



## REGULAR MEETING OF THE BOARD OF TRUSTEES

RVS EDUCATION CENTRE  
2651 CHINOOK WINDS DR. SW

AIRDRIE, AB

ZOOM LINK: <https://rockyview.zoom.us/my/rvsboard>

**NOVEMBER 16, 2023**

10:00 a.m. Regular Board Meeting

### AGENDA

1. Call to Order
2. Approval of Agenda
3. In Camera Meeting
4. Return to Public Portion of the Agenda
  - Trustee Norma Lang**

*Rocky View Schools would like to acknowledge the land and recognize all the Indigenous Peoples whose footprints have marked these lands from time immemorial. Together, we can learn and honour the ways of knowing of Indigenous Peoples for all future generations.*
5. Motions Arising from In Camera
6. Approval of Minutes
  - a) Regular Board Meeting – November 2, 2023
7. Exemplary Practice/ Student Showcase
  - a) Embedded Learning Specialists
8. Superintendent's Report
9. Chair's Report/Correspondence
10. Committee Reports
  - a) School Councils (w/motion)
  - b) Planning
11. Trustee Reports
12. New Business
13. In Camera Meeting
14. Motions Arising from In Camera
15. Adjournment

This unofficial agenda is subject to change and is not *official* until approved at the Board meeting.



# EXEMPLARY PRACTICE

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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**Date of Meeting:** Nov. 16, 2023

**Showcase Name:** Embedded Learning Specialists

**Teachers:** Darrell Lonsberry, Jane Roberts, David Moore

## **Project Description**

Rocky View Schools' learning specialists support teachers in their overall instructional practice with the goal of improving student learning in literacy and numeracy. Recently, Learning has begun embedding learning specialists in specific schools for four-to-six-week cycles, making them available to work directly with teachers on their instruction. They offer professional learning, team teaching, co-planning, modelling, one-to-one conversations about overall practice, small group work with department or grade teams – all to explore different approaches to pedagogy and build teacher capacity.

Using an embedded model allows time throughout the day for learning specialists to work directly with teachers and students. During the first learning cycle, this team worked with five schools; they are now in the second learning cycle and working with different schools. By the end of the year, the intent is to complete six learning cycles and work with a total of 30 schools. Learning specialists are also able to work with other schools during each learning cycle so any school requesting support receives the help they need.

During the first learning cycle, Learning Specialists, Jane Roberts and David Moore worked with Springbank Community High School (SCHS). They will share about the work learning specialists do, the way the embedded approach works and their experience during the first learning cycle. SCHS Principal, Darrell Lonsberry will highlight the benefits of this embedded approach from his perspective.



**SUPERINTENDENT'S REPORT**  
REGULAR MEETING OF THE BOARD OF TRUSTEES

**NOVEMBER 16, 2023**

**AGENDA**

1. Ward Boundary Review
2. Annual Education Results Report
3. Balancing Airdrie Student Spaces Update

**ACTION**

Directive  
Directive  
Information

A handwritten signature in black ink, appearing to read "Greg Luterbach", with a star-like flourish above the final letters.

Greg Luterbach  
Superintendent of Schools



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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**Discussion Item:** Ward Boundary Review

**Date of Meeting:** November 16, 2023

## Background:

The Board has approved Policy 29 – Ward Structure which follows Section 76 of the *Education Act* which states that “A board shall establish, implement and make publicly available a policy respecting the considerations and process used by the board to determine ward structures.”

Policy 29 Ward Structure (see attached):

- Lists key factors when reviewing ward boundaries including:
  - Attempting to ensure that the population served by each trustee is relatively equal (+/- 25%) - a figure that is used in Alberta (and elsewhere in Canada) by electoral commissions and which has been supported in legal challenges.
  - Considering the number of trustees required for effective governance keeping in mind the prudent use of resources, workload, and accessibility.
  - Developing ward boundaries that are clear and easily identifiable to avoid voter confusion. Roads, existing municipal boundaries, or geographical features should be used for boundaries.
  - Considering the rural/urban nature of the division and its associated communities.
- While these key factors are listed, it does not preclude the Board for considering other factors. The *Education Act* does say that the wards “must, if practicable, provide that the number of trustees to be elected in each ward is in the same proportion to the total number of trustees of the board as the population of the ward is to the population of the school division.” So, representation by population must be considered.
- The policy states that “A review of ward boundaries shall include consultation with all communities within the RVS boundaries and appropriate stakeholders.”
- The policy also states that “Such a review shall consider both the number of trustees and the ward boundaries.”
- The policy highlights timelines/processes required for changes to be made in the number of trustees and/or the ward boundaries.
  - At least one time per electoral cycle and prior to the mid-point of the third year (**by March-April 2024 for our current cycle**), the Board will discuss the potential need to perform a ward boundary review.
  - When changes to ward structures are determined by the Board, the Board shall pass a bylaw before December 31 in the year prior to that general election (**by December 31, 2024 for our current cycle**) being held and inform the Minister.
  - Should the Board request a change in the number of trustees, a request must be made well in advance of December 31 in the year prior to that general election (**by October 15, 2024 for our current cycle**) to the Minister of Education who can vary the number of trustees to be elected for the school division.



# DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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## **Current Status:**

Given Policy 29, the Board Planning Committee was provided some detailed information on the topic and recommended that the Superintendent bring forward a recommendation to engage a consultant to perform a ward boundary review and provide options for the Board's consideration by middle of September 2024.

Funding of \$25,000 has been set aside in the 2023-24 Board department budget to perform the review. This is in line with what the costs were in 2016 to perform the review.

## **Alternatives:**

### **Alternative I:**

The Board authorizes a review of RVS' ward boundaries and instructs the Superintendent to retain a consultant and legal advisors, as deemed necessary, to complete the review. Parameters to guide the ward boundary review will be consistent with Policy 29 – Ward Structure with the format and level of public consultation to be determined by the Board Planning Committee. The consultant shall report to the Board findings and recommendations by the middle of October 2024.

### **Alternative II:**

The Board authorizes a review of RVS' ward boundaries and instructs the Superintendent to retain a consultant and legal advisors, as deemed necessary, to complete the review. Parameters to guide the ward boundary review will be consistent with Policy 29 – Ward Structure with the format and level of public consultation to be determined by the Board. The consultant shall report to the Board findings and recommendations by the middle of October 2024.

### **Alternative III:**

The Board refers the matter to the Board Planning Committee for further discussion.

## **Recommendation:**

The Board authorizes a review of RVS' ward boundaries and instructs the Superintendent to retain a consultant and legal advisors, as deemed necessary, to complete the review. Parameters to guide the ward boundary review will be consistent with Policy 29 – Ward Structure with the format and level of public consultation to be determined by the Board Planning Committee. The consultant shall report to the Board findings and recommendations by the middle of October 2024.

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## **BACKGROUND**

The Board believes that a key foundation of good governance and accountability is electoral representation. Each trustee is elected within a ward or area but represents all public school constituents of the Division and represents this electorate through the democratic process. Section 76(4) of the *Education Act* requires Boards to make publicly available a policy respecting the considerations and processes used to determine ward structures.

## **GUIDELINES**

1. The Board may by bylaw
  - 1.1 provide for the nomination and election of trustees by wards and determine the boundaries of the wards, or
  - 1.2 provide for the election of trustees by the general vote of the electors.
2. In addressing the statutory requirements of the *Education Act*, the Board may from time to time undertake a review of electoral wards to ensure that effective and equitable representation is maintained. At least one time per electoral cycle and prior to the mid-point of the third year, the Board will discuss the potential need to perform a ward boundary review. Such a review shall consider both the number of trustees and the ward boundaries.
3. A review of ward boundaries shall include consultation with all communities within the RVS boundaries and appropriate stakeholders.
4. When reviewing ward boundaries, the Board may take into consideration any factors it considers appropriate, but must take into consideration the following criteria:
  - 4.1 Population/Number of Electors: The primary factor in designing ward boundaries will be population within each ward; attempting to ensure that population is relatively equal (typically +/- 25%) between wards.
  - 4.2 Number of Trustees: Consideration shall be given as to the number of trustees required for effective governance keeping in mind the prudent use of resources, workload, and accessibility.
  - 4.3 Easily Identifiable Borders: Ward boundaries should be clear and easily identifiable so as to avoid voter confusion. Roads, existing municipal boundaries, or geographical features should be used for boundaries. In so far as it is possible, they should avoid having a voter required to vote at two different polling stations for municipal and school board elections.
  - 4.4 Consider the rural/urban nature of the division and its associated communities.



## POLICY 29 WARD STRUCTURE

Approved: 2023 09 21

5. When changes to ward structures are determined by the Board, the Board shall pass a bylaw before December 31 in the year prior to that general election being held and inform the Minister.
6. Should the Board request a change in the number of trustees, a request must be made well in advance of December 31 in the year prior to that general election to the Minister of Education who can vary the number of trustees to be elected for the school division.

### **Legal Reference:**

- Section 76, 78 Education Act

# DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

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**Item:** 2022/23 Annual Education Results Report

**Date of Meeting:** November 16, 2023

**Background:**

On November 28, 2019, the Board approved RVS' 2019-2023 Four Year Plan (4YP), Innovators by Design, as presented. 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.

In our Four-Year Plan we established performance measures to help drive continuous improvement. These measures are a blend of local measures and provincial assurance measures. The 4YP is a living document and updated each spring. It is the performance measures in the 4YP that we report on in the Annual Education Results Report.

The framework highlights the role of the AERR “as part of a continuous improvement cycle, school authorities are expected to assess and interpret the results arising from implementing their Education Plan and report on their progress toward achieving the priorities and outcomes in their plan in their Annual Education Results Report (AERR).” The framework goes on to say, “Through the AERR, school authorities share their results, situating them in their local context, and help stakeholders understand them. The AERR should provide stakeholders with accurate, accessible and easy to understand information about the progress and performance of the school authority in relation to priorities and key domains.”

# DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

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In 2023, all boards must submit their Annual Education Results Report to Alberta Education by December 1.

## **Current Status:**

The AERR 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.

Following on the heels of the 2021/2022 school year that included significant illness and absences in all staff categories and among students, the 2022/2023 held great promise. Unfortunately we continued to experience high staff and student absenteeism, a lack of substitute teachers which forced the postponement or cancellation of a large portion of planned professional learning or limited the number of staff who could attend a session to 25. Despite these challenges we moved forward with the implementation of the RVS Assessment plan that saw students assessed using standardized tools across RVS for the first time. Learning measures were taken in both literacy and numeracy and included both RVS determined tools and Alberta Education mandated tools. Teachers in Kindergarten to Grade 6 engaged in the implementation of new provincial curriculum in English Language Arts and Literature, Physical Education and Wellness, and optional Science implementation. Many elementary schools benefitted from additional government dollars to support learning disruption recovery for our youngest readers and mathematicians. RVS was successful in applying for a provincial grant to support Mental Health and Wellness and in January were able to increase the number of Success Coaches in the Stepping Stones program and focused their work in middle schools.

In this fourth iteration of the 4YP, we have comparison data for our RVS survey measures which is helpful. 22/23 was the third year of the RVS specific Education Plan Survey. We also reached out to parents, students and teachers asking for their input into the next iteration of the Division Education Plan and while this was gathered for forward looking purposes it provided further valuable information as to how we are doing and what we need to consider going forward. Local data sources are important as we tell our story and assure the public about our progress towards our goals. We continue to look for additional local sources of meaningful data to help shape future efforts. We also review provincial assurance measures to ensure we are not duplicating survey measures.

The format of the AERR continues our approach of a blend of storytelling and data. Where available, we include links to rich media resources to enhance the opportunity for readers to learn more. We attempt to highlight numerous efforts from the year which are related to the specific goals/outcomes. We follow those stories with the specific performance measures from our 4YP. While the document is lengthy, these stories help make our learning visible and puts faces to the data we see throughout the report. The AERR contains all the necessary Alberta Education requirements. All pictures contained within the AERR come from RVS classrooms and activities.

Highlights from the data include:

# DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

- The majority of students in grades 1-4 demonstrated growth in literacy and numeracy skills as measured by the LeNS, CC3 and Alberta Numeracy Screening Assessment.
- On PAT and Diploma exams:
  - Our grade 6 students performed well in Language Arts.
  - Our grade 9 students performed well in Science.
  - Both grade 6 and 9 results in Math are below the provincial average.
  - French Immersion students are not performing as well as the province in French Language Arts.
  - On Diploma exams RVS students performed on par or better than their provincial peers overall including Indigenous and ELL students.
  - RVS students ELA results were stronger than the provincial results for all students in the acceptable category.
  - Biology and Chemistry results were at par with provincial results.
  - Math, Science and Social Studies results were below the provincial average.
- Our students feel that they can get the help they need in school however they also indicated that they could use support in developing conflict resolution skills.
- 91% of our students with IPPs are achieving the goals of their plan
- Our students report that they appreciate and value all cultures and contributions that various cultures make to society.
- The majority of our students reported that they can overcome obstacles and challenges.
- Our students report that they know how to make a positive difference in the world.

The AERR reports back on the progress of specific actions taken the year before and identifies new actions to be taken in 2023/24. We are pleased to report that all 6 of the items identified for 2022/23 were completed. This included the implementation of numeracy and literacy assessments in grade 1 to 9 system wide, furthering our work in Goal 2, Outcome 1. The Indigenous Learning Branch was launched and provided significant support to the system in understanding Indigenous Ways of Knowing which is supportive of Goal 3, Outcome 1. 2022/2023 also saw the launch of the long awaited Instruction and Assessment Practice Guide, completing the trifecta of practice guides that support the 4YP key strategies.

Based on what we learned from 2022/23, we are endeavouring to:

- Revise the School Education Plan development process to ensure coherence with division plans across schools.
- Expand English as an Additional Language supports available for students, teachers and schools.
- Engage stakeholders in a comprehensive student accommodation consultation to help make the best decisions related to optimizing student spaces in Airdrie.
- Grow our own internal team of learning support staff to respond to the increase in students presenting with complex learning challenges.
- Implement a writing assessment tool in Grades 3, 7 and 10 and further expand to incorporate more grades in the following year.
- Expand career pathways opportunities for students, focusing on building future ready students.

# DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

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We are excited that this school year will provide opportunity for deeper learning and investment in innovators and a focus on the future, it is important that along with the specific goals, outcomes, and strategies of our Division Education Plan, we continue to look to improve and provide assurance to our communities.

Thanks to the many hands that produced the Annual Education Results Report. It will be posted on our website for anyone to review, shared with Alberta Education (including a review of the document), and help guide further actions in the months ahead.

**Alternative I:**

The Board of Trustees approves the 2022/23 Annual Education Results Report as presented and directs administration to make any technical edits to reflect the final approved audited financial statements on page 47 of the report and then submit the report to Alberta Education by Dec. 1, 2023.

**Alternative II:**

The Board of Trustees approves the 2022/23 Annual Education Results Report as amended and directs administration to make any technical edits to reflect the final approved audited financial statements on page 47 of the report and then submit the report to Alberta Education by Dec. 1, 2023.

**Alternative III:**

The Board of Trustees tables the 2022/23 Annual Education Results Report and directs administration to bring it back to the Board for consideration at a later date.

**Recommendation:**

The Board of Trustees approves the 2022/23 Annual Education Results Report as presented and directs administration to make any technical edits to reflect the final approved audited financial statements on page 47 of the report and then submit the report to Alberta Education by Dec. 1, 2023.



