

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	816.000	Custodial	3.875000	Salaries	\$4,563,025	96.94%
Weighted	860.802	Exempt	1.000000	Supplies, Equip., Services	\$144,248	03.06%
Regular	816	Support	5.500000			
		Teacher	<u>34.540000</u>			
Year Opened	1974	Total	44.915000	Total	\$4,707,273	100.00%

School Philosophy

Riverbend School's mission revolves around catering to the diverse needs of its students, encouraging active engagement in the learning process, fostering a safe and supportive atmosphere, and guiding students to embrace challenges and relish the rewards of their accomplishments. This student-centered approach is designed to promote holistic growth, achievement, and self-discovery for each learner.

Community Profile

Riverbend School is situated in the growing southwest region of the city. It serves as the primary educational institution for students coming from several neighbouring elementary schools, including Brander Gardens, Brookside, Earl Buxton, Constable Daniel Woodall, and George H. Luck. Because of this extensive catchment area, a significant portion of the students rely on public transit for their transportation to and from Riverbend School.

The school benefits from a strong partnership with the Parent Advisory Council and the surrounding community, both of which offer invaluable support to enhance the educational experience for the students. This collaboration likely involves various initiatives, programs, and activities to enrich the school environment. Furthermore, the school's gymnasium plays a pivotal role in the community, being utilized five days a week for various programs and activities. This highlights the school's commitment to engaging with the local community and providing a space for physical education, sports, and other community events. It serves as a hub for community engagement and promotes a healthy and active lifestyle among its students and residents.

Programs and Organization

Riverbend School prioritizes student excellence in ability, character, and citizenship, aspiring to excel globally and make a positive impact on the world. The school caters to individual student needs with block scheduling and provides a wide-ranging co-curricular program, including fine arts and social justice initiatives. Furthermore, students are actively encouraged to participate in community engagement activities and service learning projects, promoting a strong sense of social responsibility.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the SMART goals that were established for 2022-2023, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

Riverbend teaching staff will analyze Provincial Achievement Test results and individual student data results to set targets supporting Numeracy and Literacy. Teachers will continue their monthly department meetings to discuss assessment strategies, modified assignments and challenges that they are facing. Staff will focus on dedicated intervention time with students who are scoring below grade level in Literacy and or Numeracy. Riverbend School, as part of the Lillian Osborne Catchment will meet throughout the year, taking part in collaborative groups.

By June 2023, 100% of students will reach "adequate" at grade level as measured by the Division's Highest Level of Achievement Test in writing.
By June 2023, 100% of students will attain competent or above in a minimum 5 out of 7 areas in mathematics as measured by the Spring CAT4 Competency report.
By June 2023, 100% of students will attain competent or above in a minimum 4 out of 6 areas of reading by the Spring CAT4 Competency report.

Results Achieved:

Riverbend School participated in the Lillian Osborne Catchment Professional Development and that the staff attended sessions relevant to the curriculum. The results show that there have been positive outcomes in student performance. Here's a summary of the key points from the data:

1. **Participation in Professional Development:** Riverbend School had 100% participation in the Lillian Osborne Catchment Professional Development day, where staff attended sessions presented by Catchment teachers.
2. **HLAT Results (Spring 2023):**
 1. Grade 7: 89.7% of students scored at or above grade level.
 2. Grade 8: 90% of students scored at or above grade level.
 3. Grade 9: 83.6% of students scored at or above grade level.
3. **Spring CAT4 Results (Reading and Mathematics):**
 1. Grade 7:
 1. 97.4% of students scored a stanine of 4 or higher in the Reading category.
 2. 97.4% of students scored a stanine of 4 or higher in the Mathematics category.
 2. Grade 8:
 1. 96.9% of students scored a stanine of 4 or higher in the Reading category.
 2. 96.9% of students scored a stanine of 4 or higher in the Mathematics category.
 3. Grade 9:
 1. 90.2% of students scored a stanine of 4 or higher in the Reading category.
 2. 97.1% of students scored a stanine of 4 or higher in the Mathematics category.

These results suggest that students at Riverbend School have performed well, with a significant percentage of students scoring at or above grade level in the HLAT assessments. Additionally, the Spring CAT4 results indicate high proficiency in both Reading and Mathematics for most grade levels, with Grade 7 students performing exceptionally well in these subjects.

It's important to continue monitoring and supporting the students to maintain and potentially improve their academic achievements in the future. This positive data reflects the dedication and effectiveness of the professional development programs and curriculum at Riverbend School.

As part of Riverbend School's commitment to anti-racism and reconciliation, school staff are committed to building knowledge promoting student growth and enhancing school capacity through culturally meaningful learning opportunities. School staff will take part in professional development opportunities to learn about strategies and approaches that can enhance and sustain classrooms as welcoming, inclusive safe and healthy places. Riverbend teachers will communicate these activities with our parents and our school community.

By June 2023, staff will have taken part in a variety of anti-racism and reconciliation professional development activities.
By June 2023, staff will have utilized specific strategies to enhance welcoming, inclusive safe and healthy places in their classrooms.
By June 2023, a 100% satisfaction result on Welcoming, Caring, Respectful and Safe Learning Environments as measured by Alberta Education Assurance Measures survey will be achieved.

By June 2023, 100% of students will feel safe in school as measured by the Division survey.
By June 2023, Parent involvement will be 100% as measured by the Alberta Education Assurance Measures survey.

Results Achieved:

100% of staff at Riverbend School have participated in various Anti-racism and Reconciliation professional development. By engaging in this professional development, staff have been exposed to different perspectives of our community and the clients that we serve. This is a process that we are only beginning and I foresee that this journey will continue for years to come. We value the expertise and experience of our Division personnel in supporting our awakening.

