

I CAN

CONNECT • ACHIEVE • NAVIGATE

ANNUAL EDUCATION RESULTS REPORT 2020/21

ROCKY VIEW SCHOOLS



OUR COMMITMENT

Rocky View Schools (RVS) is committed to providing its communities with access to information regarding its students' achievements, as well as its operational successes and challenges. Information contained in the 2020/21 Annual Education Results Report (AERR) is accessible through RVS' public website. Due to the COVID-19 pandemic disruption to the 2020/21 school year including the government making Diploma Exams optional and cancelling Provincial Achievement Tests, some data is unavailable and omitted in the Three-Year Trend Data for [Alberta Education Assurance Measures 2020/21 Pillar Results](#) available on our website. Pursuant to section 32 of the *Public Interest Disclosure Act* (2013), three disclosures related to personnel matters were received during the 2020/21 school year. All three were reviewed with two having sufficient information to be fully investigated and acted upon.

ACCOUNTABILITY STATEMENT

The AERR for Rocky View Schools for the 2020/21 school year was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. 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 in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This AERR for 2020/21 was approved by the Board on Nov. 25, 2021.

Fiona Gilbert, Board Chair
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Greg Luterbach, Superintendent of Schools
gluterbach@rockyview.ab.ca

ANNUAL EDUCATION RESULTS REPORT 2020/21


Rocky View Schools (RVS) is pleased to share with the public our 2020/21 Annual Education Results Report (AERR) reflecting [year two of RVS' 2019-2023 Four-Year Plan](#). The AERR includes audited financials and our forward-looking capital plan; it also highlights accomplishments and initiatives designed to help students connect to passions, interests and people; achieve their potential; and navigate successfully as global citizens throughout their learning with RVS.

As the first full school year during the COVID-19 pandemic, 2020/21 presented unique challenges but also unique successes, and RVS is proud of the resilience shown by students, teachers, staff and families. In the face of constantly shifting circumstances – including two pivots to government mandated at-home learning – we remained committed to advancing literacy and numeracy in schools, while also addressing the increased mental health needs associated with the pandemic.

A major accomplishment was the successful delivery of online learning. Before the beginning of the school year, families were given the opportunity to choose between in-person or online learning for their children, with an opportunity to switch learning methods halfway through the year. During the year, approximately 3,000 students took part in RVS Online Learning spanning Grades 1 to 12. Delivering this learning required a select group of teachers, learning assistants and other staff to develop a new toolbox of teaching approaches to keep students engaged. While most RVS students and families prefer an in-class setting, the offering was well received and a good fit for some learners. To continue to meet this need, RVS began creating two new online schools (elementary/middle and high school), which launched in 2021/22.

In a year of disruptions, schools also found innovative ways to cultivate community and keep long-standing traditions alive. Following the first emergency transition to at-home learning in late November, several schools held virtual holiday programs. Schools transitioned to at-home learning again in the spring, resulting in high schools' Class of 2021 as well as other school/grade milestone celebrations to be commemorated in creative ways.

RVS also continued to respond to continued pressure related to growth and highly utilized facilities. In the midst of the pandemic, we successfully constructed a new building for Westbrook School to replace a building at the end of its lifetime and fully renovated Indus School with an entirely new interior. With no new RVS schools approved by Alberta Education last year, RVS will continue to rely on modular units and other creative ways of utilizing common-area space to accommodate the increasing population growth and enrolment in some of our communities.

 [We welcome all feedback](#) as we work together with our students, families, staff and community partners to provide a safe and caring environment where children can learn and grow.

Bringing Learning to Life

The 2020/21 school year saw learning across many platforms, both in-person and virtually. Our AERR is a reflection of this, with stories and photos from both in-person and online learning. Many of our photographs are provided by our teachers through our [#rvsed Twitter hashtag community](#). To help bring our students' learning to life, we have linked to the teacher's Twitter where possible. Thank you to our RVS staff and families who have provided these photographs.

ABOUT ROCKY VIEW SCHOOLS

Vision Rocky View Schools is a world-class learning organization where all students achieve their absolute best.

Purpose Rocky View Schools connects with all students to ensure that everyone learns, belongs, and succeeds.

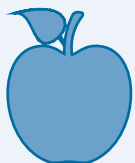
2021/22 By The Numbers



26,625
Students



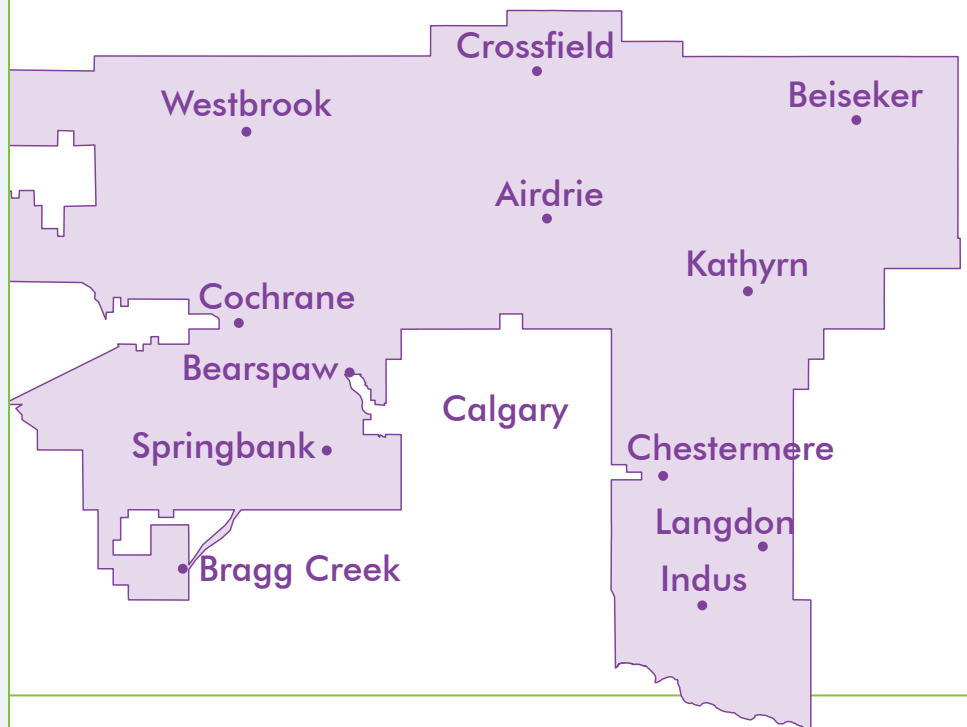
2,600
Staff



53
Schools

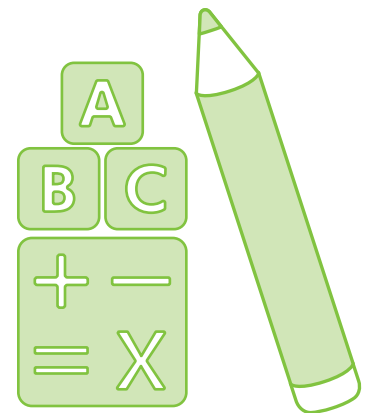
- 16** K – 6/7/8/9
- 12** Elementary Schools
- 8** Middle Schools
- 8** High Schools
- 3** Colony Schools
- 3** RVS Community Learning Centres
- 1** Online High School
- 1** Online Gr. 1 – 8 School
- 1** K – 12

Where Our Schools Are Located



What we offer*

- Building Futures
- Christian Programming
- Community Learning Centres
- English Language Learning
- French Immersion
- Home Education
- Kindergarten
- Locally Developed Courses
- Mechanics Training Centre
- Off-campus Education
- Online Learning (Gr. 1 – 12)
- Preschool Intervention Program
- Sports Academies
- The Farm



* not all programs/courses are offered in all schools.



CHAMPIONS OF PUBLIC EDUCATION

Rocky View Schools' (RVS) Board of Trustees are community members from all walks of life, elected by the community to provide thoughtful oversight of the public education system.

The community entrusts them with creating the conditions in which students and teachers can do their best work. They are asked to chart ambitious education and capital plans and to create budgets, then hold the superintendent responsible for turning their vision into reality.

As leaders, trustees also are asked to model the type of real-world, problem-solving learning that permeates RVS. In other words, they model collaboration, teamwork and an innovator mindset.

Like RVS students do in their own work, trustees begin with big questions: What learning outcomes are most important to students, parents, teachers, our local communities and provincial government? What conditions are required to foster innovation? What stands in the way of students achieving their potential and how can we move beyond these barriers?

