

2023
2024

Annual Education Results Report (AERR)



RIVER VALLEY SCHOOL
WONDER LIVES HERE



River Valley School Campus, 2022

Land Acknowledgement

We acknowledge that we live, work and play in the fields, forests and river banks on the traditional territories of the Blackfoot Confederacy (Siksika, Kainai, Piikani), the Tsuut'ina, the Îyâxe Nakoda Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.

AT RIVER VALLEY SCHOOL WE SAY WONDER LIVES HERE...

But what does that really mean?

Wonder lives and breathes in our hallways and classrooms. It's in the people and the connections that launch our young learners and leaders into the best possible version of themselves. It's bolstering the natural curiosities of childhood as a skill and a tool for learning. It's learning to be kind to one another, ourselves and our greater communities. It's nurturing a growth mindset and empowering students to take risks.

VISION

We spark a love of learning in every child through the discovery of their individual best

MISSION

We ignite the natural wonder of childhood by cultivating personal connections and rich opportunities for learning

VALUE STATEMENT

We value social and character development as much as academic achievement

Board of Governors

River Valley School operates as a not-for-profit educational institution. It is governed by a parent Board of Governors with a strong community of educators, students and parents. The independent Board of Governors was formed in 2003 and is governed by Private School Regulations under the Alberta School Act, the Societies Act and the River Valley School By-Laws.

Rich Lee

Jen Kelly

Eric von Engelbrechten

Jason Schultz

Scott Crews

Heather Draper

Cyril Elbers

Ravinder Minhas

Adam Phillips

Peter Pilarski

Isaac Wing

Tatum Woywitka

Board Chair

Vice Chair

Treasurer

Secretary



Message from Head of School



As experts in early childhood education, at River Valley School, we know that the root of student success lies within a strong foundation of purposeful exploration, creation, play, and connection. We nurture our young learners to participate in, learn about, and actively make sense of the world around them, and we do so by prioritizing structured and unstructured indoor and outdoor play, developing relationships and celebrating curiosity. Our highly qualified educators engage with students through adaptive, inquiry-based and hands-on learning experiences; laying the groundwork for future success in elementary school and beyond.

River Valley School is an independent school offering an exceptional, one-of-a-kind early childhood and elementary school experience from Pre-JK (Age 3) to Grade 6. We are a growing school of approximately 290 students situated in a beautiful riverside campus on the banks of the Bow River, in the heart of northwest Calgary. Our school community deeply values the benefits of relationship-based and cross-curricular opportunities to learn.

Student achievement and student engagement is carried out through varied learning opportunities, hands-on exploration, collaboration, developing independence and differentiation in our instruction. We provide for the intellectual, social/emotional, and physical development of each student. Beyond the enriched core subjects, River Valley School also offers a robust offering of specialist programs including Art, Drama, Music, French Language, Outdoor Education, Physical Education and Library; starting as early as age 3.

As a community, we learn and grow together respecting the values, opinions and beliefs of all students, teachers, administrators and our parents. We work together in close partnerships to create a school where learners feel known, safe, confident and free to appreciate each other, make good ethical decisions, and take age- and stage- appropriate risks, leading to enhanced understanding and broadened inquiry. Within our supportive climate, students become joyful, passionate learners and know they are safe to try new things, make mistakes, discover new approaches, and explore innovative ways of seeing, contributing to and changing the world. We invite you to visit our campus to learn about our outstanding programs.

Kind regards,

Carolyn Breland
Head of School

ACCOUNTABILITY

The priority of Alberta's K-12 education system is the success of every child in school. As a school authority, River Valley School is responsible for providing assurance to its students, parents, staff, board members, alumni, and the public that it is fulfilling its responsibilities, and that River Valley School students are successful.

River Valley School is committed to sharing its achievements and learning from its challenges. Information contained in the 2023-2024 Annual Education Results Report is accessible through our website at <https://rivervalleyschool.ca/governance/> and will be posted no later than December 30, 2023.

The Annual Education Results Report for River Valley School for the 2022/2023 school year was prepared under the direction of the Board of Governors in accordance with the responsibilities under the Private School Registration and the Ministerial Grants Reflection.

The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students at River Valley School can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2023/2024 was approved by the Board on December 14th, 2023.

Rich Lee

Rich Lee

Board Chair

board@rivervalleyschool.ca

Carolyn Breland

Carolyn Breland

Head of School

cbreland@rivervalleyschool.ca

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2022/23 school year.



Grade four classroom in action

Wonder lives in a diverse community;
rich with varying perspectives,
abilities and journeys.

OUR LEARNERS

Our school community is made up of passionate and engaged students, teachers, families and staff. Formal academic testing is not required as part of the admissions process, therefore our student population represents a wide variety of backgrounds, talents, and abilities.

We are not a one-size-fits-all school. We are focused on the individual needs of our students. How we teach them is determined by who they are, how they learn, and what engages them.

Our focus is the individual child and understanding how they navigate learning, absorb information, see the world, their environment, their peers, and themselves.



Teacher working one-on-one with a grade three student



Sorting and matching shapes in Junior Kindergarten





Reading "Only One You" by Linda Kranz and designing our fish rocks

OUR PROGRAMS

We are a growing school of approximately 290 students with a beautiful campus in Bowness, Calgary, Alberta. We operate with low pupil-teacher ratio, maximizing instructional time and the personalization of learning for students age 3 to Grade 6.

With our before & after school programs, River Valley School offers a safe, caring environment for children ages 3 to Grade 6 from 7 am to 6 pm Monday through Friday year-round. We also offer bussing services to our students that service specific communities in the SW, central and NW quadrants of the city.

EARLY LEARNING PROGRAM

**Pre-JK (3-year-olds)
Junior Kindergarten (4-year-olds)**

Our early learning students participate in hands-on, inquiry and play-based learning guided by the Early Learning and Child Care Curriculum Framework for Alberta.

Learners explore core academic areas such as numeracy, literacy and humanities, and are introduced to specialist areas such as French, music, library, physical education, art and drama. It is the perfect balance of academics, play, creativity and exploration.

ELEMENTARY PROGRAM

**Kindergarten (5-year-olds)
to Grade 6**

Our elementary students are immersed in the Alberta Education Curriculum in core subject areas including math, English language arts, social studies, science and wellness. Student achievement and engagement is carried out through varied project-based learning opportunities, exploration, collaboration, and differentiation in our instruction.

In addition to core subjects, students enjoy programming in music, French, art, drama, physical and outdoor education, library, and S.T.E.A.M.

LEARNING SERVICES

Our teachers and instructional aides each bring to the classroom a fresh curiosity about each child and seek the best ways of guiding him or her to their greatest success. Individuality is celebrated.

Students are offered programs to match their learning styles including enrichment programs. Personalization of the learning experience ensures each child is provided with what they need to achieve greatness. Our commitment is to inspire each child to find their way, be adaptive, help those around them, and enjoy the journey.

Our learning support team provides a pull-out program to work with individuals or small groups in specific areas such as reading, writing and math intervention. We employ a speech and language pathologist and an occupational therapist to work with our coded students as well as others who benefit from these services (including social skill development). Teachers are given opportunities to learn new strategies to differentiate for their students as ongoing professional development opportunities occur throughout the year.



