



Enrolment		Staff FTE		Budget		
Normalized	874.000	Custodial	3.875000	Salaries	\$4,565,393	91.89%
Weighted	918.960	Exempt	1.000000	Supplies, Equip., Services	\$402,872	08.11%
Regular	874	Support	4.500000			
		Teacher	34.190000			
Year Opened	1974	Total		43.565000	Total \$4,968,265	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 located in the rapidly growing southwest area of the city and serves as the main educational institution for students from several nearby elementary schools, including Brander Gardens, Brookside, Earl Buxton, Constable Daniel Woodall, and George H. Luck. Due to its large catchment area, many students rely on public transit for their daily commute to and from school. The school enjoys strong support from the Parent Advisory Council and the local community, both of which play a key role in enhancing the students' educational experience. Through various initiatives, programs, and activities, this partnership enriches the school environment. Additionally, the school's gymnasium is an integral part of the community, hosting a variety of programs and activities five days a week. This demonstrates the school's commitment to fostering community involvement and providing a space for physical education, sports, and events. As a community hub, the gym promotes an active and healthy lifestyle for both students and local 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 goals that were established for 2023-2024, 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).

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.

Results Achieved:

The focus on improving literacy and numeracy across all grade levels has resulted in significant advancements in student achievement and instructional quality. By adopting a multifaceted approach, our school has cultivated an environment where students excel, due to the collaborative efforts of teachers and structured support systems.

The introduction of HLAT (Highest Level of Achievement Tests) writing assessments across the school provides a consistent framework for evaluating students' writing skills. Through these school-wide common assessments, students are challenged to achieve their personal best, while teachers engage in collaborative marking. This collaboration ensures consistency in grading standards and fosters professional growth as educators share insights and strategies. It promotes a unified approach to writing instruction, ensuring that all students are held to the same high expectations.

The integration of weekly school-wide journal writing ensured that students practice writing regularly, reinforcing their ability to express thoughts, reflect on experiences, and enhance their overall literacy skills. Common graphic organizers, used at each grade level, provide a visual tool to help students organize their thoughts, improve comprehension, and structure their writing. This consistency across grades builds familiarity and confidence, allowing students to progress seamlessly from one level to the next.

To support students demonstrating potentially below level literacy skills, reading inventories are conducted, followed by the use of the Fontus and Pinnel assessment system. This ensures that students who need extra help are identified early and receive targeted interventions. By using research based tools, the school can precisely monitor students' reading abilities, enabling teachers to tailor instruction and intervention to meet individual needs.

Technology-based programs like RAZ Kids, Mathletics, and A to Z Reading provide students with interactive and engaging platforms to enhance their reading and math skills. These programs offer personalized learning experiences, allowing students to progress at their own pace. The use of these tools supports differentiated learning, ensuring that every student receives instruction suited to their level of understanding and skill development.

Math peer tutoring provides students with the opportunity to learn from and with their peers. This initiative fosters collaboration, communication, and leadership skills, while also reinforcing mathematical concepts. Students benefit from explaining their thinking to others, deepening their own understanding, while those receiving help benefit from personalized, peer-led support. The program enhances confidence and mastery across all grade levels.

The collaboration between Language Arts and Math departments ensures vertical alignment, providing a seamless and cohesive progression of skills from one grade to the next. Teachers work together to identify key skills and concepts that need reinforcement and alignment across grade levels. This guarantees that students are building on a solid foundation of knowledge, which prepares them for more advanced concepts and skills as they progress through their education.

For students who struggle with literacy, adapted reading assessments are employed, ensuring that each student's unique learning needs are addressed. These assessments allow teachers to diagnose specific areas of difficulty and implement customized interventions. The result is a more inclusive learning environment where every student has the opportunity to improve and succeed, regardless of their current skill level.

Common assessments across both regular and adapted programs in language arts and mathematics promote consistency and equity in evaluating student performance.