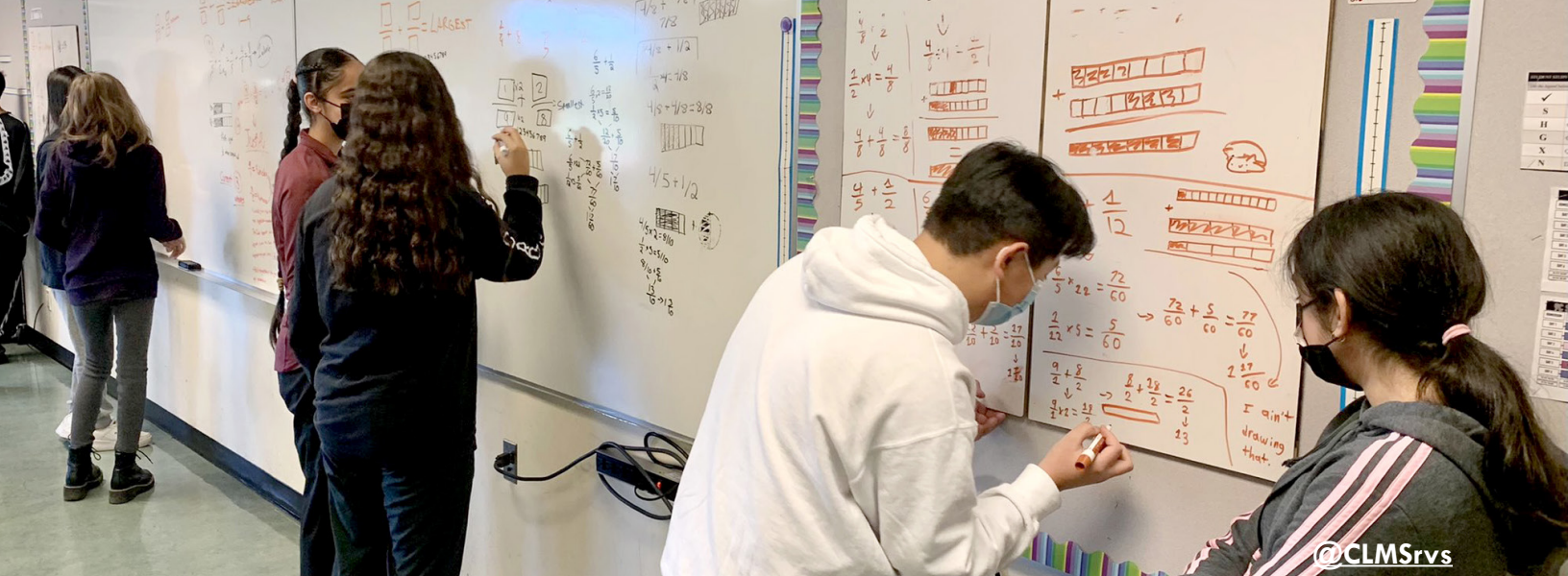
To answer such questions, trustees keep open doors and open minds, engaging in deliberate consultations and actively listening to a wide variety of stakeholder groups.

In crafting solutions, trustees collaborate as they review and consider information from expert multiple sources. Exercising critical thinking, creativity and innovation, trustees align direction, identify priorities, allocate resources and review performance, unifying efforts across the system towards achieving its goals. It is a tall order and few citizens put their names forward for the challenge.

What unites trustees is a passion for community and a deeply held belief that the key to a bright future is to provide the best supports possible to the development and growth of our youngest citizens.

Trustees are champions of education willing to roll up their sleeves and work with all who share their commitment to providing the best possible education for every student in RVS.

[See the Video!](#)



INNOVATORS BY DESIGN

In Rocky View Schools, we believe...

Children are born innovators.

It's how they learn the tough stuff, like walking and talking, feeding themselves and tying shoes. They try a lot and fail a lot. Once they've learned to say the word why, they just won't stop – and at Rocky View Schools, we don't want them to.

Innovators ask a lot of questions and tackle problems that matter, to them, their families and their communities. They consult with expert sources and people, far beyond the classroom. They bounce possibilities off fellow students and teachers and spark ideas that just might work. They test their ideas in the real world. Trying, failing, asking more questions, redesigning, until they've earned success.

In the process, we work with families and communities to ensure students' basic needs are met and guide them to acquire and practice fundamental math, reading and science skills. They learn to value diversity, and build cultural understanding and the foundation for healthy relationships. They grow as critical thinkers, communicators and collaborators. And they develop self-reliance, empathy, resilience and perseverance.

In short, innovators accept the challenge of reaching their full potential. They are in demand

in every sector of society and most likely to succeed at any endeavour.

That's why at Rocky View Schools, the development of innovators happens by design.

- A design that engages students as co-designers of their learning, empowering them to follow their passions and challenging them to new heights.
- A design that moves beyond classroom walls to the natural world, building sites, farms, engineering firms, hospitals, zoos, museums and theatres.
- A design where students share what they learn, so when one learns, we all learn.
- A design that meets students where they are and supports them in the journey to where they need to and want to be.
- A design that supports and encourages teachers, administrators and support staff to be innovators themselves.

At Rocky View Schools, we know our students go on to change the world. As contributing adults, they'll bring their personal best to that important work.

[See the Video!](#)



INNOVATORS CAN

In Rocky View Schools (RVS), we design learning so innovators...



Connect to passions, interests and people

RVS teachers understand students have an innate curiosity and eagerness to learn. By intentionally designing learning activities that connect students to what and who they care about, teachers expand learning beyond the classroom and support students in understanding why their learning matters and how it can make a difference. Along the way, students develop creative confidence, communication and social skills, and agency in their lives.



Achieve their potential

RVS teachers understand that not all students learn in the same way, at the same age, to the same performance level, in all areas of study. By designing classroom instruction to address students' personal learning styles and capabilities, students develop foundational skills and core competencies to acquire, create, connect, and communicate knowledge in a variety of contexts. In partnership with parents, teachers communicate high expectations, motivating students to expand their individual potential, pursue excellence and overcome challenges.



Navigate successfully as global citizens

RVS teachers understand students thrive in schools that care about the development of the whole child – physically, emotionally, socially and intellectually. Fostering learning environments that value student voice, opportunity, fairness, compassion, citizenship, choice and diversity, teachers instill a sense of belonging, building empathy, resilience and the desire in students to take an active role in their community, and work with others to make the planet more equal, fair, vibrant and sustainable.

GOAL ONE

Connect to passions, interests and people

Outcomes:


- Students engage in real-world, hands-on learning experiences that matter to them.
- Students demonstrate ownership of their learning.

When our students are connected to their passions, interests and people, they understand why learning matters. RVS offer opportunities for our students in both traditional classrooms and in the community, helping all students achieve their potential.

 [What Learning Looks Like in RVS](#)

From the 'Net to Nature, RVS Schools Offer Hands-on Learning to its Students


With a district spanning mountain peaks and prairies, big skies and cyber skies, RVS schools embrace every opportunity for hands-on learning.

Cochrane High School added the innovative  [Rivers, Oceans and Mountains School \(ROAMS\)](#) program in 2021, launching learning in an outdoor setting. ROAMS is a one-semester outdoor education academy, and began with a cohort of 26 Grade 10 students.

During the program, students fulfill the curriculum for English language arts, social studies, physical education, career and life management, environmental and outdoor education, and photography. Students spend every day together, usually completing their work in an outdoor setting, with frequent day trips to natural areas in Alberta.

Getting students out of the classroom and into the outdoors helps them view course content through a new lens and provides the opportunity to develop rich connections with their peers and the subject matter. This learning approach also prepares students for life, work and leisure in the world by developing

essential skills like critical thinking, problem solving, communication, teamwork and adaptability.

Outdoor opportunities abound in RVS schools, with schools such as  [Banded Peak School](#) taking full advantage of its location nestled at the foot of the Rocky Mountains. From its kilometers of nearby trails to its wetland pond, students have ample opportunity to embrace nature while learning.

Physical education classes can often be seen snowshoeing or cross-country skiing; classroom lessons are transported to the forest no matter the season; and nearby Elders from Tsuut'ina Nation teach the school community the importance of and respect for the land on which the school is situated.

Teachers at Banded Peak are encouraged to find ways to transform lessons normally taught within the walls of a classroom to the outdoors, where a limitless sky awaits RVS learners.

Students at Sarah Thompson School also discovered ways to take their learning to the limitless heights of cyberspace.



Reaching Beyond the Classroom

We know students learn in different ways so RVS offers several full-time and optional programs that deliver the curriculum outside of the classroom and connect students to their interests.

With locations in Airdrie and Cochrane, [Building Futures](#) helps students further their interest in hands-on skills and working with tools by teaching them how to build a house from the ground up through elbow-to-elbow work with tradespeople while they complete their Grade 10 education. Meanwhile, our newest program, [The Farm](#) helps Grade 9 – 11 students explore a wide spectrum of agricultural practices while they complete their courses on a farm site.

Part-time programs in RVS include the Mechanics Training Centre, where students learn automotive mechanic skills; the [Leadership Academy](#), where students engage in experiential learning to deepen their sense of self and broaden their network of connections; and two sports academies, where excellence in sports is pursued alongside academics.

See our [Reach Beyond Your Classroom](#) tip sheet to learn more!

To make the social studies curriculum more engaging for their students, three teachers introduced [Survive and Thrive](#): a game that encourages learners to use a wide range of competencies.

Through Survive and Thrive, students are highly engaged and enjoy the gaming experience, while learning key concepts of the curriculum.

The authentic experiences in the game allow students to apply their learning to real-life situations, with experiences that matter to them.

Online to offline, in both real forests and digital forests, RVS students are connecting to passions, interests and people.



RVS Education Plan Survey

In the spring of 2021 over 10,000 students, staff and parents responded to the RVS Education Plan Survey. Results from this survey provide excellent feedback to RVS schools in their efforts towards achieving the goals set out in the Four-Year Education Plan and also help give students in Grade 3 – 12 a voice in their education experience.

There is no historical data listed for two reasons: the survey was not administered in the 2019/20 school year because of COVID-19-related learning interruptions, and the survey has recently been updated to reflect updated goals in the Four-Year Plan. The update included a review, validation from a consultant who specializes in this work, and a student pilot.

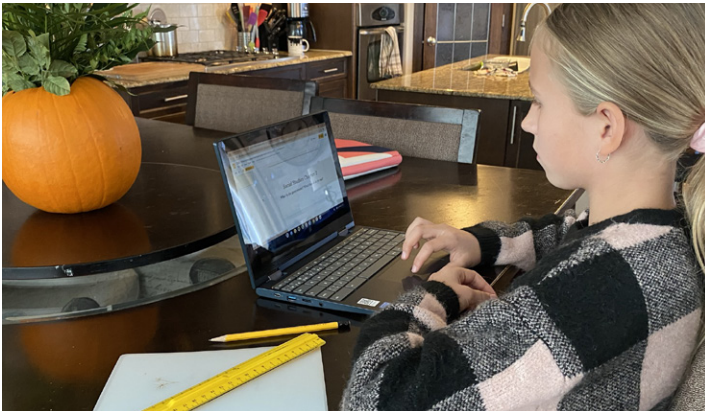
Thank you to our stakeholders for participating in the Education Plan Survey; we value your feedback and time! Some student results are incorporated in the AERR, but we also heard from parents and staff. Full survey results are available on our [website](#).



