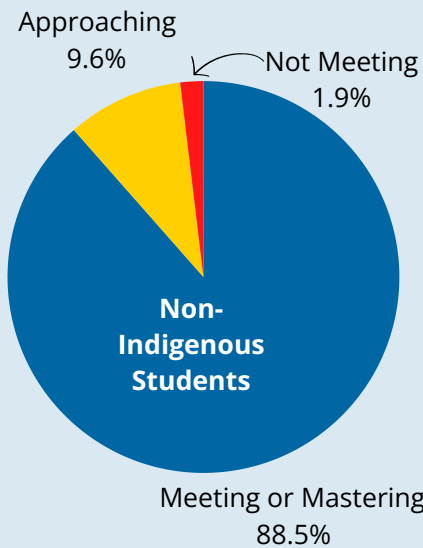
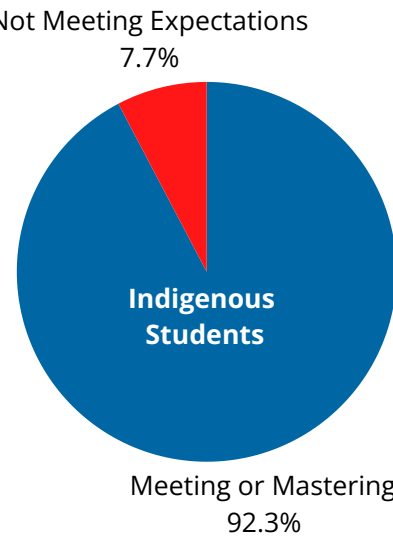
LITERACY ACHIEVEMENT RESULTS

Peace River High School Report Card Data for Literacy

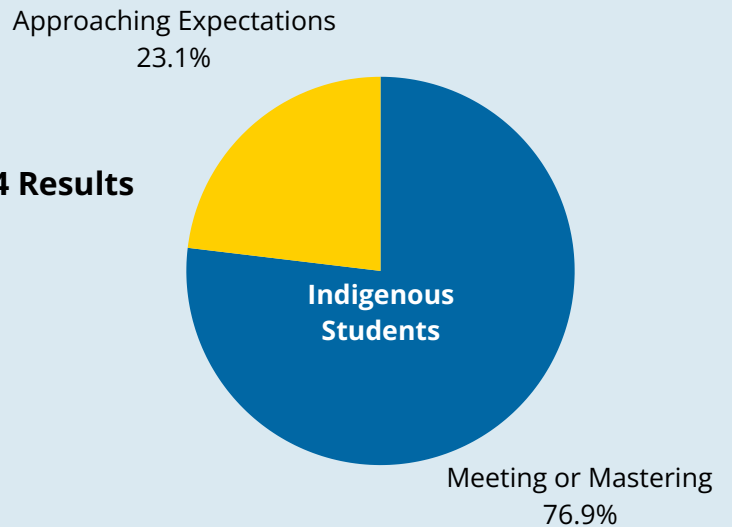
Percentage of Grades 9 students meeting or mastering expectations - 2023-2024



November 2023-24 Results



June 2023-24 Results



Previous Year's Results

Percentage of students Meeting or Mastering grade-level expectations
June 2023

Non-Indigenous Students



Indigenous Students



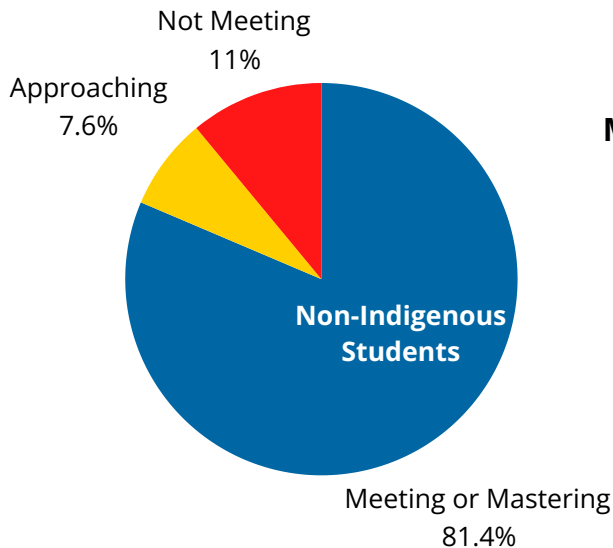
Summary

The Grade 9 school report card data indicate that 90.4% of non-Indigenous students met or mastered grade-level expectations at the end of the 2023-24 school year, a very similar result to the previous year's data. Amongst our Indigenous students, 76.9% met or mastered grade-level expectations, a gain of 2.8% from the previous school year. Continued efforts will be made to narrow the achievement gap between Indigenous and Non-Indigenous learners.

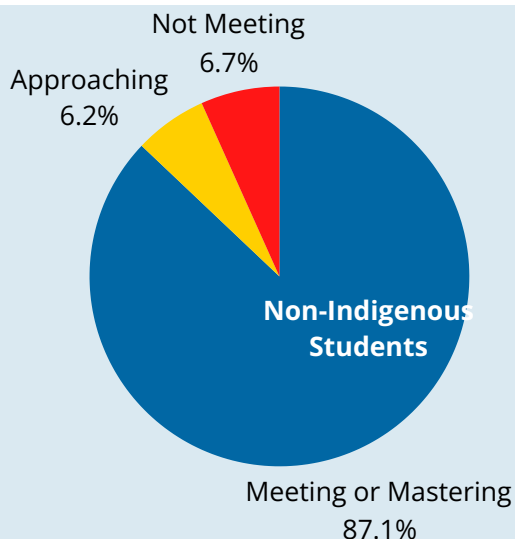
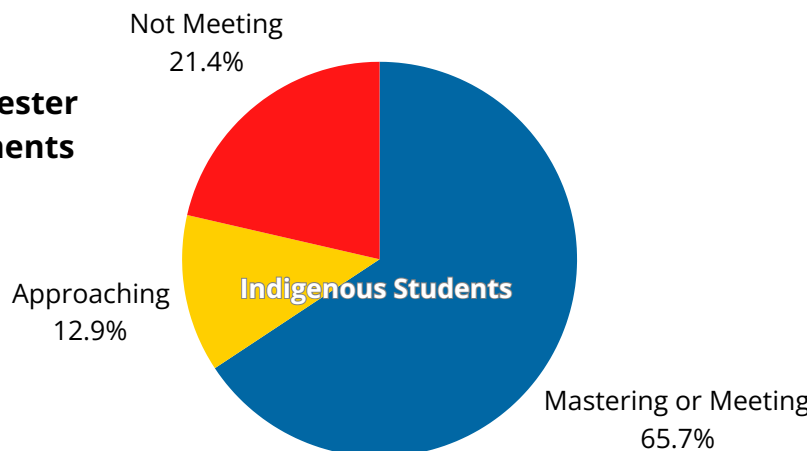
LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy

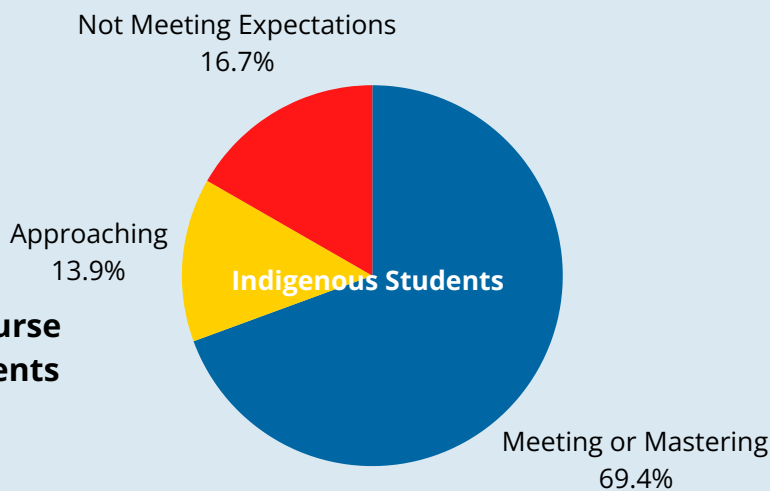
Percentage of Grades 10-12 students meeting or mastering expectations: 2023-2024



Mid-semester assessments



End of course assessments



Previous Year's Results

Percentage of Students Meeting or Mastering grade-level expectations at the end of their courses in 2022-2023

Non-Indigenous Students



Indigenous Students

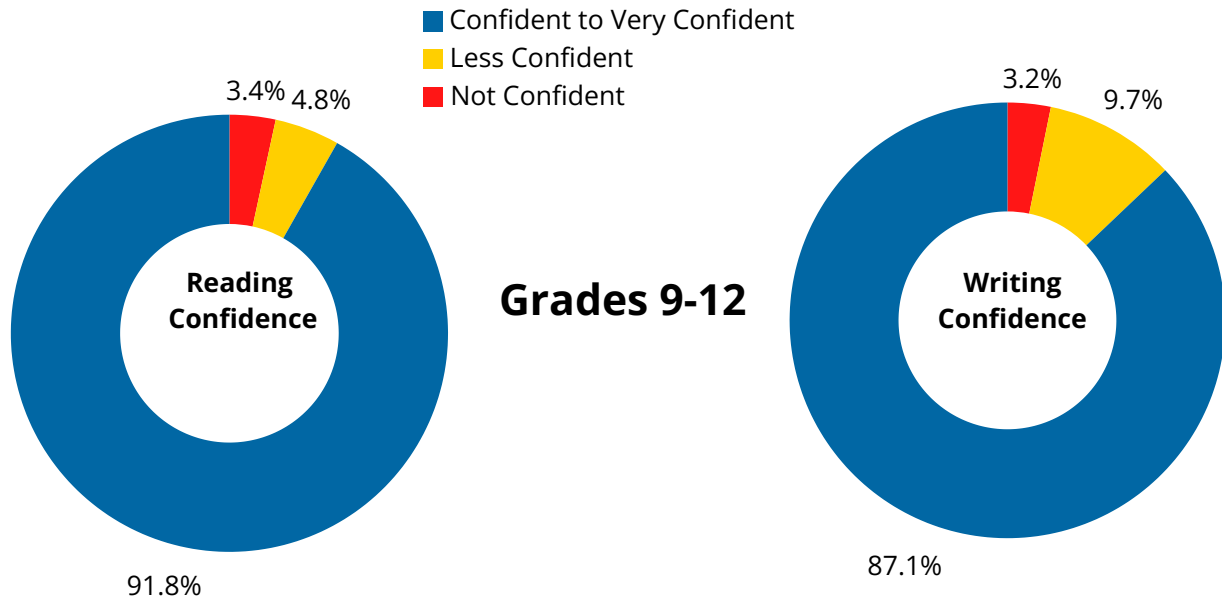


Summary

The Grades 10-12 school report card data indicate that 87.1% of non-Indigenous students and 69.4% of Indigenous students met or mastered grade-level expectations at the end of their courses. Both groups of students showed growth over their mid-semester marks. Closing the achievement gap between Indigenous and Non-Indigenous learners in the literacy achievement results remains a focus.

LITERACY ACHIEVEMENT RESULTS

PRSD Education Assurance Survey Results: Goal One - Literacy



Summary

Students were asked to rate their level of confidence in their own reading and writing skills on a scale of 1 to 5, with one being “not confident” and five being “very confident”. Results include responses from 186 students in Grades 9-12, which represents approximately 70 per cent of eligible students. The literacy results from the survey are very positive and show the vast majority of students are confident in their reading and writing abilities.

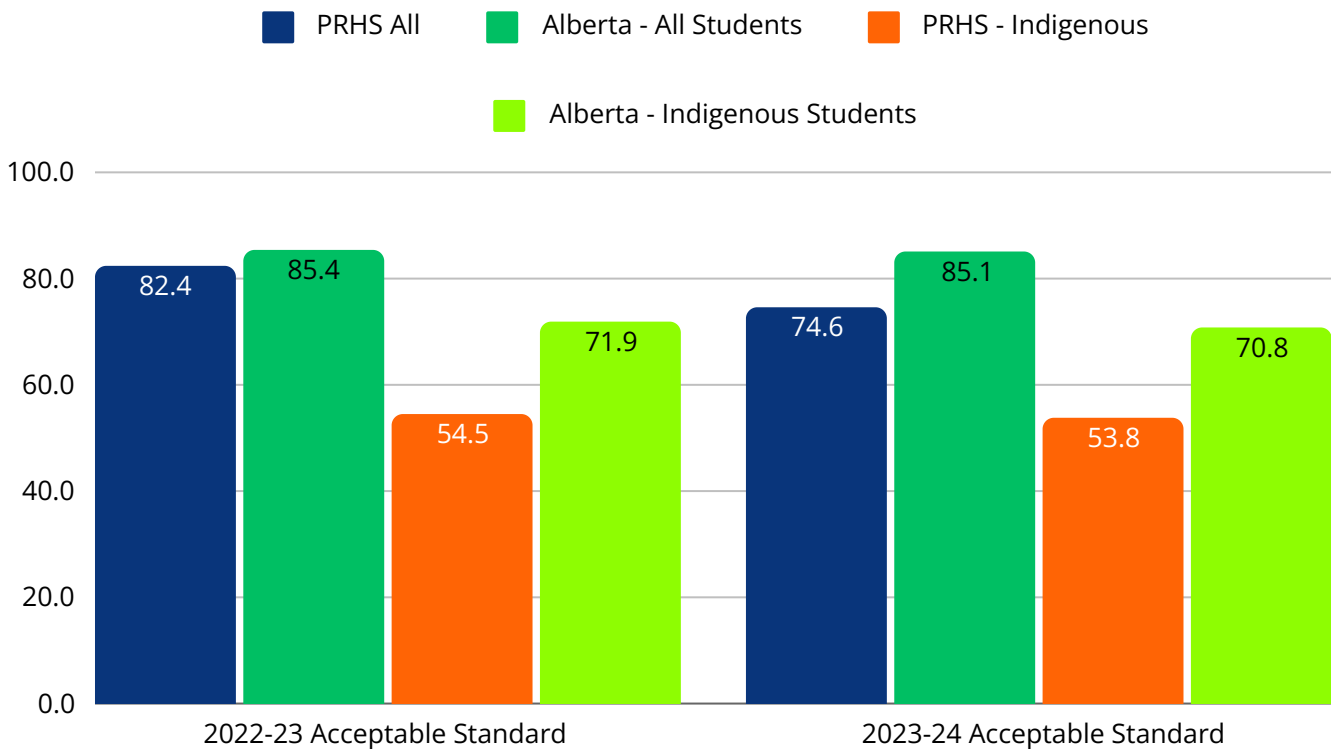
[Link to the PRSD Student Assurance Survey Qualitative Data](#)