Arrowsmith student working through a clocks exercise

ARROWSMITH PROGRAM

The Arrowsmith Program is an optional program within River Valley School that is geared specifically towards our Grade 1-6 students with identified learning disabilities and/or learning challenges.

Our Arrowsmith certified teachers utilize the science of neuroplasticity to retrain the brain and give students the tools they need to succeed in the classroom and in life. River Valley School is the only school in Alberta that offers the Arrowsmith Program.

In September 2023, we were thrilled to begin piloting a whole cohort Arrowsmith Program called Brain power, allowing all students in Grade 4 to 6 to benefit from this program.



Kindergarten students crafting during Friday fun clubs



Technology as a tool



Grade four students exploring monochromatic colour theories



Telling stories in drama class with shadow art on a projector

Enriched Learning Environment

Accredited

- Member of AISCA (Association of Independent Schools & Colleges in Alberta)
- Alberta Child Care Accreditation for Early Learning and Before & After School care (OSC)

Technology

- Interactive BenQ boards in all classrooms
- 1:1 iPads for all students (grades 1-6)
- Design Thinking, coding and robotics with our Director of Technology
- Information and communication technologies (ICT) are integrated within the curriculum areas

Advancement & Capital Campaign

- We have launched an exciting capital campaign to further support the purchase of the school property and continue with on-going development and modernization of our campus.
- Within phase 1 of this campaign, we are exploring opportunities for an expanded gymnasium, performance space, and upgrades to our indoor and outdoor educational spaces.



Alberta Education Assurance Measures

Overall Summary

| Assurance Domain | Measure | River Valley 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 & Achievement | Student Learning Engagement | 89.1 | 87.5 | 87.5 | 84.4 | 85.1 | 85.1 | n/a | Maintained | n/a |
| | Citizenship | 90.5 | 89.3 | 88.8 | 80.3 | 81.4 | 82.3 | Very High | Maintained | Excellent |
| | 3-year High School Completion | n/a | n/a | n/a | 80.7 | 83.2 | 82.3 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 88.6 | 87.1 | 86.2 | n/a | n/a | n/a |
| | PAT: Acceptable | n/a | 93.3 | n/a | n/a | 67.3 | n/a | n/a | n/a | n/a |
| | PAT: Excellence | n/a | 32.7 | n/a | n/a | 18.0 | n/a | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | n/a | 75.2 | n/a | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | n/a | 18.2 | n/a | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 94.4 | 94.9 | 95.3 | 88.1 | 89.0 | 89.7 | Very High | Maintained | Excellent |
| Learning Supports | Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE) | 93.5 | 91.7 | 91.7 | 84.7 | 86.1 | 86.1 | n/a | Maintained | n/a |
| | Access to Supports & Services | 86.6 | 90.3 | 90.3 | 80.6 | 81.6 | 81.6 | n/a | Maintained | n/a |
| Governance | Parental Involvement | 93.6 | 84.1 | 87.8 | 79.1 | 78.8 | 80.3 | Very High | Maintained | Excellent |

Our survey results for the domains of Student Growth and Achievement, Teaching and Leading and Governance continue to show very high (excellent) measures overall. There was an increase in parent participants (34 participants) for completing this survey compared to last year (15 participants). Although we did not have full participation from our parent community, we continue to assume that the majority of our parents are happy with their child's education at our school. We remain proud of the excellent standards met as noted in our overall summary.



Grade two student working through literacy stations

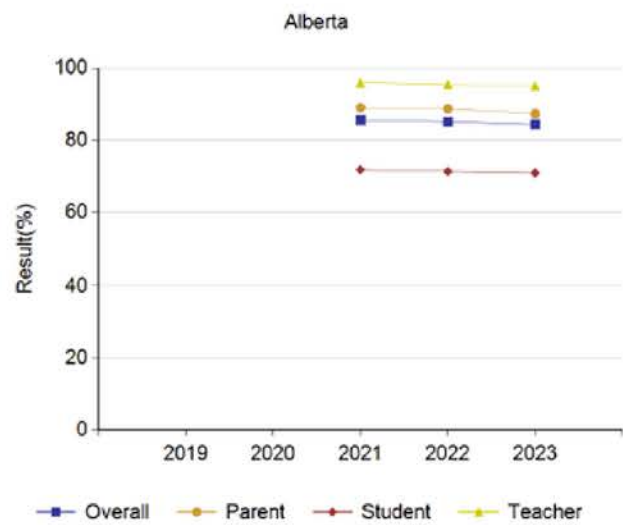
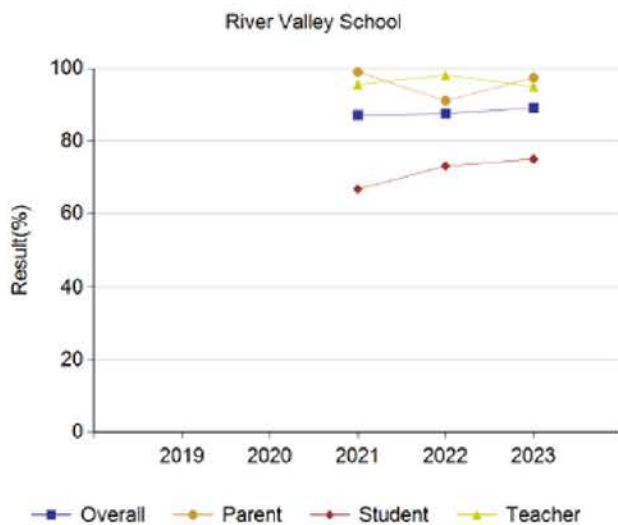
Student Growth & Achievement

The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

S.1 Student Learning

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

| | River Valley School | | | | | | | | | | | | | Alberta | | | | | | | | | |
|---------|---------------------|-----|------|-----|------|------|------|------|------|------|--------------------|-------------|---------|---------|-----|------|-----|---------|------|---------|------|---------|------|
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Measure Evaluation | | | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | n/a | n/a | n/a | n/a | 145 | 87.1 | 113 | 87.5 | 130 | 89.1 | n/a | Maintained | n/a | n/a | n/a | n/a | n/a | 230,956 | 85.6 | 249,740 | 85.1 | 257,214 | 84.4 |
| Parent | n/a | n/a | n/a | n/a | 34 | 99.0 | 15 | 91.1 | 26 | 97.4 | n/a | Maintained | n/a | n/a | n/a | n/a | n/a | 30,994 | 89.0 | 31,694 | 88.7 | 31,862 | 87.3 |
| Student | n/a | n/a | n/a | n/a | 96 | 66.7 | 80 | 73.1 | 84 | 75.0 | n/a | Maintained | n/a | n/a | n/a | n/a | n/a | 169,789 | 71.8 | 187,102 | 71.3 | 193,029 | 70.9 |
| Teacher | n/a | n/a | n/a | n/a | 15 | 95.6 | 18 | 98.1 | 20 | 95.0 | n/a | Maintained | n/a | n/a | n/a | n/a | n/a | 30,173 | 96.0 | 30,944 | 95.5 | 32,323 | 95.1 |



Comments on Results

We maintained our strong results and were above the province results in this area. There were increases in the results from both parents and students. Data shows that parents feel confident overall in the development of their child's literacy and numeracy skills as well as what their child is learning and needs to know at their grade level. Student results strongly suggest they like learning language arts and math. There was a slight decline in teacher results which we feel can be attributed to the implementation of new curriculum this school year and natural student gaps because of this. Gaps in student learning can also be attributed to the disruption in learning previously due to COVID 19.