RVS Education Plan Survey Results: Goal One

Results of the Education Plan Survey for these outcomes show that students feel they are often connecting to passions, interests and people. We are pleased to see high numbers of students always or often engaged in their learning. Strong results were also returned for students feeling that they are learning the skills needed to be successful.

Students indicated that they know how they learn best; this can be shared with their teachers to maximize learning opportunities and create conditions for all students to experience success. Students went on to say they have high expectations for themselves and expect to succeed.



Outcome 1.1 – Students engage in real-world, hands-on learning experiences that matter to them.

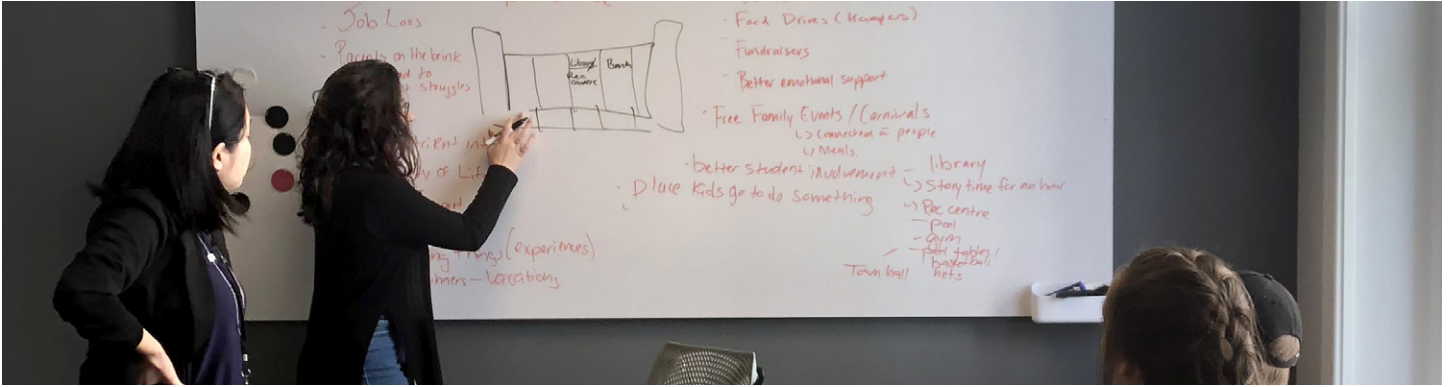
RVS: Percentage of students who state they have had opportunities to engage in real-world, hands-on learning experiences.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I create things to show what I know					
6 – 9	I create things to show my learning	17.4	43.1	35.0	4.0	0.5
10 – 12	I create things to show my learning					
3 – 5	I like the way we learn at school					
6 – 9	I am engaged in what I am learning	29.5	41.0	25.8	2.7	0.9
10 – 12	I am engaged in what I am learning					
3 – 5	I get to learn about things that are important in the real world					
6 – 9	I am provided real-world, meaningful examples to help me learn	31.1	37.7	26.4	3.9	0.8
10 – 12	I am provided real-world, meaningful examples to help me learn					

Table values have an acceptable variance of 0.1%.

RVS: Percentage of students who state that student’s voice counts in their school.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	My ideas are listened to by adults at my school					
6 – 9	My ideas are valued by adults at my school	31.5	36.6	25.9	5.3	0.7
10 – 12	My ideas are valued by adults at my school					
3 – 5	I have choices in how I learn					
6 – 9	I have opportunities to make choices in my learning	24.7	36.9	29.9	5.9	2.5
10 – 12	I have opportunities to make choices in my learning					



RVS: Percentage of students who indicate their schoolwork is meaningful.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I am learning useful things in my school					
6 – 9	I am learning things that I can use in my life	32.0	33.6	28.2	5.7	0.5
10 – 12	I can apply what I've learned in school to my life					
3 – 5	I am learning what I need to be successful					
6 – 9	I am learning skills I will need to be successful in the next grade	44.4	32.7	18.6	3.6	0.8
10 – 12	I am learning skills I will need when I leave school					
3 – 5	Learning is fun					
6 – 9	My learning experiences are meaningful	29.2	35.1	29.3	5.5	0.9
10 – 12	My learning experiences are meaningful					

RVS: Percentage of students who are absent less than 10 per cent during the school year.

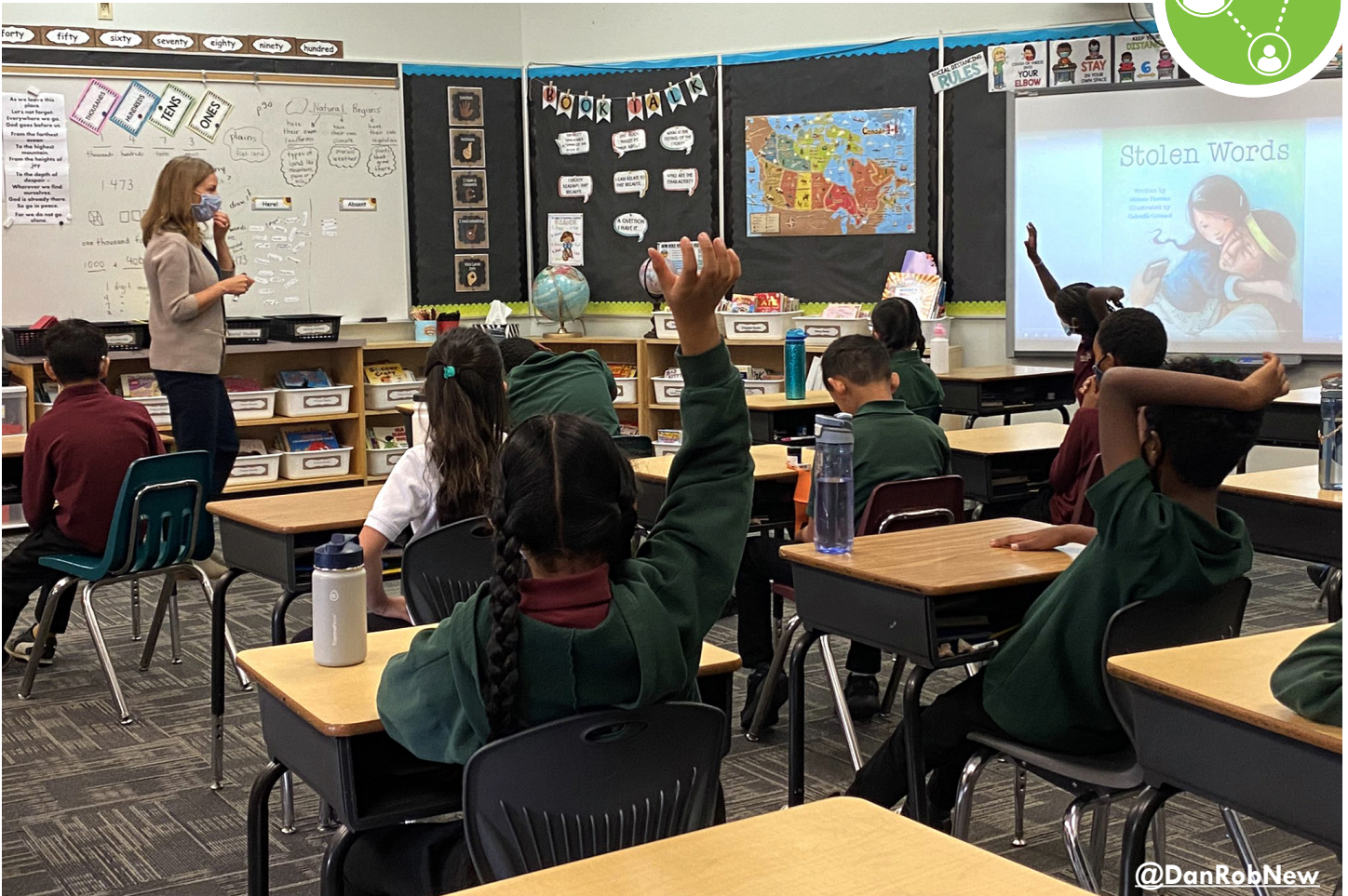


Results are a significant decline from the previous year, which saw 77 per cent of students absent less than 10 per cent of the school year. Given the pandemic, lower attendance rates were to be expected as students were required to or chose to stay home during COVID-19.

RVS: The percentage of teachers enrolled in two or more of RVS' professional learning offerings.



Total attendance at RVS professional learning offerings in 2020/21 was 6,926; this is above and beyond school-based professional learning opportunities. This significant number was most likely due to the offerings being moved to an online platform for the year. While not ideal, it made it more accessible and affordable. This delivery method will be retained for professional learning opportunities where deemed appropriate.



@DanRobNew

ABED*: The percentage of teachers reporting that in the past three to five years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.



Performance remains high and consistent over the last number of years. Room for growth exists by examining the types of offerings and the times of year when the uptake was higher. [Historical Data](#)

ABED: Overall teachers, parents, students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, careers, technology and health and physical education.

Overall	RVS	80.8
	Province	81.9
Teachers	RVS	88.7
	Province	89.2
Parents	RVS	80.1
	Province	81.7
Students	RVS	73.7
	Province	74.9

RVS has consistent results aligned with overall provincial results in all four categories. [Historical Data](#)

*Alberta Education (ABED)

Outcome 1.2: Students demonstrate ownership of their learning.