LITERACY

ACHIEVEMENT RESULTS

Grade 9 Provincial Achievement Test (PAT) Acceptable/Excellence

Year over Year Comparison of Grade 9 English Language Arts



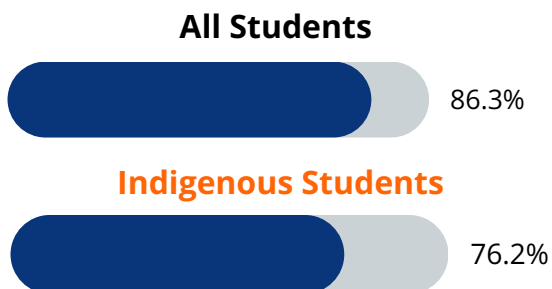
Test results for all students writing

Summary

The percentage of Acceptable Standard performance for the Grade 9 ELA PAT decreased from 82.4% to 74.6% in 2023-24. Further work is required to help ensure students perform better on this assessment in future years. Our Indigenous students were consistent from the previous year.

Grade 9 English Language Arts

Division Year-End Report Card Data



A Comparison

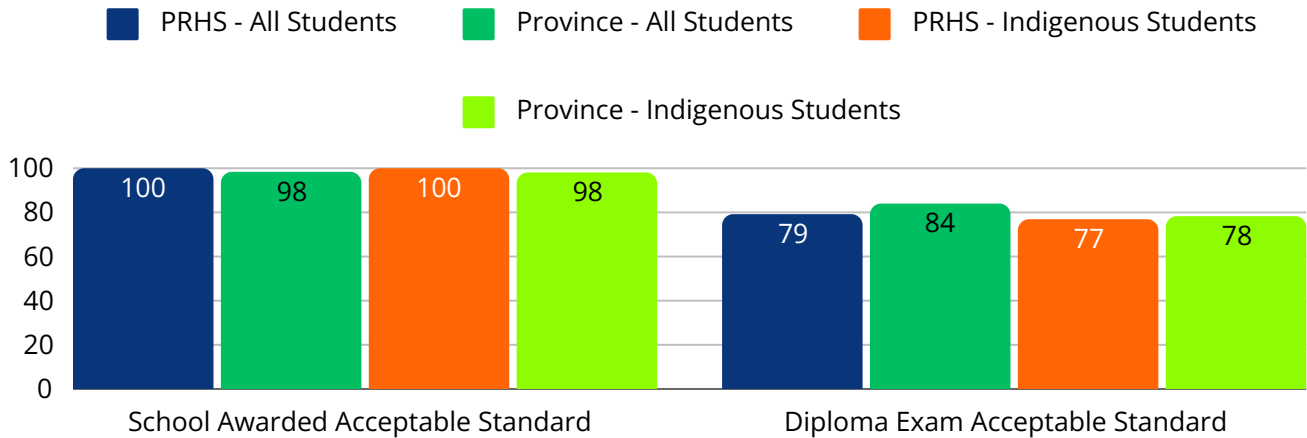
The Division's year-end report card data indicate 86.3% of our Grade 9 students were meeting or mastering the core outcomes in ELA. Meanwhile, 76.2% of the Division's Indigenous students met or mastered the core outcomes.

LITERACY

ACHIEVEMENT RESULTS

Provincial Diploma Exam Results

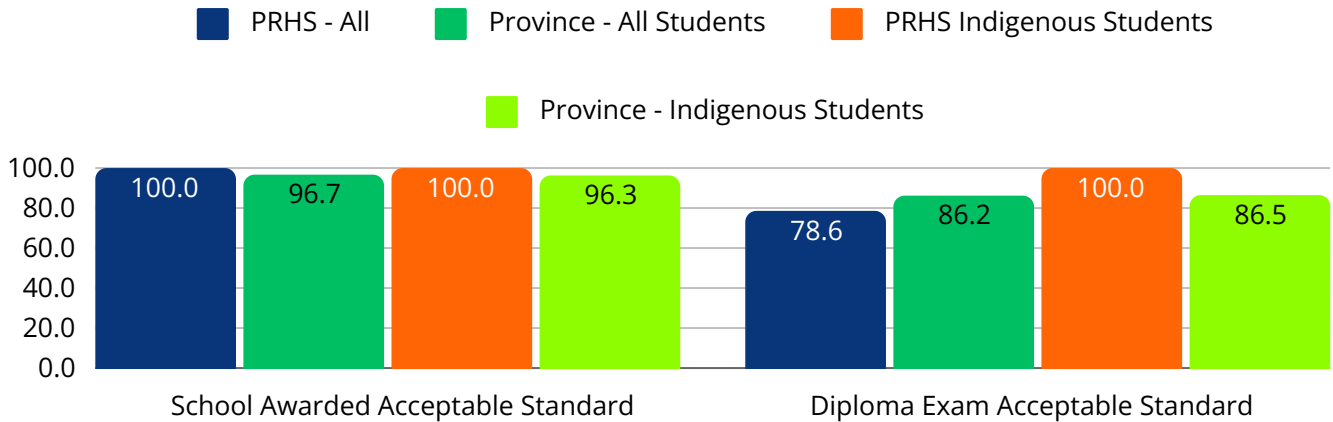
ELA 30-1



Summary

In the 2023-24 school year, 100% of our ELA 30-1 students achieved a school-awarded acceptable standard. When blending these results with the diploma exam marks, which were above 80% for all of our students, every PRHS student enrolled in ELA 30-1 in 2023-24 received a passing grade.

ELA 30-2



Summary

Student performance in the ELA 30-2 Diploma Exams was similar to that of the students who completed ELA 30-1. In 2023, 100% of our Indigenous students and 78.6% of our total student population achieved the acceptable standard or greater on their ELA 30-2 diploma exams. The average mark for the PRHS Indigenous students was higher than the provincial average, the schools total student population achieved a slightly higher level than the provincial average for the acceptable standard or greater, and the Blended Score (School-Awarded Mark combined with the Diploma Exam Mark) indicates that all students achieved an acceptable standard (100% success rate).

Summary of 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.