Our students needed to relearn skills to reinforce their engagement in learning such as: showing motivation to participate in class, persisting through challenges in learning and demonstrating intrinsic motivation to gain new and deeper understanding for learning outcomes at their grade level.

** Please note we had one English Second Language or First Nations, Metis and Inuit student writing the 2022-2023 provincial assessment tests in this year's cohort. However, student data values were suppressed because the number of respondents/students were fewer than 6.*

Strategies

Language Arts

- Continue to support new curriculum implementation in year two for Gr. K-3 during bi-weekly grade level meetings and monthly PLCs.
- Support new curriculum implementation Gr. 4-6 during bi-weekly grade level meetings and monthly PLCs.
- Study of new curriculum resources for K-2 *UFLI Foundations Manual* and for Gr. 4-6 *Words Their Way* to support implementation.
- Dive deeply into the new curriculum to determine knowledge, understanding and skills to meet and assess learning outcomes at the different grade levels.
- Continue to make reading and writing activities authentic and purposeful.

Mathematics

- Continue to support new curriculum implementation year two for Gr. K-3 during bi-weekly grade level meetings and monthly PLCs.
- Support new curriculum implementation Gr. 4-6 during bi-weekly grade level meetings and monthly PLCs.
- Study of new curriculum resource, *Mathology* for Grades 4-6.
- Dive deeply into the new curriculum to determine knowledge, understanding and skills to meet and assess learning outcomes at the different grade levels.

Other

- There was a significant improvement in our School Network for reliable use of technology. For example, seamless use of 1-1 iPads and online government PATs.
- Teachers continued to learn about and implement features of our BenQ Boards to support interactive student learning in all subject areas.
- Our Director of Technology continued to work with teachers to build their capacity in implementing technology skills to support and represent learning in our classrooms.
- *Open Parachute*, a program we have implemented during this school year, provided Tier 1 mental health support to all students in Gr. 3-6. This resulted in our teachers feeling confident about supporting their students' wellbeing.

A.6 Citizenship

The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

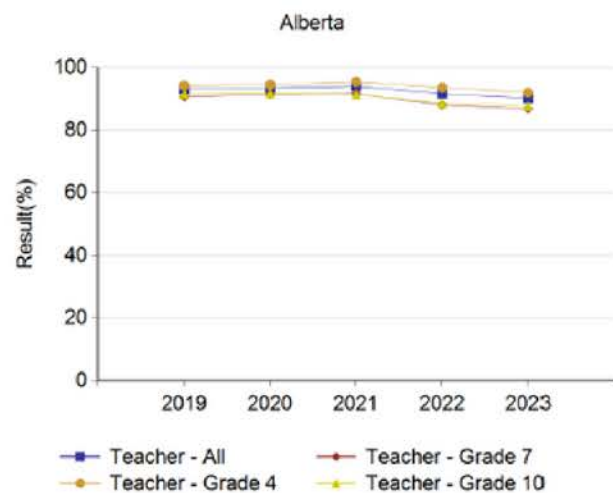
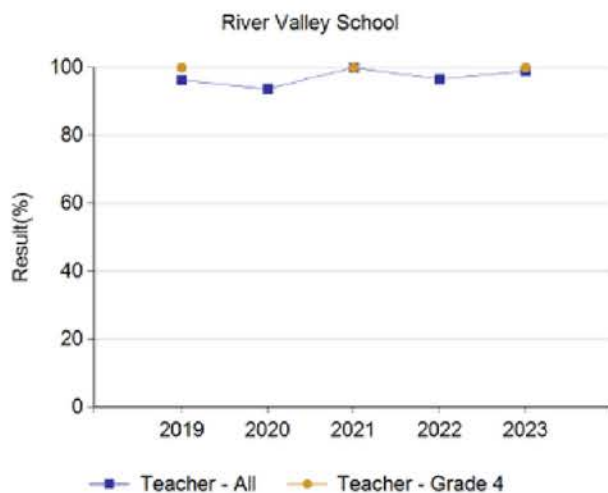


Celebrating friendship!



Grade one students representing their class peers in Student Government (STU-GO)

| | River Valley School | | | | | | | | | | | | | Alberta | | | | | | | | | |
|---------|---------------------|-----|------|-----|------|------|------|------|------|------|--------------------|-------------|---------|---------|-----|------|-----|---------|------|---------|------|---------|------|
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Measure Evaluation | | | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | n/a | n/a | n/a | n/a | 145 | 87.1 | 113 | 87.5 | 130 | 89.1 | n/a | Maintained | n/a | n/a | n/a | n/a | n/a | 230,956 | 85.6 | 249,740 | 85.1 | 257,214 | 84.4 |
| Parent | n/a | n/a | n/a | n/a | 34 | 99.0 | 15 | 91.1 | 26 | 97.4 | n/a | Maintained | n/a | n/a | n/a | n/a | n/a | 30,994 | 89.0 | 31,694 | 88.7 | 31,862 | 87.3 |
| Student | n/a | n/a | n/a | n/a | 96 | 66.7 | 80 | 73.1 | 84 | 75.0 | n/a | Maintained | n/a | n/a | n/a | n/a | n/a | 169,789 | 71.8 | 187,102 | 71.3 | 193,029 | 70.9 |
| Teacher | n/a | n/a | n/a | n/a | 15 | 95.6 | 18 | 98.1 | 20 | 95.0 | n/a | Maintained | n/a | n/a | n/a | n/a | n/a | 30,173 | 96.0 | 30,944 | 95.5 | 32,323 | 95.1 |



Comments on Results

Both parents and teachers strongly agree that students model the characteristics of active citizenship. We continue to maintain this high standard as well as being above the provincial average with respect to our overall performance. It appears that our students' rating remains slightly lower compared to our last year's results. However, higher than the province. With regards to the student rating, the majority of students who participated in the survey felt they were encouraged to try their best, however, about $\frac{1}{4}$ of the students answered that they didn't know with regards to students following rules, helping each other and showing respect for each other. As a school, we are being proactive in our approach by addressing active student citizenship through transparency in the strategies below.



Grade six student reading to his Junior Kindergarten buddy

Strategies

- Established a House System in order to build a positive connection to River Valley School, promote collaboration, give students the opportunity to work together as a team while enhancing their social and interpersonal skills as well as promote leadership and peer support.
- Co-curricular clubs at lunch hour continue to occur to extend relationships and provide different experiences beyond the classroom.
- Student government initiatives throughout the year continued to nurture and develop leadership skills, citizenship and giving back to the greater community.