# **RVS 2022/23 Annual Education Results Report (AERR)**

November 16, 2023



## What is the AERR?

- The AERR 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 (linked to Four-Year Plan)
- Key component of Assurance Framework established by government (along with Four-Year Plan)
  - “school authorities are expected to assess and interpret the results arising from implementing their Education Plan and report on their progress toward achieving the priorities and outcomes in their plan in their Annual Education Results Report (AERR) ”
  - “Through the AERR, school authorities share their results, situating them in their local context, and help stakeholders understand them.”
  - “The AERR should provide stakeholders with accurate, accessible and easy to understand information about the progress and performance of the school authority in relation to priorities and key domains.”
- Document for our public and our staff
- All school divisions in Alberta are required to produce and share these by the end of November of each year

## AERR approach

- Approachable document
- Blend of storytelling and data
- Our stories followed by both local and provincial data
- Links to rich media and multi-year data where available
- All images are RVS students/classrooms



## Goal 1 Connecting to passions, interests and people

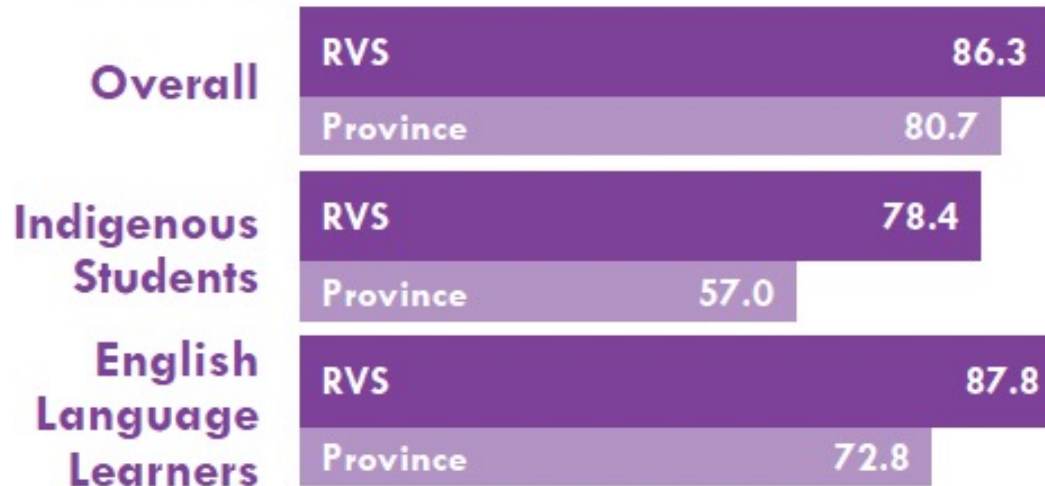
### **RVS Education Plan Survey Results: Goal One**

The majority of students in Grades 3 – 5 indicated they felt they were successful in engaging in real-world, hands-on learning that matters to them. Two areas where students in these grades indicated they felt less successful were in making choices in how they learn (60.8 per cent) and agreeing that learning is fun (59 per cent). Results are similar for students in Grades 6 – 8 and 10 – 12; however, these students also indicated they were only sometimes engaged in what they were learning or learning things they will use in their lives only some of the time.



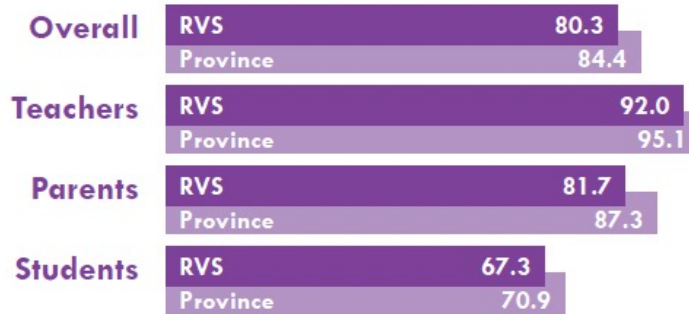
## Our students finish high school within 3 years

**ABED<sup>1</sup>: High school completion rate of students within three years of entering Grade 10.**



## Dig a deeper for more of the story

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



87% of parents agree that literacy & numeracy skills are useful

And

70% of parents agree that students are learning what they need to know

## Goal 2 Students Achieve their Potential

Fall/Winter

Spring

Gr 1 LeNS – 30% at risk	→	Gr 1 LeNS – 21% at risk
Gr 2 CC3 – 17% at risk	→	Gr 2 CC3 – 17% at risk
Gr 3 BAS – 44% at risk	→	Gr 3 BAS – 39% at risk
Gr 4 ANSA – 61% at risk	→	Gr 4 ANSA – 39% at risk

## Provincial Achievement Tests

Provincial Achievement Tests	ACCEPTABLE						EXCELLENCE					
	RVS	Prov.	RVS Ind.*	Prov. Ind.	RVS ELL*	Prov. ELL	RVS	Prov.	RVS Ind.	Prov. Ind.	RVS ELL	Prov. ELL
Grade 6 and 9 Overall Results	59.6	63.3	44.1	40.5	51.3	57.9	10.2	16.0	5.0	5.5	6.6	12.2
<b>Grade 6</b>												
LA	85.8	90.4	79.3	79.8	78	85.4	13.5	21.9	6.1	9.4	11.2	16.1
LA (FI)	63.6	83.1	71.4	73.1	28.6	80.7	1.5	13.3	0.0	5.9	0.0	14.8
Math	68.1	77.4	54.1	55.2	59.4	74.2	8.4	18.8	3.5	7.3	5.8	17.4
Science	71.6	79.3	62.3	61.0	60.6	72.9	15.9	25.9	1.3	11.9	9.6	19.4
Social	69.0	78.3	56.6	59.8	59.8	73.8	11.9	21.3	7.2	8.6	7.3	17.7
<b>Grade 9</b>												
LA	83.3	85.1	72.4	70.8	70.8	73.4	10.9	15.9	3.9	6.4	3.9	7.8
LA (FI)	72.6	80.8	62.5	70.6	66.7	73.8	5.7	11.5	12.5	4.8	0.0	11.8
Math	58.0	64.7	43.7	41.5	47.7	58.1	8.2	16.0	5.6	5.5	7.2	13.9
Science	78.0	78.8	70.1	59.6	67.1	69.4	19.3	23.9	11.7	10.0	13.9	17.5
Social	61.2	69.3	46.3	48.2	48.3	58.7	10.1	18.9	3.8	7.0	6.0	12.8

Notes:

\* Alberta Education (AIED), Indigenous students (Ind.), English Language Learners (ELL)

\*\* PAT results are summarized by number of students who wrote the assessments rather than those who were enrolled in the course.

- Grade 6 students demonstrated strong skills in Language Arts
- Grade 9 students demonstrated growth in Math and Science skills
- Overall room for growth in all subjects measured for our grade 6 and 9 students



## Diploma Results

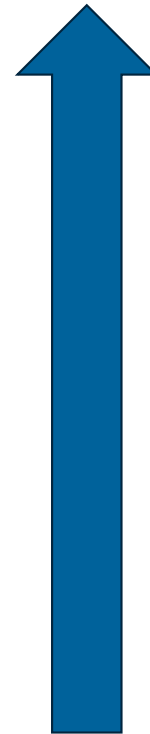
- RVS is on par with the provincial average in overall diploma results.
- Our Indigenous students are ahead of the provincial average.
- Our ELL students are ahead of the provincial average.

Diploma Exams	ACCEPTABLE					
	RVS	Prov.	RVS Ind.*	Prov. Ind.	RVS ELL*	Prov. ELL
Overall Results	80.4	80.3	77.0	74.8	70.8	67.1



## Diploma results – movin’ on up!

	2021/22		2022/23	
	RVS	Prov.	RVS	Prov.
Overall	71.3	75.2	80.4	80.3
Eng. 30-1 (SA*)	98.5	98.2	98.8	98.4
Eng. 30-1 (D**)	78.5	78.8	85.0	83.7
Eng. 30-2 (SA)	97.1	96.6	97.6	96.7
Eng. 30-2 (D)	78.8	80.8	90.1	86.2
French 30-1 (SA)	**	99.8	98.5	99.4
French 30-1 (D)	**	91.9	90.9	93.1
Soc. 30-1 (SA)	99.6	99.3	99.3	99.3
Soc. 30-1 (D)	81.2	81.5	81.8	83.5
Soc. 30-2 (SA)	96.9	97.1	98.5	97.0
Soc. 30-2 (D)	73.2	72.5	80.3	78.1



Math 30-1 (SA)	95.5	95.4	94.9	96.1
Math 30-1 (D)	49.0	63.6	68.2	70.8
Math 30-2 (SA)	91.7	94.3	91.4	94.1
Math 30-2 (D)	50.9	61.5	71.0	71.1
Bio. 30 (SA)	94.7	97.0	98.0	97.2
Bio. 30 (D)	62.8	74.3	81.8	82.7
Chem. 30 (SA)	97.9	97.4	97.9	97.4
Chem. 30 (D)	70.1	77.1	80.8	80.5
Physics 30 (SA)	96.7	97.9	97.1	98.1
Physics 30 (D)	70.3	78.5	78.5	82.3
Science 30 (SA)	97.8	96.5	98.4	96.2
Science 30 (D)	79.8	75.7	74.7	79.4

**Students feel they get help at school when they need it and have a trusted adult available however they indicate that they could use support in learning how to solve problems that involve others.**

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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	28.6%	30.8%	27.5%	11.8%	1.3%
10 – 12	At school, I can get help when I'm having problems with others					

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## Goal 3 Navigate successfully as global citizens

Our students have consistently indicated that they know how to make a positive impact on others.

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	39.7%	41.1%	16.0%	2.4%	0.8%
10 – 12	I know how to make a positive impact on others					

## Our students can overcome obstacles

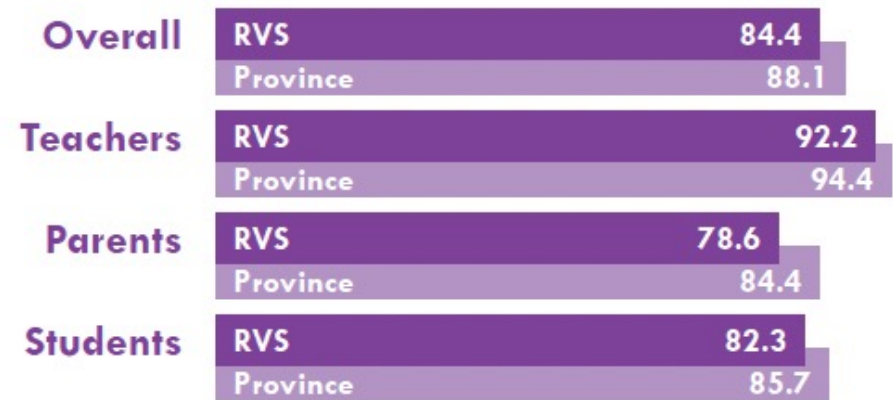
**RVS: Percentage of students who feel they can overcome obstacles.**

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	33.3%	43.1%	20.3%	2.7%	0.6%
10 – 12	I can overcome obstacles and challenges					

Of the parents/guardians who answered this question, 86 per cent are satisfied or very satisfied with the quality of their child’s education; however, they are less confident in their children learning what they need to know (70 per cent).

Students in Grades 4 – 6 rated their teachers as very good or good 97 per cent of the time and their school as very good or good 95 per cent of the time. Students in Grades 7 – 9 felt the education they are receiving is good or very good 91 per cent of the time. Students in Grades 10 – 12 reported the education they are receiving is good or very good 89 per cent of the time.

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



# Progress Made

## 2022/23 YEAR IN REVIEW

In the 2021/22 AERR, RVS committed to the following actions in 2022/23. We have completed several and made significant progress on others.

Actions in 2022/23	Status	Comments
Implement Grade 1 – 9 reading and numeracy assessments system wide. (Goal 2/Outcome 1)	✓	Adjustments have been made to the schedule based on teacher feedback, however overall implementation was successful.
Launch new Indigenous Learning department with an emphasis on relationship building and timely supports for classroom/school activities tied to foundational knowledge of Indigenous Ways of Knowing. (Goal 3/Outcome 1)	✓	This department had a very successful year and will grow in staff in 2023/24 to address the demand for support across RVS.
Continue efforts to provide targeted supports to schools related to pandemic recovery and mental health supports. (Goal 3/Outcome 1)	✓	Thanks to additional government grant funding, we have been able to increase supports, specifically in middle schools.
Finalize instruction and assessment practice guide to build a more consistent RVS approach. (Four-Year Plan key strategies)	✓	After a lengthy but necessary development cycle, the document was finalized and circulated in 2022/23.
Develop an updated Four-Year Plan in alignment with the Board's strategic plan. (System Assurance)	✓	Built on over 30,000 pieces of feedback from parents, students, staff and community, RVS' updated Education Plan was approved in May 2023. The Education Plan details how the Board's strategic priority of improving student achievement will be brought to life.
Expand communication to provide assurance to stakeholders and collect important input through a new online stakeholder engagement platform. (System Assurance)	✓	RVSEngage.com was rolled out in 2022/23 to support numerous stakeholder engagement processes throughout RVS.

# The year ahead

## 2023/24 YEAR AHEAD

Based on what we learned in 2022/23, here are some of the actions RVS will take in the 2023/24 school year:

### Actions to be Taken in 2023/24

Revise school education plan development process to ensure coherence with divisional plan across schools.

Expand English as an Additional Language supports available for students, teachers and schools.

Engage stakeholders in a comprehensive student accommodation consultation to help make the best decisions related to optimizing limited student spaces in Airdrie.

Grow our own internal team of learning support staff to respond to the increase in students presenting with complex learning challenges.

Implement a writing assessment tool in Grades 3, 7 and 10 and further expand to incorporate more grades in the following year.

Expand career pathways opportunities for students, focusing on building future ready students.

# I CAN

CONNECT • ACHIEVE • NAVIGATE

**ANNUAL EDUCATION RESULTS REPORT 2022/23**

**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 2022/23 Annual Education Results Report (AERR) is accessible through [RVS' public website](#).

Pursuant to section 32 of the *Public Interest Disclosure Act* (2013), eleven disclosures were received during the 2022/23 school year – two related to perceived personnel matters, one perceived illegal action, three perceived privacy disclosure concerns, one perceived student safety concern, and four perceived management concerns. All eleven were reviewed, one disclosure was directed to follow an alternate process so it could be appropriately investigated, one was reported as privacy breach and the others were directed to an appropriate supervisor to follow-up, investigate and address concerns if they were validated through the investigation process.

## ACCOUNTABILITY STATEMENT

The AERR for Rocky View Schools for the 2022/23 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 Annual Education Results Report for 2022/23 was approved by the Board on Nov. 30, 2023.

Fiona Gilbert, Board Chair  
[fgilbert@rockyview.ab.ca](mailto:fgilbert@rockyview.ab.ca)

Greg Luterbach, Superintendent of Schools  
[gluterbach@rockyview.ab.ca](mailto:gluterbach@rockyview.ab.ca)

# ANNUAL EDUCATION RESULTS REPORT 2022/23

Rocky View Schools (RVS) is pleased to share with the public our 2022/23 Annual Education Results Report (AERR) reflecting the fourth and final year 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.

The 2022/23 school year saw RVS return to normal, with no interruptions to learning. Schools resumed their usual events like band concerts, fundraising, field trips and sports competitions. We built new connections and rebuilt existing connections put on hold during the COVID-19 pandemic.

RVS continued to deliver on its vision of being a world-class learning organization where all students achieve their absolute best, while responding to increasing pressures related to ongoing enrolment growth in our three urban centres of Airdrie, Cochrane and Chestermere. While most schools in those communities and elsewhere in our division are at or over capacity, our staff continued to support students by creating high-quality and engaging environments where students take ownership of their learning. In this report, you will find examples of innovative teaching practices and programs, groups creating safe and inclusive environments, and students achieving success in all areas. These stories only scratch the surface; for every story in this report, many more exist.

The past school year marked the first full year of RVS' Indigenous Learning department, which was created as part of our division-wide commitment to truth and reconciliation. This team supports schools, staff and students in incorporating Indigenous Ways of Knowing into practice, curriculum and resource

support, professional learning, protocol guidance and planning for school and division events. More details about Indigenous Learning's successful first year, including the need to expand the department, follow in this report.

A major capital undertaking last year was the renovation of the facility now occupied by Cochrane Christian Academy, which previously shared operations with Mitford School. In November, RVS re-acquired the school on Powell Street in Cochrane and got to work renovating the nearly 70-year-old facility. RVS spent \$2.91 million in renovations and maintenance, which included redoing the roof, updating classrooms, redesigning the office, significant renovations to existing washrooms and the addition of a barrier-free washroom. RVS also undertook an important in-person public consultation – our first since 2020 – to determine which Cochrane students would attend the school.

Despite this new facility, space remains a challenge for RVS. Full construction funding for new schools has not kept pace with RVS' growth and we continue to experience critical student space concerns in Airdrie, Cochrane and Chestermere. Seeking funding from the government to provide new student spaces remains a priority for the Board and senior administration.

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.