Our recent Division survey, highlights the exciting growth potential in our students' perception of safety at school. Additionally, our Assurance survey has identified a wonderful opportunity for enhanced parental involvement at the jr. high level. These findings empower us to further nurture a secure and inclusive school environment, while strengthening the bonds between parents, students, and our educational community.

What were the biggest challenges encountered in 2022-2023?

Budgetary challenges restricted our ability to support student needs effectively with appropriate staffing.

Removal of Success Coach due to budgetary concerns increased substantially the workload of office personnel. In addition, many students were left feeling unsupported.

Starting the school year with two inexperienced Administrative Assistants was exceptionally challenging as neither had been involved in a school startup.

We have been challenged with the various learning abilities of students. Some students have been away from school for the past three years and there are significant learning gaps in their education.

High number of staff absences due to illness and the corresponding challenges of filling those absences.

The increasing complexity of student needs in the classroom and struggles to support these students.

School wide renovations throughout the school impacted staff and students for the entire year.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

- Targeted intervention reading groups with a focus on non-fiction literature.
- Data analysis from Provincial Achievement Test (PAT) results.
- Increased emphasis on paragraph writing for all students.
- Increased emphasis on students' interpretation of various data (graphs and charts).
- Rescheduling of units in science to match math alignment with algebra units.
- Increased targeted science labs for more hands on learning.
- Athletics intervention for students below grade level with educational assistant support when available.
- Improved communication between home and school through social media and School Zone regarding school initiatives and events.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7538 Riverbend School

Assurance Domain	Measure	Riverbend School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.7	83.8	83.8	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	69.1	71.2	77.3	80.3	81.4	82.3	Low	Declined Significantly	Concern
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	84.1	88.0 *	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	45.8	51.1 *	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.0	85.0	87.4	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.2	78.1	78.1	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	64.3	69.4	69.4	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	62.1	68.2	71.6	79.1	78.8	80.3	Very Low	Declined	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. 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 Exam 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, Social Studies 30-2.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.

- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, five reflective questions have been included in the Budget Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

By June 2024, all Riverbend students will demonstrate growth in literacy, numeracy and mathematics. Professional learning opportunities will be provided for all staff to build efficacy and implement high quality instructional and assessment practices across the curriculum. Students who require additional time and support will receive interventions and enrichment opportunities.

- Practice Highest Level of Achievement (HLAT) writing (school-wide common assessments) followed by collaborative marking.
- Weekly school-wide journal writing and common graphic organizers used at each grade level.
- Reading inventories are used to further assess students who demonstrate (potentially) below level literacy skills (Fontus and Pinnel).
- Online reading and math supports (RAZ Kids, Mathletics, A to Z Reading).
- Weekly Math peer tutoring for all grade levels.
- Language Arts and Math department collaboration focused on vertical alignment.
- Adapted reading assessments for those students who struggle at or below grade level.
- Common assessments for regular and adapted programs for Language Arts and Mathematics.
- Monthly department meetings focussed on collaboration, and common practises.
- Daily small group pullouts in Language Arts with intervention teachers.
- Multi-year tracking of student progress in numeracy and literacy.

What data will you use to track continuous improvement?

Pre and post-intervention measures, CAT-4 data, Highest Level of Achievement (HLAT) data, Provincial Achievement Test (PAT) data, teacher awarded marks, English as an Additional Language (EAL) proficiency levels, MIPI

Division Priority 1

By June 2024, Riverbend School staff will take concrete steps to develop a comprehensive approach to mental health that nurtures respect for diversity and promotes resilience for student and staff.

- "Welcome Back" week for all students.
- A renewed focus on extra curricular activities (i.e.: drama presentations, athletics, music productions, clubs) that support the development of the whole child.
- Professional learning that supports implementation of the curriculum targeted wellness lessons.
- Success coach sessions building staff capacity regarding strategies in support of student wellness.
- Dedicated time at staff meetings to promote staff well being.
- Catchment and school based professional learning opportunities.
- Staff capacity-building and team-building activities (check in with coworkers, yoga/mindfulness/meditation classes).
- "Friday Fifteen" staff get togethers.
- Acknowledgement and promotion of events from Division multi-faith calendar on our daily announcements and social media.
- Parent Council monthly staff appreciation.
- Monthly pot luck luncheons for staff.

What data will you use to track continuous improvement?

Division and Assurance Survey data, Resiliency Survey data, Intervention/support data

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		4,698,159		4,707,273
Internal Revenue		0		0
REVENUE TOTAL		4,698,159		4,707,273
Classroom	30.727000	3,308,468	31.540000	3,396,006
Leadership	3.000000	407,870	3.000000	407,395
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	90,000	.000000	70,000
TOTAL TEACHER	33.726997	3,806,338	34.540001	3,873,401
(% of Budget)		81.02%		82.29%
Exempt	.000000	0	1.000000	76,977
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	6.500000	403,940	5.500000	344,352
Support (Supply/OT)	.000000	500	.000000	0
Custodial	3.875000	268,295	3.875000	268,295
Custodial (Supply/OT)	.000000	0	.000000	0
TOTAL NON-TEACHER	10.375000	672,735	10.375000	689,624
(% of Budget)		14.32%		14.65%
TOTAL STAFF	44.101997	4,479,073	44.915001	4,563,025
(% of Budget)		95.34%		96.94%
SUPPLIES, EQUIPMENT AND SERVICES		135,420		84,920
INTERNAL SERVICES		71,668		47,328
OTHER INTEREST AND CHARGES		12,000		12,000
TOTAL SES		219,088		144,248
(% of Budget)		4.66%		3.06%
TOTAL AMOUNT BUDGETED		4,698,161		4,707,273
Carry Forward Included		0		0
Carry Forward to Future		0		0