



# Peace River High School

## Annual Education Results/Report

### Three Year Education Plan 2020-2022





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## Accountability Statement

Peace River School Division #10 subscribes to a combined Annual Education Results Report (AERR) and the Three Year Education Plan (3YEP). This report is a summary of Peace River High School's achievements for the 2019-2020 school year based on the 2020-2022 Three Year Plan. It serves as a tool to continue monitoring improvement in the school and provide accountability to stakeholders.

*Mission: Peace River High School, experience the success!*

*Vision: Preparing individual citizens for tomorrow.*

**At Peace High we are:**

**Proud  
Respectful  
Honourable  
Successful**



## Peace River High School Profile

Peace River High School includes about 275 students in grades 9 through 12 with 17 teachers (16 Full Time Equivalent), 11 support staff and a staff member who works in a supportive program called Project Peace. 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 21<sup>st</sup> Century learner. This year we have moved to one to one student to technology devices in response to COVID. We also have a student work centre (learning common) with group and single work stations, library learning common, a media studies lab, a Blended Learning classroom (video, audio and digital classroom to offer to remote locations) 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.

Peace High became involved with the Alberta Education project of High School Redesign (<http://abhsredesign.ca/>) in the 2014-2015 school year. This project has enabled a scheduling change where the students have an extra block each day to work with small groups, individually and with teachers to complete schoolwork, academic and extra-curricular activities and get extra help or access to additional programs. This block of time is called Success Block.

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 will continue to explore new exploratory courses and Blended Learning courses to be available to our students and other students in the division.

We engage in shared programming Blended Learning classes within our school division for a variety of courses.

Grade 9 Mathematics, Science, Social Studies, and English 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 assist with help and resources from grade 9 to 11 and teach the Health 9 and 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. We have an active leadership group running in the school called the LOL (League of Leadership) with approximately 30 students and 2 staff members who are participating in the Ever Active Symposium this year and attending the Youth Leadership Conference, as well as hosting many active events throughout the year at the school.

### Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Peace River High School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Safe and Caring Schools	Safe and Caring	86.8	83.6	82.8	89.4	89.0	89.2
Student Learning Opportunities	Program of Studies	64.4	68.6	70.0	82.4	82.2	82.0
	Education Quality	82.1	83.6	82.2	90.3	90.2	90.1
	Drop Out Rate	4.4	3.1	2.1	2.7	2.6	2.7
	High School Completion Rate (3 yr)	66.0	80.4	72.8	79.7	79.1	78.4
Student Learning Achievement (Grades K-9)	PAT: Acceptable	N/A	59.5	57.3	N/A	73.8	73.6
	PAT: Excellence	N/A	10.0	7.0	N/A	20.6	20.0
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	N/A	71.6	75.0	N/A	83.6	83.4
	Diploma: Excellence	N/A	14.4	9.4	N/A	24.0	23.5
	Diploma Exam Participation Rate (4+ Exams)	N/A	45.6	41.2	N/A	56.3	55.6
	Rutherford Scholarship Eligibility Rate	46.4	56.7	49.4	66.6	64.8	63.5
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	46.1	40.6	46.9	60.1	59.0	58.5
	Work Preparation	61.2	69.4	81.1	84.1	83.0	82.7
	Citizenship	72.1	74.4	75.1	83.3	82.9	83.2
Parental Involvement	Parental Involvement	73.5	83.1	78.1	81.8	81.3	81.2
Continuous Improvement	School Improvement	88.3	73.6	81.2	81.5	81.0	80.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.



## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Targets	
	2016	2017	2018	2019	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	52.5	66.8	45.7	59.5	N/A	68	71
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	9.2	6.8	4.1	10.0	N/A	14	20

### Comment on Results

(an assessment of progress toward achieving the target)

- Due to COVID-19 Pandemic no exams were registered for results for the 2019-2020 school year.