RVS: Percentage of students who understand how they learn best.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I think about the different ways I can learn					
6 – 9	I think about the different ways I can learn	19.6	41.4	28.7	7.2	3.1
10 – 12	I reflect on my learning in a variety of ways					
3 – 5	I understand how I learn best					
6 – 9	I understand how I learn best	38.1	36.8	18.4	3.3	3.4
10 – 12	I understand how I learn best					
3 – 5	I can show what I know					
6 – 9	I have the opportunity to demonstrate my learning in different ways	27.7	39.5	25.7	3.3	3.8
10 – 12	I have the opportunity to demonstrate my learning in different ways					

RVS: Percentage of students who expect to succeed in school.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	People help me to do my best					
6 – 9	I am supported to do my best	45.4	32.5	16.6	2.2	3.3
10 – 12	I am supported to do my best					
3 – 5	I know I can do well in school					
6 – 9	I expect to succeed in school	52.6	28.9	12.6	2.1	3.9
10 – 12	I expect to succeed in school					



RVS: Percentage of students who document and reflect on their learning through a portfolio.

84%

The myBlueprint tool saw increased usage across RVS to document and reflect on students' learning in 2020/21, with 84 per cent of RVS students actively using it to examine and reflect on their learning, up from 64 per cent in 2019/20. At-home learning contributed to the increased usage as a valuable tool for families to connect on their students' learning.



ABED*: High school completion rate of students/First Nations, Métis and Inuit (FNMI) students within three years of entering Gr. 10.



This is an area of strength for RVS; most students complete high school within three years. Diploma Exams were not required in 2020/21 which may have contributed to higher high school completion rates.

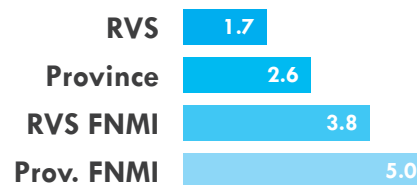
While our completion rates for Indigenous students is significantly higher than the provincial average, we still see a difference between Indigenous students and their non-Indigenous peers. [Historical Data](#)

ABED: High school completion rate of students/First Nations, Métis and Inuit students within five years of entering Gr. 10.



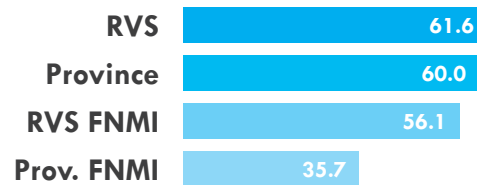
This continues to be an area of strength for RVS; the increase in the RVS rate is in line with the increase provincially. [Historical Data](#)

ABED: Annual drop-out rate of students/First Nations, Métis and Inuit students ages 14 to 18.



When compared to the province this measure continues to be an area of strength. While RVS continues to see fewer dropouts when compared to the province, we continue to remain committed to keeping students in school. [Historical Data](#)

ABED: High school to post-secondary transition rate of students/First Nations, Métis and Inuit students within six years of entering Gr. 10.



RVS overall rates significantly improved this year. RVS continues to be at or above provincial rates for students transitioning to post-secondary.

The Indigenous transition rate jumped from 48.9 per cent in 2019. While this is positive growth, the number of students who self-identify as Indigenous at RVS is low and thus one or two students either way can shift the per cent dramatically. [Historical Data](#)

*Alberta Education (ABED)

GOAL TWO

Achieve their potential

Outcomes:

- Students are literate, numerate and acquire core competencies.
- Students meet high expectations and learning outcomes, tailored to their individual capabilities.

RVS students are innovators; and to achieve the challenge of reaching their full potential, those surrounding them must also be fully supported in their learning.

In 2020/21 RVS dedicated over \$1 million to professional learning for our staff, with total attendance at events almost 7,000. This is in addition to regularly scheduled professional learning opportunities within schools. The variety of topics and choices assisted certificated staff in reaching their professional learning goals as well as meeting criteria in various areas of the Teaching Quality Standard.

The COVID-19 pandemic meant most professional learning events moved online, which also offered unique opportunities for more choices and involvement. RVS teachers, support staff and administrators had access to hundreds of courses to grow in their profession.

New teachers continue to be supported with dedicated professional learning and mentorship, and aspiring leaders are supported through leadership training and cohorts.

When teachers, administrators and support staff are supported in their own learning, students can better achieve their potential.

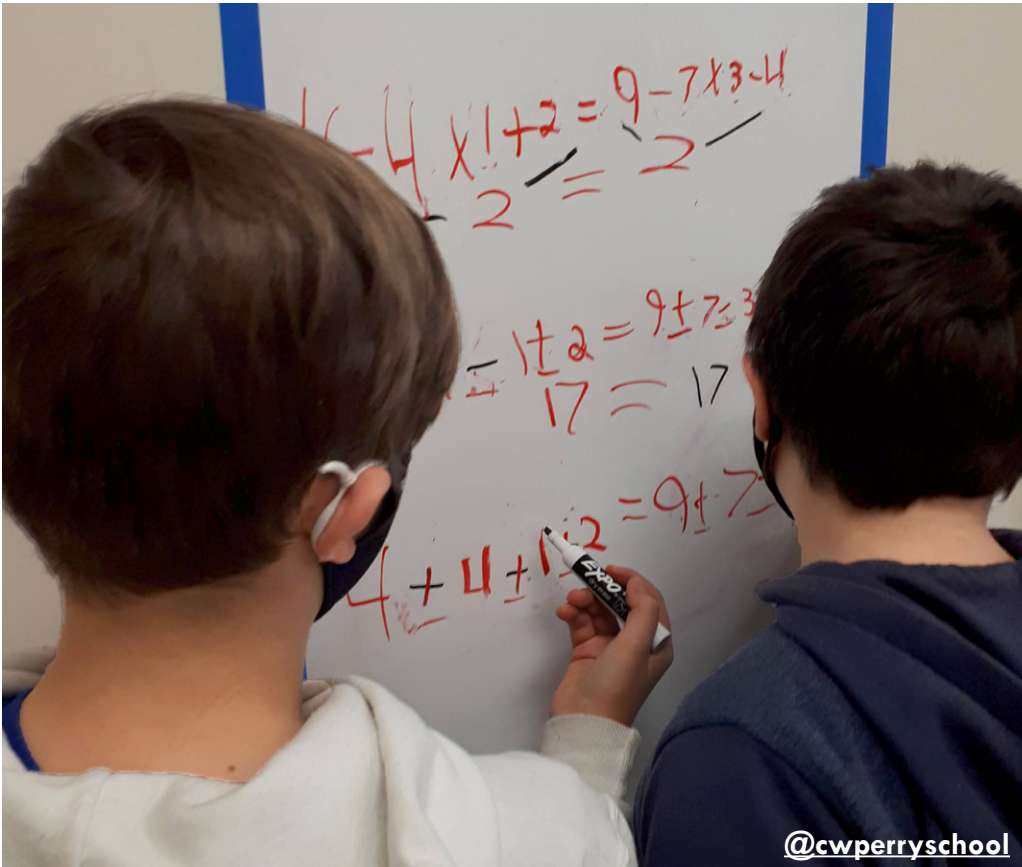
Building Understanding of Learner Needs Through Research

In a school year that saw an increased use of technology with many students learning online, RVS partnered with Dr. Martine Pellerin from the Campus St. Jean, University of Alberta for a year-long research project to build knowledge and understanding on meeting the needs of all learners in a French Immersion online setting. The goal of the project was to use the findings to leverage technology and better meet the needs of students whether in school or online.

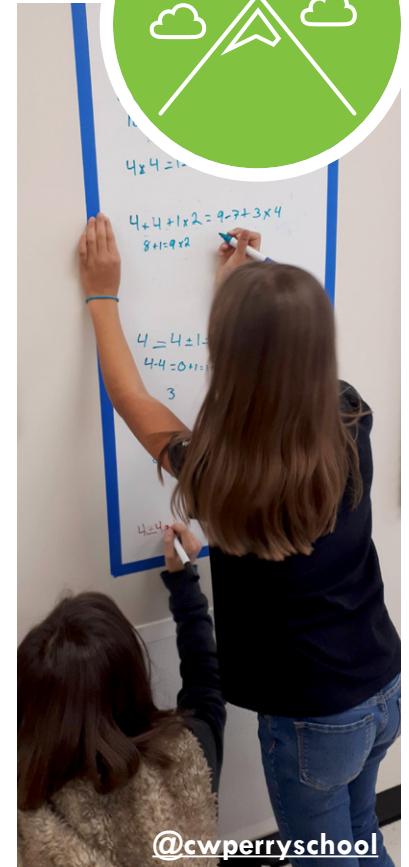
Through the research project, French Immersion teachers who taught online in 2020/21 explored ways to design instruction that aligned with students' personal learning styles and capabilities. Students developed foundational skills and core competencies

to acquire, create, connect and communicate knowledge both online and in-person. Teachers also developed a partnership with the parent community through their work.

The project focused on a unique university-school partnership as a model for teachers' professional development to impact connection, learning and engagement for students, parents and teachers. The teachers involved with the research projects are sharing the knowledge they gained with their colleagues through drop-in idea and strategy discussions, and disseminating their new knowledge through articles in professional journals and through presentations in university courses and professional conferences.



@cwperryschool



@cwperryschool

Middle School Students Meet Numeracy Goals as a Team

Across RVS, teachers and numeracy leads (teachers supporting their colleagues) work daily to make math understandable, relatable and clear to students.

At C.W. Perry School, staff set aside regular instruction time to work with numeracy leads who provide resources and suggest activities to help engage students.

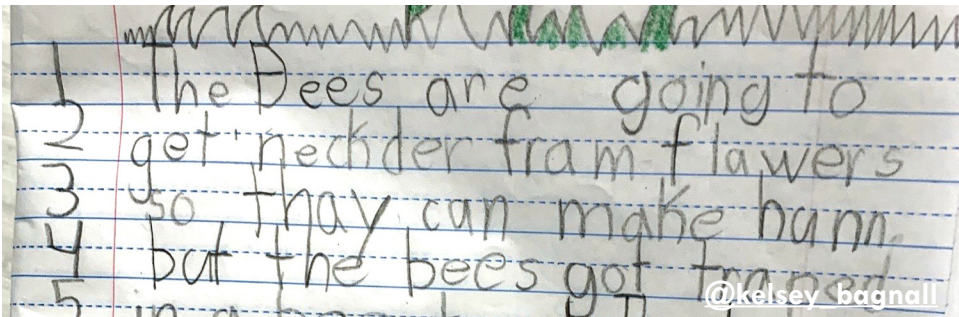
Students play games with math manipulatives and quickly learn that a deck of playing cards and pair of dice lead to math lessons they can carry forward in life.

