

RIVERSTONE PUBLIC SCHOOL

Riverstone Public School

Principal: Jill Burgess

Annual Education Results Report

2023-2024



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



www.gppsd.ab.ca/school/riverstone

   **GPPSD2357**

Riverstone Public School

Fall 2024 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	81.5	79.6	83.1	83.7	84.4	84.8
	Citizenship	77.1	80.5	78.1	79.4	80.3	80.9
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3
	PAT6: Acceptable	77.1	74.7	74.7	68.5	66.2	66.2
	PAT6: Excellence	25.7	18.7	18.7	19.8	18.0	18.0
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	
Teaching & Leading	Education Quality	87.1	88.7	90.2	87.6	88.1	88.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.4	84.1	83.8	84.0	84.7	85.4
	Access to Supports and Services	69.4	75.4	74.6	79.9	80.6	81.1
Governance	Parental Involvement	74.7	79.5	77.7	79.5	79.1	78.9

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 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.

Fall 2024 AEA 5 Year Comparison

Assurance Domain		Measure		Riverstone Public School				
				2020	2021	2022	2023	2024
Student Growth and Achievement	Student Learning Engagement	n/a	86.7	86.6	79.6	81.5		
	Citizenship	75.8	79.3	75.7	80.5	77.1		
	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		
	PAT6: Acceptable	n/a	n/a	73.7	74.7	77.1		
	PAT6: Excellence	n/a	n/a	21.8	18.7	25.7		
	PAT9: Acceptable				n/a	n/a		
	PAT9: Excellence				n/a	n/a		
	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	91	91.7	91.8	88.7	87.1		
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	87.7	83.6	84.1	83.4		
	Access to Supports and Services	n/a	75.5	73.8	75.4	69.4		
Governance	Parental Involvement	81.4	76.1	75.9	79.5	74.7		



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					Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	90.4	89.9	88.7	88.7	87.1	90.3	89.6	89.0	86.6	86.3	91.0	91.7	91.8	88.1	87.6
Parent	87.7	89.3	84.0	75.5	80.3	86.7	86.7	86.1	81.1	81.9	86.8	91.6	87.9	84.4	83.8
Student	86.1	84.7	85.7	92.9	89.2	87.8	86.3	85.9	85.1	85.0	87.6	86.4	91.0	85.7	84.9
Teacher	97.2	95.6	96.3	97.8	91.8	96.4	95.7	95	93.6	92.1	98.5	97.0	96.5	94.4	93.9

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 our next three-year cycle we will utilize professional learning and resources to enhance skills to create optimum learning environments for our diverse learners. Responsive planning, which addresses the widened gap of student needs, outlines curriculum and differentiation. Teachers are utilizing current and new assessment tools to inform 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 communicate a lower satisfaction. Leadership responsive planning will continue 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
	2024	96	91
Students are able to access programs and support to experience success with their learning			
	2021	77	89
	2022	88	89
	2023	84	91
	2024	96	91
They have access to supports to effectively teach students with unique learning needs			
	2021	77	85
	2022	86	87
	2023	84	88
	2024	96	89
Staff use a consistent approach to support the social/emotional learning needs of students			
	2021	94	93
	2022	88	91
	2023	92	92
	2024	98	91
Students can get help with problems that are not related to academics at school			
	2021	71	83
	2022	80	83
	2023	84	89
	2024	93	93
Our school has strategies to support student to successfully complete high school			
	2021	98	95
	2022	88	92
	2023	95	95
	2024	98	94

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
	2024	70	78
They are satisfied with the quality of supports			
	2021	80	82
	2022	77	83
	2023	81	80
	2024	70	72
They are satisfied with the access to supports			
	2021	74	80
	2022	74	82
	2023	81	80
	2024	65	72
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
	2024	70	73
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
	2024	70	75

Learner supports is an area that has decreased across the division. We are collaborating with system leadership to directly engage with parents who have children with an IPP, ISBP or personal care plan to identify current processes and strategies that would better support parent involvement in planning and communication regarding their child's growth.

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
	2024	97
At our school we use Professional Learning Fridays for collaboration related to our professional growth inquiry questions.		
	2021	94
	2022	91
	2023	100
	2024	100
Administration provides feedback to staff on instructional practices using multiple strategies.		
	2021	84
	2022	89
	2023	83
	2024	97