### Strategies

- School-based Professional Development days focussed on identifying needs and supports for individual learners through Collaborative Response Meetings
- Placement of students in classes for levels of support needed
- Having students write appropriate exams for their academic level
- Continued focus on increased effectiveness of Formative Assessment in all classes.
- Scheduling of Success Block time to enable extra scheduled instruction and support time for academic subjects
- Tier 2 and 3 support time scheduled through Success time
- Focus on communication with parents and students surrounding attendance concerns
- Working with administration and Success Teachers to develop a four year education plan, starting in Grade 9 through the use of Learning Strategies course and "My Blueprint" in Success blocks and Health.
- Increased information provided to teachers, students and parents on PAT exams.
- Increased Inclusion Coach time to mild/moderate and individual needs of students.
- More effective communication through the Dossier Software which is connected to PASI and our Student Information System (Powerschool)

### Notes:

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2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



*Outcome One: Alberta's students are successful (continued)*

Performance Measure	Results (in percentages)					Targets	
	2016	2017	2018	2019	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	67.3	75.5	77.9	71.6	N/A	79	85
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	8.3	5.3	8.6	14.4	N/A	13	20

Performance Measure	Results (in percentages)					Targets	
	2016	2017	2018	2019	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	72.5	73.2	64.8	80.4	66	75	82
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	25.1	43.9	34.0	45.6	N/A	56	60
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.9	2.1	1.1	3.1	4.4	1	1
High school to post-secondary transition rate of students within six years of entering Grade 10.	60.7	48.1	52.0	40.6	46.1	51	57
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	36.3	48.1	43.5	56.7	46.4	50	56

**Comment on Results**

(an assessment of progress toward achieving the target)

- Due to COVID-19 Pandemic no exams were registered for results for the 2019-2020 school year.
- High School to Post Secondary transition rate increase of 6 %

**Strategies**

- Planning and scheduling for supplementary tutorials and support for students missing curricular objectives due to the COVID-19 school closures
- School-based Professional Development days focussed on identifying needs and supports for individual learners through Collaborative Response Meetings
- Continued focus on increased effectiveness of Formative Assessment in all classes.
- Scheduling of Success Block time to enable extra scheduled instruction and support time for academic subjects
- Tier 2 and 3 support time scheduled through Success time
- Continue to Raise awareness of Rutherford application requirements through the use of internal and external communication sources including bulletin boards, messaging screens, social media and public acknowledgment at Graduation ceremony.
- Continued attendance and hosting of career fairs and programs (WISEST and Gener8 and Skills Canada) to promote involvement in post-secondary programs and skills competitions.
- High School Redesign and our Success blocks have enabled teachers more one on one and small group time with students and allows students time to focus on assignments and courses that they are in need of extra help or time.
  - Teacher advisory groups working through Learning Strategies course where students explore their educational goals and plans.
  - Diploma Prep time throughout the division in the month prior to exams
  - Grade 12 students in their own Success Group and Google Classroom working through graduation preparation, scholarship applications and study time.
- School-based committee focused on knowledge and implementation of a Formative Assessment model for our school.

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

# Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Targets	
	2016	2017	2018	2019	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.0	77.9	73.1	74.4	72.1	78	82

## Comment on Results

(an assessment of progress toward achieving the target)

- **Communication of the definition and opportunities for students in citizenship and work preparation is crucial to the success of the programs.**

## Strategies

- We will utilize strategies from our School Communication Plan, local media and Division Communications Coordinator to raise the awareness of the active citizenship components of our programs.
  - Interact club
  - League of Leadership
  - Hosting Sports Tournaments
  - FNMI cultural events (Sister's in Spirit, Hand Games, Sweat Lodge, Blanket Exercise, Aboriginal Studies program)
  - Mentoring program with Springfield Elementary School
  - Toys-for-tots coin drive
  - Orange Shirt Day
  - Art student for a day (GPRC)
  - Adventures in Citizenship (Rotary program)
  - Rotary International Student Exchange Program
  - Terry Fox fundraiser activities
  - Food Bank challenge
  - Volunteering in the Soup Kitchen
  - Nomads in the news bulletin board
  - Remembrance Day ceremony inclusive of local families with relatives involved in Armed Forces
  - Social Media advertisement of programs, activities and events in the school
- Continue to maintain and expand our relations with the community with respect to apprenticeship programs, work experience, Green Certificate program, etc. with dedicated teacher time for these programs.
- Continue to host and be involved in Career fairs throughout the school year.
  - Career, FNMI, Forestry and Post-secondary fairs in this current year
- Engage students (LOL group) to be involved in the messaging about the importance of citizenship and filling out the surveys.
- Schedule instructional time for work in RAP, Work Experience and Green certificate to promote and ensure success in these programs

## Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.