# 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.

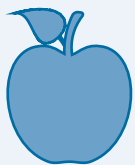
## 2023/24 By The Numbers



**28,600+**  
Students



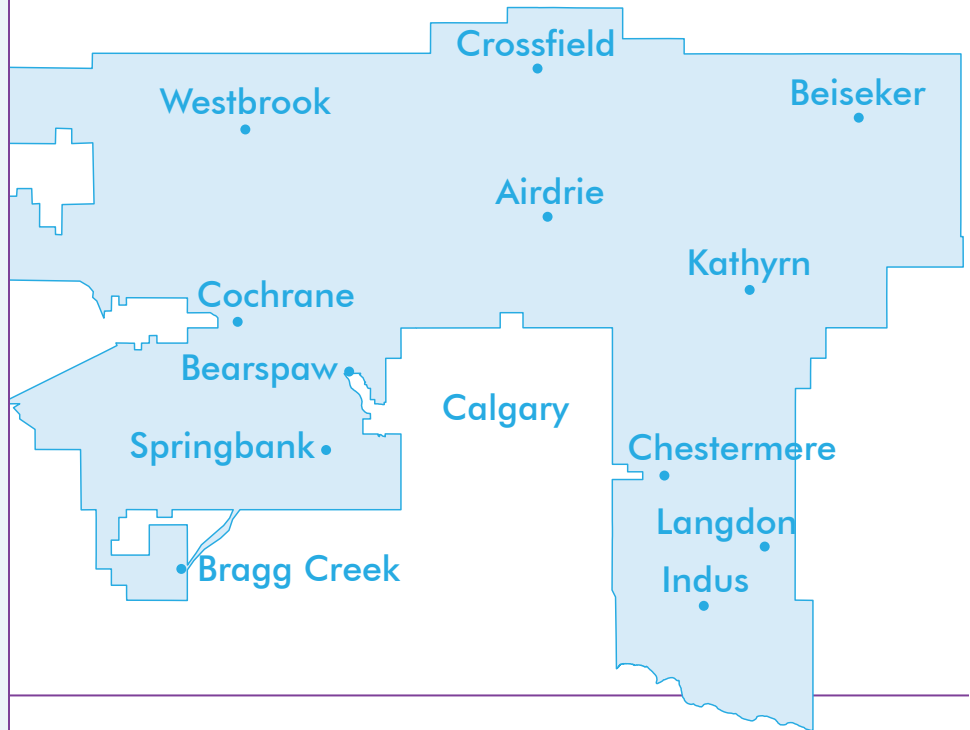
**3,000+**  
Staff



**52**  
Schools

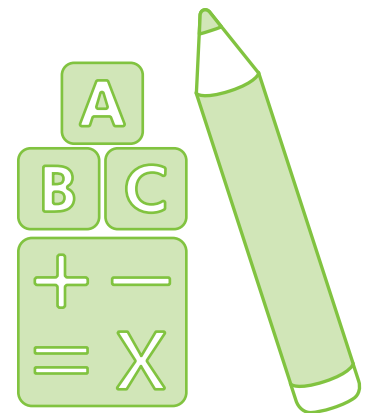
- 15** K – 6/7/8/9
- 12** Elementary Schools
- 8** Middle Schools
- 8** High Schools
- 3** Colony Schools
- 3** RVS Community Learning Centres
- 1** Online High School
- 1** Online Gr. 1 – 8 School
- 1** K – 12

## Where Our Schools Are Located



## What we offer\*

- Building Futures
- Christian Programming
- Community Learning Centres
- English as an Additional Language
- French Immersion
- Home Education
- Kindergarten
- Locally Developed Courses
- Mechanics Training Centre
- Off-campus Education
- Online Learning (Gr. 1 – 12)
- Pre-kindergarten
- Sports Academies



\* 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.





# 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.

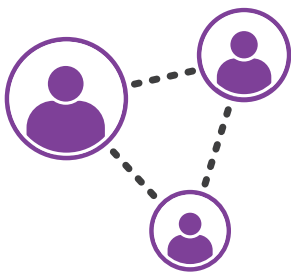
- A design that engages students as co-designers of their learning, empowering them to follow their passions and challenging them to new heights.
- A design that moves beyond classroom walls to the natural world, building sites, farms, engineering firms, hospitals, zoos, museums and theatres.
- A design 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.



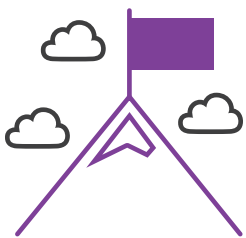
# INNOVATORS CAN

**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.

In 2022/23, students and staff found new ways to use technology and other hands-on tools to engage with learning. Whether communicating their learning in their myBlueprint portfolio or planning the future through Minecraft, RVS students took ownership of their learning and connected to their education in ways that mattered to them.

With over 2,800 square kilometers of land in our division, RVS students have a playground as large as their imaginations, with unique field trips and opportunities to inspire and nurture their curiosity. RVS students also have access to supportive online schools, Community Learning Centre courses, introductions into the trades and many more opportunities to connect to their learning and futures.



## Students Level Up During Minecraft Design Challenge

During the 2022/23 school year, students in Rocky View Schools were invited to join their peers in the Calgary Board of Education and Calgary Catholic School District in the City of Calgary's Level Up Calgary Season Two: Achievement Unlocked! Minecraft design challenge. During the challenge, students could explore a virtual representation of downtown Calgary in the video game Minecraft, interact with renderings of experts and notable Calgarians, and ultimately design dynamic and sustainable public spaces that celebrated diversity, fostered equity and created unity for all Calgarians. This was the first year RVS students were invited to take part in the initiative.

Many students are already using Minecraft for fun. By connecting that creative outlet to an educational challenge, the students took ownership of their learning in a way that coincided with their passions and interests. Students demonstrated a variety of

competencies – by working in teams on their designs, they exhibited collaboration, and in innovating city spaces, they thought as global citizens. They used critical thinking and problem-solving to develop new ideas and address real-life issues. They also created videos that were submitted to an authentic audience of real City of Calgary planners.

Between February 2022 and June 2023, approximately 500 students from seven RVS schools designed spaces at four locations – Sien Lok Park, Fort Calgary, the underground Green Line LRT Station at Eau Claire and the Calgary Public Library's LitCon Festival. In their designs, students used their imaginations, problem-solving abilities and technology skills to visualize beautiful, functional and inclusive spaces, all while having fun. Our various communities were well represented among the winners of the challenge, coming from schools in Airdrie, Cochrane and Chestermere.





## Beyond Literacy and Numeracy

At Chestermere High School, students learn the basics like reading, writing and mathematics, but they also have opportunities to learn more specialized skills, whether in the salon or on the stage.

Students in cosmetology learn from a Red Seal accredited professional and take classes that count toward the Alberta first-year apprenticeship. While not all students enrolled in the program plan to pursue a career in the field, the courses in hairstyling, esthetics and nailcare are always near to being full.

Responding to an increased interest by students – some of whom were already offering their services to family and friends – cosmetology teacher Melody McIntyre began offering an expanded barbering skills course in 2022/23. Ten students registered for the course in each semester in 2022/23 – that number is projected to be 30 per semester for the 2023/24 school year.

At the same time, students in the school’s drama program found a way to share their love of theatre with their fellow students while learning new skills. The Lunchbox Theatre initiative was a huge success, with students working tirelessly to present two-minute scenes and full 10-minute plays for an audience of up to 40 students and staff. The students got rave reviews and some audience members became regulars, attending all the performances.

Most students in the class acted in a scene while others volunteered to work lights or audio, offering every student a way to participate at their own comfort level. A roaring success, Lunchbox Theatre invited the student body into the drama space, allowing them to experience live theatre.



## RVS Education Plan Survey

In the third year of our Education Plan Survey, we heard from 12,166 students, staff and parents/guardians, a 16.5 per cent decrease from the previous year. This may be attributed to an increase in engagement opportunities, creating some survey fatigue.

Results from this survey provide valuable feedback to our schools about what is working well and areas to improve. This survey and results from the Alberta Education survey also help paint a bigger picture of how the division is progressing in the goals laid out in the Four-Year Education Plan. Complete survey results are available on [www.rockyview.ab.ca](https://www.rockyview.ab.ca). Thank you to all who participated in the survey; your feedback is important to us.

## RVS Education Plan Survey Results: Goal One

The majority of students in Grades 3 – 5 indicated they felt they were successful in engaging in real-world, hands-on learning that matters to them. Two areas where students in these grades indicated they felt less successful were in making choices in how they learn (60.8 per cent) and agreeing that learning is fun (59 per cent). Results are similar for students in Grades 6 – 8 and 10 – 12; however, these students also indicated they were only sometimes engaged in what they were learning or learning things they will use in their lives only some of the time.



## 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	13.8%	41.4%	39.4%	5.0%	0.4%
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	22.2%	42.2%	31.7%	3.3%	0.6%
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	25.0%	37.0%	31.1%	6.1%	0.9%
10 – 12	I am provided real-world, meaningful examples to help me learn					

[Historical Data](#)

Table values have an acceptable variance of 0.1%.

**RVS: Percentage of students who state that a 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	25.1%	35.3%	32.2%	6.7%	0.6%
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	22.7%	37.8%	31.6%	6.7%	1.1%
10 – 12	I have opportunities to make choices in my learning					

[Historical Data](#)





**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	<b>28.5%</b>	<b>30.2%</b>	<b>33.0%</b>	<b>7.4%</b>	<b>1.0%</b>
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	<b>37.7%</b>	<b>35.7%</b>	<b>21.3%</b>	<b>4.3%</b>	<b>0.9%</b>
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	<b>20.3%</b>	<b>35.2%</b>	<b>36.1%</b>	<b>7.4%</b>	<b>0.9%</b>
10 – 12	My learning experiences are meaningful					

[Historical Data](#)



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



This number has remained relatively consistent over the last three years, mostly attributable to the impact of COVID-19 and other illnesses.

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



These results are lower than the previous year because of event cancellations due to division-wide substitute teacher shortages. This number reflects only RVS professional learning opportunities and does not represent others that teachers may have participated in.

\*Alberta Education (ABED)





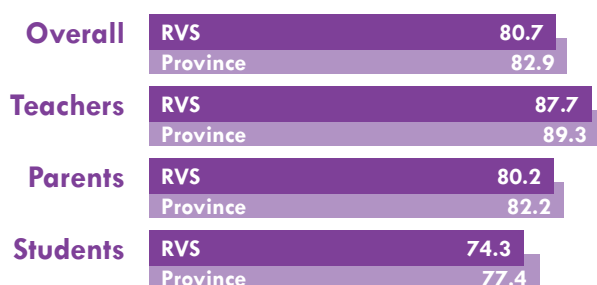
**ABED\***: The percentage of teachers reporting that in the past three to five years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

**74.8%**

[Historical Data](#)

RVS has been working towards narrowing the breadth of professional learning opportunities to those focused on Education Plan goals and increasing the depth of topics.

**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.

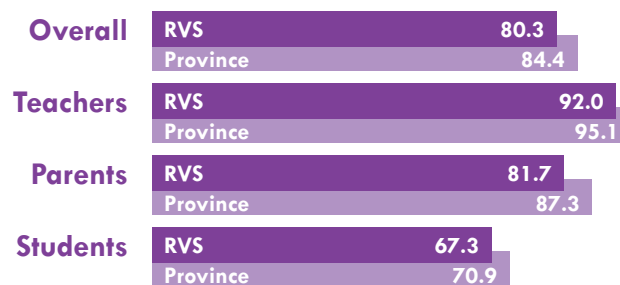


[Historical Data](#)

Parents/guardians indicated support for the variety of subjects that are available and that access to learning a second language and drama could be improved. Students in Grades 7 – 12 indicated they are satisfied with the variety of courses they can access and that access to music, drama and learning a second language could be improved; however this is challenging given the number of other courses students need/want to take.



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



[Historical Data](#)

Several sub-measures make up this data; in reviewing them, parents/guardians at all grade levels agree or strongly agree that the literacy (87%) and numeracy (88%) skills their child is using are useful; however that is not reflected in the overall parent/guardian results; 70% of parents/guardians strongly agreed or agreed that their child is 'learning what they need to know,' thus causing the overall parent/guardian results to be diminished.

Students in Grade 4 – 6 indicated they like language arts and math (70%). Middle and high school students indicated they are not finding learning in the subject areas measured to be interesting.

\*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	16.8%	35.1%	35.9%	11.1%	1.1%
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	35.5%	37.1%	21.4%	5.0%	1.0%
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	22.5%	39.2%	31.8%	5.4%	1.1%
10 – 12	I have the opportunity to demonstrate my learning in different ways					

[Historical Data](#)

### 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	38.6%	35.0%	21.4%	3.9%	1.0%
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	52.1%	30.4%	13.7%	3.1%	0.7%
10 – 12	I expect to succeed in school					

[Historical Data](#)

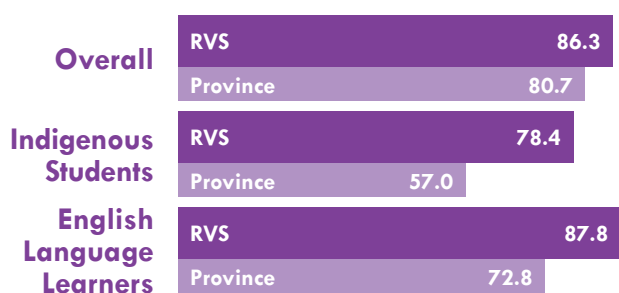
### RVS: Percentage of students who document and reflect on their learning through a portfolio.

**67.0%**

As students' skills in self-reflection and thinking about their thinking expand, documentation becomes more time consuming yet valuable. We are moving from a 'show and tell' approach in using myBlueprint to a more reflective approach to documenting their learning. RVS is proud to have myBlueprint's highest rate of parental engagement in Canada.



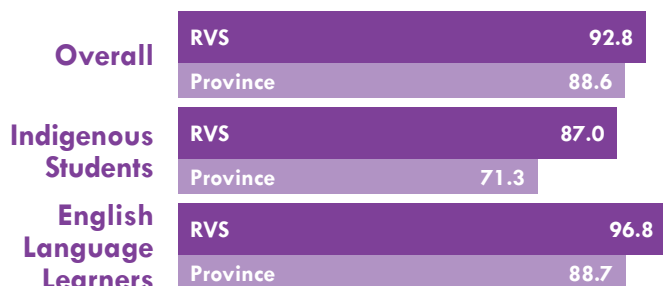
### ABED\*: High school completion rate of students within three years of entering Grade 10.



[Historical Data](#)

This continues to be an area of strength for RVS; however, completion rates decreased from the prior year. Diploma exams were not required in 2020/21 which may have contributed to the higher high school completion rates.

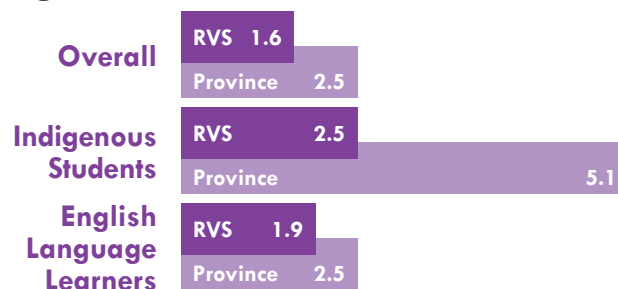
### ABED: High school completion rate of students within five years of entering Grade 10.



[Historical Data](#)

RVS continues to do an exceptional job of working with families and providing options to help students complete high school.

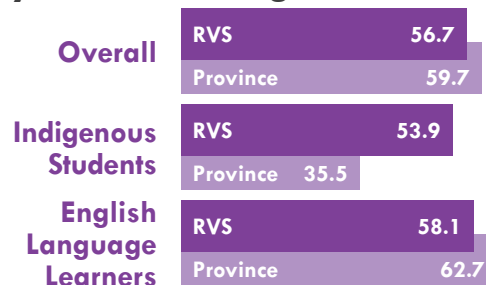
### ABED: Annual drop-out rate of students ages 14 to 18.



[Historical Data](#)

RVS continues to provide options for students across all identified groups to stay in school and work toward timely completion of high school.

### ABED: High school to post-secondary transition rate of students within six years of entering Grade 10.



[Historical Data](#)

RVS maintains stable rates, consistent with provincial averages, for students entering a post-secondary institution within six years of the student entering Grade 10.

\*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.

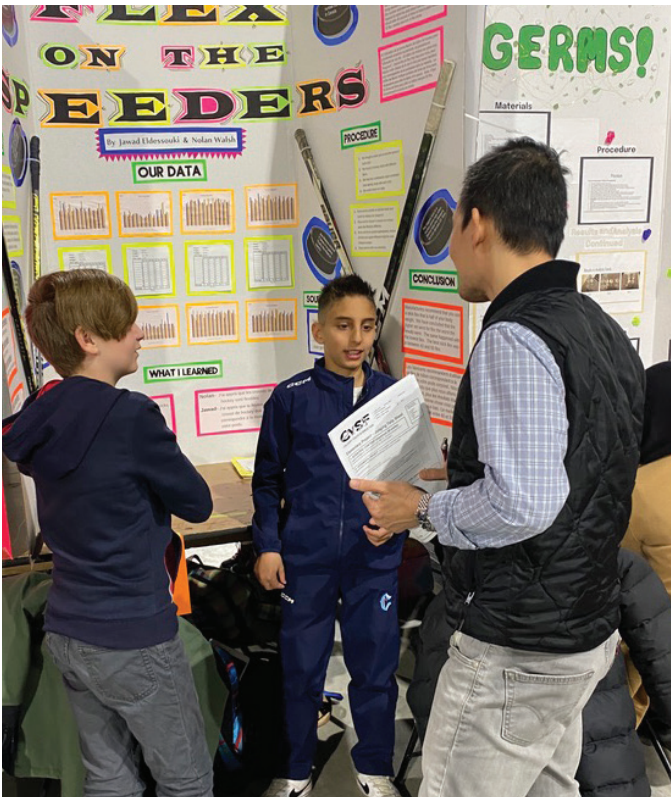
RVS students work to achieve their potential every day, with school communities supporting these efforts by meeting them where they learn best. Schools and teachers are equipped with the supplies and knowledge to teach students in a variety of ways to help ensure literacy and numeracy, with many thanks to the province for supporting resource purchases through Learning Disruption Funding.