Students also learn math can be a group event. Teams can often be seen working on white boards contemplating math questions and working together to solve open-ended questions before discussing with the class.

Teachers have found working on the white boards often leads to a different level of learning; students do not feel the pressure of permanence of paper and are not afraid to try different methods to solve questions. By working with a partner, they can discuss the question, leading to deeper understanding all around.

The learnings of group work in math translated well when students learned online at various times in 2020/21. RVS teachers embraced the opportunity with new ways to engage students in math, using websites to collaborate and breakout rooms to help students learn math together virtually.

Using many methods, manipulatives and teamwork, RVS teachers and students were able to meet math outcomes in 2021/21 – in both physical and online classrooms.



Story Workshop Explores Connection Between Literacy and the Arts

To support literacy among elementary school students, some schools have incorporated [Story Workshop](#) into their classrooms. Story Workshop is an approach to supporting literacy built upon four pillars: the sharing of stories, immersion in the arts, time for play and a focus on meaning-making. This approach started at Opal School in Portland, Ore. and began with a simple question: What is the connection between literacy and the arts?

In RVS, Story Workshop has been successfully used to develop writing and reading skills like vocabulary, letter recognition, spelling, parts of the sentence and parts of a story. Story Workshop aims to provoke students' thinking and inspire their imagination to tell stories, first by introducing them to existing texts before having the students create illustrations and writing.

To develop a story, students enter a cycle of creating, writing and drawing. Stories are imagined through play with toys or discovery in nature, then written down and drawn. This cycle repeats, and students are helped when they get stuck. Story Workshop also includes times for discussion, where peers provide feedback to one another, and students receive feedback from teachers.

Story Workshop's success in pilot classrooms in 2020/21 has led to an expansion in 2021/22. By joining arts and literacy through programs like this, RVS learners experience literacy in new, engaging ways.

Preschool Intervention Program

Even the littlest learners are supported at RVS, with supports starting at the pre-Kindergarten level.

These supports are provided for young children (2.5 to 5 years) with a variety of learning needs, who will benefit from enhanced educational placements and programming support.

The four division-based programs provide the opportunity for exceptional programming promoting a play-based approach. Families partner with teachers and specialists to best support these young learners, helping the students grow and thrive within the classroom setting.

In pre-Kindergarten children interact with others and explore their interests through play in ways that are interesting and engaging for them. A strong foundation for later learning is built while children learn, practice, and apply new skills.

Cognitive, social and emotional skills are fostered in pre-Kindergarten. Students work with their imagination while learning independent problem solving; co-operation and sharing are learned while trying new things and learning to manage emotions.

[See the Video!](#)



RVS Education Plan Survey Results: Goal Two

The majority of RVS students indicate they often or always agree they are literate and numerate. These survey results help us recognize where students may need assistance in areas, especially in instances of understanding their reading. Student confidence in numeracy was strong. They felt more comfortable communicating than reading for understanding.

Goal setting is an area students indicated they were not routinely doing. Increased emphasis on goal setting would be valuable to help students take ownership and reflect on their learning.

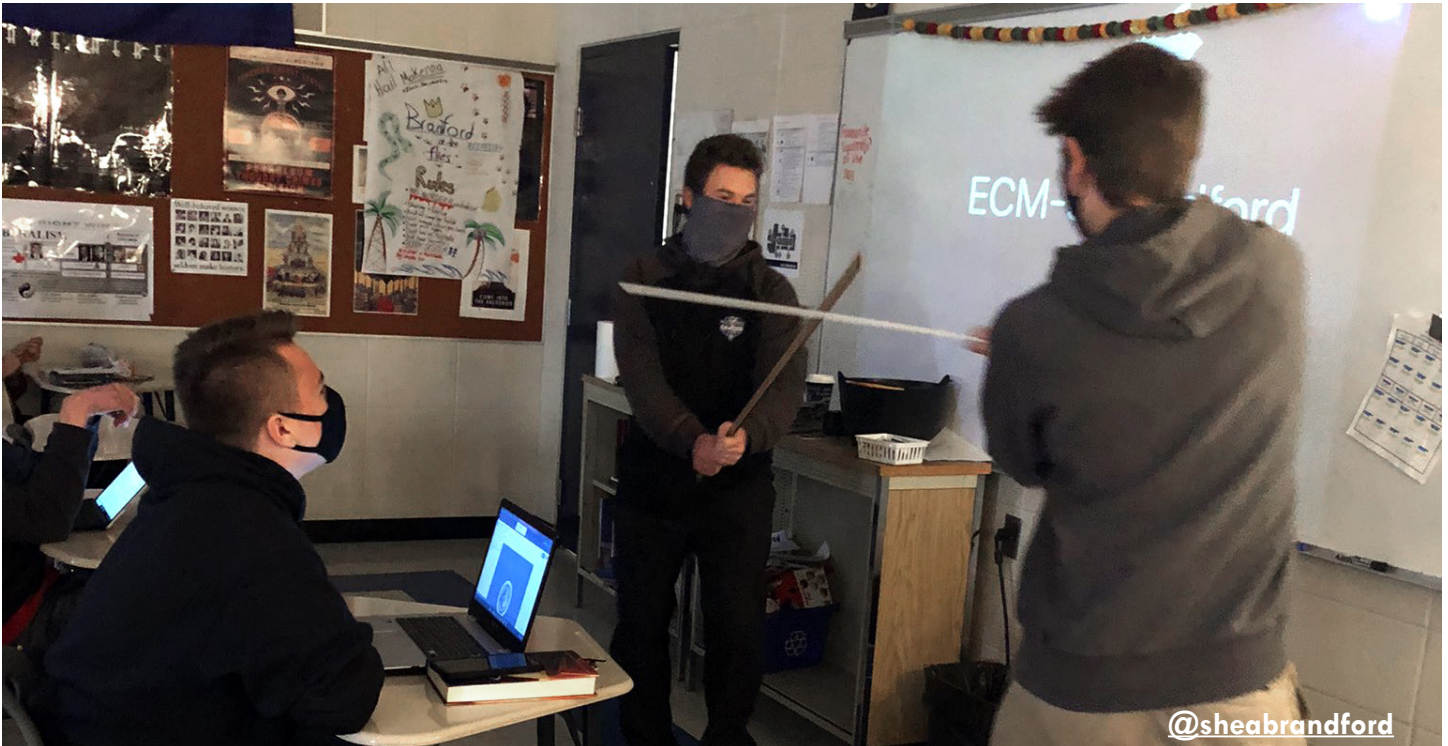
Significantly lower results are noted by students about the availability of getting help at their school when dealing with other people (54 per cent always/often) as compared to getting help with their learning (73 per cent always/often).



Outcome 2.1: Students are literate, numerate and acquire core competencies.

RVS: Percentage of students who agree they are literate and numerate.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I understand what I read					
6 – 9	I learn through reading	27.9	38.2	24.6	4.9	4.4
10 – 12	I can build my understanding through reading					
3 – 5	I can share my thoughts in a variety of ways					
6 – 9	I can communicate effectively in a variety of ways	29.0	41.4	22.3	2.8	4.4
10 – 12	I can communicate effectively in a variety of ways					
3 – 5	I can use my numeracy/math skills to solve problems in a variety of ways					
6 – 9	I can use my numeracy/math skills to solve problems in a variety of ways	35.4	35.7	20.6	4.0	4.4
10 – 12	I can use my numeracy/math skills to solve problems in a variety of ways					



RVS: Percentage of Gr. 1 – 12 students who met or exceeded expected learning outcomes in English language arts and mathematics.

		English Language Arts	Mathematics
All RVS	Gr. 1 – 3: Emerging to Mastering	93	97
	Gr. 4 – 6: Emerging to Mastering	97	97
	Gr. 7 – 9: Emerging to Mastering	87	83
	Gr. 10 – 12: 50%+	91	88
First Nations, Métis and Inuit (FNMI) (Data for FNMI & ELL combined grades last year)	Gr. 1 – 3: Emerging to Mastering	88	94
	Gr. 4 – 6: Emerging to Mastering	93	90
	Gr. 7 – 9: Emerging to Mastering	80	73
	Gr. 10 – 12: 50%+	86	79
English Language Learners (ELL)	Gr. 1 – 3: Emerging to Mastering	89	96
	Gr. 4 – 6: Emerging to Mastering	95	96
	Gr. 7 – 9: Emerging to Mastering	85	85
	Gr. 10 – 12: 50%+	89	88

Elementary grade data is very promising. There is room for growth at the high school level. Overall students are meeting the expected outcomes across all demographics and all grades in RVS. We are in the process of implementing district-wide reading, writing and numeracy assessments and it will be interesting to compare these report card marks to other measures.



ABED*: Overall percentage of students/First Nations, Métis and Inuit students who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests and Diploma Exams.

Provincial Achievement Tests	ACCEPTABLE				EXCELLENCE			
	RVS	Prov.	RVS FNMI	Prov. FNMI	RVS	Prov.	RVS FNMI	Prov. FNMI
Grade 6								
LA								
LA (FI)								
Math								
Science	Not available. PATs were cancelled across the province due to COVID-19.							
Social								
Grade 9								
LA								
LA (FI)								
Math								
Science								
Social								

Continued on next page.