SCHOOL GOAL TWO

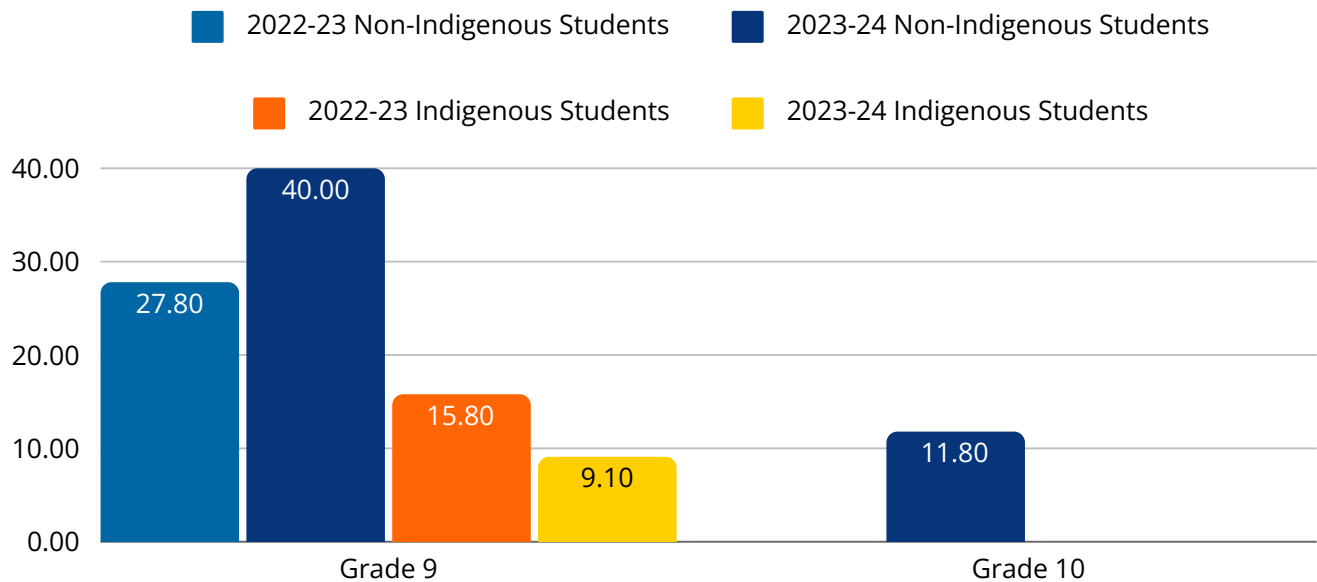
ALL STUDENTS ARE NUMERATE

OUTCOME:

ALL STUDENTS ARE PERFORMING AT OR ABOVE GRADE LEVEL IN NUMERACY OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.

NUMERACY ACHIEVEMENT RESULTS

Division Mathematics Intervention/Programming Instrument (MIPI) Data



Percentage of students meeting or mastering core concepts from the previous grade level

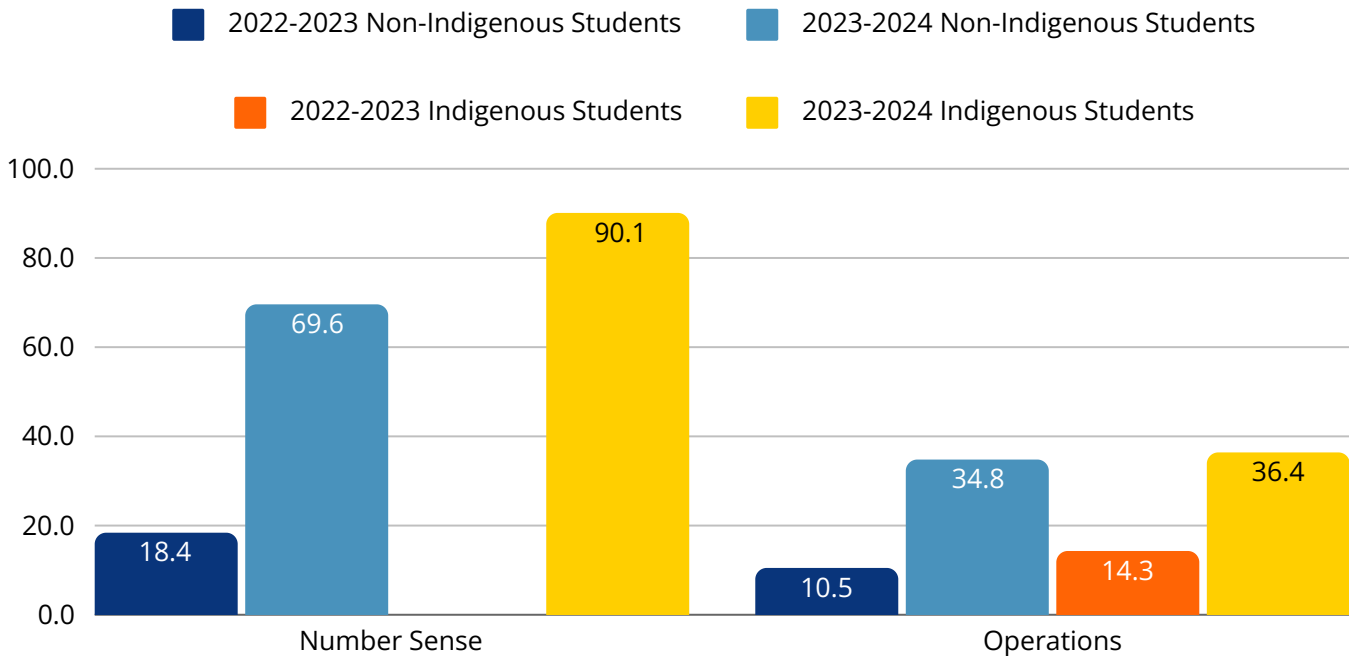
Summary

The MIPI is administered at the beginning of the year to determine how well students understand key concepts from the previous year's work, which provides a useful starting point for the current year's instruction. The results from both September 2022 and September 2023 show that less than half of all students, both Non-Indigenous and Indigenous, were meeting or mastering core concepts from the previous grade level. The participation rate for Grade 10 students was very low due to factors including the number of students not taking Math in the first semester. This data is useful in helping teachers to identify priority areas for intense instruction in numeracy throughout the year.

NUMERACY ACHIEVEMENT RESULTS

Division Numeracy Common Assessment Tool (NCAT) Data

Grade 9 Year over Year comparison of percentage of student meeting or mastering expectations



Summary

The NCAT is a summative assessment tool that assesses student proficiency in four core strands of mathematics. The assessments are administered at various points throughout the Grades 7-9 curriculum as key units of work are completed. These assessments provide a snapshot of student progress at points in time throughout the school year.

The 2023-24 NCAT results suggest that at the time of administration, a majority of students both Indigenous and Non-Indigenous had met or mastered concepts related to Number Sense and far fewer had met or mastered concepts within the Operations strand. The 2023-2024 results show a significant improvement from the previous year. Participation rates were higher in 2023-2024 as well. Teachers used this information to inform their planning and instruction for the remainder of the year.