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

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)				Targets		
	2016	2017	2018	2019	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	28.0	51.2	25.9	42.7	N/A	66	71
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	6.1	7.0	2.4	5.2	N/A	10	14
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	66.7	72.3	67.4	62.2	N/A	72	79
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	5.6	4.3	2.2	4.4	N/A	10	13

### Comment on Results

(an assessment of progress toward achieving the target)

- Due to COVID-19 Pandemic no exams were registered for results for the 2019-2020 school year.

### Strategies

- Continued attendance and hosting of career fairs, programs to promote involvement in post-secondary programs and skills competitions.
- Continued focus on cultural and spiritual activities for FNMI to promote engagement in our school community.
- Aboriginal Studies classes attempting to engage more students in Experiential Learning
- High School Redesign and our Success blocks have enabled teachers more one on one and small group time with students and allows students time to focus on assignments and courses that they are needing extra help or time.
  - Teacher Advisory group focused on Grade 12 students and what they need to graduate.
  - Learning Strategies Course for Grades 10-11 to help students obtain basic skills and knowledge of their own learning.
  - Grade 9 Health class to help develop positive relationships as they transition into Peace High
- Having an experienced FNMI liaison with dedicated time to work with students on their educational programming.
- Continued communication with families on attendance and achievement through Administration and FNMI liaisons.
- Partnership with Sagitawa Friendship Centre and Ground Level Youth Centre for programs (sharing circles, sweat lodges) and support for students.
- Attendance and promotion of annual Powwow graduation celebration.
- Increased Professional development on Indigenous Student culture and Education practices to meet the Teacher and Leadership Quality Standards from Alberta Education.

### Notes:

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4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.



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**Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful** (continued)

Performance Measure	Results (in percentages)					Targets	
	2016	2017	2018	2019	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	59.5	52.0	66.7	79.5	57	63	74
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	10.5	28.9	33.3	33.1	N/A	45	56
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.3	6.2	4.8	2.5	4.4	1	1
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	38.8	29.2	54.3	34.8	24.6	40	47
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	15.6	35.3	33.3	30.0	38.9	48	56

**Comment on Results**

(an assessment of progress toward achieving the target)

- Increase of 9% of Self-identified FNMI students that are eligible for a Rutherford Scholarship shows an increase in success for students throughout their high school years

**Strategies**

- Continued attendance and hosting of career fairs, programs to promote involvement in post-secondary programs and skills competitions.
- High School Redesign and our Success blocks have enabled teachers more one on one and small group time with students and allows students time to focus on assignments and courses that they are needing extra help or time. (Tier 2 and 3 Supports)
- Continued and increase of dedicated time for FNMI liaison position to allow for more work with groups of students.
- Continued communication with families on attendance and achievement through Administration and FNMI liaisons.
- Partnership with Sagitawa Friendship Centre and Ground Level Youth Centre for programs (sharing circles, sweat lodges) and support for students.
- Attendance and promotion of annual Powwow Eagle Feather graduation ceremony.
- Presentation of Metis Sashes for graduating students
- Collaboration and programming with local Aboriginal Elders and events organizers.

**Notes:**

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3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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

Performance Measure	Results (in percentages)					Targets	
	2016	2017	2018	2019	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	73.9	72.9	68.7	68.6	64.4	73	79

#### Comment on Results

(an assessment of progress toward achieving the target)

- Low results show a need for increase in communication on opportunities that students have in a broad program of studies such as partnerships with ADLC/Outreach/Glenmary, dual credit, field trips and Success Block offerings.

#### Strategies

- Creation of SCIL (Student-Centered Individualized Learning) room in order to increase the amount of courses available to students in a teacher supported environment.
- Continued focus through site-based professional development days on programs offered through Success time and regular scheduled classes.
- Continued development of partnerships with ADLC, Outreach and Glenmary School to increase the opportunities for students to access a full range of programs and courses.
- The utilization of learning coach time throughout the school will focus on assisting Collaborative Response groups and High School Redesign initiatives.
- The inclusion coaches will work with teachers developing specialized learning plans and the imbedding of IPP recommendations into practice.
- Offering of CTS modules in small sections through the High School Redesign schedule.
- High School Redesign as an evolving program where continuous modifications can happen with input from data and stakeholders.
  - Survey results (Google Form), Focus groups, School Council

#### Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.