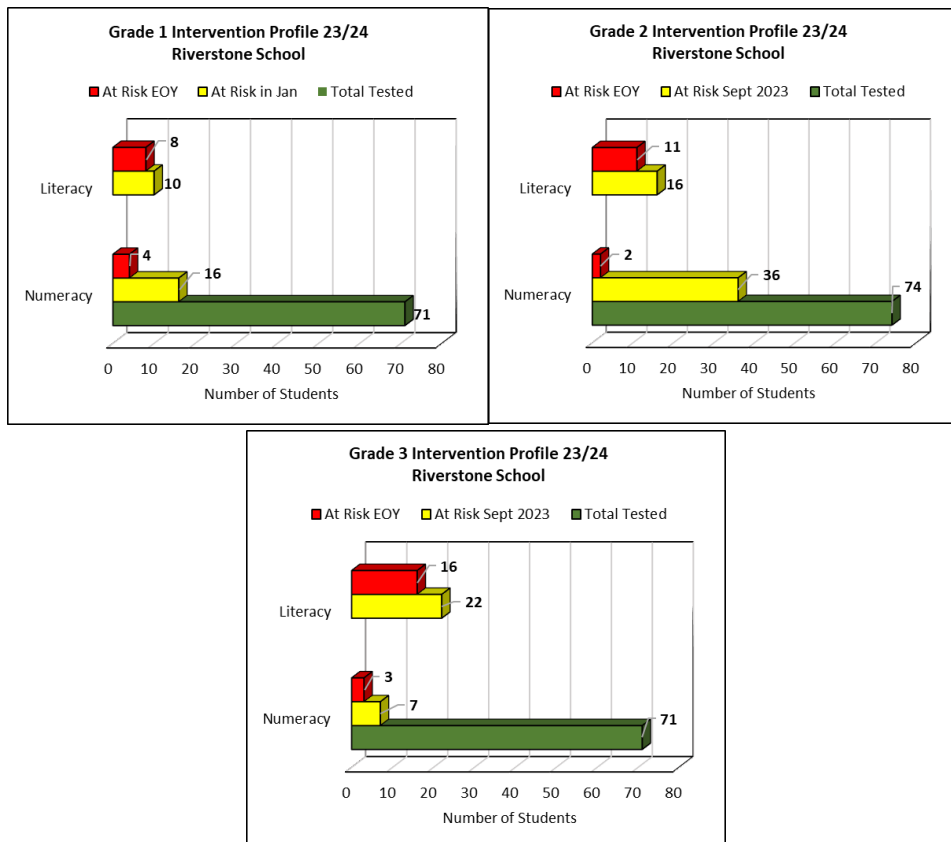
Riverstone teachers have a professional learning day each month with time for collaboration related to sustaining and enriching optimum learning for their students. They continue to pursue their professional growth inquiry questions driven by curiosity, stemming from student evidence and learning. We 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 our focus on being more responsive to their individual needs reflects in an increase in satisfaction around providing varied practices and feedback strategies.

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
2023-2024	Not Written	Not Written	Not Written	Not Written	Not Written	Not Written	Not Written	Not Written	Not Written
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

Acceptable standard/standard excellence

In addition to committing to strong classroom instruction we continue with literacy and numeracy intervention; these interventions have targeted Gr. 1-3 students this year.



Priority: Inclusion/Belonging

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
	2024	94	82	99
Student emotional, physical well-being and mental health is supported				
	2021	96	84	84
	2022	97	83	89
	2023	95	88	91
	2024	93	83	96
Students are supported at school to be active, healthy, and well				
	2021	95		96
	2022	97		98
	2023	93		98
	2024	92		100

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
	2024	88	75	73	62	71
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
	2024	93	85	87	77	82
Can access supports for personal concerns						
	2021	86	94	77	71	64
	2022	96	87	78	79	74
	2023	84	89	82	85	79
	2024	86	87	78	68	74
Teachers care about me						
	2021	96	98	89	92	84
	2022	96	94	85	79	85

	2023	96	98	96	95	91
	2024	94	96	92	77	86
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
	2024	91	76	87	75	79
I feel safe at school						
	2021	85	95	75	96	89
	2022	83	89	86	85	72
	2023	88	85	84	87	85
	2024	83	81	83	64	88
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
	2024	91	91	87	61	80

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 positive perceptions of a welcoming, caring, respectful, and safe community.

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 (PATHs 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).

In previous years we intentionally examined school connectivity as an area of growth. In 2022-2023 we focused on our grade 6 and 8 students, which resulted in increased student survey results around their confidence in feeling able to manage their personal lives and identifying one adult that they can connect with at the school. In 2024 we have identified that the grade sevens do not feel as connected to our staff and school community as our other grades. There was a significant drop in their feeling of safety and identifying an adult that understood them as an individual. Our school planning will continue to have a priority focus on *Belonging*. Specific to these students, now in grade eight, we are hopeful strategies such as a shift in our assembly structure, and intentional collaboration meetings with junior high teachers will help to increase this group's sense of connection. We will continue to support our grade eight's transition to high school with in-person school tours, classroom Q & A sessions, and parent communication of high school open houses.

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 themselves and 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.