

RIVERSTONE PUBLIC SCHOOL

Riverstone Public School

Principal: Jill Burgess

Annual Education Results Report

2022-2023



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



www.gppsd.ab.ca/school/riverstone

   **GPPSD2357**

Riverstone Public School

Fall 2023 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 | 79.6 | 86.6 | 86.6 | 84.4 | 85.1 | 85.1 |
| | Citizenship | 80.5 | 75.7 | 75.8 | 80.3 | 81.4 | 82.3 |
| | 3-year High School Completion | n/a | n/a | n/a | 80.7 | 83.2 | 82.3 |
| | 5-year High School Completion | n/a | n/a | n/a | 88.6 | 87.1 | 86.2 |
| | PAT: Acceptable | 74.7 | 73.4 | n/a | 63.3 | 64.3 | n/a |
| | PAT: Excellence | 18.7 | 25.3 | n/a | 16.0 | 17.7 | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | | 75.2 | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | | 18.2 | n/a |
| Teaching & Leading | Education Quality | 88.7 | 91.8 | 91.4 | 88.1 | 89.0 | 89.7 |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 84.1 | 83.6 | 83.6 | 84.7 | 86.1 | 86.1 |
| | Access to Supports and Services | 75.4 | 73.8 | 73.8 | 80.6 | 81.6 | 81.6 |
| Governance | Parental Involvement | 79.5 | 75.9 | 78.7 | 79.1 | 78.8 | 80.3 |

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 Assurance Measures Results | | Riverstone Public School | | | | |
|--|---|--------------------------|------|------|------|------|
| Overall Multi Year Summary | | 2019 | 2020 | 2021 | 2022 | 2023 |
| Student Growth and Achievement | Student Learning Engagement | n/a | n/a | 86.7 | 86.6 | 79.6 |
| | Citizenship | 75.3 | 75.8 | 79.3 | 75.7 | 80.5 |
| | 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 | 71 | n/a | n/a | 73.7 | 74.7 |
| | PAT: Excellence | 13.2 | n/a | n/a | 21.8 | 18.7 |
| | Diploma: Acceptable | n/a | n/a | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 93.3 | 91 | 91.7 | 91.8 | 88.7 |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | n/a | n/a | 87.7 | 83.6 | 84.1 |
| | Access to Supports and Services | n/a | n/a | 75.5 | 73.8 | 75.4 |
| Governance | Parental Involvement | 83.5 | 81.4 | 76.1 | 75.9 | 79.5 |

| 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 Survey-Table 1 | | | | | | | | | | | | |
|---|--------|------|------|------|----------|------|------|------|----------|------|------|------|
| Percentage of parents, students and teachers who are satisfied with the overall quality of basic education. | | | | | | | | | | | | |
| | School | | | | Division | | | | Province | | | |
| | 2020 | 2021 | 2022 | 2023 | 2020 | 2021 | 2022 | 2023 | 2020 | 2021 | 2022 | 2023 |
| Overall | 90.4 | 89.9 | 88.7 | 88.7 | 90.3 | 89.6 | 89.0 | 86.6 | 91.0 | 91.7 | 91.8 | 88.1 |
| Parent | 87.7 | 89.3 | 84.0 | 75.5 | 86.7 | 86.7 | 86.1 | 81.1 | 86.8 | 91.6 | 87.9 | 84.4 |
| Student | 86.1 | 84.7 | 85.7 | 92.9 | 87.8 | 86.3 | 85.9 | 85.1 | 87.6 | 86.4 | 91.0 | 85.7 |
| Teacher | 97.2 | 95.6 | 96.3 | 97.8 | 96.4 | 95.7 | 95 | 93.6 | 98.5 | 97.0 | 96.5 | 94.4 |

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, continue to communicate high satisfaction with the quality of education provided at Riverstone. We prioritize quality learning opportunities that increase student achievement. 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. Teachers are utilizing current and new assessment tools to inform responsive planning and instruction to address learning gaps in literacy and numeracy.

As a leadership team we are curious about how students see our overall quality having improved, while our parents who responded to the survey perceived a decline. Leadership responsive planning includes trying to identify the disconnect in parent survey participation and responses.

| 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 | |
| 2023 | 95 | 92 | |
| Students are able to access programs and support to experience success with their learning | | | |
| 2021 | 77 | 89 | |
| 2022 | 88 | 89 | |
| 2023 | 84 | 91 | |
| They have access to supports to effectively teach students with unique learning needs | | | |
| 2021 | 77 | 85 | |
| 2022 | 86 | 87 | |
| 2023 | 84 | 88 | |
| Staff use a consistent approach to support the social/emotional learning needs of students | | | |
| 2021 | 94 | 93 | |
| 2022 | 88 | 91 | |
| 2023 | 92 | 92 | |
| Students can get help with problems that are not related to academics at school | | | |
| 2021 | 71 | 83 | |
| 2022 | 80 | 83 | |
| 2023 | 84 | 89 | |
| Our school has strategies to support student to successfully complete high school | | | |
| 2021 | 98 | 95 | |
| 2022 | 88 | 92 | |
| 2023 | 95 | 95 | |