## Outcome Four: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Targets	
	2016	2017	2018	2019	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	83.3	84.5	80.3	83.6	86.8	89	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	83.3	85.3	77.6	83.6	82.1	88	90
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	85.7	92.3	81.7	69.4	61.2	78	87
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	72.0	81.0	70.1	83.1	73.5	85	85
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	84.9	88.6	81.5	73.6	88.3	90	92

### Comment on Results

(an assessment of progress toward achieving the target)

- Improved results on Safe and Caring in schools (3%) and School Improvement (15%)

### Strategies

- School council meetings are held at 7 pm to accommodate parental need.
  - Hosting of school events in conjunction with school council to increase participation
  - Communication of "hot" topics in education and at the school prior to the meetings
  - Parents are able to digitally connect to the meeting from home with Google Meet
- Consistent communication within the school community
  - Maintenance and updates of a Facebook page for the school has helped to disseminate information to the public.
  - The continued use of School Messenger automated calling system to alert parents of attendance, upcoming events including parent teacher interviews, open house and school council meetings.
  - Personal calls made to parents to set up Parent Teacher conferences.
  - Parent meetings are held to aid in the consultation process around significant issues including, but not limited to, Grad, Assessment and High School Redesign.
- Case conferences (Learning support team meetings) set up to keep all stakeholders involved in programming for students with complex needs.
- Collaborative meetings with parents to review and sign Individualized program plans.
- High School Redesign
  - Teacher Advisory groups (Success Teachers)
  - Success blocks for individual learning
- Extra-curricular clubs and teams
- Participation in community events (Sisters in Spirit, Pride Parade, Terry Fox, Toys for Tots)
- Consistent and multiple forms of communication within school community
  - Social media, website, voice calls, email and special event nights using School Messenger
- Consistent messages with PRHS acronym (Proud, Respectful, Honourable and Successful)
- Increased time in inclusion coach work with assisting teachers and students with programming and individual needs inside and outside of the classroom.
- Project Peace initiatives working in universal programming in classrooms focusing on social, emotional and mental health for all students
- Use of Learning Common and Library Learning Common for tier 2 and 3 programming together with regular class work to promote inclusive education for all students.
- Inclusion of Restorative practices within the school community to increase communication and accountability with all stakeholders in education.

### Notes:

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- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.



## Local Outcome Five: Positive Safety Attitudes

Performance Measure	Results (in percentages)		Targets	
	2019	2020	2021	2022
<b>Key Safety Messages</b> Peace River High School will communicate (and report to PRSD) monthly key safety messages to stakeholders through a variety of means and media.	0	60	100	100
<b>Safety Education/Activities</b> Peace River High School will provide (and report to PRSD) monthly safety education/activities to staff and students.	0	60	100	100
<b>Required Emergency Drills</b> Peace River High School will conduct (and report to PRSD) the required number of evacuation and lockdown drills.	100	50	100	100

### Comment on Results

*(an assessment of progress toward achieving the target)*

Safety messages and safety educational activities were provided to stakeholders 10/10 school months. The school also conducted the required number of fire drills (6/6) and lockdown drills (2/2).

### Strategies

- A site-based Emergency Management Plan is developed annually. Peace River High School conducts six fire drills and lockdown drills annually.
- A site-based Safety Plan is developed annually, with primary focus on safety education and activities for stakeholders.
- Key safety messages and safety education/activities are developed by PRSD and are communicated to Peace River High School stakeholders through a variety of means, including: morning announcements, school assemblies, hallway digital signage, wee memos, weekly communication emails and Facebook posts, and the school website.
- All staff complete training annually through Public School Works.

