

# RIVERSTONE PUBLIC SCHOOL

## Riverstone Public School

Principal: Jill Burgess

## Annual Education Results Report

2021-2022



**Grande Prairie  
Public School  
Division**  
Every Student Succeeds



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   **GPPSD2357**

# Riverstone Public School

## Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Riverstone Public School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	86.6	86.7	n/a	85.1	85.6	n/a
	Citizenship	75.7	79.3	75.6	81.4	83.2	83.1
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6
	PAT: Acceptable	73.7	n/a	71.0	67.3	n/a	73.8
	PAT: Excellence	21.8	n/a	13.2	18.0	n/a	20.6
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6
Teaching & Leading	Education Quality	91.8	91.7	92.1	89.0	89.6	90.3
	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.6	87.7	n/a	86.1	87.8	n/a
Learning Supports	Access to Supports and Services	73.8	75.5	n/a	81.6	82.6	n/a
	Parental Involvement	75.9	76.1	82.5	78.8	79.5	81.5

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 and 2020/21 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. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
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. 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.
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 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 Assurance Measures Results		Riverstone Public School				
Overall Multi Year Summary		2018	2019	2020	2021	2022
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	86.7	86.6
	Citizenship	81.4	75.3	75.8	79.3	75.7
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	59.1	71	n/a	n/a	73.7
	PAT: Excellence	9.1	13.2	n/a	n/a	21.8
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.8	93.3	91	91.7	91.8
	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	87.7	83.6
Learning Supports	Access to Supports and Services	n/a	n/a	n/a	75.5	73.8
	Parental Involvement	78.9	83.5	81.4	76.1	75.9

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

# Our Education Plan is focused on:

**Priority: Teaching and Learning**

**Outcome: Fostering and supporting optimum learning (planning, assessment, and instruction) that supports the diverse learning needs of students.**

Provincial Assurance Data									
All: Percentage of teachers, parents and students satisfied with the overall quality of basic education.									
	Division			Province			School		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Overall	90.4	89.9	88.7	90.3	89.6	89.0	91.0	91.7	91.8
Parent	87.7	89.3	84.0	86.7	86.7	86.1	86.8	91.6	87.9
Student	86.1	84.7	85.7	87.8	86.3	85.9	87.6	86.4	91.0
Teacher	97.2	95.6	96.3	96.4	95.7	95	98.5	97.0	96.5

Riverstone is a K to 8 school that emphasizes academic success for all students while providing a wide range of learning experiences. Our school community, as well as our teachers, have communicated satisfaction with the quality of education provided at Riverstone. We have prioritized over the last school improvement cycle, quality learning opportunities that increase student achievement. What we have seen in the last two years is a learning gap created by our school transitioning between online and in-person learning. Although our community is still very satisfied with our approach to teaching and learning, we need to continue to address learning gaps among students.

We understand that we will have the greatest impact on student achievement if teachers have the resources and skills required to meet student needs. As such, over the next three-year cycle we will utilize professional learning and resources to enhance skills to create optimum learning environments for our diverse learners. Short term planning, which addresses the widened gap of student needs, outlines curriculum and differentiation. Current and new assessment tools will inform short term planning and instruction to address learning gaps in literacy and numeracy.

Division Assurance Survey Data			
Percentage of teacher's agree that		Teachers	
		RS	GPPSD
The school uses consistent practices and structures to support diverse needs of students			
	2021	96	93
	2022	96	95
Students are able to access programs and support to experience success with their learning			
	2021	77	89
	2022	88	89
They have access to supports to effectively teach students with unique learning needs			

	2021	77	85
	2022	86	87
Staff use a consistent approach to support the social/emotional learning needs of students			
	2021	94	93
	2022	88	91
Students can get help with problems that are not related to academics at school			
	2021	71	83
	2022	80	83
Our school has strategies to support student to successfully complete high school			
	2021	98	95
	2022	88	92

At Riverstone we believe our role as instructional leaders is to explore to what extent instructional leadership can improve teachers’ capabilities to respond to the learning needs of all students. This leadership focus will ensure that teachers are provided with the collaborative structures and resources needed to continually adjust and meet diverse student needs. This is reflected in teacher and parent responses in a division assurance survey that identifies a strength in consistent practices and approaches to student learning and social emotional needs.