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 responsively plan to meet diverse student needs. This is reflected in teacher and parent responses in the division assurance survey that identifies a continued strength in consistent practices and approaches to student learning and social emotional needs. Our junior high staff commitment to prepare our students for the transition to high school has resulted in their shared efficacy and confidence that our students will successfully complete high school.

| Division Assurance Survey Data | | | |
|--|----------------|--------------|----|
| Percentage of parents agree that | Parents | | |
| | RS | GPPSD | |
| They have an opportunity to participate in the development of IPP/IBSP | | | |
| | 2021 | 86 | 86 |
| | 2022 | 86 | 87 |
| | 2023 | 88 | 85 |
| They are satisfied with the quality of supports | | | |
| | 2021 | 80 | 82 |
| | 2022 | 77 | 83 |
| | 2023 | 81 | 80 |
| They are satisfied with the access to supports | | | |
| | 2021 | 74 | 80 |
| | 2022 | 74 | 82 |
| | 2023 | 81 | 80 |
| They are satisfied with the staff's ability to meet the learning needs in the IPP/IBSP | | | |
| | 2021 | 83 | 84 |
| | 2022 | 80 | 85 |
| | 2023 | 88 | 84 |
| They are satisfied with the staff's ability to meet the medical, behavioural and/or social/emotional needs | | | |
| | 2021 | 86 | 88 |
| | 2022 | 77 | 87 |
| | 2023 | 85 | 84 |

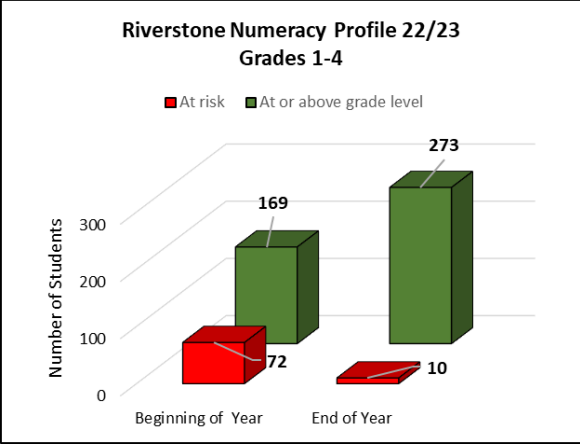
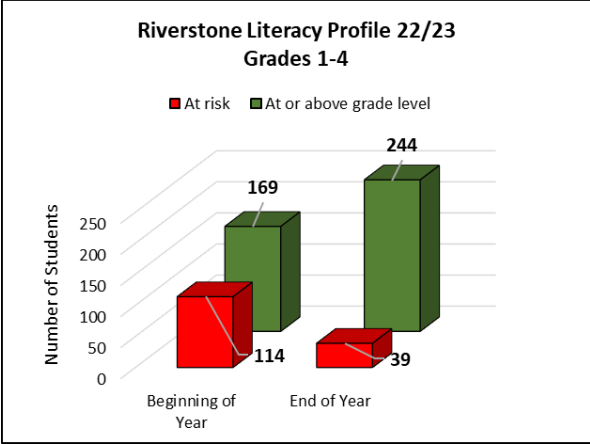
| Division Assurance Survey Data | | |
|--|------|-----|
| Percentage of Teachers satisfied | | |
| At our school we use Professional Learning Fridays to support professional growth that focuses on student achievement. | | |
| | 2021 | 81 |
| | 2022 | 91 |
| | 2023 | 92 |
| At our school we use Professional Learning Fridays for collaboration related to our professional growth inquiry questions. | | |
| | 2021 | 94 |
| | 2022 | 91 |
| | 2023 | 100 |
| Administration provides feedback to staff on instructional practices using multiple strategies. | | |
| | 2021 | 84 |
| | 2022 | 89 |
| | 2023 | 83 |

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. We connect this time and focus to the confidence teachers have in their ability to effectively teach students with unique learning needs. Our teachers continue to highly value this embedded professional learning and are seeking more specific feedback from our leadership team on their identified goal.

School Improvement collaborative time continues to target increasing student achievement through intentional work in teacher responsive 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 continues to show the need for differentiated support for teacher professional learning rather than school wide literacy and numeracy initiatives.

| Grade Six Provincial Achievement Exams | | | | | | | | | |
|---|-------------|--------------|-------------|----------------|--------------|-------------|----------------|--------------|-------------|
| | Math | | | Reading | | | Writing | | |
| | RS | GPPSD | Prov | RS | GPPSD | Prov | RS | GPPSD | Prov |
| 2022-2023 | Not written | 55/14 | 77/19 | Not written | 82/41 | 89/40 | Not written | 77/9 | 90/15 |
| 2021-2022 | 83/16 | 86/33 | 87/39 | 90/38 | 86/33 | 87/39 | 91/23 | 87/12 | 92/16 |
| 2020-2021 | Not written | Not written | Not written | Not written | Not written | Not written | Not written | Not written | Not written |
| 2019-2020 | Not written | Not written | Not written | Not written | Not written | Not written | Not written | Not written | 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 |

In addition to committing to strong classroom instruction we continue with literacy and numeracy intervention, which began September 2021. These interventions targeted Gr. 1-4 in the first year and have grown to include Literacy with kindergarten in May of 2023.