*Alberta Education (ABED)



Diploma Exams	ACCEPTABLE				EXCELLENCE			
	RVS	Prov.	RVS FNMI	Prov. FNMI	RVS	Prov.	RVS FNMI	Prov. FNMI
Eng. 30-1 (School-Awarded)								
Eng. 30-1 (Diploma)								
Eng. 30-2 (School-Awarded)								
Eng. 30-2 (Diploma)								
French 30-1 (School-Awarded)								
French 30-1 (Diploma)								
Soc. 30-1 (School-Awarded)								
Soc. 30-1 (Diploma)								
Soc. 30-2 (School-Awarded)								
Soc. 30-2 (Diploma)								
Math 30-1 (School-Awarded)								
Math 30-1 (Diploma)								
Math 30-2 (School-Awarded)								
Math 30-2 (Diploma)								
Bio. 30 (School-Awarded)								
Bio. 30 (Diploma)								
Chem. 30 (School-Awarded)								
Chem. 30 (Diploma)								
Physics 30 (School-Awarded)								
Physics 30 (Diploma)								
Science 30 (School-Awarded)								
Science 30 (Diploma)								

Not available. Diploma Exams were cancelled across the province due to COVID-19.

No data is available. Participation in the Provincial Achievement Tests (PATs) and Diploma Exams was impacted by COVID-19. PATs were cancelled and Diploma Exams were optional. [Historical Data](#)



ABED*: Percentage of students/First Nations, Métis and Inuit students writing four or more Diploma Exams within three years of entering Gr. 10.

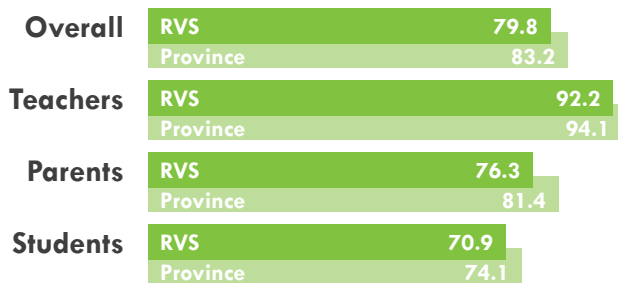
No data is available. Participation in the Provincial Achievement Tests (PATs) and Diploma Exams was impacted by COVID-19. PATs were cancelled and Diploma Exams were optional. [Historical Data](#)

ABED: Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.



While RVS numbers show improvement, parents continue to show lower levels of agreement. [Historical Data](#)

ABED: Overall teacher, parent and student agreement that students model the characteristics of active citizenship.



After a one-year drop for student satisfaction, results were more in line with previous trends in 2020/21. Pandemic restrictions limited opportunities for growth in this area. [Historical Data](#)



@bandedpeakrvs

*Alberta Education (ABED)



Outcome 2.2: Students meet high expectations and learning outcomes, tailored to their individual capabilities.

RVS: Percentage of students who report setting learning goals with their teacher.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I work with my teacher to set goals for my learning					
6 – 9	I work with my teacher to set goals for my learning	19.0	31.2	33.9	9.9	5.9
10 – 12	I set goals for my learning at school					

RVS: Percentage of students who get the help they need in school.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I get help with my learning when I need it					
6 – 9	I receive help with my learning from the school when I need it	40.5	32.2	18.8	2.9	5.6
10 – 12	I receive help with my learning from the school when I need it					
3 – 5	I receive help with my learning from the school when I need it					
6 – 9	I have an adult at school that I can talk to about how I am doing	36.0	26.8	20.7	10.6	5.9
10 – 12	I have an adult at school that I can talk to about my life					
3 – 5	I am learning how to solve problems I have with other people					
6 – 9	At school, I can get help when I'm having problems with others	31.8	31.4	22.4	8.4	6.0
10 – 12	At school, I can get help when I'm having problems with others					



RVS: Percentage of students with Individual Program Plans who are achieving their learning goals.

87%

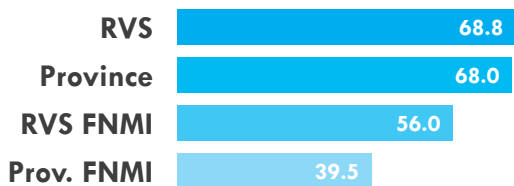
Validity of this year’s results has increased as RVS moved from using a representative sample to all students with an IPP. Given the ongoing challenges related to the pandemic, 87 per cent of IPP students achieving their learning goals is to be commended.

RVS: Percentage of school councils who report they were actively involved in the development of their school’s workbook

100%

All RVS school councils agreed that their involvement in the school workbook (school improvement plan) was active or very active.

ABED*: Percentage of Gr. 12/First Nations, Métis and Inuit (FNMI) Gr. 12 students eligible for a Rutherford Scholarship.



Our eligibility amongst Indigenous students continues to exceed the provincial eligibility by a significant margin. After a significant increase in 2019 we have maintained it for two years.

We maintain eligibility consistent with the province when considering all students. [Historical Data](#)

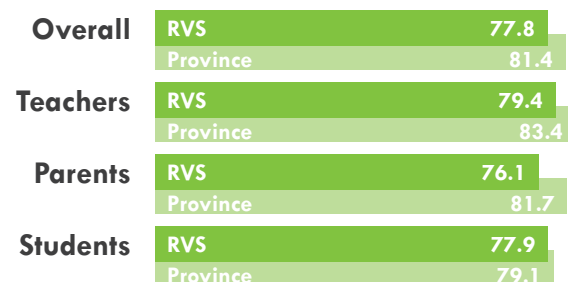


ABED: Overall teacher and parent satisfaction with parental involvement in decisions about their child’s education.



We have increased the involvement of school councils in school planning to facilitate the growth of parent involvement in the years ahead. Results continue to hold steady. [Historical Data](#)

ABED: Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same within the last three years.



We have seen growth in student satisfaction with this metric this year, returning it to previous levels after a brief decline. [Historical Data](#)

*Alberta Education (ABED)

GOAL THREE

Navigate successfully as global citizens

Outcomes:

- Students are healthy, safe, resilient and value diversity, cultures and traditions.
- Students make a positive difference in their life, school, community and the world.

RVS believes students' mental wellness is a critical component of their growth and learning development. Always an important topic, mental health took an even more pronounced focus during the pandemic. We are committed to offering resources to support students with mental health concerns, and undertook several initiatives at both a divisional and school level to address the mental health challenges posed by the COVID-19 pandemic. Some initiatives included:

- Traumatic Events Systems Training for staff: this training provides staff with necessary tools to intervene, prepare and support communities in the aftermath of a traumatic event.
- Incremental implementation of Positive Behaviour Interventions and Supports (PBIS) division wide. PBIS supports the mental health and wellness of adults and children through social emotional learning and multi-tiered responses to learning and behavioural challenges. The training helps support safe, positive and predictable learning communities.
- Work with experts and Elders to support teachers and leaders to engage in conversations and provide education in classrooms and staffrooms about racism and our continued work on Truth and Reconciliation. This work helps create safe spaces for teachers and students and increase our knowledge and understanding of each other.

Students Work to Make a Positive Difference

In a school year marked by frequent separation and isolation, our students still found ways to bridge physical divides to come together and make a positive difference in their communities. Throughout the year, students took part in initiatives to better their communities, and in many cases initiated these efforts.

Early in the school year, students from Windsong Heights School banded together to fundraise for Cochrane's [Yamnuska Wolfdog Sanctuary](#), which rescues and rehabilitates wolfdogs. Students recycled bottles and cans to raise money for the sanctuary, and in so doing lived up to the school's creed that encourages students to think and act like wolves by learning to be true to themselves

and demonstrate leadership while working collaboratively like a wolf pack.

Two students were inspired to take their efforts further and [wrote a book](#) about Horton, an Irish wolfhound in the sanctuary's care. They enlisted students from various grades to help illustrate and publish the book, *Horton Hears a Howl*. The book was sold for \$10 each, with proceeds going towards Horton's continued care. By the end of the year, approximately \$1,300 was raised through the book sales.

In December, two Chestermere elementary schools challenged each other to [support their local](#)



Mental Health Awareness at Mitford School

With an increase of social/emotional and mental health concerns stemming from the COVID-19 pandemic, the administration of Mitford School took steps to support students who might be in distress by partnering with the University of Calgary's HOPElab. The goal of this partnership was to equip staff to identify at-risk students and increase suicide prevention efforts.

All staff, regardless of position, took part in Question, Persuade, Refer (QPR) training – a suicide intervention technique where staff directly question a student to see if they are experiencing suicidal ideation or mental distress, persuade them to get help and then refer them to a professional who can help them.

Additionally, key staff members were identified to take an extra step and participate in Natural Leader training with three sessions to provide additional tools beyond QPR to assist and support students who may be in mental distress.

The school also began offering Alberta Health Service's Community Helpers program, which trains students to be a listening ear for peers. While students do not replace counsellors, they are able to provide some peer support and refer other students to the school's Child Development Advisor.

These programs have helped create a culture of openness in the school where it is safe to discuss topics like mental health and suicide, which are sometimes otherwise stigmatized. The school continues to put these strategies into practice to further develop that culture. Staff are using the tools they have accumulated to engage students in important mental health conversations, identify situations that could be serious and get students the help they need.



[food bank](#). Rainbow Creek Elementary School and East Lake School turned their annual food drives into a friendly competition to see who could collect the most donations, with the school that raised fewer donations having to wear the other school's colours for a day. Combined, the two schools collected approximately 12,000 food items. The competition was timely, with food bank usage increasing due to the COVID-19 pandemic.

Grade 5 students at C.W. Perry also got in the giving spirit in December, participating in their annual "Santa Shuffle." The initiative started several years ago when C.W. Perry opened to give back to the school's neighboring community and spread some holiday cheer. The students distribute handmade cards throughout the neighborhood, shovel sidewalks and driveways, and let neighbors know they are appreciated.

Whether together in person or online, both students and staff found ways to connect with each other and their communities to make a positive difference in the world.



RVS Commitment to Truth and Reconciliation

RVS continues to acknowledge, reflect, and observe Truth and Reconciliation, the impact of residential schools, and to honour the survivors, their families and communities.

Each September RVS schools acknowledge Orange Shirt Day with activities and lessons discussing the residential school experience and honouring the legacy of survivors. The day is an opportunity to remind students of the tragic history and discuss ways to work toward reconciliation.