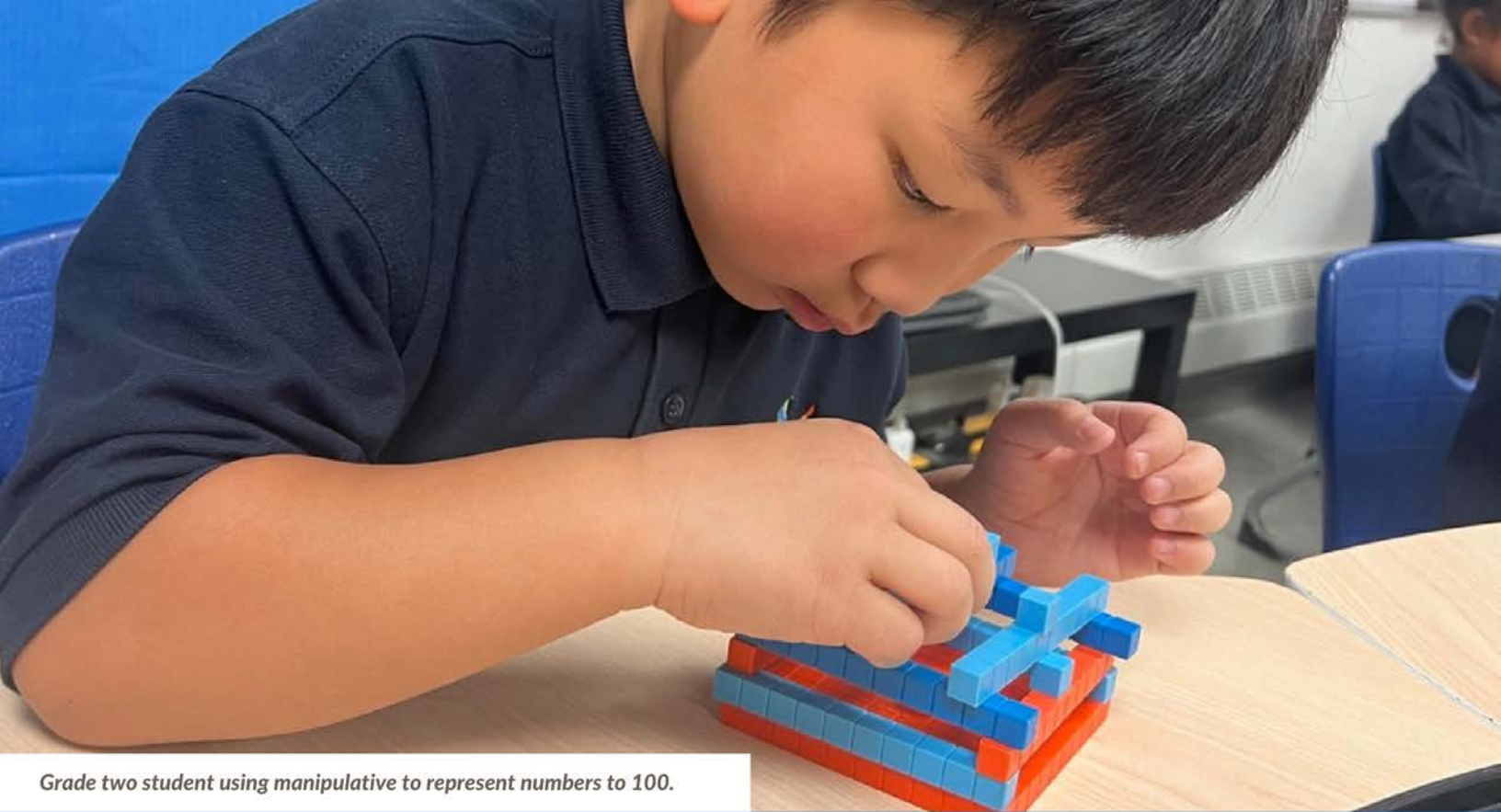
School spirit at a Rapid's volleyball game



12 Days of Giving Food Drive



Learning the house cheers



Provincial Achievement Tests

Provincial Achievement Tests

English Language Arts

Table 2.1
Standards Demonstrated by All Students ^a

| | School | | Province | |
|--|-----------|--------------|----------|---------|
| | Number | Percent | Number | Percent |
| Students for Whom Test Results are Available: | 28 | 87.5 | 43892 | 84.2 |
| Acceptable Standard ^b | 27 | 84.4 | 39683 | 76.2 |
| Standard of Excellence | 15 | 46.9 | 9601 | 18.4 |
| Below Acceptable Standard | 1 | 3.1 | 4209 | 8.1 |
| Students for Whom Test Results are Not Available: ^c | 4 | 12.5 | 8214 | 15.8 |
| Students Absent | 0 | 0.0 | 3503 | 6.7 |
| Students Excused | 3 | 9.4 | 2512 | 4.8 |
| Students Who Wrote, Results Withheld | 0 | 0.0 | 10 | 0.0 |
| Students Who Wrote Only One Part of the Test | 1 | 3.1 | 2189 | 4.2 |
| Total Enrollment Reported by Schools, June 2023 | 32 | 100.0 | 52106 | 100.0 |

^a Includes all students registered in Grade 6 and ungraded students in year 6 of schooling.

^b Includes students who achieved the Standard of Excellence.

^c It is possible that some of these students, under different circumstances, could have demonstrated the standards on the test.

Mathematics

Table 2.1
Standards Demonstrated by All Students ^a

| | School | | Province | |
|--|-----------|--------------|----------|---------|
| | Number | Percent | Number | Percent |
| Students for Whom Test Results are Available: | 26 | 81.3 | 40772 | 83.8 |
| Acceptable Standard ^b | 25 | 78.1 | 31335 | 64.4 |
| Standard of Excellence | 11 | 34.4 | 7683 | 15.8 |
| Below Acceptable Standard | 1 | 3.1 | 9437 | 19.4 |
| Students for Whom Test Results are Not Available: ^c | 6 | 18.8 | 7858 | 16.2 |
| Students Absent | 1 | 3.1 | 5133 | 10.6 |
| Students Excused | 5 | 15.6 | 2720 | 5.6 |
| Students Who Wrote, Results Withheld | 0 | 0.0 | 5 | 0.0 |
| Total Enrollment Reported by Schools, June 2023 | 32 | 100.0 | 48630 | 100.0 |

^a Includes all students registered in Grade 6 and ungraded students in year 6 of schooling.

^b Includes students who achieved the Standard of Excellence.

^c It is possible that some of these students, under different circumstances, could have demonstrated the standards on the test.

Science

Table 2.1
Standards Demonstrated by All Students ^a

| | School | | Province | |
|--|-----------|--------------|----------|---------|
| | Number | Percent | Number | Percent |
| Students for Whom Test Results are Available: | 29 | 90.6 | 42431 | 83.5 |
| Acceptable Standard ^b | 26 | 81.3 | 33902 | 66.7 |
| Standard of Excellence | 18 | 56.3 | 11452 | 22.5 |
| Below Acceptable Standard | 3 | 9.4 | 8529 | 16.8 |
| Students for Whom Test Results are Not Available: ^c | 3 | 9.4 | 8395 | 16.5 |
| Students Absent | 0 | 0.0 | 5779 | 11.4 |
| Students Excused | 3 | 9.4 | 2815 | 5.1 |
| Students Who Wrote, Results Withheld | 0 | 0.0 | 1 | 0.0 |
| Total Enrollment Reported by Schools, June 2023 | 32 | 100.0 | 50826 | 100.0 |

^a Includes all students registered in Grade 6 and ungraded students in year 6 of schooling.