These assessments ensure that students are being measured against the same standards, while also allowing for adaptations that accommodate diverse learning needs. This practice supports provide a fair and balanced approach to student evaluation and growth tracking.

Monthly department meetings are an essential part of maintaining a collaborative and cohesive teaching environment. These meetings provide opportunities for teachers to share best practices, discuss challenges, and coordinate their instructional strategies. The focus on common practices ensures that students across all grade levels benefit from a unified approach to teaching, further enhancing their academic success.

The school's commitment to multi-year tracking of student progress in numeracy and literacy demonstrates a long-term investment in student success. This data-driven approach ensures that every student receives the support and resources they need to succeed, year after year.

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 together.
- 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.

We started the school year with a successful "Welcome Back" week, designed to create a welcoming and inclusive atmosphere. The activities throughout the week helped students ease into the new year, fostering a sense of community and excitement for the months ahead. This year, we've increased our focus on extra-curricular activities such as drama, athletics, music, and various clubs. These programs offer students valuable opportunities to develop their talents, explore new interests, and contribute to their overall growth beyond the classroom. Our educators have participated in professional development focused on wellness lessons. These lessons aim to equip students with the tools to manage stress, build resilience, and support their emotional well-being, fostering healthier mindsets in and out of school. Through sessions led by our Success Coach, staff are gaining practical strategies to better support student wellness. These sessions have been instrumental in helping staff address students' emotional and mental health needs, creating a more supportive learning environment. At staff meetings, we've dedicated time to focus on well-being and self-care. These moments allow staff to reflect on their own wellness, fostering a healthier work-life balance and encouraging an atmosphere of care and support within the school. Our staff continues to benefit from professional learning opportunities, both within the school and at the catchment level. These sessions help ensure teachers are equipped with the latest teaching strategies and practices, tailored to the needs of our students. To strengthen our staff community, we've introduced a variety of team-building and wellness activities. From check-ins with coworkers to yoga, mindfulness, and meditation sessions, these initiatives promote both connection and well-being among staff members. The "Friday Fifteen" initiative provides a casual, weekly opportunity for staff to connect and unwind at the end of the week. These gatherings encourage a sense of community among staff, helping everyone relax and recharge. We are committed to promoting diversity and inclusion by acknowledging events from the Division's multi-faith calendar in daily announcements and on social media. This initiative helps raise awareness and respect for different cultures and traditions within our school community. Our Parent Council's monthly staff appreciation gestures continue to be a highlight. These acts of recognition help maintain a positive connection between families and staff, reinforcing the support and gratitude that underpins our school culture. Our monthly potluck luncheons have become a valued tradition, offering staff the chance to come together and share a meal. These gatherings strengthen the sense of community among staff, providing a relaxed setting to connect outside of daily work responsibilities.

What were the biggest challenges encountered in 2023-2024?

- Increase in enrolment and class sizes
- Increase in classroom complexity
- Staffing challenges
- Student Mental Health

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

- Targeting student programming.
- Long and short range planning (logistics).

- Consideration and increased awareness of staff Wellness.
- Change in software intervention program in Mathematics.
- Increased opportunity and visibility of school activities.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	83.4	84.7	84.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	71.7	69.1	70.2	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	86.3	84.1	84.1	62.5	62.6	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	48.5	45.8	45.8	15.4	15.5	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	83.6	86.0	85.5	87.6	88.1	88.6	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.2	74.2	76.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	72.0	64.3	66.8	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	73.9	62.1	65.2	79.5	79.1	78.9	Low	Improved	Acceptable

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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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

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, reflective questions have been included in the 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 2025, all Riverbend Students will demonstrate growth in core subjects, with a particular emphasis on numeracy and literacy. This will be accomplished by increased awareness of and support for the diverse learning needs of all students. The following indicators will serve as targets:

- 60% of students achieving 80% or higher in mathematics and English language arts
- 100% of students achieving a passing grade in mathematics and English language arts.