As learning evolves, our teaching does too. RVS teachers and administrators learn through focused professional development opportunities. Certificated staff engaged in opportunities to meet the criteria of the Teaching Quality Standard, while principals supported their professional growth in the Leadership Quality Standard. Staff had opportunities to learn in areas such as using data to guide instruction, high efficacy literacy practices, Thinking Classrooms, implementation of new curriculum, Positive Behavioral Interventions and Supports (PBIS), strong learning support teams, Individualized Program Plans (IPP) writing and many more.

In 2022/23 RVS also introduced the Education Centre Leadership Development and Support Program, giving central division support staff a chance to grow and learn from internal leaders.

RVS' [Professional Learning Practice Guide](#) helps build a shared understanding of professional learning to support the reflective practice of each member of the RVS community.

RVS has been working towards an integrated system that allows for better communication between school teams with respect to inclusive practices. In 2022/23, school-based and central office support teams fully implemented a referral system that allows all members of the team to engage in formal collaborative problem-solving processes. This includes the ability to input and view data to ensure consistent approaches to meeting a student's goals in their IPP. The system allows for the capture of real time information about student progress and any changes in planning the team deems necessary, allowing for effective inclusive practices to be visible to all members of the team.



## East Lake Students Shine in STEM Events

In the spring of 2023, a group of students from East Lake School in Chestermere had an opportunity to showcase their scientific prowess at the [Calgary Youth Science Fair \(CYSF\)](#) and the [APEGA Science Olympics](#).

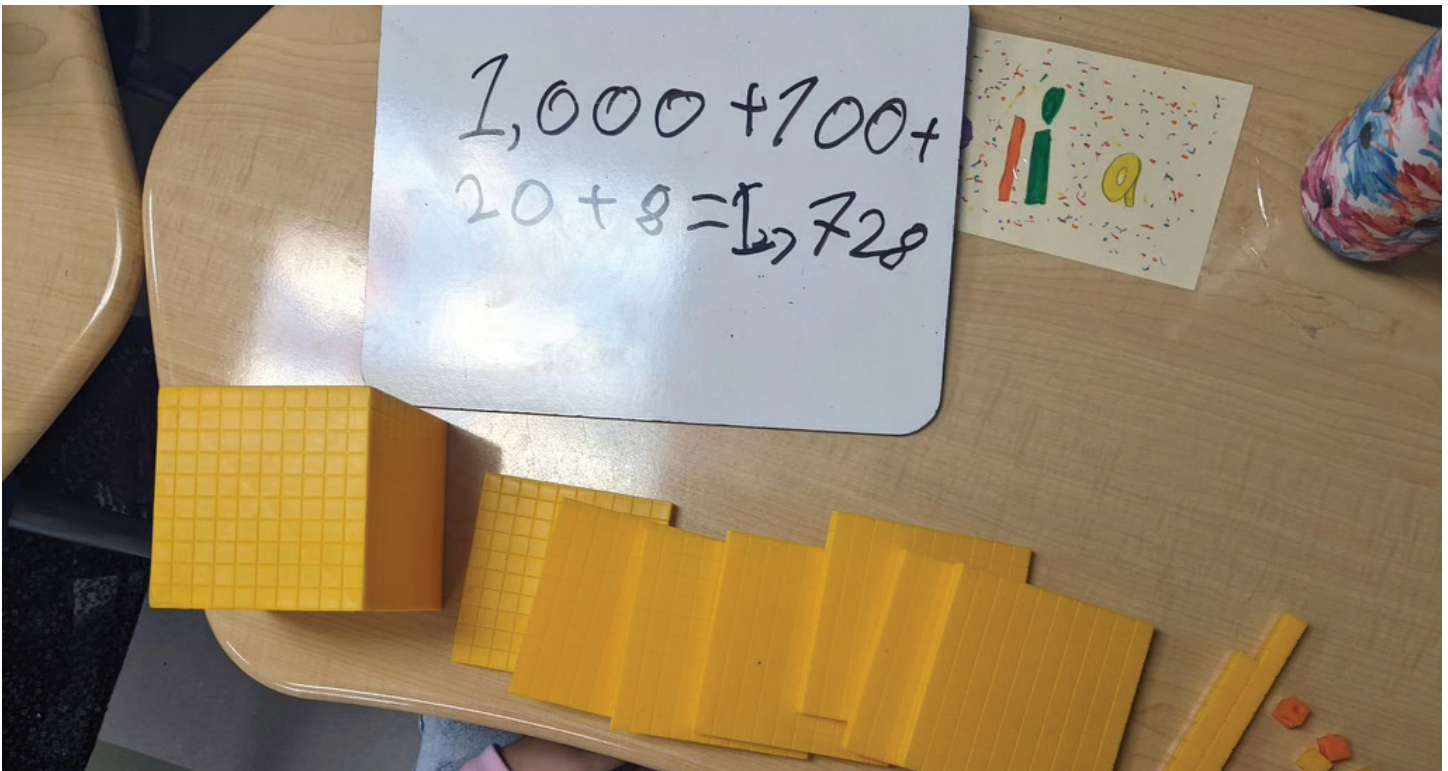
East Lake School's annual Grade 5 and 6 science fair has become a highlight for the school. Students choose their own projects, use the scientific method to conduct experiments and present their projects at the fair. This hands-on learning allows students to be successful since they choose their own project. Students who need a challenge push themselves and those who find school challenging pick a project that meets their academic ability. Each year, a handful are selected to represent the school at the CYSF.

Eleven East Lake students presented nine projects at April's CYSF, which featured a total of 750 participants and 550 projects. East Lake projects included topics like the most absorbent brand of diaper, the best mug to keep drinks hot and the

best stain remover. The students brought home five gold medals, one silver medal, four bronze medals and one participation medal. East Lake School was awarded overall best elementary school and the City of Calgary Society of Professional Engineers Elementary School Aggregate Award, and individual students won the CYSF Director's Award, the Bhardwaj Elementary Life Sciences Award, the Haskayne School of Business Elementary Consumer Science Award and the Alberta Teachers' Association Elementary Award.

In May, five students also took part in the APEGA Science Olympics, sponsored by the Association of Professional Engineers and Geoscientists of Alberta. The students followed the design process to solve STEM challenges, including designing a city that would be healthy and safe for residents. East Lake School was the only representative of RVS at the annual event, and the group ultimately took home the gold medal.





## Numeracy Games

To help students fall in love with math, Elbow Valley Elementary School in Springbank has taken the fun approach of making numeracy games a daily part of school life. Every day after lunch, the whole school devotes 20 minutes to play involving numbers. Students know when they come in from recess to grab a numeracy game and get started. Sometimes, teachers will give their students direction on what game to play if they want to focus on a specific unit, but most often students have the freedom to choose the game they want to play.

This has become a regular part of the rhythm of the school day in Elbow Valley, and all staff in the school join students to help with the games, even if they are not usually part of a classroom.

Through the games, the students' fluency in numeracy has improved and they can quickly recall basic facts.

Students have also grown more confident in their math skills; by December, they talked about how much they loved math. Students also had a better understanding of the math strategies that worked best for them, and they could articulate what they needed to be successful.

The numeracy games have also been a hit outside of school hours. Many students take the games they have learned home to play with their families, engaging in numeracy education together outside school hours. Parents are excited to try these games with their kids at home. In the coming year, the school plans to hold a numeracy night where families can come to the school to try out and learn numeracy games they can play at home.



## Reading Matters at RVS

Instilling a lifelong love of reading in their students was one of the goals of the year-long literacy project, Building a Community of Readers, for teachers at Chestermere Lake Middle School during the 2022/23 school year.

Teachers and students in Grades 7 – 9 tracked their reading time and talked about what they were reading both in class and out. The teachers encouraged students to have conversations about reading and books, recognizing a person’s reader identity – their relationship with reading – is complex, and flexes and changes through a lifetime of experiences and relationships.

According to Program/Learning Specialist, Dawn Granley, the entire school got involved with teachers from all subject areas investigating new ways to support literacy in their discipline. Teachers held a Literacy Luau towards the end of the school year, using this informal gathering to share what they had discovered and how these learnings could be applied and modified in upcoming years.

Chestermere High School students also looked at their reader identity. English teacher, Kim Ridley, ensured her Grade 11 and 12 students had time to read every day and had them complete a reading survey at the beginning of the semester to help identify their reader strengths and weaknesses. Ridley used the results to stock her classroom library with a diverse blend of high-interest and engaging texts.

For some students at Cochrane’s Bow Valley High School, 2022/23 was the year they aspired to become a community of writers, practicing idea generation by writing daily mentor text, according to Learning Specialist, Jane Roberts. Mentor texts are pieces of literature students can study and imitate. Using the work of established writers as their inspiration, students developed their own writing style and voice.

Through dedication to literacy, these RVS students and teachers are igniting a passion for reading and writing that will continue to shape their lives.





## Signing Their Way to Inclusion

When staff at Cochrane Christian Academy (CCA) learned they would welcome a deaf Grade 1 student in 2022, Assistant Principal, Richard Sampson said they knew they wanted to do whatever they could to ensure the student was as comfortable as possible.

Sampson said he and his staff also wanted to expand this student's ability to communicate with his teachers and fellow students. With the support of RVS' Learning department, school staff were offered the opportunity to take an American Sign Language (ASL) level 1 course. The course was tailored to help them communicate with the student about school-based topics, with staff learning the signs for words like library, learning assistant and teacher. The student also taught his classmates some ASL and assigned them all ASL names.

These efforts helped to open this student's world at school, allowing him to communicate with his classmates and his teachers much more easily because of the efforts of the school community. Students from Cochrane's Bow Valley High School studying ASL also came to CCA to work on their own ASL literacy, playing games and signing with the student and his classmates.

The impact of these efforts has had a trickle-down effect. When renovations to the school were completed in summer 2023, new fire alarms were installed that have strobing lights, ensuring hard of hearing or deaf students and visitors know to exit the school in case of an emergency.





## **RVS Education Plan Survey Results: Goal Two**

While high numbers of students continue to agree they are literate and numerate there was a decrease from 2021/22. This highlights the continuous effort staff must invest in enhancing the instruction of these essential skills. The number of students indicating they have an adult in the school they can discuss how they are doing with increased from the previous year, reflecting the efforts school staff undertook to improve connections with students. Setting learning goals with their teachers improved for Grades 3 – 5 and remained consistent from the 2021/22 results for Grades 6 – 12.

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

### RVS: Literacy and Numeracy Results

Literacy work has been effective, using a common language and foundational knowledge from Grades 1 – 6 through the Layers of Literacy approach. All teachers in Grades 1 – 6 have received professional learning in Layers of Literacy and are able to speak in common terms about instructional approaches and interventions. Grade teamwork, regular intervention and centre-based approaches as proven strategies are having a positive impact.

Numeracy instruction in the classroom is being supported with manipulatives usage, number talks and the Thinking Classrooms approach which is proving effective. Interventions that are small group and frequently scheduled, focused on specific basic skills with regular check-ins, allow classroom and learning support teachers to collaborate on effective practices to enhance numeracy skills.

The following charts include results from Alberta Education approved screening assessments used: Letter Name-Sound (LeNS), Castles and Coltheart 3 (CC3) and numeracy screening.

	Grade	Literacy		Numeracy
		LeNs	CC3	Screening
<b>Total number of students assessed at the beginning of the school year at each grade level:</b>	1	2,160	N/A	2,161
	2	1,989	2,000	2,014
	3	N/A	2,015	2,096
	4	N/A	456	740
<b>Total number of students identified as being at risk at the beginning of the school year at each grade level:</b>	1	641	N/A	616
	2	625	334	633
	3	N/A	573	442
	4	N/A	171	451
<b>Total number of students identified as being at risk at the end of the school year at each grade level:</b>	1	444	N/A	822
	2	363	359	829
	3	N/A	476	758
	4	N/A	174	290



	Grade	Literacy		Numeracy
		LeNs	CC3	Screening
<b>Average number of months behind grade level after the administration of the initial assessments for at-risk students:</b>	1	4 months	N/A	6 months
	2	8 months	9 months	6 months
	3	N/A	6 months	6 months
	4	N/A	5 months	9 months
<b>Average number of months gained at grade level after the administration of the final assessments for at-risk students:</b>	1	3 months	N/A	7 months
	2	4 months	6 months	7 months
	3	N/A	4 months	7 months
	4	N/A	3 months	6 months

The majority of students demonstrated growth in the measured skills throughout the course of the school year.

### 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	<b>23.5%</b>	<b>36.5%</b>	<b>31.4%</b>	<b>7.6%</b>	<b>0.9%</b>
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	<b>22.9%</b>	<b>43.0%</b>	<b>28.5%</b>	<b>3.8%</b>	<b>1.8%</b>
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	<b>29.4%</b>	<b>36.7%</b>	<b>27.0%</b>	<b>5.4%</b>	<b>1.4%</b>
10 – 12	I can use my numeracy/math skills to solve problems in a variety of ways					

[Historical Data](#)



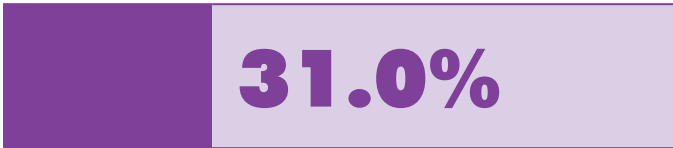


**RVS: Percentage of Grade 1 – 4 students demonstrating grade level or better reading skills as measured by the Benchmark Assessment System.**



This is consistent across the grade levels and provides information for teachers with respect to students' reading behaviors. This is supplemental to the LeNS and CC3 and provides teachers with a rounded picture of student strengths and areas of need. As this is a new measure, we have no comparative data.

**RVS: Percentage of Grade 2 – 9 students demonstrating proficiency or better on the MIPI (Math Intervention/ Programming Instrument).**



These results vary greatly across the grade levels with the elementary students having stronger results than the middle years students. Supporting students to enhance their numeracy skills will require additional time and effort in late elementary and middle schools.



**ABED<sup>\*</sup>: Overall percentage of students who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests<sup>\*\*</sup> and Diploma Exams.**

Provincial Achievement Tests	ACCEPTABLE						EXCELLENCE					
	RVS	Prov.	RVS Ind.*	Prov. Ind.	RVS ELL*	Prov. ELL	RVS	Prov.	RVS Ind.	Prov. Ind.	RVS ELL	Prov. ELL
<b>Grades 6 and 9 Overall Results</b>	59.6	63.3	44.1	40.5	51.3	57.9	10.2	16.0	5.0	5.5	6.6	12.2
<b>Grade 6</b>												
LA	85.8	90.4	79.3	79.8	78	85.4	13.5	21.9	6.1	9.4	11.2	16.1
LA (Fl)	63.6	83.1	71.4	73.1	28.6	80.7	1.5	13.3	0.0	5.9	0.0	14.8
Math	68.1	77.4	54.1	55.2	59.4	74.2	8.4	18.8	3.5	7.3	5.8	17.4
Science	71.6	79.3	62.3	61.0	60.6	72.9	15.9	25.9	1.3	11.9	9.6	19.4
Social	69.0	78.3	56.6	59.8	59.8	73.8	11.9	21.3	7.2	8.6	7.3	17.7
<b>Grade 9</b>												
LA	83.3	85.1	72.4	70.8	70.8	73.4	10.9	15.9	3.9	6.4	3.9	7.8
LA (Fl)	72.6	80.8	62.5	70.6	66.7	73.8	5.7	11.5	12.5	4.8	0.0	11.8
Math	58.0	64.7	43.7	41.5	47.7	58.1	8.2	16.0	5.6	5.5	7.2	13.9
Science	78.0	78.8	70.1	59.6	67.1	69.4	19.3	23.9	11.7	10.0	13.9	17.5
Social	61.2	69.3	46.3	48.2	48.3	58.7	10.1	18.9	3.8	7.0	6.0	12.8

Notes:

\* Alberta Education (ABED), Indigenous students (Ind.), English Language Learners (ELL)

\*\* PAT results are summarized by number of students who wrote the assessments rather than those who were enrolled in the course.

Please see notes in [Historical Data](#).