[Overview of Divisional Literacy and Numeracy Assessments](#)

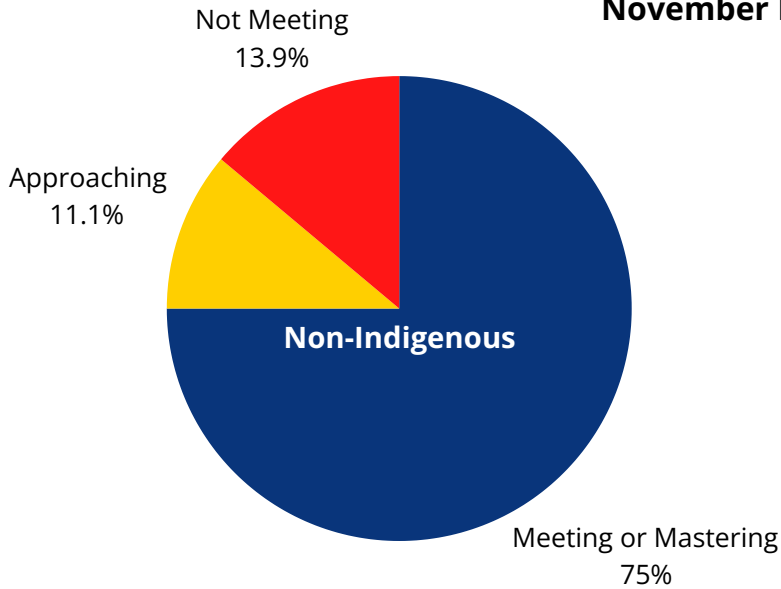


NUMERACY ACHIEVEMENT RESULTS

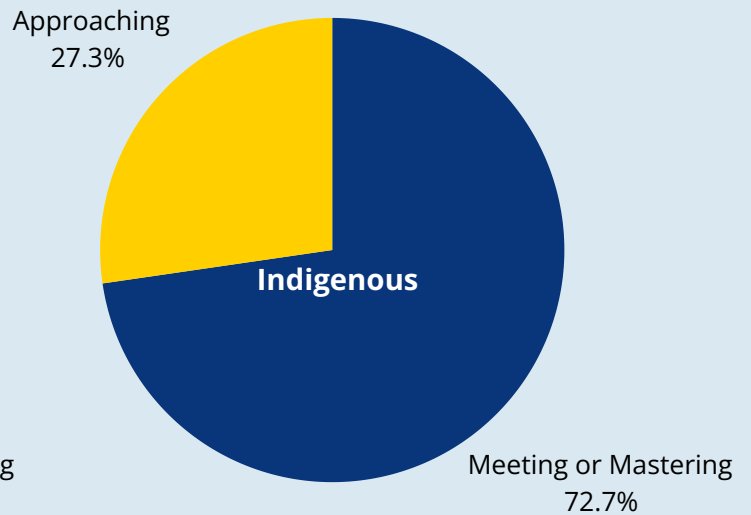
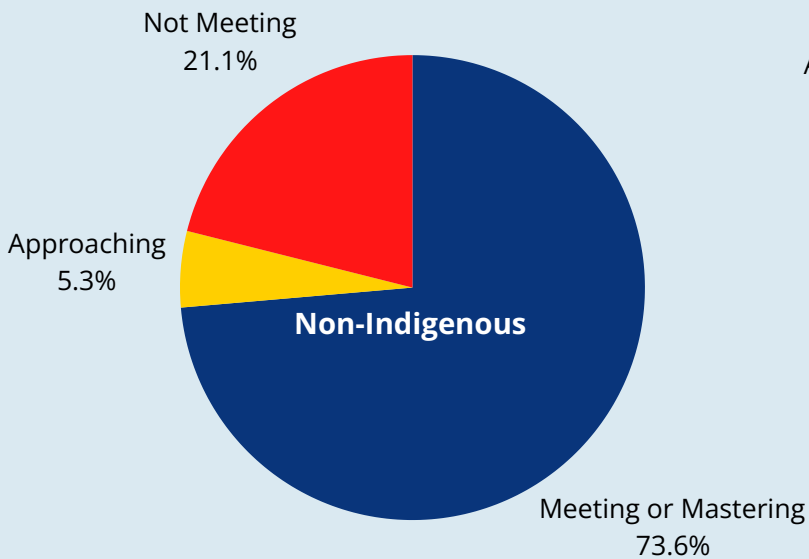
Division Report Card Data for Numeracy:

Percentage of Grades 7-9 Students Meeting or Mastering Expectations

November Results



June Results



Summary

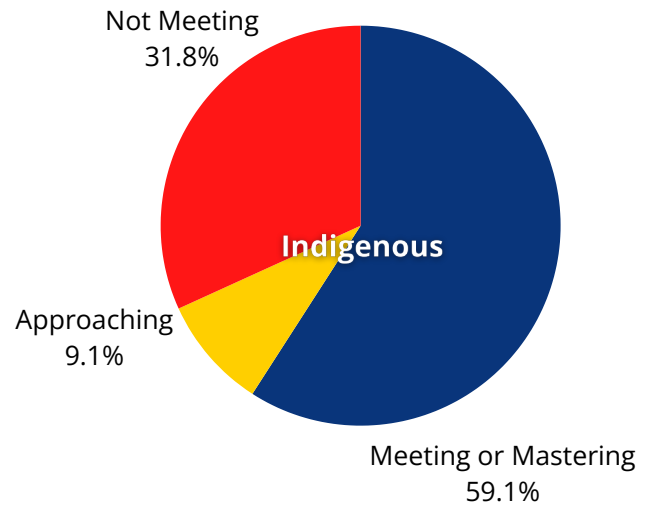
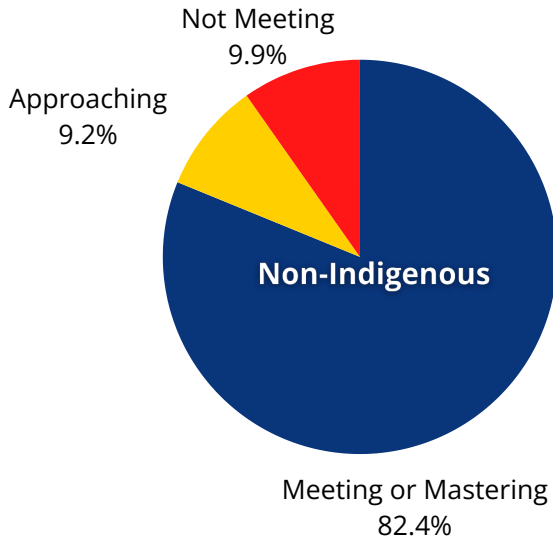
The Grades 9 report card data indicate that from the November reporting period to the June reporting period the percentage of all students meeting or mastering grade-level expectations in numeracy decreased for both our non-Indigenous and Indigenous students. This is not an atypical trend in Junior High, but remains an important area of focus moving forward.