Achievement of this goal will be supported by :

- Students consistently participating in a school-wide focus on writing in journals every Monday.
- Reading diagnostics being used to identify below-grade level students who can then be further supported with a literacy intervention
- Language Arts and Mathematics departments collecting summative assessment data in an on-going basis to ensure continuity of intervention and programming
- Formal department meetings occurring a minimum of once per month which are focused on collaboration, common assessments (regular and adapted), and interventions
- Adapted assessments across all core subjects and grade levels for identified students
- Weekly numeracy peer tutoring for all grade levels
- Daily, scheduled numeracy intervention involving Educational Assistant support for 100% of students who are programmed 2 or more grades below grade-level in math
- Weekly check-ins on attendance for all FNMI students
- Targeted professional development available for all staff.
- Continuous tracking and analysis of data

What data will you use to track continuous improvement?

A combination of standardized assessments (i.e. CAT4 and Provincial Achievement Tests), School and Division-level assessments, surveys and data (Highest Level of Achievement), teacher/department assessments, attendance data) - and staff qualitative observations, will be monitored and analyzed to track continuous improvement.

Division Priority 3

By June 2025, Riverbend Students and Staff will demonstrate improved positive well-being and/or improved positive mental health.

- 100% of Students and Staff will participate in targeted opportunities.
- 100% of Students and Staff will indicate improved well-being and improved mental health.

Planned formal or informal events and activities specifically targeted at promoting and fostering positive well-being and positive mental health will include and not be limited by:

- Day 3 student Health curricular events, activities and related guest presentations.
- A variety of targeted extra-curricular club opportunities involving both students and staff.
- Success Coach consultation, presentation and available student support.
- Monthly staff professional development through examined and studied proactive mental health strategies and methods applied to students.
- Inclusion events and activities, monthly and daily for staff and students - Celebration and acknowledgement of Student birthdays, multi-faith calendar events, Treaty 6 Land Acknowledgements, daily historical facts, and additional monthly activities promoting inclusion.
- Staff health activities, monthly - Opportunities for participation in yoga, team-building sports, and Socratic seminars.
- Parent Advisory Council (PAC) Staff Appreciation - Planned bi-monthly acknowledgements of staff by our PAC and community.
- Staff Potluck Luncheons - Participation by a variety of staff in a sharing and inclusive environment.

What data will you use to track continuous improvement?

Concrete measures regarding mental health and well-being of both student and staff, accessed through the Alberta Education Assurance Survey; and the Division Feedback Survey. Additional in-house statistics regarding students' Success Coach access and usage will serve as supplemental data.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		4,785,452		4,968,265
Internal Revenue		0		0
REVENUE TOTAL		4,785,452		4,968,265
Classroom	31.540000	3,408,622	30.830000	3,331,891
Leadership	3.000000	410,411	3.360000	459,908
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	70,000	.000000	120,000
TOTAL TEACHER	34.540001	3,889,033	34.189999	3,911,799
(% of Budget)		81.27%		78.74%
Exempt	1.000000	79,015	1.000000	79,015
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	5.500000	350,168	4.500000	294,613
Support (Supply/OT)	.000000	3,500	.000000	3,500
Custodial	3.875000	271,466	3.875000	271,466
Custodial (Supply/OT)	.000000	1,500	.000000	5,000
TOTAL NON-TEACHER	10.375000	705,649	9.375000	653,594
(% of Budget)		14.75%		13.16%
TOTAL STAFF	44.915001	4,594,682	43.564999	4,565,393
(% of Budget)		96.01%		91.89%
SUPPLIES, EQUIPMENT AND SERVICES		118,550		243,550
INTERNAL SERVICES		72,220		159,322
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		190,770		402,872
(% of Budget)		3.99%		8.11%
TOTAL AMOUNT BUDGETED		4,785,452		4,968,265