^b Includes students who achieved the Standard of Excellence.

^c It is possible that some of these students, under different circumstances, could have demonstrated the standards on the test.

Social Studies

Table 2.1
Standards Demonstrated by All Students ^a

| | School | | Province | |
|--|-----------|--------------|----------|---------|
| | Number | Percent | Number | Percent |
| Students for Whom Test Results are Available: | 28 | 87.5 | 44823 | 83.8 |
| Acceptable Standard ^b | 27 | 84.4 | 35477 | 66.3 |
| Standard of Excellence | 15 | 46.9 | 9898 | 18.5 |
| Below Acceptable Standard | 1 | 3.1 | 9346 | 17.5 |
| Students for Whom Test Results are Not Available: ^c | 4 | 12.5 | 8883 | 16.2 |
| Students Absent | 0 | 0.0 | 5823 | 10.9 |
| Students Excused | 4 | 12.5 | 2837 | 5.3 |
| Students Who Wrote, Results Withheld | 0 | 0.0 | 3 | 0.0 |
| Total Enrollment Reported by Schools, June 2023 | 32 | 100.0 | 53486 | 100.0 |

^a Includes all students registered in Grade 6 and ungraded students in year 6 of schooling.

^b Includes students who achieved the Standard of Excellence.

^c It is possible that some of these students, under different circumstances, could have demonstrated the standards on the test.

Required Alberta Education Assurance Measures - Overall Summary Fall 2022: River Valley School (ESL)

| Assurance Domain | Measure | River Valley School (ESL) | | | Alberta (ESL) | | | 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 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Citizenship | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | 3-year High School Completion | n/a | n/a | n/a | 72.8 | 78.5 | 77.1 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 88.7 | 86.1 | 86.0 | n/a | n/a | n/a |
| | PAT: Acceptable | n/a | * | n/a | n/a | 65.8 | n/a | n/a | n/a | n/a |
| | PAT: Excellence | n/a | * | n/a | n/a | 15.2 | n/a | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | n/a | 59.0 | n/a | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | n/a | 10.8 | n/a | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Access to Supports and Services | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Governance | Parental Involvement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

Note: The asterisks (*) represent that data has been suppressed due to having fewer than 6 ESL participants in the writing of the Gr. 6 PAT

Comments on Results

We are very pleased with our results based on the number of our students writing the PATs for English Language Arts, Science, Social and Mathematics. On all of these tests we exceeded the province in both the acceptable standard and standard of excellence. It should be noted that in the Grade Six Mathematics Part A, the majority of our students received the standard of excellence highlighting their strength in computation. Furthermore, for English Arts Part A, Mathematics Part A, and the Social and Science PATs 50% or more of our students achieved the standard of excellence on these tests. The results of the individual student profiles were indicative of their achievement throughout the year in all of the subjects.



Grade six student working hard at solving problems involving functions



Halloween math games in Grade two



Grade four students playing a place value game.

Strategies

- Focus on strong support for new curriculum implementation for English Language Arts and Literature, and Mathematics in Gr. 4-6.
- Focus on the explicit teaching of reading comprehension strategies in order to help students become purposeful, active readers in control of their own reading comprehension in all subject areas.
- Continue to provide students with opportunities to write authentically using graphic organizers for narrative and functional writing with a focus on content and organization. Also, more attention will be given to the direct teaching of skills for sentence structure, vocabulary and conventions to reinforce effective writing.
- Focus on more tasks that include solving multistep problems in math. Focus on strategies that will help solve mathematical problems such as:
 - Link problem solving to reading. Have students visualize or act out the problem with math tools, draw a sketch of the problem or retell the problem in their own words.
 - Encourage a variety of ways to solve a problem instead of choosing the operation first.
 - Develop anchor charts with different representations of ways to solve problems as a referent for students.
 - Allow students time to sit with a problem and wrestle with it.
 - Provide support to students by asking open ended questions to promote mathematical thinking.
 - Be intentional and selective with problems that are given to students to promote deep thinking and reinforce concepts of study.
- Continue to foster a sense of wonder and inquiry with students to foster self directed learning and lifelong learners through the use of wonder walls, learning walls, asking effective guiding questions and fostering the skills of reflection.



Grade six students working through a literacy assignment

River Valley School Literacy & Numeracy Results Reporting



| | Name of Alberta Education provided screening assessments | Total number of students assessed at the beginning of the year at each grade level | Total number of students identified as being at risk on initial assessment(s) (beginning of the year or January for Grade 1) | Total number of students identified as being at risk on final assessment(s) (end of year) | Average number of months behind grade level of at risk student at time of initial assessment(s) | Average number of months gained at grade level by at-risk students at time of final assessment(s) |
|--------------------------|--|--|--|---|---|---|
| LITERACY/NUMERACY | | | | | | |
| Grade 1 | LeNS | 38 | 1 | 0 | NA | NA |
| | Castles and Coltheart 3 | | 0 | 0 | 0 | 0 |
| | Numeracy | | 3 | 3 | 6.9 | 1.3 |
| Grade 2 | LeNS | 36 | 11 | 4 | NA | NA |
| | Castles and Coltheart 3 | | 5 | 4 | 8.25 | 4.45 |
| | Numeracy | | 5 | 2 | 10.6 | 6.2 |
| Grade 3 | Castles and Coltheart 3 | 37 | 4 | 2 | 13.2 | 7.9 |
| | Numeracy | | 4 | 1 | 9.8 | 5.1 |

Summary of support strategies used for students identified as being at risk at each grade level.

Grade 1 - Three 30 minute periods of intervention for both literacy and numeracy using the suggested Alberta Education intervention lessons. Small group daily support and remediation within the classroom.

Grade 2 - Three 30 minute periods of intervention for both literacy and numeracy using the suggested Alberta Education intervention lessons. Small group daily support and remediation within the classroom.

Grade 3 - Three 30 minute periods of intervention for both literacy and numeracy using the suggested Alberta Education intervention lessons. Small group daily support and remediation within the classroom.



Grade two student working one-on-one with a instructional aide

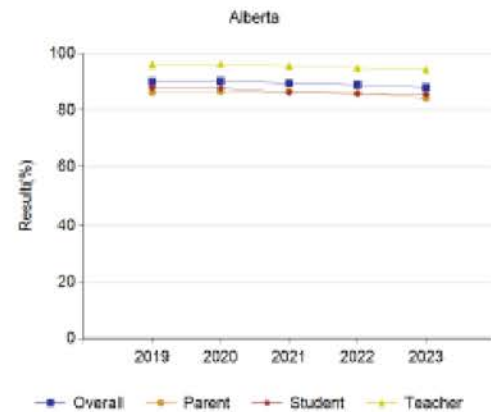
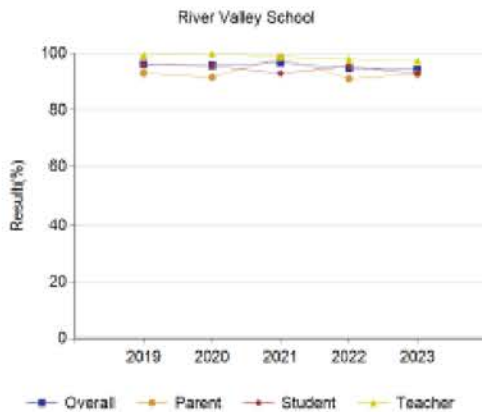
Teaching & Leading

Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

A.4 Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

| | River Valley School | | | | | | | | | | | | | Alberta | | | | | | | | | |
|---------|---------------------|------|------|-------|------|------|------|------|------|------|--------------------|-------------|-----------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Measure Evaluation | | | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | 164 | 96.2 | 152 | 95.8 | 144 | 96.8 | 112 | 94.9 | 130 | 94.4 | Very High | Maintained | Excellent | 265,841 | 90.2 | 264,623 | 90.3 | 230,814 | 89.6 | 249,532 | 89.0 | 257,584 | 88.1 |
| Parent | 34 | 93.1 | 32 | 91.6 | 34 | 98.5 | 15 | 91.1 | 26 | 92.9 | Very High | Maintained | Excellent | 35,262 | 86.4 | 36,907 | 86.7 | 31,024 | 86.7 | 31,728 | 86.1 | 31,890 | 84.4 |
| Student | 102 | 96.1 | 104 | 95.7 | 95 | 93.0 | 79 | 95.5 | 84 | 92.9 | Very High | Maintained | Excellent | 197,282 | 88.1 | 193,763 | 87.8 | 169,589 | 86.3 | 186,834 | 85.9 | 193,343 | 85.7 |
| Teacher | 28 | 99.4 | 16 | 100.0 | 15 | 98.9 | 18 | 98.1 | 20 | 97.5 | High | Maintained | Good | 33,297 | 96.1 | 33,953 | 96.4 | 30,201 | 95.7 | 30,970 | 95.0 | 32,351 | 94.4 |



Comments on Results

Our results in this domain remain very high and exceed the provincial results. We have maintained excellence overall for how parents and students feel about the quality of education at River Valley School. There was a slight dip in results from our teachers. This we feel is do to the implementation of new curriculums in this school year which had teachers in Kindergarten through grade 6 tirelessly working to understand the new learning outcomes by unpacking the knowledge, understanding, and skills and procedures in English Language Arts and Literature, Mathematics (K-3) and Physical Education and Wellness (K-6). Resources for implementing the new curriculums were not readily available for purchase so a lot of time was spent by teachers in looking for resources to support their new subject programs. Also, there was the thinking by teachers that what they had developed to support old curriculum in these subject areas was no longer applicable to support learning. Thus, having the freedom to deliver the mandated curriculum was overshadowed by the implementation of up to 3 new curriculums in one school year, which in retrospect affected how teachers could differentiate, challenge and provide continuous engagement for their students.

Strategies

- For the school year 2023-2024, our professional development will be driven by teacher input focussing on offerings under the umbrellas of curriculum, technology, student profiles and mental health. During our five slated professional development days for this school year, our PD sessions will focus on inviting experts in the field (psychologists) to speak on student profiles and a carousel of sessions that give our educational staff choices on what they would like to attend according to their needs.
- Professional learning will continue to take place in bi-weekly sessions with our Director of Teaching and Learning and will also continue monthly during professional learning community meetings, staff meetings, four professional development days, teacher's convention and organizational days.
- At River Valley School teacher growth, supervision, and evaluation continues to be a priority. Performance reviews are done by the Head of School or designate. A formal written performance evaluation will be provided every three years at a minimum. All new staff to River Valley School will have a full written evaluation in their first year. Formal evaluations of educational staff consist of three formal observations, pre and post conferences, teacher professional growth plan review and goal setting. The objectives of a performance review and evaluation are to:
 - Ensure staff understand they are meeting their responsibilities
 - Challenge staff to continually build on their performance
 - Keep staff informed about their progress so they can maximize their achievements
 - Performance evaluations are intended to be a participatory process where staff are expected to also evaluate themselves to ensure ownership over their performance and contributions to the whole team. Staff meet with the Head of School or designate semi-annually for an interim review.



Grade four students explore the order of events within a story through a hands-on activity.



Grade six students learning some skills in Google Slides today in ICT class.



Practising mindfulness and understanding our feelings in kindergarten

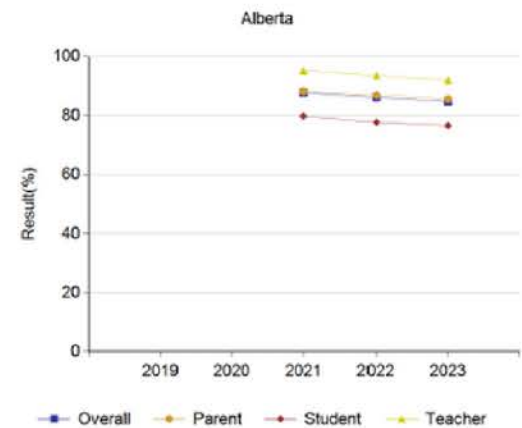
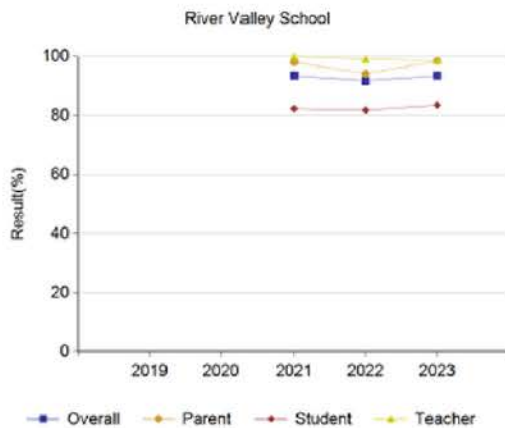
Learning Support

Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

W.1 Welcoming, Caring, Respectful and Safe Learning Environment

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

| | River Valley School | | | | | | | | | | | | | Alberta | | | | | | | | | |
|---------|---------------------|------|------|-------|------|------|------|------|------|------|--------------------|-------------|-----------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Measure Evaluation | | | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | 164 | 96.2 | 152 | 95.8 | 144 | 96.8 | 112 | 94.9 | 130 | 94.4 | Very High | Maintained | Excellent | 265,841 | 90.2 | 264,623 | 90.3 | 230,814 | 89.6 | 249,532 | 89.0 | 257,584 | 88.1 |
| Parent | 34 | 93.1 | 32 | 91.6 | 34 | 98.5 | 15 | 91.1 | 26 | 92.9 | Very High | Maintained | Excellent | 35,262 | 86.4 | 36,907 | 86.7 | 31,024 | 86.7 | 31,728 | 86.1 | 31,890 | 84.4 |
| Student | 102 | 96.1 | 104 | 95.7 | 95 | 93.0 | 79 | 95.5 | 84 | 92.9 | Very High | Maintained | Excellent | 197,282 | 88.1 | 193,763 | 87.8 | 169,589 | 86.3 | 186,834 | 85.9 | 193,343 | 85.7 |
| Teacher | 28 | 99.4 | 16 | 100.0 | 15 | 98.9 | 18 | 98.1 | 20 | 97.5 | High | Maintained | Good | 33,297 | 96.1 | 33,953 | 96.4 | 30,201 | 95.7 | 30,970 | 95.0 | 32,351 | 94.4 |



Students presenting on some Indigenous trailblazers and leaders and their achievements



Our grade six students enjoyed an Indigenous learning workshop led by Chantal Chagnon where took part in a traditional smudging ceremony and drum circle.