NUMERACY ACHIEVEMENT RESULTS

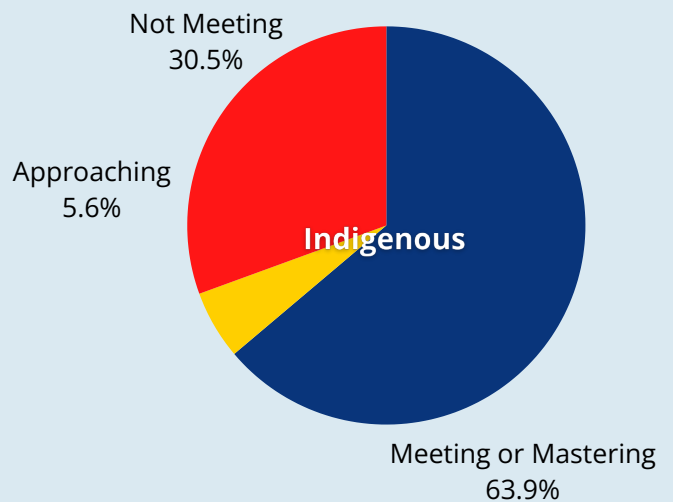
Division Report Card Data for Numeracy:

Percentage of Grades 10-12 Students Meeting or Mastering Expectations

Mid-Semester Assessments



End of Course Assessments



Summary

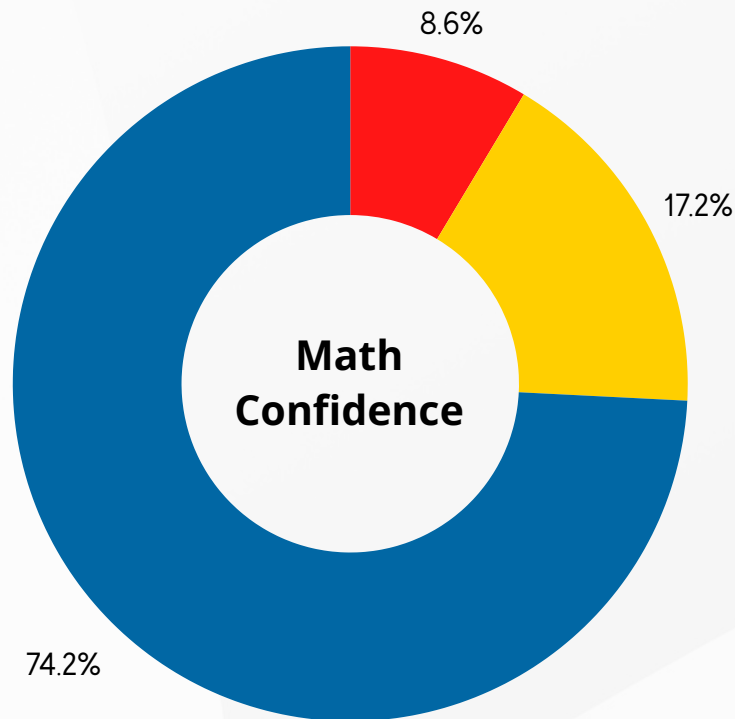
The Grades 10-12 school report card data shows growth in the number of students who either met or mastered grade-level expectations by the end of their courses in Semesters 1 and 2.

NUMERACY ACHIEVEMENT RESULTS

PRSD Education Assurance Survey Results: Goal Two - Numeracy

Grades 7-12

- Confident to Very Confident
- Less Confident
- Not Confident



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 very confident. As you can see in the above graphs, the PRSD Education Assurance Survey data indicated that 74.2% (combined percentages from students who answered either three or greater on the survey) of Grade 9-12 Students felt confident in their numeracy skills.

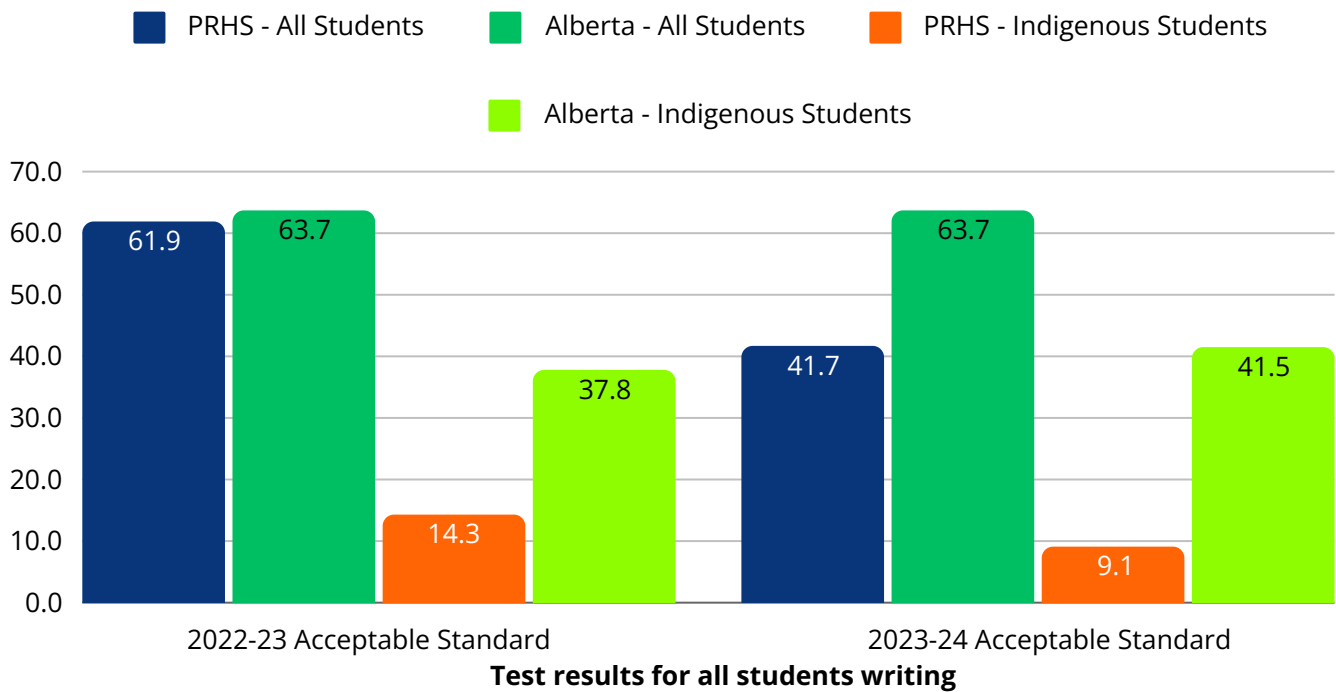
[Link to the PRSD Student Assurance Survey Qualitative Data](#)



NUMERACY ACHIEVEMENT RESULTS

Provincial Achievement Test (PAT) - Grade 9

Year over Year Comparison of Grade 9 Mathematics



Summary

The Grade 9 PAT results in mathematics show a decline in test scores from the 2022-23 school year. This is an area of focus and significant work is ongoing to improve mathematics results.