Diploma Exams	ACCEPTABLE						EXCELLENCE					
	RVS	Prov.	RVS Ind.*	Prov. Ind.	RVS ELL*	Prov. ELL	RVS	Prov.	RVS Ind.	Prov. Ind.	RVS ELL	Prov. ELL
Overall Results	80.4	80.3	77.0	74.8	70.8	67.1	17.3	21.2	13.5	11.3	12.8	13.8
Eng. 30-1 (SA*)	98.8	98.4	97.6	98.1	97.8	95.6	45.0	42.4	35.7	30.3	38.9	29.7
Eng. 30-1 (D*)	85.0	83.7	76.2	78.3	73.3	63.3	7.5	10.5	4.8	6.1	5.6	3.7
Eng. 30-2 (SA)	97.6	96.7	97.3	96.3	97.9	95.8	16.6	18.7	13.5	13.7	16.7	12.7
Eng. 30-2 (D)	90.1	86.2	91.9	86.5	77.1	71.5	13.4	12.7	5.4	9.9	6.3	5.5
French 30-1 (SA)	98.5	99.4	*	100	*	96.3	51.5	62.3	*	64.9	*	48.1
French 30-1 (D)	90.9	93.1	*	83.8	*	85.2	1.5	6.1	*	2.7	*	0.0
Soc. 30-1 (SA)	99.3	99.3	100	97.4	100	98.3	49.2	50.0	45.8	36.5	47.3	43.0
Soc. 30-1 (D)	81.8	83.5	70.8	73.0	80.0	72.7	11.6	15.9	8.3	8.6	7.3	8.8
Soc. 30-2 (SA)	98.5	97.0	96.3	94.9	97.3	95.6	21.6	22.6	16.7	12.4	21.9	18.0
Soc. 30-2 (D)	80.3	78.1	81.5	72.3	74	62.5	12.6	12.3	9.3	5.4	12.3	7.8
Math 30-1 (SA)	94.9	96.1	94.7	95.8	86.2	92.3	52.1	54.1	36.8	41.3	48.3	46.6
Math 30-1 (D)	68.2	70.8	57.9	60.6	44.8	61.1	20.0	29.0	15.8	15.0	12.1	23.1
Math 30-2 (SA)	91.4	94.1	94.4	93.5	85.4	88.7	29.2	29.2	16.7	24.0	26.8	20.9
Math 30-2 (D)	71.0	71.1	55.6	65.8	80.5	58.5	15.2	15.2	22.2	12.1	12.2	9.7
Bio. 30 (SA)	98.0	97.2	100	95.1	98.1	92.7	52.8	51.6	45.5	37.5	53.8	41.8
Bio. 30 (D)	81.8	82.7	72.7	72.5	75	72.8	30.4	32.8	22.7	19.1	23.1	24.7
Chem. 30 (SA)	97.9	97.4	94.1	96.4	95	94.8	59.8	56.3	35.3	24.0	51.7	47.8
Chem. 30 (D)	80.8	80.5	82.4	70.0	58.3	73.5	31.7	37.0	47.1	42.9	21.7	29.9
Physics 30 (SA)	97.1	98.1	*	97.6	96.2	97.2	59.9	61.2	*	47.2	65.4	55.1
Physics 30 (D)	78.5	82.3	*	72.0	73.1	75.7	33.9	39.9	*	26.8	23.1	32.3
Science 30 (SA)	98.4	96.2	100	96.0	100	92	31.7	35.5	16.7	29.4	9.1	28.9
Science 30 (D)	74.7	79.4	75	75.3	100	67.4	17.7	23.1	16.7	18.7	18.2	16.1

### [Historical Data](#)

With respect to the overall results, RVS students are on par with their provincial peers and exceed provincial results for both Indigenous and English Language Learner students. In specific subject areas, math and science results continue to lag behind the provincial results while English and Social Studies results continue to be strong.

Notes:

\* Indigenous students (Ind.), English Language Learners (ELL), School-Awarded (SA), Diploma (D)

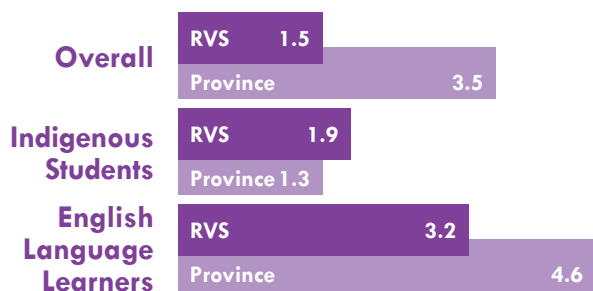
\*\* Data values have been suppressed where the number of respondents/students is fewer than 6.

Please see notes in [Historical Data](#).





## ABED\*: Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.\*\*



\*\* Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

[Historical Data](#)

Because diploma exams in 2021/22 were impacted by the pandemic, few students chose to write four diploma exams in that school year.

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

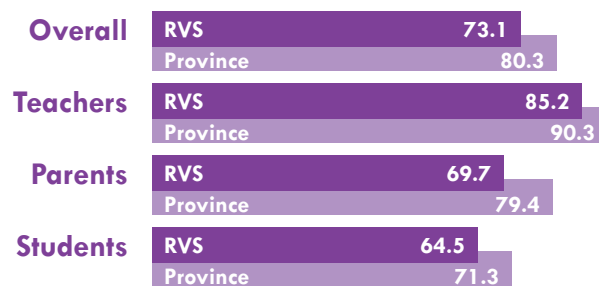


[Historical Data](#)

RVS results declined significantly with parents/guardians and teachers on this measure. High school parents/guardians were the least satisfied compared to elementary and middle school parents/guardians.



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



[Historical Data](#)

Questions in this measure focus on perceptions about students following the rules, helping each other when they can, respecting each other, being involved in activities that help community and being encouraged to try their best. Students and parents/guardians rated following the rules and respecting each other as the weakest aspects of this measure.

\*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	17.1%	27.4%	39.2%	14.9%	1.4%
10 – 12	I set goals for my learning at school					

[Historical Data](#)

### 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	33.6%	33.9%	25.9%	5.2%	1.4%
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	31.6%	24.9%	25.4%	16.7%	1.4%
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	28.6%	30.8%	27.5%	11.8%	1.3%
10 – 12	At school, I can get help when I'm having problems with others					

[Historical Data](#)

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

**91.0%**

This is an area for celebration as the results continue to be strong. Results have climbed from 73 per cent last year and are in line with 2020/21 where the results were 87 per cent.

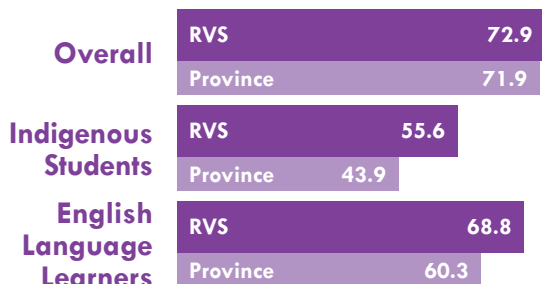


**RVS: Percentage of school councils who report they were actively involved in the development of their school’s workbook.**



RVS values input from parents/guardians in the school planning process. Our process is structured to require school council involvement multiple times throughout the school year.

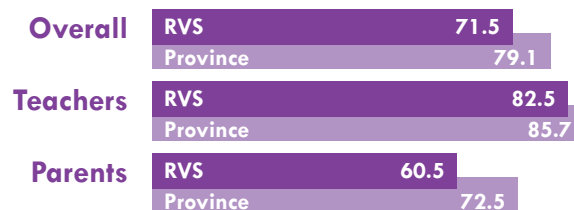
**ABED\*: Percentage of Grade 12 students eligible for a Rutherford Scholarship.**



[Historical Data](#)

RVS Grade 12 students are performing well and achieving necessary grades to earn Rutherford Scholarships. Performance is at the provincial average overall but above provincial average for learners who self-identify as Indigenous and students who are learning English as an Additional Language.

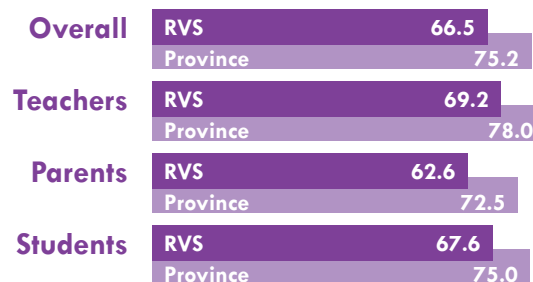
**ABED: Overall teacher and parent satisfaction with parental involvement in decisions about their child’s education.**



[Historical Data](#)

We continue to encourage parents/guardians to be involved in their school via a variety of means including participation in school councils.

**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.**



[Historical Data](#)

Results remained consistent with last year, with student results dropping slightly.

\*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 schools continue to shine in embracing the goal of navigating successfully as global citizens.

Students and staff have partnered with organizations across the division to raise awareness and funds for causes important to them while increasing their own global awareness. The launch of RVS' Indigenous Learning department also assisted in this goal as staff and students learned and grew in reconciliation.

More awareness and supports for mental health emerged in 2022/23, with coaches and training positively impacting more students and families than ever before.



## Schools on Social

We have many great stories to tell in RVS – and our teachers, learning assistants, administrators and other in-school staff do a great job sharing those stories on social media.

Here are just a few of the stories our schools told throughout the 2022/23 school year.

- Early season football rivalry kicked off in October when students from [Airdrie's Bert Church and W.H. Croxford high schools](#) competed to see who could collect the greatest number of food bank donations during the annual Turkey Bowl football game. Bert Church came out on top, and a total 513 pounds of food and \$400 was donated to the Airdrie Food Bank.
- In November, students at [Beiseker Community School](#) raised \$164.55 for men's cancer research by selling stick-on moustaches for the Movember Foundation.
- December became the season of giving for at least two of our schools: [Prairie Waters School](#) in Chestermere worked with the local RCMP detachment to collect donations for the Veterans' Food Bank, and students from [École Edwards Elementary School](#) in Airdrie collected 1,902 pairs of socks plus slippers, underwear, gloves, toques and neck warmers, which they donated to Community Links in support of their Basic Needs Program and to the Veterans' Food Bank, a Calgary women's shelter and Inn from the Cold.
- In February, Grades 1 – 3 students at [Indus School](#) collected Valentine's Day cards for the residents of the Sagewood Senior Community in Strathmore.
- [Bow Valley High School](#) students held an assembly and honour walk in Cochrane on May 5 to create awareness about missing and murdered Indigenous women, girls and gender-diverse people.

RVS is proud of the efforts of schools, students and staff to navigate successfully as global citizens.







## Muslims of Croxford

A group that began as a way for students to pray together in 2021/22 has grown into a means of creating awareness about the faith and culture of Muslim high school students at W.H. Croxford High School in Airdrie.

In 2022/23, there were 14 regular members of Muslims of Croxford with an additional ten who would occasionally join. The group cuts across all grades at the school, and members come from diverse Muslim backgrounds.

In its second year, Muslims of Croxford spent time building understanding with their peers. A big focus came during the holy month of Ramadan in 2023. The group created an informational video to educate staff and other students about the significance and traditions related to the religious holiday. This video was shared in classrooms to help the school grow its understanding.

The group was also prominent during W.H. Croxford's Culture Week, when students are invited to dress in their various cultural attire and share information about their cultures. This is a highlight for the school and staff describe it as a beautiful time when students engage with one another to learn more about their peers, and the nuances of different students who share the same culture.

In the year ahead, Muslims of Croxford is looking forward to more inclusively representing the different sects of Muslim students at the school, so all different expressions of the faith feel welcome. The group was originally comprised of students from the same sect, however as new members have joined, they have figured out how to navigate differences together. With founding members now approaching graduation, the group is also focused on strengthening itself so when leaders are no longer students, it will continue.



### **Glenbow School Students Show They Care About the Environment**

Global citizenship is well and truly on display at Cochrane’s Glenbow Elementary School. The students and staff even have the certificate to prove it. In 2022/23, the school earned the highest level of certification – platinum – from EcoSchools, a nationwide program that provides recognition to schools for their environmental stewardship initiatives.

While the school has a long history of encouraging its students to be good global citizens when it comes to environmentalism, this was the first time it had applied for certification. With so many eco-focussed programs taking place at the school, Principal Jason Billings soon realized their goal should be set higher than the bronze level EcoSchools certification for which they initially planned to apply.

Billings said students and staff took part in several initiatives, including creating Good on One Side (GOOS) bins where extra paper is collected to be reused. Students cleaned out the school’s community gardens and planted seeds for the upcoming fall harvest – they will use the vegetables to make a soup. They created reusable bags from old T-shirts that were donated to the school, and classes committed to taking their learning outside each week. Grade 4 students helped with the daily recycling and composting program.

Billings said students and staff intend to continue to promote and initiate eco-initiatives at the school. These help students to become more conscious of the way they interact with our world.





### **RVS Education Plan Survey Results: Goal Three**

RVS students continue to report they always or often have opportunities to learn about other cultures and people, reflecting RVS' commitment to diversity and inclusion. Students indicated they have high confidence in their resilience and ability to solve challenges with 76 per cent answering always or often. There has been a minor decrease in the number of students who feel they are always or often participating in regular physical activity at the Grades 10 – 12 level; however, results remain high for the remaining grades. A high percentage of students in all grades continue to report they are always or often making safe choices, and fundraising and volunteering remain important activities for students. Students continue to rate themselves highly in digital citizenship; however, teachers and parents/guardians did not echo this rating and concerns about online behaviour continue to be an area we will work on to improve.



### 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	<b>26.9%</b>	<b>42.0%</b>	<b>25.8%</b>	<b>5.0%</b>	<b>0.3%</b>
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	<b>28.2%</b>	<b>41.5%</b>	<b>25.0%</b>	<b>4.4%</b>	<b>0.9%</b>
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	<b>44.8%</b>	<b>32.9%</b>	<b>18.2%</b>	<b>3.1%</b>	<b>1.0%</b>
10 – 12	I value the contributions all people make to society					

[Historical Data](#)



### 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	<b>33.3%</b>	<b>43.1%</b>	<b>20.3%</b>	<b>2.7%</b>	<b>0.6%</b>
10 – 12	I can overcome obstacles and challenges					

[Historical Data](#)

### 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	<b>48.1%</b>	<b>32.1%</b>	<b>15.6%</b>	<b>3.6%</b>	<b>0.6%</b>
10 – 12	I know how to make healthy food choices					
3 – 5	I am physically active					
6 – 9	I participate in regular physical activity	<b>55.5%</b>	<b>26.3%</b>	<b>14.5%</b>	<b>3.0%</b>	<b>0.7%</b>
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	<b>33.2%</b>	<b>33.4%</b>	<b>24.1%</b>	<b>8.7%</b>	<b>0.5%</b>
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	<b>40.4%</b>	<b>36.3%</b>	<b>18.8%</b>	<b>3.9%</b>	<b>0.5%</b>
10 – 12	I make choices that keep me safe					

[Historical Data](#)

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

**14.0%**

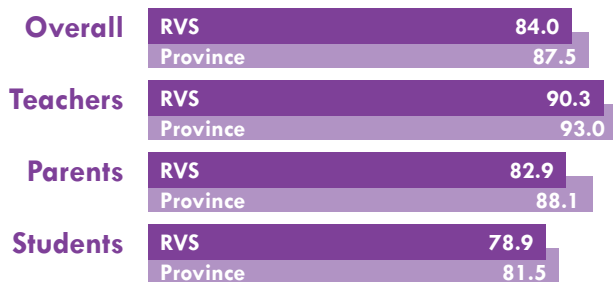
Student absences continue to be higher than pre-pandemic numbers. More students are staying away from school when not feeling well.

**RVS: The percentage of schools who have implemented school-wide Tier 1 Positive Behaviour Interventions and Support (PBIS) at 80 per cent fidelity as measured by the Tiered Fidelity Inventory.**

**20.0%**

These are promising results as more schools embed PBIS practices into their regular routines. While more schools are implementing PBIS, it usually takes more than one full school year to reach 80 per cent fidelity.

**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.**

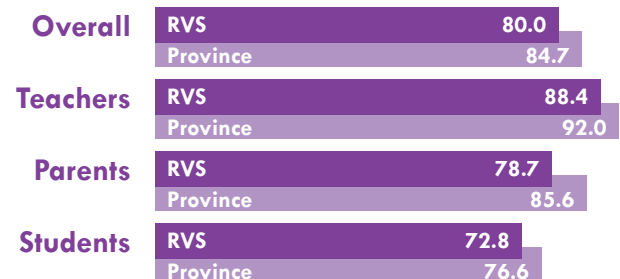


[Historical Data](#)

Parents/guardians and students believe teachers care about their child, are safe at and on the way to/from school and are treated fairly by adults, but do not feel that students treat each other well.



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



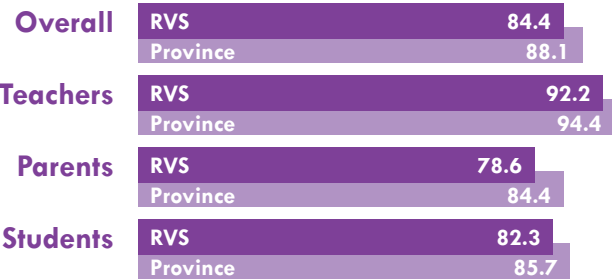
[Historical Data](#)

Parents/guardians reported their children are safe on the way to and from school (92%), treated fairly by adults (85%), teachers care about their child (87%) and the school is a welcoming place to be (87%). Parent/guardian results indicate specific areas for improvement would be in how children care for each other, respect each other and treat each other at school. Student results are closely aligned with the parent/guardian results, indicating students feel safe and cared about by adults and their interactions with other students could be improved.