Riverstone teachers have a professional learning day each month with time for collaboration related to sustaining and enriching optimum learning for their students. They continue to pursue their professional growth inquiry questions driven by curiosity stemming from student evidence and learning.

<b>Division Assurance Survey Data</b>			
<b>Percentage of parents agree that</b>	<b>Parents</b>		
	<b>RS</b>	<b>GPPSD</b>	
They have an opportunity to participate in the development of IPP/IBSP			
	2021	86	86
	2022	86	87
They are satisfied with the quality of supports			
	2021	80	82
	2022	77	83
They are satisfied with the access to supports			
	2021	74	80
	2022	74	82
They are satisfied with the staff’s ability to meet the learning needs in the IPP/IBSP			
	2021	83	84
	2022	80	85
They are satisfied with the staff’s ability to meet the medical, behavioural and/or social/emotional needs			
	2021	86	88
	2022	77	87

Division Assurance Survey Data		
<b>Percentage of Teachers satisfied</b>		
At our school we use Professional Learning Fridays to support professional growth that focuses on student achievement.		
	2021	81
	2022	91
At our school we use Professional Learning Fridays for collaboration related to our professional growth inquiry questions.		
	2021	94
	2022	91
Administration provides feedback to staff on instructional practices using multiple strategies		
	2021	84
	2022	89

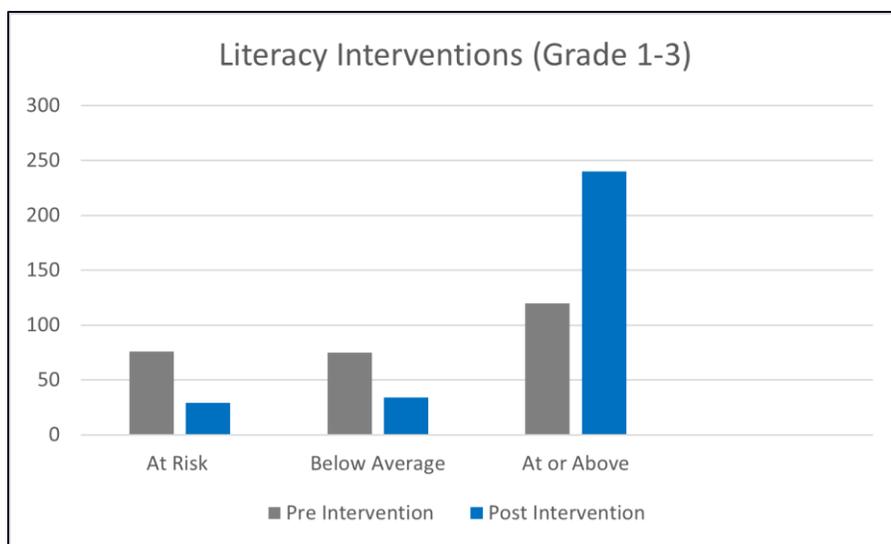
Riverstone teachers continue to target increasing student achievement through intentional work in their short-term lesson planning and assessment to meet the diverse learning needs in their classrooms. Teachers continue to adjust their guiding questions and differentiation strategies to optimize student learning using student evidence to guide their instructional approach. Our evidence shows the need for differentiated support for teacher professional learning rather than school wide literacy and numeracy initiatives. As of May 2022, teachers long term planning in literacy and numeracy will reflect updated curriculum.

In addition to committing to strong classroom instruction we have also implemented literacy and numeracy intervention in September 2021. These interventions targeted Gr. 1-3 in the first year and have grown to include grade four in the 2022-2023 school year.