Through the work of the Directors Inclusion Council in 2020/21, RVS staff learned and grew through professional learning opportunities such as trips to Nose Hill with a local Elder; Indigenous readings and discussions; and the opportunity to share these learnings with their staff.

Students were encouraged to take deeper dives into Indigenous learnings during their courses, with important readings and discussions in classrooms across the division. School libraries now have access to more diverse content, with Indigenous-authored books.

Schools also work with their local Indigenous Elders and communities where possible to deepen students' education and understandings. Some RVS classrooms took their learning to the land, exploring local traditional grounds with the support of Elders and teachers.

The history and traditions of Canada's Indigenous peoples is an important focus in RVS schools; and there continues to be much work to do. RVS is committed to this work and is expanding opportunities for administrators, staff and students to learn and grow in 2021/22.

 [Elder, Stories & Circles](#)

 [Learning with the Land featuring the RVS Land Acknowledgment](#)



Partnership with Airdrie Pride Society

RVS is committed to providing educational opportunities and supports to ensure students with diverse sexual orientations, gender identities and gender expressions are successful in school. To create more welcoming and inclusive environments, we partnered with the Airdrie Pride Society in May and June to offer its LGBTQ2S+ 101 course to all school leaders.

The course aimed to empower administrators with the information, language and understanding required to create safer and more inclusive environments for both students and staff. They also served as a safe space for conversation and questions.

The sessions were well attended, and Airdrie Pride Society has since received additional requests from teachers and other school-based staff who would like to participate.

RVS Education Plan Survey Results: Goal Three

Results of the Education Plan Survey for these outcomes show our students value diversity and the contributions of cultures across the world, but we can do more in helping them learn. Our students often or always feel they are active, but numbers indicate we can assist them further in caring for their mental health.

Students rated themselves quite strong when it comes to overcoming obstacles and challenges which is very promising.

Students identified a knowing/doing gap when it comes to making a positive difference. They responded that they know how make a positive difference but rated themselves lower on actually making a difference.

Students rated themselves very high as being strong digital citizens. Given the number of concerns schools have to manage with some online behaviours, there is a perception versus actualization gap here.



Outcome 3.1: Students are healthy, safe, resilient and value diversity, cultures and traditions.

RVS: Percentage of students who report they have been provided with opportunities to learn about other cultures and people.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I learn about cultures					
6 – 9	I learn about a variety of cultures	30.0	37.8	20.8	3.9	7.6
10 – 12	I learn about multiple cultures and their contributions					
3 – 5	I learn about similarities and differences among people					
6 – 9	I learn about diversity among people	32.4	37.6	18.9	3.5	7.6
10 – 12	I learn about diversity among people					
3 – 5	I appreciate all cultures and ways of living					
6 – 9	I value the contributions all people make to society	51.6	27.9	11.1	1.8	7.6
10 – 12	I value the contributions all people make to society					



RVS: Percentage of students who feel they can overcome obstacles.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I can make good choices when things don't go my way					
6 – 9	I can overcome obstacles and challenges	30.8	40.9	18.9	2.0	7.4
10 – 12	I can overcome obstacles and challenges					

RVS: Percentage of students who report they live a healthy lifestyle.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I know what food is healthy for me					
6 – 9	I know how to make healthy food choices	48.6	30.2	11.7	2.3	7.2
10 – 12	I know how to make healthy food choices					
3 – 5	I am physically active					
6 – 9	I participate in regular physical activity	50.5	27.7	12.0	2.0	7.7
10 – 12	I participate in regular physical activity					
3 – 5	I am learning how to care for my mental health					
6 – 9	I am learning how to care for my mental health	36.1	31.0	19.2	6.3	7.4
10 – 12	I am learning how to care for my mental health					
3 – 5	I make choices that keep me safe					
6 – 9	I make choices that keep me safe	43.1	31.7	14.6	3.0	7.6
10 – 12	I make choices that keep me safe					



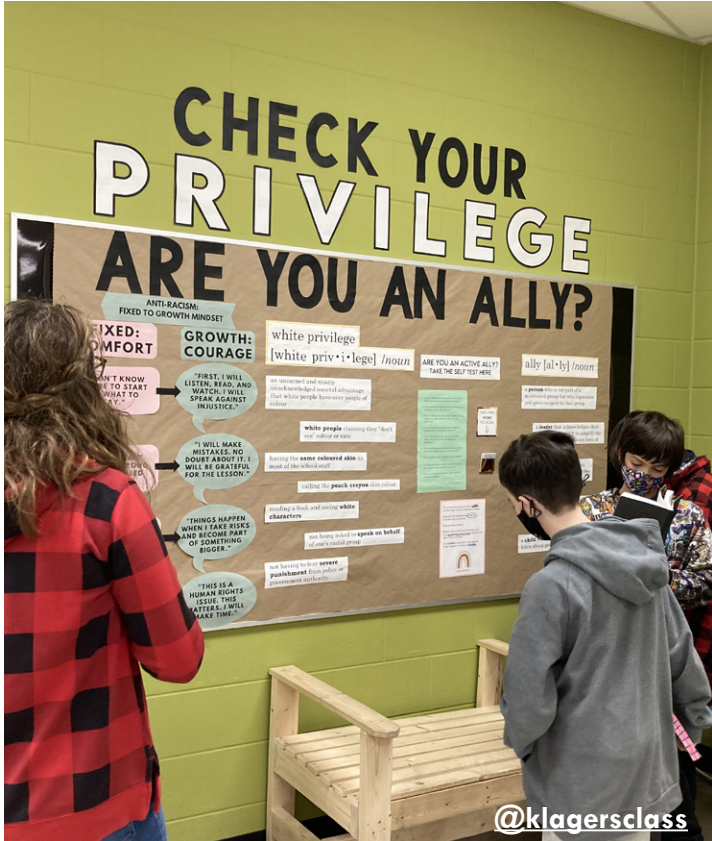
RVS: Percentage of students excessively absent due to health matters.

5.8%

In 2020/21, 5.8 per cent of students were absent more than 15 per cent of days due to health matters, whereas only 2 per cent of students were absent more than 15 per cent of days in 2019/20 due to health matters. This is expected due to health issues related to the pandemic as well as isolation/quarantine requirements.

RVS: Percentage of student conflict incidents reported.

This measure has been removed as a measure as a system has not yet been created to track due to competing resources.



RVS: The percentage of schools who have implemented school-wide Tier 1 Positive Behaviour Intervention Strategy at 80 per cent fidelity as measured by the Tiered Fidelity Inventory.

No data is available. The 2020/21 school year was due to be the first year of RVS' full implementation of the Positive Behaviour Intervention Strategy (PBIS). Unfortunately, due to COVID-19-related absences and interruptions it was impossible to implement in full. Eleven schools began implementation in 2020/21 despite disruptions, and four in 2019/20.





@mrlafleur4

ABED*: Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.

Overall	RVS	88.0
	Province	90.0
Teachers	RVS	94.1
	Province	95.4
Parents	RVS	88.7
	Province	90.5
Students	RVS	83.6
	Province	84.0

All groups continue to indicate students are feeling safe in schools. Overall results were slightly higher across RVS schools than the previous year, with a significant improvement in student satisfaction.

[Historical Data](#)

ABED: Overall teacher, parent, student satisfaction with the overall quality of basic education.

Overall	RVS	87.9
	Province	89.6
Teachers	RVS	95.0
	Province	95.7
Parents	RVS	83.9
	Province	86.7
Students	RVS	84.8
	Province	86.3

Results are consistent across all groups from year to year, remaining high and reflecting strong satisfaction. [Historical Data](#)

*Alberta Education (ABED)

Outcome 3.2: Students make a positive difference in their life, school, community and the world.

RVS: Percentage of students who understand how to make a positive difference in their school and in their community.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I know how to make a positive impact on others					
6 – 9	I know how to make a positive impact on others	38.0	40.0	11.6	1.4	8.9
10 – 12	I know how to make a positive impact on others					
3 – 5	I am making a positive difference in my school or community					
6 – 9	I am making a positive difference in my school or community	25.2	36.9	23.5	5.1	9.3
10 – 12	I am making a positive difference in my school or community					

RVS: Percentage of students who report they participated in fundraising, volunteer activities and community service projects.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I participate in fundraising activities					
6 – 9	I participate in fundraising activities	19.2	24.6	32.7	14.3	9.2
10 – 12	I participate in fundraising activities					
3 – 5	I volunteer in school or the community					
6 – 9	I volunteer in school or the community	14.2	22.7	34.8	18.7	9.6
10 – 12	I volunteer in school or the community					

RVS: Percentage of students who understand the importance of digital citizenship.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I know how to be safe when using technology					
6 – 9	I know how to be safe when using technology	61.7	22.4	5.8	1.1	9.0
10 – 12	I know how to be safe when using technology					
3 – 5	I am respectful in my use of technology					
6 – 9	I am respectful in digital environments, including social media	61.9	21.9	5.6	1.2	9.4
10 – 12	I am respectful in digital environments, including social media					



OUR PARTNERSHIPS

RVS values our partnerships with other school authorities, municipalities and community agencies. In these partnerships we learn from each other, expand our offerings to students and families, and gain efficiencies in costs for services and programs.

Partnerships include:

- Food banks: supporting children and families in need through Airdrie, Cochrane and Chestermere food banks.
- Before and after school providers: RVS leases space to reputable providers to help our families find convenient childcare.
- Adult learning: RVS continues to be the only school jurisdiction in the province to run our own community adult learning program.
- School authorities: we share information, best practices, and learn from each other's experiences as well as find opportunities to reduce costs.
- Post-secondary institutions: research, knowledge sharing and hands-on learning experiences for teacher candidates.
- Transportation: RVS provides transportation services to Calgary Catholic School Division in communities where we share boundaries.
- Government: RVS regularly engages municipal and regional governments as well as local Members of the Legislative Assembly. We value the important contributions they have made within our schools and in the communities they serve.