\*Alberta Education (ABED)



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

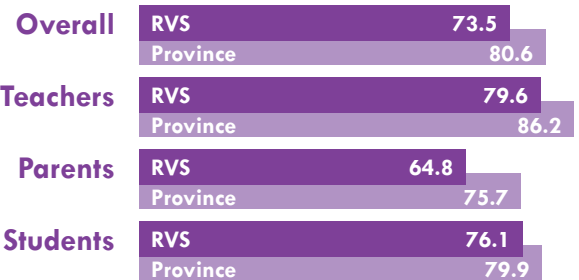


[Historical Data](#)

Of the parents/guardians who answered this question, 86 per cent are satisfied or very satisfied with the quality of their child’s education; however, they are less confident in their children learning what they need to know (70 per cent).

Students in Grades 4 – 6 rated their teachers as very good or good 97 per cent of the time and their school as very good or good 95 per cent of the time. Students in Grades 7 – 9 felt the education they are receiving is good or very good 91 per cent of the time. Students in Grades 10 – 12 reported the education they are receiving is good or very good 89 per cent of the time.

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



[Historical Data](#)

Parent/guardian results dropped noticeably from the previous year. Upon further analysis these results are negatively impacted by a high rate of “do not know” responses from parents/guardians. Of the parents/guardians who answered this question, 80 per cent agreed supports were available for non-school problems while 73 per cent agreed their child could easily access support at school for schoolwork. Students agreed with their parents/guardians that supports are available for school and non-school related challenges. Sharing information with parents/guardians about supports that are available and accessible might allow more parents/guardians to answer the question set fully.

\*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	<b>39.7%</b>	<b>41.1%</b>	<b>16.0%</b>	<b>2.4%</b>	<b>0.8%</b>
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	<b>24.4%</b>	<b>37.5%</b>	<b>29.8%</b>	<b>7.8%</b>	<b>0.5%</b>
10 – 12	I am making a positive difference in my school or community					

[Historical Data](#)

**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	<b>20.4%</b>	<b>23.9%</b>	<b>35.1%</b>	<b>20.1%</b>	<b>0.5%</b>
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	<b>17.7%</b>	<b>22.8%</b>	<b>35.8%</b>	<b>22.9%</b>	<b>0.8%</b>
10 – 12	I volunteer in school or the community					

[Historical Data](#)

**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	<b>66.3%</b>	<b>24.5%</b>	<b>7.0%</b>	<b>1.7%</b>	<b>0.6%</b>
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	<b>64.4%</b>	<b>24.1%</b>	<b>8.2%</b>	<b>2.5%</b>	<b>0.8%</b>
10 – 12	I am respectful in digital environments, including social media					

[Historical Data](#)



# INDIGENOUS LEARNING HIGHLIGHTS

In 2022/23, RVS' Indigenous Learning department was launched as part of our ongoing commitment to truth and reconciliation. The Indigenous Learning team supports RVS staff and students in implementing Indigenous Ways of Knowing into practice and provides professional learning, protocol guidance, curricular and resource support, and assistance with event planning to the division.

In their work, the Indigenous Learning team helps all RVS staff build connections with the Indigenous communities in our area, create safe and respectful learning environments for students who are Indigenous, decolonize our classrooms and bring forward the calls to action of the Truth and Reconciliation Commission.

In its first year, Indigenous Learning responded to nearly 120 requests for support from staff, with more than half of those requests being for cultural support. The team connected our schools to Elders, gave guidance so schools are adhering to protocols in a culturally appropriate way, and assisted with planning for a range of events including the National Day for Truth and Reconciliation and Métis Week. They also supported events at our schools, including the unveiling of a Reconciliation Garden at Bert Church High School in Airdrie and the planning of a Pow Wow at Glenbow Elementary School in Cochrane.

The team responded to requests for curricular support in areas such as indigenizing practices and modelling lessons, and gave administrative support in the form of Teacher Quality Standard evaluations, professional learning and connection to student resources.

With both the success and the demand the team experienced in its first year, Indigenous Learning will grow by four more positions to support our staff and students in 2023/24. This includes the addition of two Indigenous cultural liaisons who will provide



cultural teaching to facilitate connections and communications between schools and families, as well as two Indigenous learning specialists.

Indigenous Learning will also focus on the work of RVS' Indigenous Advisory Circle, which brings together Elders and Knowledge Keepers from the Nations surrounding our division and Métis Region 3 along with members of RVS' Board of Trustees and executive leadership team to make sure our initiatives are reflective of the community and what the Elders see as vital for the success of Indigenous students.



## NEW SUCCESS COACHES SUPPORTING STUDENT MENTAL HEALTH

In November 2022, RVS received confirmation of grant funding from Alberta Education as part of the government's support of student mental health. The more than \$900,000 funding allowed our division to hire six new success coaches for the Stepping Stones to Mental Health team, expanding the team of coaches to 11.

Success coaches focus on bringing universal and targeted interventions to our students by going into schools and running whole-class or small group programs. They teach universal strategies to manage stress and anxiety, and teach students other methods of promoting mental health like food practices and sleep hygiene. They also support our staff's mental health practices, so educators and support staff are in a good place to help students. Each coach is attached to a core school for part of the week and spends the rest of the week responding to requests from other schools in the same community. Of the six new coaches, three were dedicated to Airdrie and one each in Cochrane, Chestermere and Bearspaw.

In past years, the Stepping Stones for Mental Health team often faced challenges in responding to all the requests they received from schools, relegating some to a waitlist. Thanks to the grant funding and expanded team, all requests in the 2022/23 school year were fulfilled and the team even had the capacity to take on additional requests.

The six new coaches were able to give 191 presentations to students during the school year. Each school that had a success coach last year was excited to see them return for 2023/24, saying it was beneficial to have them available for students to talk to. Schools have noted a positive impact following the coaches' presentations – for example, following a presentation about diversity and bullying, students in minority groups said they felt safer in the school and teachers noticed bullying had decreased. The addition of the new coaches has also helped the work of Stepping Stones be more manageable, with the team feeling less stretched and ultimately more successful.





## RVS ENGAGES THE COMMUNITY

We want to know what you think! With an eye to improving its public engagements while ensuring transparency throughout the process, RVS launched a new online platform, [www.RVSEngage.com](https://www.RVSEngage.com) in September 2022. Investing in public engagement creates opportunities for discussion and dialogue, providing more insight and informed decision-making.

Stakeholders were invited to provide their input on several important initiatives on the new platform, including the draft Four-Year Education Plan and the annual survey required by Alberta Education which measures how RVS is achieving its goals and objectives.

Most critically, RVSEngage was used to collect important feedback from parents/guardians, students, teachers and the community about two accommodation projects: which Cochrane students would attend the recently re-acquired school on

Powell Street beginning in September 2023, and which grades should comprise the new school currently under construction in Langdon and set to open in September 2024.

In both instances, the feedback received online was in addition to in-person sessions held in both communities. Offering both online and in-person engagement opportunities allows stakeholders to provide feedback in a manner that is most comfortable for them.

RVSEngage has proven to be a valuable addition to the division's engagement toolkit. In 2023/24 RVS stakeholders can use the tool to learn more about the Balancing Airdrie Student Spaces engagement; it will offer valuable opportunities to be part of the conversation.

# 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 providers to help our families find convenient childcare.
- Local businesses: providing support and opportunities for students and schools to engage in real-world, hands-on learning experiences.
- Adult learning: in 2022/23 RVS transitioned the facilitation of the adult learning program to be its own society in Rocky View County and is proud of the continuing work they do to support the learning of adults in our communities.
- 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: partnerships provide research, knowledge sharing and hands-on learning experiences for teacher candidates as well as dual credit opportunities for students.
- 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.



## Partnerships Help Feed Students

Students from schools in Chestermere and Airdrie partnered with national organizations to run successful food programs in 2022/23.

In March, Rainbow Creek Elementary School's breakfast program was celebrated with an event hosted by Breakfast Clubs of Canada and the Grocery Foundation. The event promoted the Grocery Foundation's Toonies for Tummies campaign, which collects donations at local grocery stores for school breakfast programs. Students were invited to start the day with breakfast served by executives from several of the Grocery Foundation's partner corporations.

The event was featured on Global Calgary, bringing additional attention to this important initiative. The Toonies for Tummies program supports students in schools in both Chestermere and Airdrie.

At Airdrie's George McDougall High School (GMHS), the Fuel for Kids program helps younger kids at a neighbouring school by providing fresh sandwiches and vegetables as well as breakfast foods two mornings a week. Approximately 150 GMHS students learned food preparation, budgeting, collaboration and other important life skills as they prepared and delivered the food to École Airdrie Middle School.

In addition to the Airdrie Food Bank, this initiative is supported by Breakfast Clubs of Canada, RVS Food for Thought, the Airdrie Ag Society and COBS Bread Bakery, which provide food, funds and equipment.





## LOOKING BACK ON THE 2019 – 2023 EDUCATION PLAN

This is the final year of reporting for RVS' 2019 – 2023 Education Plan. The I CAN goals (Connect, Achieve, Navigate) guided the division for the last four years and paved the way for many shifts intended to improve students' learning outcomes and overall experience at RVS.

We are proud that under the I CAN goals, we succeeded in:

- Becoming a stronger, more collaborative team by sharing methods and approaches to enhance teaching practices.
- Achieving greater consistency in instruction and assessment practices with continued flexibility for innovation.
- Developing a collective understanding of inclusive education and what actions and supports will enhance inclusion in our schools.
- Building foundational knowledge of Indigenous Ways of Knowing across the system and working to decolonize schools and practices. Building relationships with Indigenous groups has been a key piece of this work.
- Understanding the various impacts of the pandemic on our students and how to best support their learning and overall well-being.
- Improving how schools and the division use and interpret data to gain better information about students' learning needs to drive instruction practices and other supports.

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# FINANCIAL STATEMENT 2022/23

Financial Statement not yet available.



## 2022/23 YEAR IN REVIEW

In the 2021/22 AERR, RVS committed to the following actions in 2022/23. We have completed several and made significant progress on others.

Actions in 2022/23	Status	Comments
Implement Grade 1 – 9 reading and numeracy assessments system wide. (Goal 2/Outcome 1)	✓	Adjustments have been made to the schedule based on teacher feedback, however overall implementation was successful.
Launch new Indigenous Learning department with an emphasis on relationship building and timely supports for classroom/school activities tied to foundational knowledge of Indigenous Ways of Knowing. (Goal 3/Outcome 1)	✓	This department had a very successful year and will grow in staff in 2023/24 to address the demand for support across RVS.
Continue efforts to provide targeted supports to schools related to pandemic recovery and mental health supports. (Goal 3/Outcome 1)	✓	Thanks to additional government grant funding, we have been able to increase supports, specifically in middle schools.
Finalize instruction and assessment practice guide to build a more consistent RVS approach. (Four-Year Plan key strategies)	✓	After a lengthy but necessary development cycle, the document was finalized and circulated in 2022/23.
Develop an updated Four-Year Plan in alignment with the Board’s strategic plan. (System Assurance)	✓	Built on over 30,000 pieces of feedback from parents, students, staff and community, RVS’ updated Education Plan was approved in May 2023. The Education Plan details how the Board’s strategic priority of improving student achievement will be brought to life.
Expand communication to provide assurance to stakeholders and collect important input through a new online stakeholder engagement platform. (System Assurance)	✓	RVSEngage.com was rolled out in 2022/23 to support numerous stakeholder engagement processes throughout RVS.





## 2023/24 YEAR AHEAD

Based on what we learned in 2022/23, here are some of the actions RVS will take in the 2023/24 school year:

### **Actions to be Taken in 2023/24**

Revise school education plan development process to ensure coherence with divisional plan across schools.

Expand English as an Additional Language supports available for students, teachers and schools.

Engage stakeholders in a comprehensive student accommodation consultation to help make the best decisions related to optimizing limited student spaces in Airdrie.

Grow our own internal team of learning support staff to respond to the increase in students presenting with complex learning challenges.

Implement a writing assessment tool in Grades 3, 7 and 10 and further expand to incorporate more grades in the following year.

Expand career pathways opportunities for students, focusing on building future ready students.





# 2024 – 2027 CAPITAL PLAN

Unprecedented growth in several RVS communities led to an urgent request for more schools in [RVS' 2024 – 2027 Capital Plan](#). This includes requests for seven new school builds: three in Airdrie, two in Cochrane, one in Chestermere and one in Springbank.

With approximately 1,000 new students joining the division yearly, RVS needs one to two new schools built per year to keep up with student growth.

RVS is creative in maximizing its existing space to offer the best possible learning opportunities for our students; however, with hundreds of students expected in burgeoning new communities, the need for new space is immediate.

## 2023/24 School Year Capital Priorities

2023 Budget Year		
Capital Project	Build Out Capacity	Approved in 2023 Capital Plan
Airdrie K – 8	900	Design
Airdrie High School	1,500	Planning
Cochrane K – 8	900	Pre-planning
Chestermere K – 9	900	Pre-planning

2024 Budget Year		
Capital Project	Build Out Capacity	Type of Project
Airdrie K – 8	900	New Construction
Springbank K – 8	900	New Construction
Cochrane High School	1,500	New Construction



## LEARN MORE ABOUT RVS

RVS is committed to working collaboratively with its stakeholders in the planning and delivery to educational services. Copies of RVS' [Education Plan](#), [AERR](#), [Capital Plan](#), and [Budget](#) are made available to school councils, the public, staff, and/or educational and municipal partners through RVS' public website.

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

[Meet our Board of Trustees](#)

[View our Strategic Plan](#)

### Connect With Us

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[@RVSeD](#), [#RVSeD](#)



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[@RVS\\_ed](#), [#RVSeD](#)





# RVS 2021/22 ALBERTA EDUCATION RESULTS REPORT HISTORICAL DATA

## Alberta Education Assurance Measures Results Historical Data

Percentage of students who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests. _	2
Percentage of students who achieve the acceptable standard and standard of excellence on diploma exams. _____	4
High school completion rate of students within three and five years of entering Grade 10. _____	7
Annual drop-out rate of students aged 14 to 18. _____	7
Grade 12 students eligible for a Rutherford Scholarship. _____	7
High School to post-secondary transition rate within six years of entering Grade 10. _____	7
Students writing four or more diploma exams within three years of entering Grade 10. _____	7
Overall parent, teacher, and student agreement that students model characteristics of active citizenship. _____	8
Overall parent and teacher agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. _____	8
Overall teacher, parent, and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school. _____	8
Overall parent, teacher, and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health, and physical education. _____	8
Overall parent and teacher satisfaction with parental involvement in decisions about their child's education. _____	8
Agreement that their school and schools in their jurisdiction have improved or stayed the same the last three years. _____	9
Satisfaction with the overall quality of basic education. _____	9
Teachers reporting that in the past three to five years, the professional learning from the school authority has been focused, systematic, and contributes significantly to their ongoing professional growth. _____	9
Overall parent, teacher, and student satisfaction with the accessibility, effectiveness, and efficiency of programs and services to students in the community. _____	9
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. _____	10
Overall teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe. _____	10
The percentage of teachers, parents and students who agree that students are engaged in their learning at school. _____	10

## RVS Education Plan Survey Historical Data

### GOAL ONE: Connect to Passions, Interests and People

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

- Students engage in real-world, hands-on learning experiences \_\_\_\_\_ 11
- Students feel their voice counts \_\_\_\_\_ 12
- Students feel their schoolwork is meaningful \_\_\_\_\_ 12

*Outcome 1.2: Students demonstrate ownership of their learning*

- Students understand how they learn best \_\_\_\_\_ 13
- Students expect to succeed in school \_\_\_\_\_ 14

### GOAL TWO: Achieve their Potential

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

- Students agree they are literate and numerate \_\_\_\_\_ 15

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

- Students set learning goals with their teacher \_\_\_\_\_ 16
- Students get the help they need in school \_\_\_\_\_ 16

### GOAL THREE: Navigate Successfully as Global Citizens

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

- Students have opportunities to learn about other cultures and people \_\_\_\_\_ 17
- Students feel they can overcome obstacles \_\_\_\_\_ 18
- Students live a healthy lifestyle \_\_\_\_\_ 18

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

- Students make a positive difference in their school and in their community \_\_\_\_\_ 19
- Students participate in fundraising, volunteer activities and community service projects \_\_\_\_\_ 20
- Students understand the importance of digital citizenship \_\_\_\_\_ 20



# ALBERTA EDUCATION ASSURANCE MEASURES RESULTS HISTORICAL DATA

## Measure

Percentage of students who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests.

