

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	3.000000	Salaries	\$3,884,675	93%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$305,473	07%
Regular	0	Support	4.300000			
		Teacher	<u>31.450000</u>			
Year Opened	1974	Total	38.750000	Total	\$4,190,148	100%

School Philosophy

At Riverbend School, we believe it is our mission to ensure high levels of learning for every student. We recognize that each student has their own individual rate of learning and growth potential. We believe that students learn best when they are actively involved in their learning. Our goal is to provide a safe environment with opportunities and encouragement which will permit each student to experience challenge and success.

Community Profile

Riverbend School is located in the expanding southwest part of the city. It receives students from Brander Gardens, Brookside, Earl Buxton, Constable Daniel Woodall and George H. Luck elementary schools; consequently, a large majority of the students are bussed to school. The Parent Advisory Council and the community provide excellent support to the school. The school gymnasium is used five days a week for community programs.

Programs and Organization

Riverbend students pursue excellence in the areas of ability, character, and citizenship. We believe that it is not just about being the best *in* the world but best *for* the world as well. Student needs are accommodated through block scheduling of all grades. An extensive co-curricular program including intra-murals, inter-school athletics, fine arts, and social justice opportunities provide students with numerous experiences. Student involvement in the community is addressed via fine arts performances, displays at various venues, at charitable events, and service learning projects both locally and globally.

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 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2019-2020, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above Division's Priorities that were in effect when the goal was set.

Using the policies and practices to improve achievement according to the OECD report, staff will organize and participate in divisional meetings within the school and in vertical alignment meetings with our feeder elementary and high schools. Topics of discussion will be: courses for students with special considerations (academic), students considered at risk (for various reasons) and transitions from junior high to high school. Divisional meetings within the school will occur twice per week. Vertical alignment meetings with the high school department heads will occur three times per year and will have administration present to provide voice in the discussion.

Results Achieved:

- Conversations that occurred allowed for improved transitions and enhanced relationships between division 2-3 and between division 3-4.
- Staff leadership opportunities were fostered through various activities throughout the school year. (ie. substantial extracurricular student activity and Committee work)
- SMART teams met collaboratively by area of expertise, to professionally identify and develop curricular targets based on available data and research each month.
- Department staff met monthly in collaborative subject-area groupings. Grade level strategies, student transitions, long range goal setting, assessment practices and student achievements were examined.
- Students with challenges, and those considered "at-risk" were supported through a systemic, sustained intervention model.
- Dialogue regarding students with exceptional needs ensured successful transitions of divisions 2-3 and 3-4.
- All departments met in the year with the high school Department Heads to identify areas of improvement and teaching strategies.
- Administration collaborated with Strathcona and Lillian Osborne High Schools discussing student placement and appropriate course selection for the following school year.
- "No Kid Left Behind" (Intervention) room was established to allow students opportunity twice a week, to complete formative and summative assessments. In 2019/2020, 752 students used this additional opportunity to complete assessments (from September-March)

Using the policies and practices to improve achievement according to the OECD report, Riverbend teaching staff will be engaged in monthly collaborative team meetings. The purpose of these meetings is to provide opportunity for staff engagement, and to have discussions at the department level regarding various topics relevant to classroom instruction. Teachers will follow a process with prescribed norms so that the structure of these conversations will be consistent and uniform. Success of these meetings will be determined on the curricular alignment of members within the department by the end of the year.

Results Achieved:

- In addition to district Professional Development days, SMART Teams met monthly.
- SMART Team collaboration enhanced horizontal alignment within subject areas. This collaboration positively influenced instructional practices.
- A focus on vertical alignment by departments allowed the use of data to drive their teaching practice.
- Staff collaborated in one-to-one professional dialogue outside of team meetings, to further their own professional growth in support of student success.
- Departments have analyzed data related to their SMART team goals, which was used to guide teaching practices. (i.e. graphing in science, no calculator assessments in math)
- Due to the cancellation of Provincial Achievement Tests, we are unable to retrieve the data we had intended to utilize.
- "Kids of Concern" intervention meetings were held once per month with all staff and administration present to discuss issues and challenges that students face that could get in the way of academic success.
- Due to COVID-19, Riverbend School implemented changes to support staff and students. Some of the changes were:
 - weekly staff meetings to inform staff of the rapidly changing environment of online instruction
 - increased tracking of students who were learning online (i.e. attendance, student assessment and daily assignments)
 - departments met weekly to discuss assessment strategies and curricular alignment

Using the policies and practices to improve achievement according to the OECD report, education at Riverbend School will be enhanced through community partnerships, community presentations, and targeted school communications. Community partnerships with local elementary schools and organizations strengthen student and adult engagement. High levels of participation will be achieved through a variety of effective communications. These goals will be measured by parent participation at teacher meetings, parent satisfaction and parent commitment according to the Accountability Pillar Survey, School Zone and social media usage.

100% of Riverbend students will participate in citizenship activities that will enhance students' ethical, intellectual, social and emotional development. Throughout the year, the student body will have opportunities to participate, engage and provide voice in our character education activities.