Comments on Results

The data for this domain shows that we have maintained very strong results from parents, students and teachers which are higher when compared to the results of the province. River Valley School maintains the belief that strong relationships provide a foundation for student engagement, belonging, and ultimately learning. We pride ourselves in being experts in elementary education due to the strong collaboration model of our educational staff. This model allows us to meet the needs of our students and build upon their success academically, socially and emotionally during their school day.



A Jr. Kindergarten Class setting up their "Dream Spinners"

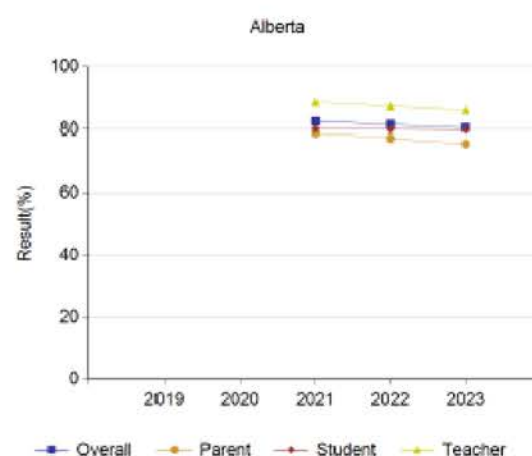
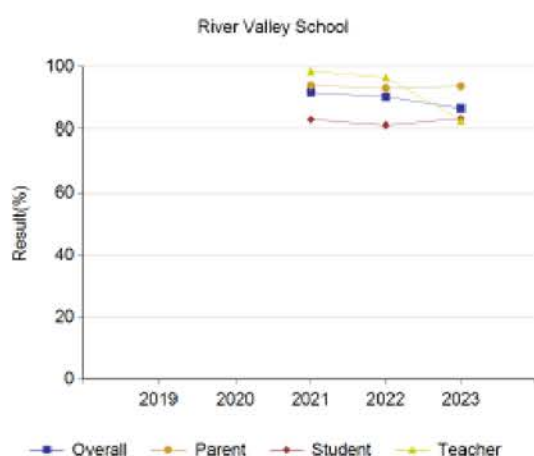
Strategies

- Implementation of a House System with mixed-grade groups will allow our older students to form leadership skills, gain experience in mentoring and caring for our younger students who in turn will benefit from the experience and encouragement of students in higher grades. However, more importantly, the House System will also strengthen school pride for each of our students. Every school month the House System will focus on a virtue that aligns with our mission, vision and values.
- Implementation of a student ambassador program in Grade 6 to assist in campus tours and showcase the pride these students have for River Valley School.
- Continuation of the *Open Parachute* in Gr. 3-6 and implementation of this program in K-2 this school year. This program is designed to teach practical mental health skills to our students.
- Parent presentations targeted to support their child's learning as we recognize parents are vital partners in their child's education.
- As educators we continue to develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students by:
 - Participation in whole school initiative to honour Orange Shirt Day
 - Calgary Regional Consortium PD attended by teachers
 - The addition of more resources added to our school library for teachers and students
 - The speaking of the Land Acknowledgement with sign language as a whole community during, assemblies, opening of the day activities and special events
 - Our art teacher having our students participate in Indigenous artwork
 - Ongoing in-class activities throughout the year to support the learning outcomes from the Alberta Ed curriculum at each grade level
 - Acknowledgement and Celebration of Carnaval Canoe Volant
- Continued work of our EDI Committee toward planning school initiatives to raise awareness and prepare our young students to become good global citizens and to appreciate and celebrate the diverse society in which they live.

H.1 Access to Supports and Services

The percentage of teachers, parents and students who agree that students have access to the appropriate support and services at school.

| | River Valley School | | | | | | | | | | | | | Alberta | | | | | | | | | |
|---------|---------------------|-----|------|-----|------|------|------|------|------|------|--------------------|-------------|---------|---------|-----|------|-----|---------|------|---------|------|---------|------|
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Measure Evaluation | | | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | n/a | n/a | n/a | n/a | 145 | 91.8 | 113 | 90.3 | 130 | 86.6 | n/a | Maintained | n/a | n/a | n/a | n/a | n/a | 230,761 | 82.6 | 249,570 | 81.6 | 256,994 | 80.6 |
| Parent | n/a | n/a | n/a | n/a | 34 | 93.9 | 15 | 93.1 | 26 | 93.7 | n/a | Maintained | n/a | n/a | n/a | n/a | n/a | 30,936 | 78.9 | 31,684 | 77.4 | 31,847 | 75.7 |
| Student | n/a | n/a | n/a | n/a | 96 | 83.0 | 80 | 81.2 | 84 | 83.3 | n/a | Maintained | n/a | n/a | n/a | n/a | n/a | 169,631 | 80.2 | 186,935 | 80.1 | 192,805 | 79.9 |
| Teacher | n/a | n/a | n/a | n/a | 15 | 98.6 | 18 | 96.6 | 20 | 82.8 | n/a | Declined | n/a | n/a | n/a | n/a | n/a | 30,194 | 88.7 | 30,951 | 87.3 | 32,342 | 86.2 |



Comments on Results

There was a very slight dip in our overall rating in this domain, however, our results remain higher than the province for responses collected from parents, students and teachers. Being a preschool and elementary school, partnership with parents is paramount to supporting our young learners. These results remain surprising as we have a strong learning support team including resource teachers, an enrichment teacher, occupational therapist and speech language pathologist. We continue to consider hiring a counselor for our young students to support them in their day-to-day social and emotional growth. For exceptional circumstances, we maintain a list of preferred psychologists and community organizations that is shared with parents to support their child with their specific needs. We continue to focus on the mental health and well-being of our students and, as such, we have implemented the following strategies of support.



Kindergarten students utilizing our river-front in outdoor education



Practising scissor skills while making snowflakes in Pre-Junior Kindergarten



Getting creative at the light table in Junior Kindergarten.

Strategies

- Continued work with the *Open Parachute Program* to build teacher capacity to support student mental health. For students this program will help them to learn skills to reach their fullest potential.
- Strength-based Learning Program with Gr. 6 students to promote the recognition of strengths, and in doing so help build student confidence and a belief in themselves to accomplish what they set out to do, as a means to support life-long learning pursuits.
- Social/emotional learning provided by our Learning Support Coordinator using the *We Thinkers! Program* with Junior Kindergarten/Kindergarten students
- Continue to consider hiring a counselor for our young students to support our students in their day-to-day social and emotional growth. (For exceptional circumstances, we maintain a list of preferred psychologists and community organizations that is shared with parents to support their child with their specific needs).
- Considerations around enrolment intake are being addressed by our new Director of Enrolment Management.
- Considerations around class placement that best supports student needs at each grade level will continue to be addressed.
- Received a grant funded by AISCA re: Expanding Capacity and Learning Supports (ECLS). Through this grant, our school will receive extra therapy support from any or all of OT, SLP and Psychology, with a focus on building capacity in the classroom / school.