Overall	ACCEPTABLE				EXCELLENCE			
	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23
	RVS Prov.	RVS Prov.	RVS Prov.	RVS Prov.	RVS Prov.	RVS Prov.	RVS Prov.	RVS Prov.
Overall	N/A N/A	N/A N/A	63.4 67.3	59.6 63.3	N/A N/A	N/A N/A	11.7 18	10.2 16.0
<b>Grade 6</b>								
LA	N/A N/A	N/A N/A	89.7 89.8	85.8 90.4	N/A N/A	N/A N/A	14.5 22.3	13.5 21.9
LA (FI)	N/A N/A	N/A N/A	65.8 81.1	63.6 83.1	N/A N/A	N/A N/A	3.1 11.1	1.5 13.3
Math	N/A N/A	N/A N/A	68.3 75.0	68.1 77.4	N/A N/A	N/A N/A	8.9 14.8	8.4 18.8
Science	N/A N/A	N/A N/A	76.8 83.4	71.6 79.3	N/A N/A	N/A N/A	19.5 27.7	15.9 25.9
Social	N/A N/A	N/A N/A	72.6 79.3	69.0 78.3	N/A N/A	N/A N/A	14.3 23.6	11.9 21.3
<b>Grade 9</b>								
LA	N/A N/A	N/A N/A	85.8 85.4	83.3 85.1	N/A N/A	N/A N/A	12.2 15.8	10.9 15.9
LA (FI)	N/A N/A	N/A N/A	67.5 79.4	72.6 80.8	N/A N/A	N/A N/A	6.6 10.7	5.7 11.5
Math	N/A N/A	N/A N/A	54.4 63.7	58.0 64.7	N/A N/A	N/A N/A	11.0 20.1	8.2 16.0
Science	N/A N/A	N/A N/A	76.7 82.1	78.0 78.8	N/A N/A	N/A N/A	17.8 27.3	19.3 23.9
Social	N/A N/A	N/A N/A	66.2 72.8	61.2 69.3	N/A N/A	N/A N/A	12.6 20.6	10.1 18.9
Indigenous Students	ACCEPTABLE				EXCELLENCE			
	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23
	RVS Prov.	RVS Prov.	RVS Prov.	RVS Prov.	RVS Prov.	RVS Prov.	RVS Prov.	RVS Prov.
Overall	N/A N/A	N/A N/A	49.3 46.4	44.1 40.5	N/A N/A	N/A N/A	11.4 15.2	5 5.5
<b>Grade 6</b>								
LA	N/A N/A	N/A N/A	82.4 76.0	79.3 79.8	N/A N/A	N/A N/A	8.2 9.6	6.1 9.4
LA (FI)	N/A N/A	N/A N/A	50.0 68.6	71.4 73.1	N/A N/A	N/A N/A	0.0 6.9	0.0 5.9
Math	N/A N/A	N/A N/A	55.6 51.6	54.1 55.2	N/A N/A	N/A N/A	5.6 4.7	3.5 7.3
Science	N/A N/A	N/A N/A	67.0 65.0	62.3 61.0	N/A N/A	N/A N/A	9.9 12.4	13.6 11.9
Social	N/A N/A	N/A N/A	63.5 60.3	56.6 59.8	N/A N/A	N/A N/A	9.4 9.4	7.2 8.6
<b>Grade 9</b>								
LA	N/A N/A	N/A N/A	78.0 71.9	72.4 70.8	N/A N/A	N/A N/A	5.1 5.3	3.9 6.4
LA (FI)	N/A N/A	N/A N/A	* 59.0	62.5 70.6	N/A N/A	N/A N/A	* 5.7	12.5 4.8
Math	N/A N/A	N/A N/A	29.3 37.8	43.7 41.5	N/A N/A	N/A N/A	5.2 5.8	5.6 5.5
Science	N/A N/A	N/A N/A	73.5 65.3	70.1 59.6	N/A N/A	N/A N/A	8.8 11.3	11.7 10
Social	N/A N/A	N/A N/A	56.3 48.0	46.3 48.2	N/A N/A	N/A N/A	3.1 5.7	3.8 7

English Language Learners	ACCEPTABLE				EXCELLENCE											
	2019/20		2020/21		2021/22		2022/23		2019/20		2020/21		2021/22		2022/23	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
<b>Overall</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>64.4</b>	65.8	<b>51.3</b>	57.9	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>11.4</b>	15.2	<b>6.6</b>	12.2
<b>Grade 6</b>																
LA	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>87.6</b>	86.3	<b>78.0</b>	85.4	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>14.0</b>	17.9	<b>11.2</b>	16.1
LA (Fl)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>50.0</b>	78.7	<b>28.6</b>	80.7	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>16.7</b>	12.4	<b>0.0</b>	14.8
Math	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>72.1</b>	72.9	<b>59.4</b>	74.2	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>10.5</b>	14.6	<b>5.8</b>	17.4
Science	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>76.3</b>	79.8	<b>60.6</b>	72.9	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>14.7</b>	23.2	<b>9.6</b>	19.4
Social	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>71.4</b>	76.1	<b>59.8</b>	73.8	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>14.8</b>	19.9	<b>7.3</b>	17.7
<b>Grade 9</b>																
LA	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>82.6</b>	77.4	<b>70.8</b>	73.4	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>7.2</b>	8.7	<b>3.9</b>	7.8
LA (Fl)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>33.3</b>	69.9	<b>66.7</b>	73.8	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>11.1</b>	11.0	<b>0.0</b>	11.8
Math	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>54.9</b>	56.7	<b>47.7</b>	58.1	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>12.8</b>	15.6	<b>7.2</b>	13.9
Science	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>71.3</b>	73.8	<b>67.1</b>	69.4	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>14.0</b>	18.1	<b>13.9</b>	17.5
Social	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>68.0</b>	64.7	<b>48.3</b>	58.7	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>15.7</b>	15.0	<b>6.0</b>	12.8

- Overall PAT results are summarized by number of students enrolled, rather than by number of students who wrote the exam.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*). Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

## Measure

Percentage of students who achieve the acceptable standard and standard of excellence on diploma exams.

Overall	ACCEPTABLE				EXCELLENCE											
	2019/20		2020/21		2021/22		2022/23		2019/20		2020/21		2021/22		2022/23	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
<b>Overall</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>71.3</b>	75.2	<b>80.4</b>	80.3	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>13.7</b>	18.2	<b>17.3</b>	21.2
Eng. 30-1 (SA*)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>98.5</b>	98.2	<b>98.8</b>	98.4	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>41.1</b>	44.6	<b>45.0</b>	42.4
Eng. 30-1 (D**)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>78.5</b>	78.8	<b>85.0</b>	83.7	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>6.7</b>	9.4	<b>7.5</b>	10.5
Eng. 30-2 (SA)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>97.1</b>	96.6	<b>97.6</b>	96.7	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>14.0</b>	19.9	<b>16.6</b>	18.7
Eng. 30-2 (D)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>78.8</b>	80.8	<b>90.1</b>	86.2	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>10.1</b>	12.3	<b>13.4</b>	12.7
French 30-1 (SA)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	**	99.8	<b>98.5</b>	99.4	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	**	65.8	<b>51.5</b>	62.3
French 30-1 (D)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	**	91.9	<b>90.9</b>	93.1	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	**	6.8	<b>1.5</b>	6.1
Soc. 30-1 (SA)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>99.6</b>	99.3	<b>99.3</b>	99.3	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>47.8</b>	50.6	<b>49.2</b>	50.0
Soc. 30-1 (D)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>81.2</b>	81.5	<b>81.8</b>	83.5	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>13.5</b>	15.8	<b>11.6</b>	15.9
Soc. 30-2 (SA)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>96.9</b>	97.1	<b>98.5</b>	97.0	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>20.1</b>	24.7	<b>21.6</b>	22.6
Soc. 30-2 (D)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>73.2</b>	72.5	<b>80.3</b>	78.1	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>9.6</b>	13.2	<b>12.6</b>	12.3
Math 30-1 (SA)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>95.5</b>	95.4	<b>94.9</b>	96.1	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>40.0</b>	51.6	<b>52.1</b>	54.1
Math 30-1 (D)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>49.0</b>	63.6	<b>68.2</b>	70.8	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>11.8</b>	23.0	<b>20.0</b>	29.0
Math 30-2 (SA)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>91.7</b>	94.3	<b>91.4</b>	94.1	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>26.1</b>	29.7	<b>29.2</b>	29.2
Math 30-2 (D)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>50.9</b>	61.5	<b>71.0</b>	71.1	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>11.9</b>	11.8	<b>15.2</b>	15.2
Bio. 30 (SA)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>94.7</b>	97.0	<b>98.0</b>	97.2	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>45.6</b>	51.1	<b>52.8</b>	51.6
Bio. 30 (D)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>62.8</b>	74.3	<b>81.8</b>	82.7	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>18.7</b>	25.2	<b>30.4</b>	32.8
Chem. 30 (SA)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>97.9</b>	97.4	<b>97.9</b>	97.4	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>56.3</b>	56.6	<b>59.8</b>	56.3
Chem. 30 (D)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>70.1</b>	77.1	<b>80.8</b>	80.5	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>25.3</b>	31.1	<b>31.7</b>	37.0
Physics 30 (SA)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>96.7</b>	97.9	<b>97.1</b>	98.1	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>57.7</b>	64.0	<b>59.9</b>	61.2
Physics 30 (D)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>70.3</b>	78.5	<b>78.5</b>	82.3	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>28.6</b>	34.6	<b>33.9</b>	39.9
Science 30 (SA)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>97.8</b>	96.5	<b>98.4</b>	96.2	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>34.8</b>	36.8	<b>31.7</b>	35.5
Science 30 (D)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>79.8</b>	75.7	<b>74.7</b>	79.4	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>9.6</b>	17.2	<b>17.7</b>	23.1

\* School-Awarded

\*\* Diploma

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*\*).
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Indigenous Students	ACCEPTABLE				EXCELLENCE			
	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23
	RVS Prov.	RVS Prov.	RVS Prov.	RVS Prov.	RVS Prov.	RVS Prov.	RVS Prov.	RVS Prov.
<b>Overall</b>	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>65.9</b> 68.7	<b>77.0</b> 74.8	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>13.7</b> 18.2	<b>13.5</b> 11.3
Eng. 30-1 (SA*)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>100</b> 97.1	<b>97.6</b> 98.1	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>25.0</b> 31.9	<b>35.7</b> 30.3
Eng. 30-1 (D**)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>75.0</b> 73.5	<b>76.2</b> 78.3	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>10.0</b> 4.4	<b>4.8</b> 6.1
Eng. 30-2 (SA)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>96.3</b> 96.0	<b>97.3</b> 96.3	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>11.1</b> 13.7	<b>13.5</b> 13.7
Eng. 30-2 (D)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>92.6</b> 82.1	<b>91.9</b> 86.5	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>7.4</b> 9.2	<b>5.4</b> 9.9
French 30-1 (SA)	<b>N/A</b> N/A	<b>N/A</b> N/A	** 100	** 100	<b>N/A</b> N/A	<b>N/A</b> N/A	** 55.6	** 64.9
French 30-1 (D)	<b>N/A</b> N/A	<b>N/A</b> N/A	** 83.3	** 83.8	<b>N/A</b> N/A	<b>N/A</b> N/A	** 0.0	** 2.7
Soc. 30-1 (SA)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>100</b> 99.1	<b>100</b> 97.4	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>57.1</b> 34.6	<b>45.8</b> 36.5
Soc. 30-1 (D)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>76.2</b> 72.5	<b>70.8</b> 73.0	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>14.3</b> 7.4	<b>8.3</b> 8.6
Soc. 30-2 (SA)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>96.3</b> 95.5	<b>96.3</b> 94.9	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>18.5</b> 13.2	<b>16.7</b> 12.4
Soc. 30-2 (D)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>63.0</b> 66.0	<b>81.5</b> 72.3	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>0.0</b> 5.4	<b>9.3</b> 5.4
Math 30-1 (SA)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>90.0</b> 94.5	<b>94.7</b> 95.8	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>40.0</b> 39.1	<b>36.8</b> 41.3
Math 30-1 (D)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>30.0</b> 50.9	<b>57.9</b> 60.6	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>0.0</b> 10.5	<b>15.8</b> 15.0
Math 30-2 (SA)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>85.7</b> 91.5	<b>94.4</b> 93.5	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>14.3</b> 22.8	<b>16.7</b> 24.0
Math 30-2 (D)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>50.0</b> 55.2	<b>55.6</b> 65.8	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>14.3</b> 7.3	<b>22.2</b> 12.1
Bio. 30 (SA)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>90.9</b> 95.7	<b>100</b> 95.1	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>22.7</b> 32.9	<b>45.5</b> 37.5
Bio. 30 (D)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>40.9</b> 58.9	<b>72.7</b> 72.5	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>13.6</b> 11.5	<b>22.7</b> 19.1
Chem. 30 (SA)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>100</b> 96.8	<b>94.1</b> 96.4	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>22.2</b> 39.6	<b>35.3</b> 24.0
Chem. 30 (D)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>44.4</b> 62.5	<b>82.4</b> 70.0	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>11.1</b> 15.4	<b>47.1</b> 42.9
Physics 30 (SA)	<b>N/A</b> N/A	<b>N/A</b> N/A	** 97.5	** 97.6	<b>N/A</b> N/A	<b>N/A</b> N/A	** 54.1	** 47.2
Physics 30 (D)	<b>N/A</b> N/A	<b>N/A</b> N/A	** 68.6	** 72.0	<b>N/A</b> N/A	<b>N/A</b> N/A	** 25.2	** 26.8
Science 30 (SA)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>100</b> 96.4	<b>100</b> 96.0	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>22.2</b> 27.2	<b>16.7</b> 29.4
Science 30 (D)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>77.8</b> 70.0	<b>75.0</b> 75.3	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>11.1</b> 7.2	<b>16.7</b> 18.7

\* School-Awarded

\*\* Diploma

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*\*).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



English Language Learners	ACCEPTABLE				EXCELLENCE			
	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23
	RVS Prov.	RVS Prov.	RVS Prov.	RVS Prov.	RVS Prov.	RVS Prov.	RVS Prov.	RVS Prov.
<b>Overall</b>	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>61.1</b> 59.0	<b>70.8</b> 67.1	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>10.6</b> 10.8	<b>12.8</b> 13.8
Eng. 30-1 (SA*)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>97.8</b> 96.4	<b>97.8</b> 95.6	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>17.4</b> 28.5	<b>38.9</b> 29.7
Eng. 30-1 (D**)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>63</b> 55.5	<b>73.3</b> 63.3	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>6.5</b> 2.6	<b>5.6</b> 3.7
Eng. 30-2 (SA)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>90.9</b> 95.5	<b>97.9</b> 95.8	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>13.6</b> 14.8	<b>16.7</b> 12.7
Eng. 30-2 (D)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>72.7</b> 63.9	<b>77.1</b> 71.5	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>4.5</b> 3.7	<b>6.3</b> 5.5
French 30-1 (SA)	<b>N/A</b> N/A	<b>N/A</b> N/A	** **	** 96.3	<b>N/A</b> N/A	<b>N/A</b> N/A	** **	** 48.1
French 30-1 (D)	<b>N/A</b> N/A	<b>N/A</b> N/A	** 100	** 85.2	<b>N/A</b> N/A	<b>N/A</b> N/A	** 25.0	** 0.0
Soc. 30-1 (SA)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>100</b> 98.3	<b>100</b> 98.3	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>47.2</b> 40.8	<b>47.3</b> 43.0
Soc. 30-1 (D)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>86.1</b> 68.7	<b>80.0</b> 72.7	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>11.1</b> 9.0	<b>7.3</b> 8.8
Soc. 30-2 (SA)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>100</b> 96.1	<b>97.3</b> 95.6	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>19.4</b> 20.1	<b>21.9</b> 18.0
Soc. 30-2 (D)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>52.8</b> 55.6	<b>74.0</b> 62.5	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>2.8</b> 7.1	<b>12.3</b> 7.8
Math 30-1 (SA)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>97.1</b> 92.1	<b>86.2</b> 92.3	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>44.1</b> 47.7	<b>48.3</b> 46.6
Math 30-1 (D)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>41.2</b> 52.2	<b>44.8</b> 61.1	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>14.7</b> 19.2	<b>12.1</b> 23.1
Math 30-2 (SA)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>91.7</b> 91	<b>85.4</b> 88.7	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>25</b> 23.9	<b>26.8</b> 20.9
Math 30-2 (D)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>50.0</b> 46.9	<b>80.5</b> 58.5	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>16.7</b> 6.3	<b>12.2</b> 9.7
Bio. 30 (SA)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>88.5</b> 94.3	<b>98.1</b> 92.7	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>42.3</b> 40.3	<b>53.8</b> 41.8
Bio. 30 (D)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>57.7</b> 61.0	<b>75.0</b> 72.8	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>11.5</b> 18.0	<b>23.1</b> 24.7
Chem. 30 (SA)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>96.0</b> 95.5	<b>95.0</b> 94.8	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>48</b> 49.9	<b>51.7</b> 47.8
Chem. 30 (D)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>56.0</b> 67.9	<b>58.3</b> 73.5	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>12</b> 23.5	<b>21.7</b> 29.9
Physics 30 (SA)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>95.5</b> 95.5	<b>96.2</b> 97.2	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>54.5</b> 55.9	<b>65.4</b> 55.1
Physics 30 (D)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>63.6</b> 63.1	<b>73.1</b> 75.7	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>22.7</b> 26.4	<b>23.1</b> 32.3
Science 30 (SA)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>100</b> 93.3	<b>100</b> 92.0	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>33.3</b> 30.0	<b>9.1</b> 28.9
Science 30 (D)	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>66.7</b> 59.7	<b>100</b> 67.4	<b>N/A</b> N/A	<b>N/A</b> N/A	<b>16.7</b> 11.8	<b>18.2</b> 16.1

\* School-Awarded

\*\* Diploma

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*\*).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

**Measure**

High school completion rate of students within three and five years of entering Grade 10.