Grade 9 Mathematics

Division Year-End Report Card Data

Meeting or Mastering
Grade-Level Expectations

All Students



Indigenous Students



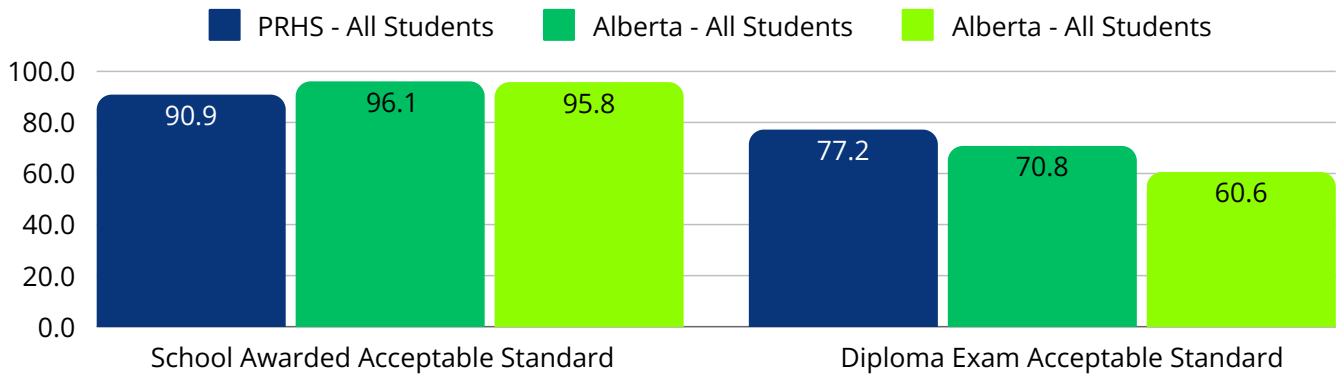
Summary

Our schools year-end report card data indicate that 73.5% of our Grade 9 students were meeting or mastering grade-level expectations and 72.5% of our Indigenous students were meeting or mastering grade-level expectations. Working with our staff and divisional specialists to help ensure students are well prepared for the PAT and take this assessment seriously will continue to be a priority focus moving forward.

NUMERACY ACHIEVEMENT RESULTS

Provincial Diploma Exam Results - All Students

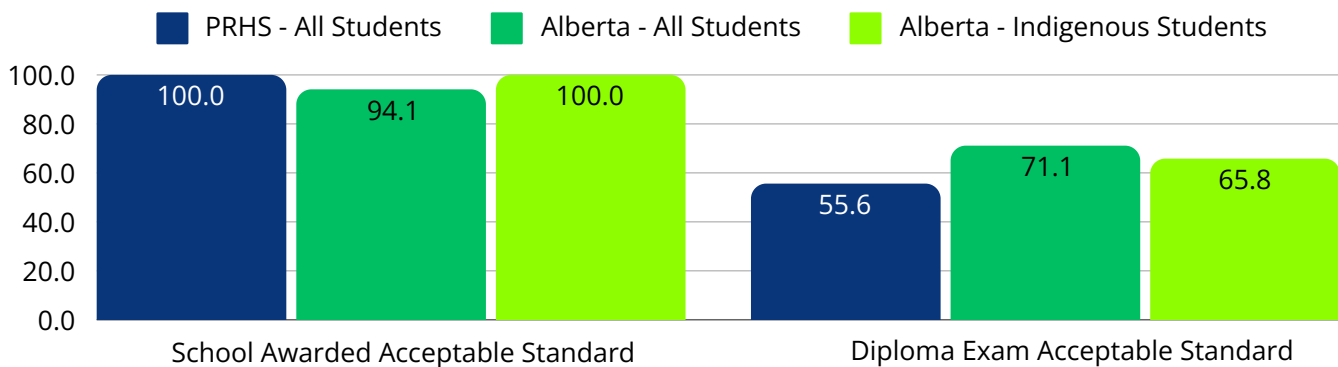
Math 30-1



Summary

In the 2023-24 school year, our achievement data for Math 30-1 indicate that 90.9% of our students achieved a blended score acceptable standard compared to 94.6% provincially. We did not have any Indigenous students participate in this course. Moving forward, a school priority is to help students to improve their performance on the diploma exam.

Math 30-2



Summary

In the 2023-24 school year, our achievement data for Math 30-2 indicate that 100% of our students achieved an acceptable standard on the school awarded mark, and while their acceptable standard performance on the diploma exam was only 55.6%, the blended score acceptable standard was 100% compared to 92.3% provincially. Although all students enrolled in this course received a passing grade, a priority moving forward is to help ensure students are better prepared to perform well on the diploma exam for this course.

Summary of 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.
- MIPI results from the start of the year did not demonstrate the desired level of achievement, however 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 second 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 have been a factor contributing to the overall success of students on their PAT.

• 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.



SCHOOL GOAL THREE

ALL STUDENTS ARE SUCCESSFUL THROUGH INCLUSIONARY PRACTICES

OUTCOME:

ALL STUDENTS' ACADEMIC, PHYSICAL AND SOCIO-EMOTIONAL NEEDS ARE MET WITHIN A CULTURE OF INCLUSION.

In an effort to ensure the needs of all students are met, Inclusive Education Coaches (I-Coach) staff support teachers with the creation and implementation of educational program plans that are informed by Individual Program Plans (IPPs) and Behaviour Support Plans (BSPs). Through the work of collaborative response, differentiated instruction and partnerships with multiple agencies, efforts are made to ensure all students' needs are met.

INCLUSIVE EDUCATION PRACTICES

Behavioural Support Plans and Individual Program Plans for Special Needs Students - Division Data

Number of BSPs Implemented



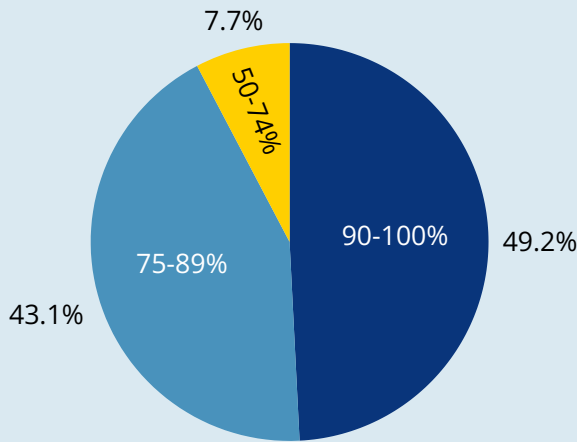
Number of IPPs Implemented



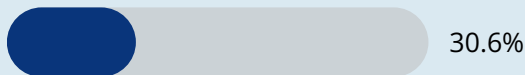
Regarding PRHS data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 10 BSPs and 24 IPPs implemented in the 2023-24 school year. As such, **approximately 1 in every 10** students in PRHS required specialized supports during the school year as part of their educational programming.



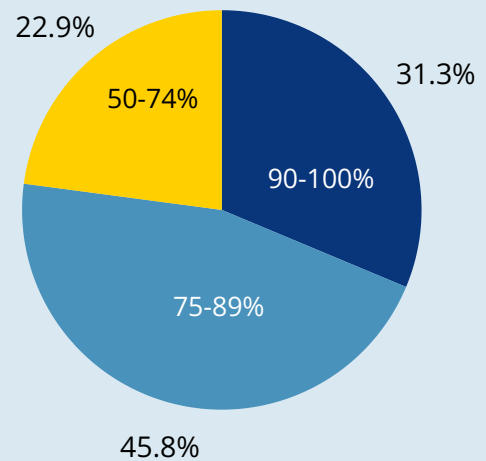
Attendance Data: Non-Indigenous Students