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 |
| | 2023 | 95 | 87 | 96 |
| Student emotional, physical well-being and mental health is supported | | | | |
| | 2021 | 96 | 84 | 84 |
| | 2022 | 97 | 83 | 89 |
| | 2023 | 95 | 88 | 91 |
| Students are supported at school to be active, healthy, and well | | | | |
| | 2021 | 95 | | 96 |
| | 2022 | 97 | | 98 |
| | 2023 | 93 | | 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 |
| | 2023 | 93 | 81 | 78 | 82 | 81 |
| Able to manage personal life, happy student | | | | | | |
| | 2021 | 82 | 95 | 77 | 90 | 80 |
| | 2022 | 83 | 85 | 70 | 88 | 77 |
| | 2023 | 88 | 91 | 87 | 90 | 87 |

| | | | | | | |
|--|------|----|----|----|----|----|
| Can access supports for personal concerns | | | | | | |
| | 2021 | 86 | 94 | 77 | 71 | 64 |
| | 2022 | 96 | 87 | 78 | 79 | 74 |
| | 2023 | 84 | 89 | 82 | 85 | 79 |
| Teachers care about me | | | | | | |
| | 2021 | 96 | 98 | 89 | 92 | 84 |
| | 2022 | 96 | 94 | 85 | 79 | 85 |
| | 2023 | 96 | 98 | 96 | 95 | 91 |
| At least one adult at my school I connect with | | | | | | |
| | 2021 | 77 | 85 | 80 | 80 | 77 |
| | 2022 | 92 | 81 | 72 | 74 | 75 |
| | 2023 | 89 | 85 | 84 | 82 | 79 |
| I feel safe at school | | | | | | |
| | 2021 | 85 | 95 | 75 | 96 | 89 |
| | 2022 | 83 | 89 | 86 | 85 | 72 |
| | 2023 | 88 | 85 | 84 | 87 | 85 |
| I would recommend my school to others | | | | | | |
| | 2021 | 91 | 95 | 82 | 80 | 73 |
| | 2022 | 92 | 94 | 86 | 79 | 60 |
| | 2023 | 91 | 91 | 87 | 92 | 81 |

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, retro day, and pajama day. Student recognition has continued to expand, including highflyer assemblies where we recognize student success and foster Indigenous connections with our school liaison. Our students and parents really enjoy receiving our school postcards, where we celebrate student works of art. To ensure that we continue to support student wellbeing we enhanced our snack and nutrition program that is available to all students. As a result of these efforts, we see an increase in student and staff perception of Riverstone being a welcoming, caring, respectful, and safe learning environment.

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 continuation 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, Glee Club, D&D Club, and Reading Buddies. The continuation of our junior high Kinesthetic Learning option

provides an opportunity for K-8 connections apart from a physical education class setting. In addition, the success of last year's Leadership Club resulted in the addition of a Leadership option at our school. Students in Leadership engage in year-long school-wide initiatives where citizenship skills such as public speaking and volunteerism are celebrated (i.e. community projects such as the 'Dignity Drive' and 'Sleeve the Stigma', school-wide mural projects, classroom helpers in younger grades, Highflyer assembly presentations).

The 2023 school year shone a light on strengths and areas of growth in the focus on building a connected school community. Our greatest achievement is the drastic increase in our grade 8 results of student connection, specifically feeling like staff know and care about them, overall safety at school, and confidence in recommending Riverstone to others. Embedding opportunities in our junior high grades this past year by increasing opportunities for student voice, leadership, connection and citizenship, and continued student choice in our grade 8 celebrations directly resulted in students feeling connected to our school. Integrating presentations from our R.C.M.P. and Indigenous liaison into classrooms and school-wide assemblies continues to create connections not only with each other, but with community members, as well. Towards the end of the school year in 2023, we supported our grade eight transition to high school with the return to in-person school tours, classroom Q & A sessions, and parent communication of high school open houses.

The other drastic increase we see is in our grade 6 results where students feel they can manage their personal life while maintaining their happiness, and being able to identify one adult they feel connected to at school. This connection is attributed to an above average response of support early in the year to address a high level of peer conflict. During the year, we worked closely with an identified group of students and parents to educate, problem-solve, and provide on-going support. Through Dialectical Behaviour Therapy (DBT) with the CONNECT team, RCMP presentations on bullying and the effects of social media, classroom visits by administration, mental health and wellness connections, and proactive supervision efforts, our students gained awareness and established positive relationships with staff. The success of these supports is reflected in grade six response to the divisional survey.

Focusing on staff wellness is an additional strategy to support increased connections with our students. The continuation of our Staff Wellness Committee has resulted in a variety of monthly health challenges for staff to boost their morale, interconnection, and ability to support the wellness of their students. This focus contributed to an increase in students reporting a connection to adults at our school and a desire to recommend our school to others.