Results Achieved:

- Riverbend School receives extensive community feedback from social media. Our arts, athletics, and academics are broadcast and responded to throughout the year through several media platforms.
- School Zone continues to be highly utilized by both the students and by guardians. Our community frequently relies upon our School Zone postings of events, school documents, and teacher assignments.
- Local businesses remain supportive, where restaurants and shops participate in special events recognizing and supporting all facets of student recognition.
- Recognition Assemblies were held each term, allowing our community to recognize and celebrate student success in academics, arts, athletics, and in servant leadership.
- Concerts and displays celebrated the students' success, welcoming parents and the general community into the school.
- Communal gatherings are welcomed, as community elementary school musical concerts and weekend sporting tournaments were hosted at Riverbend School.
- Brander Gardens Rocks, after school program, builds community capacities and resilience for neighborhood youth and adults. The program supports students from Riverbend, Brander Gardens and Brookside Schools who face socioeconomic challenges. Riverbend School supports this organization twice per week in various areas within our facility.

What were the biggest challenges encountered in 2019/20?

- Staff transition, where three new teaching staff and two temporary contract teaching staff became a part of the teaching team.
- Increased numbers of students with special needs, and a growing English Language Learner's classroom population continued to challenge staff and administration.
- Staff emotional strength was stretched, as the aging population saw several staff's parents and other family members in medical crisis, during the year.
- Our attractive yet at-capacity capped programs and in-demand courses received much attention and scrutiny from the community.
- High enrollment presented some challenges to the site and to staff delegation.
- Fiscal responsibility is a concern. Substitute teacher costs were our biggest expenditure to our overall budget.
- As indicated from the Accountability Pillar, parental involvement at the junior high level is a struggle.
- Student Mental Health concerns were on the rise throughout the year.
- The aging facility needs consistent repair and attention to be able to function in a proper manner.
- As neighborhood demographics are shifting, proper training is needed for teachers regarding dealing with complex classroom challenges.
- A greater number of students who are "at promise" due to socioeconomic conditions are now attending Riverbend School.
- Honouring the Riverbend School traditions:
 - recognizing student achievement
 - grade nine farewell
 - open house to our feeder schools
- Parent Council stopped meeting in March and various school events were canceled that they would normally organize for our students.

What was most important for your school community as you prepared for the 2020-2021 school year?

- In preparing for the 2020-2021 school year, our biggest challenge was meeting the safety guidelines that were directed to us but yet still try and maintain the exceptional programming that is offered at Riverbend School.

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 7538 Riverbend School



Measure Category	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
Safe and Caring Schools	Safe and Caring	90.2	91.2	90.6	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	83.6	86.0	83.6	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	89.8	93.2	91.6	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.1	0.0	0.0	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	91.8	86.4	89.4	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	52.2	49.5	50.2	20.6	19.9	19.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	86.1	78.7	78.2	84.1	83.0	82.7	High	Improved	Good
	Citizenship	83.5	85.2	85.4	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	75.0	74.7	77.5	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	85.4	81.3	79.5	81.5	81.0	80.9	Very High	Improved	Excellent

- 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. 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.
 4. 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), Social Studies (Grades 6, 9, 9 KAE).
 5. 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.
 6. 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, Social Studies 30-2.
 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.
 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.
 10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2020/2021 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

Using the policies and practices to improve achievement according to the OECD report, staff will organize and participate in divisional meetings within the school and in vertical alignment meetings with our feeder elementary and high schools. Topics of discussion will be: courses for students with special considerations (academic), students considered at risk (for various reasons) and transitions from junior high to high school. Divisional meetings within the school will occur twice per week. Vertical alignment meetings with the high school department heads will occur two times per year and will have administration present to provide voice in the discussion.

Priority 1

By June 2021, all staff will have opportunities to participate in school-based and catchment-wide collaboration, and professional learning to build teacher capacity and efficacy based on current Division priorities in the areas of literacy, numeracy and assessment.

Using the policies and practices to improve student achievement according to the OECD report, Riverbend teaching staff will be engaged in monthly collaborative team meetings. The purpose of these meetings is to provide opportunity for staff engagement, and to have discussions at the department level regarding various topics relevant to classroom instruction. Teachers will follow a process with prescribed norms so that the structure of these conversations will be consistent and uniform. Success of these meetings will be determined on the curricular alignment of members within the department by the end of the year.

Priority 2

By June 2021, students, families, community members and staff will actively participate in opportunities that will foster the development of a positive and engaging school culture. As a community school, we will continue to build, strengthen and support relationships through collaboration, communication and partnerships. Evidence of success will be measured by the Accountability Pillar, Division Feedback Survey and school created parent and student surveys.

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Priority 3

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		4,190,148		4,190,148
Internal Revenue		0		0
REVENUE TOTAL		4,190,148		4,190,148
Classroom	28.450000	2,924,404	28.450000	2,924,404
Leadership	3.000000	384,500	3.000000	384,500
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	110,000	.000000	110,000
TOTAL TEACHER	31.450001	3,418,904	31.450001	3,418,904
(% of Budget)		81.59%		81.59%
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	4.300000	253,841	4.300000	253,841
Support (Supply/OT)	.000000	6,000	.000000	6,000
Custodial	3.000000	198,932	3.000000	198,932
Custodial (Supply/OT)	.000000	7,000	.000000	7,000
TOTAL NON-TEACHER	7.300000	465,773	7.300000	465,773
(% of Budget)		11.12%		11.12%
TOTAL STAFF	38.750001	3,884,677	38.750001	3,884,677
(% of Budget)		92.71%		92.71%
SUPPLIES, EQUIPMENT AND SERVICES		159,923		159,923
INTERNAL SERVICES		131,550		131,550
OTHER INTEREST AND CHARGES		14,000		14,000
TOTAL SES		305,473		305,473
(% of Budget)		7.29%		7.29%
TOTAL AMOUNT BUDGETED		4,190,150		4,190,150
Carry Forward Included		0		0
Carry Forward to Future		0		0