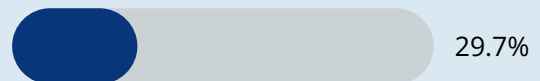
Previous Year 90-100% Attendance



Attendance Data: Indigenous Students



Previous Year 90-100% Attendance



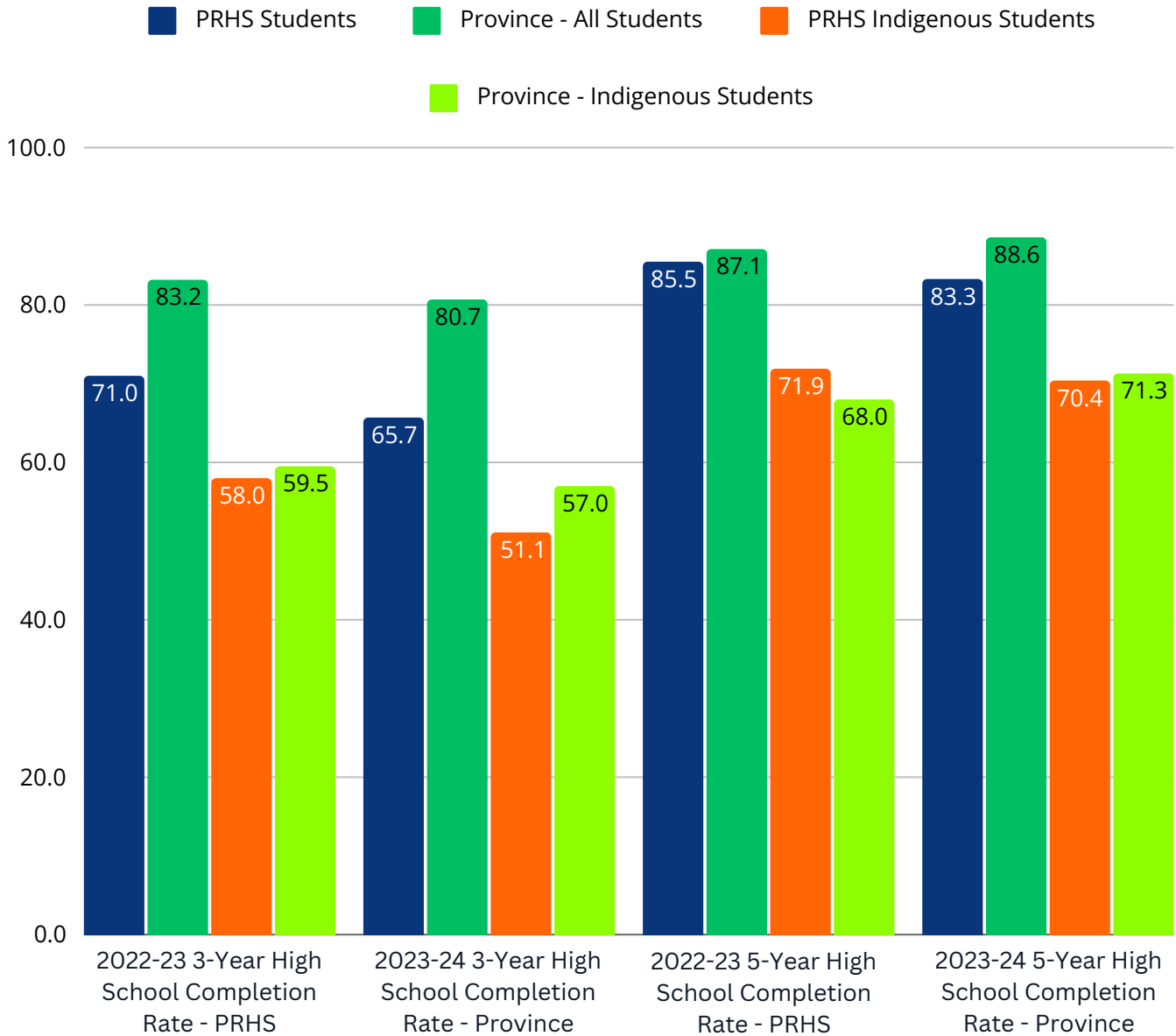
Summary

The 2023-2024 attendance data indicate that 83.2% of the PRHS non-Indigenous students attended school over 90% of the time. This compared to only 49.9% for our Indigenous students.

The Division's targeted attendance rate is at least 90% as research suggests that an absenteeism rate of 10% or higher results in lower levels of academic achievement. We saw an improvement in attendance in 2022-2023 compared to previous years and in 2023-2024 attendance improved again, with no students attending 50% or less.

INCLUSIVE EDUCATION PRACTICES

Alberta Education Assurance Measures: High School Completion Rates



Summary

This graph shows the number of students who graduated after three or five years of high school. In Alberta, once a student reaches Grade 10, it is an expectation that they will complete high school within three, four, or five years.

The PRHS Completion Rates show a slight decrease in all categories. Our Indigenous rate is higher than the provincial average in 5-year.

Summary of Inclusion 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 decrease in 3 year high school completion rate was noted. Continued efforts to increase this measure will remain a priority.

• 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 grad prep course, working together as administration and Success Teachers to help students develop a four-year education plan, starting in Grade 9 through the use "My Blueprint" in the Learning Strategies courses and Health. We have added a career/guidance counselor role to further assist in these efforts.
- 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 SCHOOL FINANCIAL RESULTS

2023-2024

Budget Report
Peace River School Division No. 10
2023-2024 Spring Budget
SCHOOL: Peace River High

Revenue and Allocations to Budget Center		
AB ED: Service & Supports	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Funding Framework Allocation	\$124,424	
Total AB ED: Service & Supports	\$124,424	
% of Revenue and Allocations to Budget Center	100%	
Total Revenue and Allocations to Budget Center \$124,424		
Expenditures		
Contracted Services		
Pft Expenses - Certificated	\$3,000	
Pft Expenses - Uncertificated	\$500	
Professional Fees	\$500	
Staff & Public Relations	\$4,000	
Postage & Telephone	\$3,000	
Meeting Expenses	\$500	
Field Trips	\$4,500	
Bldg Ground Maintenance	\$3,000	
Equipment Maintenance	\$0	
Total Contracted Services	\$18,000	
% of Expenditures	15%	
Supplies		
Supplies	\$73,674	
Library Supplies	\$2,000	
Furniture & Equipment	\$20,000	
Total Supplies	\$95,674	
% of Expenditures	77%	
Uncertificated		
Uncertificated Salary	\$1,200	
Uncertificated Subs	\$500	
Total Uncertificated	\$1,700	
% of Expenditures	1%	
Certificated		
Certificated Subs	\$8,050	
Days of School Certificated Subs	35.00 Days	
Certified Substitute Teacher: Daily Rate	\$230.00	
Total Certificated	\$8,050	
% of Expenditures	6%	
Total Expenditures \$124,424		

Budget Report Tuesday, February 06, 2024 3:08 PM

Summary		
	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Total Revenues and Allocations To Budget	\$124,424	\$0
Total Expenditures	\$124,424	\$0
Variance	\$0	\$0

BUDGET HIGHLIGHTS

Include a list here:

- Completed the renovations and replacment of indoor volleyball equipment and outdoor beach volleyball courts
- Replaced Industrial Arts tools with upgrade, commercail products with the support of a local supplier. Enhancing our CTS program
- Upgraded teacher works stations in partnership with the divisional technology department to allow for a enhanced working area to facilitate instructional programs



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