## Budget Report

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

### SCHOOL: Peace River High

#### Revenue And Allocations To Budget Center

AB ED: Service & Supports	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Total AB ED: Service & Supports	\$111,775	
% of Revenue And Allocations To Budget Center	96%	
AB ED: Base Funding	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Total AB ED: Base Funding	\$0	\$124,970
% of Revenue And Allocations To Budget Center	0%	98%
AB ED: Differential Cost Funding	2020-2021 Spring Budget	2019-2020 Fall Update Budget
FNMI Allocation: School: Current Year	\$4,380	\$4,920
FNMI Allocation Per Student: Current Year	\$60	\$60
FNMI and Aboriginal Enrolment: Grade 1-12	73Student	82Student
Total AB ED: Differential Cost Funding	\$4,380	\$4,920
% of Revenue And Allocations To Budget Center	4%	4%
Transfers	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Transfer: Un-certificated PD	\$0	(\$2,630)
Total Transfers	\$0	(\$2,630)
% of Revenue And Allocations To Budget Center	0%	-2%

Total Revenue And Allocations To Budget Center	\$116,155	\$127,260
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#### Expenditures

Other Staffing Costs	2020-2021 Spring Budget	2019-2020 Fall Update Budget
School Based Certificated Sub Cost	\$16,650	\$16,650
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
Days of School Certified Subs	75.00Days	75.00Days
School Based Certificated Sub Benefits	\$1,665	\$1,665
School Based Certificated Sub Cost	\$16,650	\$16,650
Sub Teacher Benefit Rates	0.1000Factor	0.1000Factor
Uncertified Subs and Additional Hours	\$1,000	\$1,000
Total Other Staffing Costs	\$19,315	\$19,315
% of Expenditures	17%	15%
Contracted Services	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Certificated Inservice/Reg Fees	\$6,000	\$6,000
Uncertificated Inservice/Reg Fees	\$700	\$700
Professional Fees	\$600	\$600
Postage & Phone	\$5,000	\$5,000
Advertising	\$6,000	\$6,000
Expense Reimbursement	\$6,600	\$6,600

Contracted Services	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Field Trips	\$8,000	\$8,000
Contracted Equipment & Vehicle Maintenance	\$3,566	\$3,566
<b>Total Contracted Services</b>	<b>\$36,466</b>	<b>\$36,466</b>
<b>% of Expenditures</b>	<b>31%</b>	<b>29%</b>

  

Supplies	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Supplies	\$42,060	\$39,060
Library Supplies (Minimum Standard)	\$0	\$3,419
Library Enhancement Rate	\$13.00	\$13.00
Total Head Count w/o ECS	0.00Students	263.00Students
Furniture & Equipment	\$18,314	\$29,000
<b>Total Supplies</b>	<b>\$60,374</b>	<b>\$71,479</b>
<b>% of Expenditures</b>	<b>52%</b>	<b>56%</b>

  

<b>Total Expenditures</b>	<b>\$116,155</b>	<b>\$127,260</b>
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Summary		
	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Total Revenues and Allocations To Budget	\$116,155	\$127,260
Total Expenditures	\$116,155	\$127,260
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>

  

Notes		
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## Parental Involvement

The Peace River High School council was formed at the November meeting. We are working to increase our attendance in the School council meetings this year. One strategy is the Joint Council meetings with TA Norris Middle School and Springfield Elementary. The joint council has had up to 25 people attending in last year's meetings. Other strategies have been communication of agenda items, reminders through email, phone and social media, and organizing meals for the meetings for those who volunteer to come.

The data from the 3 year Educational Plan for Peace High is presented to the School Council in the January meeting, where goals and strategies are discussed with members. The council has been actively involved in participating with sponsorship and promotion of school awards, as well promoting the development of new initiatives in our school community.

Peace High parents and Peace River Community are actively involved in our sports programs and extra-curricular clubs. We have many parent and community volunteers and drivers that make it possible for us to run the programs here at the school.



## Deadlines and Communication

This report is available to parents and the public on the Peace River High website at [www.peaceriverhigh.ca](http://www.peaceriverhigh.ca) by the end January this school year. Copies are available upon request.

Many of the events, programs and activities that Peace High has to offer are communicated through our weekly newsletter email.

On our website is also a link to our Facebook page, which we try to keep updated with current events happening at the school. We use a communication program called School Messenger, which we send out messages through email, voice and text on attendance, events and reminders.

Communication of student's attendance, profile and grades is done through a student information system called PowerSchool. Once fully live for parents and students, they will be able to access daily attendance and assignment information on the site.