Read on for a selection of 2020/21 partnership stories.



Building Futures Supports APARC

In addition to building a house, students in the Airdrie Building Futures program [renovated the space belonging to the Alberta Pound and Rescue Centre](#), (APARC) an animal shelter which opened in April 2020. Beginning in February, students and community partners McKee Homes and other contractors/suppliers converted APARC's 4,000 square foot warehouse into several rooms which are now used as animal habitats.

The renovation project originated from a brainstorming session the students had early in the school year where they tried to choose local community organizations to support. While students originally envisioned holding a fundraiser for APARC, they realized they could meet a need for the shelter by putting the construction skills they had been learning to use in sectioning off APARC's space.

Materials for the renovation were provided by local builders, and students worked to frame, drywall, install windows and doors, and paint the new rooms. Students also used leftover materials to build a donation bin and dog houses for APARC

Food for Thought Donations

Throughout the COVID-19 pandemic, RVS supported students and families by reallocating Food For Thought funding to help those in need.

Food For Thought is a program that partners RVS with local groups to promote healthy eating and provide food to students. The program is funded through grants, donations and in-kind services from national, provincial and local groups. During the pandemic, with schools periodically and repeatedly closed, the funding was not able to be used to provide nutritious breakfasts at school, as it normally would. Instead, RVS redistributed the funds to ensure they did not sit idle.

RVS made sizable donations to community food banks in Airdrie, Cochrane and Chestermere to support local families. Funds were also used to purchase a new commercial refrigerator to replace an ageing fridge at the Airdrie Food Bank.

In the spring RVS students in the Cochrane Building Futures program partnered with the Helping Hands Society of Cochrane and Area, Kingsmith Builders and Big Hill Electrical Services to construct the [Cochrane Community Food Shed](#), where residents can take what they want and give what they can. Following the completion of the shed, Food For Thought funds were used to stock it with items.

FINANCIAL STATEMENT 2020/21

Collection and Use of School Fees

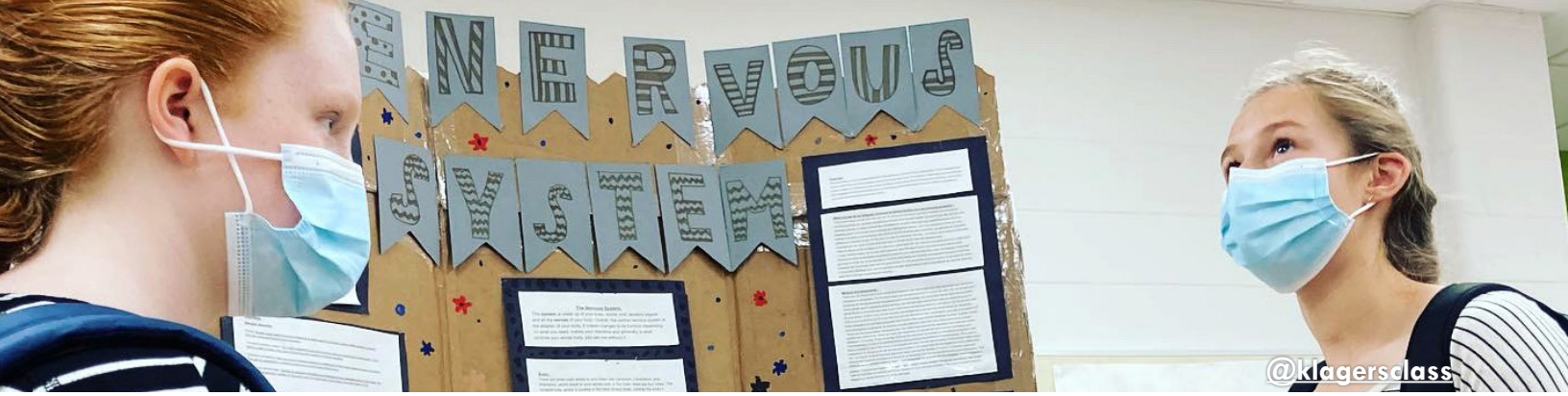
Fees	Actual Fees Collected	Actual Fee Expenditures
Transportation Fees	\$2,408,200	\$2,408,200
Basic Instruction Fees		
• Basic Instruction Supplies	–	–
Fees to Enhance Basic Instruction		
• Technology user fees	–	–
• Alternative program fees	\$128,917	\$128,917
• Fees for optional courses	\$805,196	\$805,196
• Activity fees	\$253,773	\$59,082
• Early childhood services	–	–
• Other fees to enhance education	\$70,010	\$0
Non-Curricular Fees		
• Extracurricular fees	\$121,425	\$139,031
• Non-curricular travel	\$0	\$7,104
• Lunch supervision and noon-hour activity fees	\$6,322	\$22,710
• Non-curricular goods and services	\$148,310	\$133,944
• Other fees (student farewell and grad, loss/ replacement/sales/rentals)	\$15	\$85,162
Total Fees	\$3,942,168	\$3,789,346

Revenues		
Instruction	\$ 212,699,806	74.67%
Administration	\$ 8,418,033	2.96%
Plant Operations & Maintenance	\$ 46,273,513	16.24%
Transportation	\$ 17,329,945	6.08%
External Services	\$ 149,992	0.05%
Total	\$ 284,871,289	100.00%

Expenditures		
Instruction	\$ 212,916,270	76.17%
Administration	\$ 7,731,790	2.77%
Operations & Maintenance	\$ 42,818,924	15.32%
Transportation	\$ 15,902,302	5.69%
External Services	\$ 149,992	0.05%
Total	\$ 279,519,278	100.00%

Notes:

- RVS' Audited Financial Statement is based on the Public Sector Accounting Standards, as required by the Government of Alberta beginning 2013.
- RVS' 2020/21 Budget and Audited Financial Statement are accessible on the jurisdiction's website under Publications/Capital/Budget.
- For comparative financial information, see Alberta Education's Provincial Audited Finance Statement Roll-up.



2020/21 YEAR IN REVIEW

In the [2019/20 AERR](#) RVS committed to the following actions. We have completed several and made significant progress on others.

Actions Taken in 2020/21	Status	Comments
Pilot, validate and implement the new student satisfaction survey focused specially on Four-Year Plan goals (System Assurance)	✓	Completed
Adjust and implement parent/staff satisfaction survey to focus on Four-Year Plan and other Alberta Education targets (System Assurance)	✓	Completed
Refine the School Playbook (school education plans) process and documentation (System Assurance)	✓	Revisions to the process were made based on school's feedback.
Continue to involve school administrators on various design teams and/or working groups to ensure school input and perspectives are considered in initiatives (System Assurance)	✓	Continue to find ways to gather input from school administrators.
Work to implement recommendations for math instruction across the jurisdiction (Goal 2/Outcome 1)	Paused	Awaiting new curriculum to blend feedback from task force into our implementation efforts.
Improve foundational knowledge of Indigenous ways of knowing and being across the system (Goal 3/Outcome 1)	In Progress	Emphasis was on knowledge building for school administrators last year but many schools engaged in activities throughout the year. See page 28 for some examples of these projects. See page 39 for further actions to be taken in 2021/22.
Finalize Professional Learning (PL) and Instructional Design practice guides to build a more consistent RVS approach (Four-Year Plan key strategies)	In Progress	Finalized PL practice guide in 20/21. Instructional Design practice guide paused until 2021/22 due to impact of the pandemic.
Continue to support and increase implementation of items in the Inclusive Education Practice Guide (Four-Year Plan key strategies)	✓	Continue to support.



2021/22 YEAR AHEAD

Based on what we learned from 2020/21, here are some of the actions RVS will take in the 2021/22 school year:

Actions to be Taken in 2021/22

Improve foundational knowledge of Indigenous ways of knowing across the system and enhance relationships with local Indigenous groups (Goal 3/Outcome 1)

Finalize instruction and assessment practice guide to build a more consistent RVS approach (Four-Year Education Plan key strategies)

Begin to gather multi-year data on our customized Four-Year Education Plan survey

Support the Board in the development of a system wide strategic plan which will springboard into a new Four-Year Education Plan

Provide targeted supports to schools related to pandemic recovery and mental health supports

Improve capacity to review and reflect on school and system data to help achieve goals of the Four-Year Education Plan



Westbrook School – Learning Commons
Completed September 2020

2022-2025 CAPITAL PLAN

Rocky View Schools (RVS) continues to request capital additions on a priority basis. For 2021/22 there is an urgent need for a school expansion and a new school in Cochrane and a new school in Airdrie. Nine additional school builds across the district are anticipated to be needed by 2025 as part of our three-year capital plan. Schools take several years to plan, gain government approval for funding and build. While the COVID-19 pandemic impacted enrolment in 2020/21, this provided only temporary relief. It does not address the longer-term need for more space as our student population increases.

2021/22 School Year

Capital Priorities

Location	Type	Capacity
Bow Valley High School	Addition	1 400 (+700 addition)
Airdrie K – 8	New School	900
Cochrane K – 5	New School	600

Infrastructure, Maintenance and Renewal Projects

- Two student washroom upgrades
- Two new assisted barrier free washrooms
- Foods room
- Minor mechanical upgrades
- Flooring updates
- Light fixtures transition to LED
- Roofing projects throughout RVS schools



@encounterwonder

LEARN MORE ABOUT RVS

RVS is committed to working collaboratively with its stakeholders in the planning and delivery of educational services.

Copies of RVS' [Four-Year Plan](#), [AERR](#), [Capital Plan](#), and [Budget](#) are made available to school councils, the public, staff, and/or educational and municipal partners through:

- Rocky View Schools' [public website](#)
- Rocky View Schools' Education Centre at 2651 Chinook Winds Drive, SW, Airdrie, Alta.
- Members of the Board of Trustees

School workbooks are built and shared with school councils and are available on each school's website.

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