Advertising for the Grade five Garden Party (Celebration of Learning)

Governance

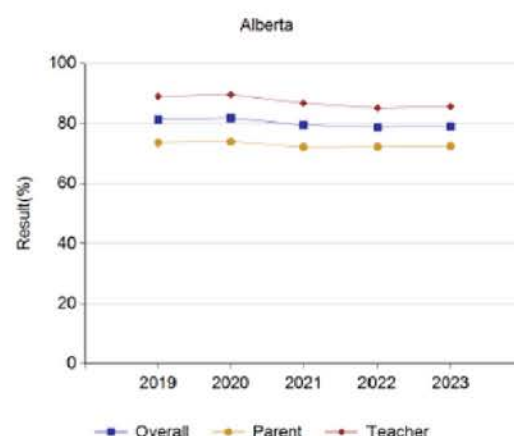
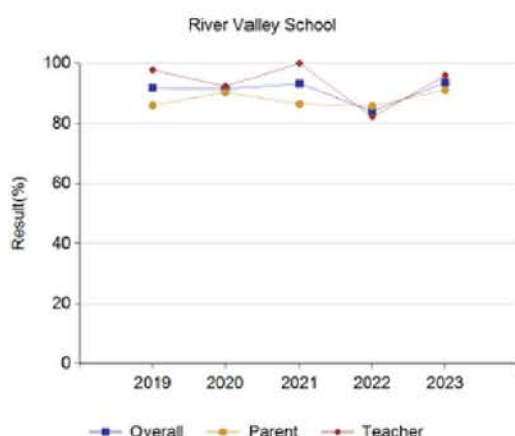
Processes that determine strategic direction, establish policy and manage fiscal resources

*For more information about River Valley School and our Annual Education Results, please contact Carolyn Breland, Head of School
cbreland@rivervalleyschool.ca*

C.1 Parental Involvement

Percentage of teachers and parents satisfied with involvement in decisions about their child's education.

| | River Valley School | | | | | | | | | | | | | Alberta | | | | | | | | | |
|---------|---------------------|------|------|------|------|-------|------|------|------|------|--------------------|-------------|-----------|---------|------|--------|------|--------|------|--------|------|--------|------|
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Measure Evaluation | | | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | 62 | 91.9 | 48 | 91.5 | 49 | 93.3 | 33 | 84.1 | 45 | 93.6 | Very High | Maintained | Excellent | 68,116 | 81.3 | 70,377 | 81.8 | 60,919 | 79.5 | 62,412 | 78.8 | 63,935 | 79.1 |
| Parent | 34 | 86.1 | 32 | 90.4 | 34 | 86.5 | 15 | 85.9 | 25 | 91.1 | Very High | Maintained | Excellent | 34,944 | 73.6 | 36,556 | 73.9 | 30,886 | 72.2 | 31,598 | 72.3 | 31,720 | 72.5 |
| Teacher | 28 | 97.8 | 16 | 92.5 | 15 | 100.0 | 18 | 82.2 | 20 | 96.0 | Very High | Maintained | Excellent | 33,172 | 89.0 | 33,821 | 89.6 | 30,033 | 86.8 | 30,814 | 85.2 | 32,215 | 85.7 |



Comments on Results

Our results for this component of the survey showed an increase from parents and teachers resulting in excellent achievement overall, a significant growth from 2022 to 2023. We also dramatically exceeded provincial standards. Welcoming parents back into the school for different events contributed to this success. Also teachers were very satisfied with the opportunities given to our parents/ guardians that promoted involvement in their child's education.

Strategies

- Consistent open communication between parents and teachers via progress meetings, Seesaw, emails, phone calls.
- Various parent volunteer opportunities for classroom/field trip events.
- Continue with the Celebration of Learning at the beginning of May. Parents are invited to engage with their child's ability to reflect on and articulate what they have learned, how they learned, and areas of strength and challenges.
- Parent sessions that align with the education of their child(ren) facilitated by experts in the field.



Vibrant Junior Kindergarten classroom.

Strengths

- We are a safe and caring school community with an excellent overall performance in this area as a result of data collected. Students feel known and connected to their teachers.
- We pride ourselves in being lifelong learners as educators and model this for our learners every day with the intent being to help them develop skills and attitudes necessary for learning throughout their lifetime.
- Our educators have the freedom to adapt, enrich and extend their grade level curriculum according to the needs of their students. We also have a strong specialist program facilitated by expert teachers in their field for Art, Drama, French, Music, Physical Education, Outdoor Education allowing us to offer a variety of subjects to our young learners. We also have a strong Learning Support Department with teachers that offer remedial support, enrichment support, the Arrowsmith program and OT and SLP contracted services.
- The retention rate of our students continues to improve year by year. Our overall enrolment has increased due to the strong reputation of our programs and we have a strong waiting pool at each grade level.
- We prepare our students for success beyond elementary school.

Areas of Improvement

- We have started the implementation of our new strategic plan which will continue over the next five years.
- We will continue to grow our Parent Ambassador Program in order to facilitate communication of key messages and strategic priorities to our internal community.
- Extended hours of our contracted OT services to further support our student community.
- Next year we will have a second grade six class resulting in two of each grade.
- We have completed our long term campus plan and will be working on a capital campaign to support its implementation over the next five to ten years.

SUMMARY OF FINANCIAL RESULTS

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2022/23 school year.

More financial information could be obtained by contacting our
Director of Finance at: finance@rivervalleyschool.ca

| REVENUE SUMMARY | Amount (\$) | Contextual information |
|-----------------------------------|--------------------|--|
| Alberta Education | \$1,437,959 | |
| Tuition | \$5,063,798 | |
| Other Revenue | \$1,071,624 | <i>Represents fundraising, auxiliary programs and tenant lease revenue</i> |
| Transportation | \$112,499 | |
| TOTAL REVENUE | \$7,685,879 | |
| EXPENSE SUMMARY | Amount (\$) | Contextual information |
| Instruction | \$4,666,111 | |
| Administration | \$1,705,349 | |
| O&M | \$487,537 | |
| Transportation | \$142,625 | |
| TOTAL EXPENSE | \$7,001,621 | |
| TOTAL REVENUE LESS EXPENSE | \$684,258 | |

BUDGET SUMMARY

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2022/23 school year.

More financial information could be obtained by contacting our
Director of Finance at: finance@rivervalleyschool.ca

| REVENUE SUMMARY | Amount (\$) | Contextual information |
|-----------------------------------|--------------------|---|
| Alberta Education | \$1,593,254 | |
| Tuition | \$4,917,896 | |
| Other Revenue | \$1,276,462 | <i>Represents fundraising , auxiliary programs and tenant lease revenue</i> |
| Transportation | \$121,700 | |
| TOTAL REVENUE | \$7,909,312 | |
| EXPENSE SUMMARY | Amount (\$) | Contextual information |
| Instruction | \$5,422,202 | |
| Administration | \$1,276,310 | |
| O&M | \$583,596 | |
| Transportation | \$116,118 | |
| TOTAL EXPENSE | \$7,398,226 | |
| TOTAL REVENUE LESS EXPENSE | \$511,086 | |



RIVER VALLEY SCHOOL

WONDER LIVES HERE

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