Grade Six Provincial Achievement Exams									
	Math			Reading			Writing		
	RS	GPPSD	Prov	RS	GPPSD	Prov	RS	GPPSD	Prov
2021-2022	83/16	86/33	87/39	90/38	86/33	87/39	91/23	87/12	92/16
2020-2021	Not written								
2019-2020	Not written								
2018-2019	64/3	79/13	79/16	87/33	90/40	90/45	87/5	89/6	92/11
2017-2018	60/2	73/8	80/15	89/30	87/32	90/43	88/9	89/9	93/12
2016-2017	60/4	72/7	76/14	91/39	89/37	90/44	76/4	90/44	90/12

\* Current MIPI data reflects student the previous year's learning. At is reflected by 80%> based on previous grade outcomes.

Division and School MIPI Numeracy Assessment				
MIPI Numeracy Gr. 2-8	Riverstone All Students		Division All Students	
	At	Below	At	Below
2021 Sept	35%	65%	29%	71%
2022 Sept	67%	43%	33%	67%



## Priority: Inclusion

**Outcome: Riverstone is a welcoming, caring, respectful and safe environment that supports the social emotional learning of all students.**

Division Assurance Survey Data			
Percentage of parents, students and staff who agree,	Parents	Students	Staff
School is Welcoming, Caring, Respectful and Safe Environment			
2021	94	88	97
2022	96	83	91
Student emotional, physical well-being and mental health is supported			
2021	97	84	84
2022	97	84	89
Students are supported at school to be active, healthy, and well			
2021	95		96
2022	97		98

Division Assurance Survey Data					
Percentage of students who agree,	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8
School staff know me					
2021	71	89	77	84	60
2022	83	81	79	79	64
Able to manage personal life, happy student					
2021	82	95	77	90	80
2022	83	85	70	88	77
Can access supports for personal concerns					
2021	86	94	77	71	64

	2022	96	87	78	79	74
Teachers care about me						
	2021	96	98	89	92	84
	2022	96	94	85	79	85
At least one adult at my school I connect with						
	2021	77	85	80	80	77
	2022	92	81	72	74	75
I feel safe at school						
	2021	85	95	75	96	89
	2022	83	89	86	85	72
I would recommend my school to others						
	2021	91	95	82	80	73
	2022	92	94	86	79	60

Riverstone is committed to a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging. Riverstone has supported this environment through social emotional instruction, school celebrations and a variety of student recognitions. Our community enjoys our monthly theme days such as sports jersey day, twin day, and pajama day. Student recognition has continued to expand, including highflyer assemblies where we recognize the 7 Sacred teachings. Our students and parents really enjoy receiving our school postcards, where we celebrate student works of art.

It is recognized that the social emotional, and behavioural struggles some students experience can be a barrier to student learning. Collaborative planning focused on supporting teachers with explicit social emotional teaching (PATH and Emozi) supports the goal of ensuring students are ready to learn. We will continue to plan intentional instruction around social emotional learning and leverage resources available in our community to support students in gaining skills to care for themselves and others. To support growth in this area, purposeful re-establishment of clubs, assemblies, sports, evening activities, etc. to ensure students feel connected to more than one adult in our building. These include Queer Straight Alliance, RavenCon, Leadership Club, Glee Club, D&D Club, and Reading Buddies. In addition, a new junior high Kinesthetic Learning option was created this year to provide opportunities for K-8 connections in a physical education environment.

This last school year shone a light on strengths and areas of growth in the focus on building a connected school community. Although we see continued strength in our survey results around our school being safe and supporting student wellbeing, we see a general decline in student connection. After reviewing our grade 8 survey results, it is important we embed connection opportunities in our junior high grades. Increasing our opportunities for student voice, leadership, and citizenship, and continuing student choice in our grade 8 celebrations will encourage an increase in connection. Providing opportunities towards the end of this school year, to support our grade eight transitioning to high school, we will integrate Q&A sessions with Riverstone student alumni and host follow up sessions. To ensure that we continue to support student wellbeing we enhanced our snack and nutrition program that is available to all students.

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Focusing on staff wellness is an additional strategy to support increased connections with our students. The creation of our Staff Wellness Committee has resulted in a variety of monthly health challenges for staff to boost their morale, interconnection, and ability to then support the wellness of their students. Through this focus, we would like to see an increase in students reporting a connection to adults at our school.