	2018/19		2019/20		2020/21		2021/22	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
<b>3 Years</b>								
Overall	83.8	80.3	88.8	83.4	86.9	83.2	86.3	80.7
Indigenous Students	71.2	55.9	78.9	62.0	76.0	59.5	78.4	57.0
English Language Learners	85.5	74.1	93.4	78.7	85.5	78.5	87.8	72.8
<b>5 Years</b>								
Overall	91.1	85.3	88.1	86.2	90.3	87.1	92.8	88.6
Indigenous Students	80.1	65.0	80.8	68.1	80.6	68.0	87.0	71.3
English Language Learners	91.8	85.0	87.5	86.9	92.2	86.1	96.8	88.7

**Measure**

Annual drop-out rate of students aged 14 to 18.

	2018/19		2019/20		2021/22		2022/23	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
Overall	1.7	2.7	1.7	2.6	1.0	2.3	1.6	2.5
Indigenous Students	2.9	5.5	3.8	5.0	2.3	4.9	2.5	5.1
English Language Learners	0.5	2.2	1.5	2.6	0.0	2.2	1.9	2.5

**Measure**

Grade 12 students eligible for a Rutherford Scholarship.

	2018/19		2019/20		2021/22		2022/23	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
Overall	66.8	66.6	68.8	68.0	72.4	70.2	72.9	71.9
Indigenous Students	56.3	39.1	56.0	39.5	55.6	41.1	55.6	43.9
English Language Learners	57.5	55.6	64.2	58.3	70.7	61.3	68.8	60.3

**Measure**

High School to post-secondary transition rate within six years of entering Grade 10.

	2018/19		2019/20		2020/21		2021/22	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
Overall	55.9	60.3	61.6	60.0	56.4	60.3	56.7	59.7
Indigenous Students	48.9	35.0	56.1	35.7	49.2	37.7	53.4	36.3
English Language Learners	69.5	65.8	67.2	65.4	65.2	66.0	58.1	62.7

**Measure**

Students writing four or more diploma exams within three years of entering Grade 10.

	2018/19		2019/20		2020/21		2021/22*	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
Overall	54.9	56.6	N/A	N/A	N/A	N/A	1.5	3.5
Indigenous Students	33.8	24.4	N/A	N/A	N/A	N/A	1.9	1.3
English Language Learners	N/A	N/A	N/A	N/A	N/A	N/A	3.2	4.6

\* Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

**Measure**

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

	2018/19		2019/20		2021/22		2022/23	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
<b>Overall</b>	<b>77.1</b>	83.3	<b>79.8</b>	83.2	<b>75.9</b>	81.4	<b>73.1</b>	80.3
Parent	<b>76.0</b>	82.4	<b>76.3</b>	81.4	<b>74.1</b>	80.4	<b>69.7</b>	79.4
Student	<b>65.5</b>	73.8	<b>70.9</b>	74.1	<b>66.2</b>	72.1	<b>64.5</b>	71.3
Teacher	<b>89.9</b>	93.6	<b>92.2</b>	94.1	<b>87.3</b>	91.7	<b>85.2</b>	90.3

**Measure**

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

	2018/19		2019/20		2021/22		2022/23	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
<b>Overall</b>	<b>77.7</b>	84.1	<b>81.6</b>	85.7	<b>78.8</b>	84.9	<b>73.8</b>	83.1
Parent	<b>66.3</b>	76.0	<b>71.1</b>	77.8	<b>69.2</b>	77.3	<b>62.1</b>	75.0
Teacher	<b>89.1</b>	92.2	<b>92.1</b>	93.7	<b>88.5</b>	92.5	<b>85.4</b>	91.3

**Measure**

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

	2018/19		2019/20		2021/22		2022/23	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
<b>Overall</b>	<b>86.0</b>	89.4	<b>88.0</b>	90.0	<b>86.7</b>	89.0	<b>84.0</b>	87.5
Parent	<b>87.0</b>	90.2	<b>88.7</b>	90.5	<b>82.3</b>	86.1	<b>82.9</b>	88.1
Student	<b>78.1</b>	82.6	<b>83.6</b>	84.0	<b>84.0</b>	85.9	<b>78.9</b>	81.5
Teacher	<b>93.0</b>	95.3	<b>94.1</b>	95.4	<b>93.9</b>	95.0	<b>90.3</b>	93.0

**Measure**

Overall parent, teacher, and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health, and physical education.

	2018/19		2019/20		2021/22		2022/23	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
<b>Overall</b>	<b>79.7</b>	82.4	<b>80.8</b>	81.9	<b>82.2</b>	82.9	<b>80.7</b>	82.9
Parent	<b>76.7</b>	80.1	<b>80.1</b>	81.7	<b>81.6</b>	82.4	<b>80.2</b>	82.2
Student	<b>75.3</b>	77.8	<b>73.7</b>	74.9	<b>76.2</b>	76.9	<b>74.3</b>	77.4
Teacher	<b>87.2</b>	89.3	<b>88.7</b>	89.2	<b>88.8</b>	89.3	<b>87.7</b>	89.3

**Measure**

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

	2018/19		2019/20		2021/22		2022/23	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
<b>Overall</b>	<b>76.2</b>	81.8	<b>75.2</b>	79.5	<b>73.0</b>	78.8	<b>71.5</b>	79.1
Parent	<b>63.7</b>	73.9	<b>64.6</b>	72.2	<b>62.5</b>	72.3	<b>60.5</b>	72.5
Teacher	<b>88.7</b>	89.6	<b>85.7</b>	86.8	<b>83.5</b>	85.2	<b>82.5</b>	85.7

**Measure**

Agreement that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	2018/19		2019/20		2021/22		2022/23	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
<b>Overall</b>	<b>76.4</b>	81.5	<b>77.8</b>	81.4	<b>67.8</b>	74.2	<b>66.5</b>	75.2
Parent	<b>76.8</b>	80.0	<b>76.1</b>	81.7	<b>62.4</b>	70.0	<b>62.6</b>	72.5
Student	<b>73.4</b>	79.6	<b>77.9</b>	79.1	<b>71.5</b>	76.3	<b>67.6</b>	75.0
Teacher	<b>79.1</b>	85.0	<b>79.4</b>	83.4	<b>69.6</b>	76.3	<b>69.2</b>	78.0

**Measure**

Satisfaction with the overall quality of basic education.

	2018/19		2019/20		2021/22		2022/23	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
<b>Overall</b>	<b>87.3</b>	90.3	<b>87.9</b>	89.6	<b>86.7</b>	89.0	<b>84.4</b>	88.1
Parent	<b>82.3</b>	86.7	<b>83.9</b>	86.7	<b>82.3</b>	86.1	<b>78.6</b>	84.4
Student	<b>84.3</b>	87.8	<b>84.8</b>	86.3	<b>84.0</b>	85.9	<b>82.3</b>	85.7
Teacher	<b>95.4</b>	96.4	<b>95.0</b>	95.7	<b>93.9</b>	95.0	<b>92.2</b>	94.4

**Measure**

Teachers reporting that in the past three to five years, the professional learning from the school authority has been focused, systematic, and contributes significantly to their ongoing professional growth.

	2018/19		2019/20		2021/22		2022/23	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
Teacher	<b>85.9</b>	85.0	<b>85.4</b>	84.9	<b>80.7</b>	83.7	<b>74.8</b>	82.2

**Measure**

Overall parent, teacher, and student satisfaction with the accessibility, effectiveness, and efficiency of programs and services to students in the community.

	2018/19		2019/20		2021/22		2022/23	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
<b>Overall</b>	<b>68.9</b>	75.2	<b>69.4</b>	71.8	<b>67.6</b>	72.6	<b>65.2</b>	72.9
Parent	<b>60.7</b>	68.4	<b>60.2</b>	65.7	<b>59.3</b>	67.4	<b>58.7</b>	68.4
Student	<b>73.9</b>	79.0	<b>70.7</b>	71.9	<b>70.3</b>	73.5	<b>70.0</b>	74.3
Teacher	<b>72.1</b>	78.1	<b>77.3</b>	77.8	<b>73.4</b>	77.0	<b>66.7</b>	76.0



**Measure**

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

	2018/19		2019/20		2021/22		2022/23	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
<b>Overall</b>	<b>N/A</b>	N/A	<b>80.3</b>	82.6	<b>77.3</b>	81.6	<b>73.5</b>	80.6
Parent	<b>N/A</b>	N/A	<b>74.7</b>	78.9	<b>71.2</b>	77.4	<b>64.8</b>	75.7
Student	<b>N/A</b>	N/A	<b>78.7</b>	80.2	<b>76.9</b>	80.1	<b>76.1</b>	79.9
Teacher	<b>N/A</b>	N/A	<b>87.6</b>	88.7	<b>83.8</b>	87.3	<b>79.6</b>	86.2

N/A: No data is available. Participation in Diploma Exams was impacted by COVID-19.

**Measure**

Overall teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe.

	2018/19		2019/20		2021/22		2022/23	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
<b>Overall</b>	<b>N/A</b>	N/A	<b>86.1</b>	87.8	<b>82.6</b>	86.1	<b>80.0</b>	84.7
Parent	<b>N/A</b>	N/A	<b>85.6</b>	88.2	<b>82.7</b>	86.9	<b>78.7</b>	85.6
Student	<b>N/A</b>	N/A	<b>78.8</b>	79.8	<b>74.5</b>	77.7	<b>72.8</b>	76.6
Teacher	<b>N/A</b>	N/A	<b>94.0</b>	95.3	<b>90.6</b>	93.6	<b>88.4</b>	92.0

N/A: No data is available. Participation in Diploma Exams was impacted by COVID-19.

**Measure**

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

	2018/19		2019/20		2021/22		2022/23	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
<b>Overall</b>	<b>N/A</b>	N/A	<b>83.4</b>	85.6	<b>81.9</b>	85.1	<b>80.3</b>	84.4
Parent	<b>N/A</b>	N/A	<b>85.8</b>	89.0	<b>84.0</b>	88.7	<b>81.7</b>	87.3
Student	<b>N/A</b>	N/A	<b>69.2</b>	71.8	<b>69.4</b>	71.3	<b>67.3</b>	70.9
Teacher	<b>N/A</b>	N/A	<b>95.1</b>	96.0	<b>92.4</b>	95.5	<b>92.0</b>	95.1

N/A: No data is available. Participation in Diploma Exams was impacted by COVID-19.

# RVS EDUCATION PLAN SURVEY HISTORICAL DATA

In the third year of our Education Plan Survey, we heard from 12,166 students, staff and parents/guardians, a 16.5 per cent decrease from the previous year. This may be attributed to an increase in engagement opportunities, creating some survey fatigue.

Results from this survey provide valuable feedback to our schools about what is working well and areas to improve. Thank you to those who participated in the survey; your feedback is important to us.

## GOAL ONE: Connect to Passions, Interests and People

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

#### Students engage in real-world, hands-on learning experiences

Audience	Question	2020/21					2021/22					2022/23				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	I create things to show what I know	23.1%	43.7%	30.5%	2.1%	0.6%	22.9%	45.4%	29.0%	2.0%	0.8%	18.6%	45.7%	32.3%	2.8%	0.6%
Gr. 6 – 9	I create things to show my learning	14.7%	45.7%	35.8%	3.5%	0.3%	13.5%	47.4%	35.4%	3.4%	0.2%	11.8%	41.9%	41.4%	4.6%	0.3%
Gr. 10 – 12	I create things to show my learning	8.6%	34.3%	45.5%	10.5%	1.1%	8.9%	34.0%	42.4%	8.3%	6.3%	10.0%	33.8%	47.0%	9.2%	0.0%
Gr. 3 – 5	I like the way we learn at school	44.5%	34.9%	17.5%	1.6%	1.5%	43.8%	35.1%	18.2%	1.9%	1.0%	39.3%	35.7%	22.0%	2.1%	0.9%
Gr. 6 – 9	I am engaged in what I am learning	21.8%	47.8%	27.2%	2.8%	0.4%	21.5%	47.7%	27.7%	2.5%	0.6%	14.9%	46.6%	33.9%	3.8%	0.7%
Gr. 10 – 12	I am engaged in what I am learning	9.2%	39.2%	45.3%	5.6%	0.6%	11.5%	40.2%	36.7%	5.4%	6.2%	8.8%	44.3%	42.8%	4.1%	0.0%
Gr. 3 – 5	I get to learn about things that are important in the real world	47.0%	37.1%	14.1%	1.0%	0.8%	47.1%	36.4%	13.7%	1.4%	1.3%	44.6%	38.8%	13.7%	1.9%	1.1%
Gr. 6 – 9	I am provided real-world, meaningful examples to help me learn	22.7%	40.2%	31.9%	4.6%	0.7%	21.2%	42.2%	31.2%	4.5%	1.0%	15.5%	37.4%	38.6%	7.3%	1.2%
Gr. 10 – 12	I am provided real-world, meaningful examples to help me learn	10.4%	32.5%	45.9%	10.1%	1.2%	13.8%	34.2%	37.9%	7.7%	6.3%	11.8%	33.2%	44.7%	10.4%	0.0%
Parent/ Guardian	My child has opportunities to be creative	23.9%	46.2%	28.2%	1.6%	0.2%	24.2%	47.5%	26.4%	1.9%	0.0%	24.6%	47.1%	26.7%	1.5%	0.0%
Staff	Our students have opportunities to be creative	28.7%	54.8%	15.6%	0.4%	0.5%	28.6%	50.7%	12.6%	0.0%	8.1%	25.1%	60.7%	13.8%	0.4%	0.0%

Table values have an acceptable variance of 0.1%.

**Students feel their voice counts**

Audience	Question	2020/21					2021/22					2022/23				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	My ideas are listened to by adults at my school	40.5%	35.6%	20.7%	2.2%	0.9%	38.5%	34.7%	22.4%	2.9%	1.4%	37.4%	33.1%	24.9%	3.7%	1.0%
Gr. 6 – 9	My ideas are valued by adults at my school	28.7%	38.0%	26.7%	6.0%	0.6%	25.8%	38.2%	30.1%	5.5%	0.4%	20.7%	36.2%	34.6%	7.8%	0.7%
Gr. 10 – 12	My ideas are valued by adults at my school	13.7%	35.5%	38.1%	12.4%	0.4%	14.5%	32.8%	33.3%	13.2%	6.3%	13.9%	37.3%	39.2%	9.6%	0.0%
Gr. 3 – 5	I have choices in how I learn	24.7%	33.5%	32.1%	4.9%	4.8%	23.5%	36.7%	31.2%	5.8%	2.8%	25.5%	35.3%	31.0%	6.5%	1.7%
Gr. 6 – 9	I have opportunities to make choices in my learning	27.8%	40.3%	25.5%	5.3%	1.0%	27.0%	40.2%	27.6%	4.2%	0.9%	22.0%	40.2%	31.0%	5.6%	1.2%
Gr. 10 – 12	I have opportunities to make choices in my learning	16.5%	36.9%	35.8%	10.5%	0.4%	20.1%	34.5%	30.3%	8.8%	6.3%	19.5%	37.2%	33.9%	9.3%	0.0%
Parent/ Guardian	My child has opportunities to make choices in their learning	18.4%	41.3%	35.6%	4.4%	0.4%	18.1%	38.9%	37.1%	6.0%	0.0%	15.4%	40.3%	39.0%	5.3%	0.0%
Staff	Our students have opportunities to make choices in their learning	28.0%	54.2%	17.2%	0.4%	0.2%	25.6%	53.4%	12.8%	0.1%	8.0%	19.0%	63.4%	17.2%	0.4%	0.0%

**Students feel their schoolwork is meaningful**

Audience	Question	2020/21					2021/22					2022/23				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	I am learning useful things in my school	55.0%	32.7%	9.9%	1.5%	0.8%	56.3%	30.9%	9.8%	1.8%	1.1%	56.4%	29.6%	9.9%	2.4%	1.7%
Gr. 6 – 9	I am learning things that I can use in my life	18.1%	38.2%	36.6%	6.7%	0.3%	16.1%	40.0%	37.8%	5.9%	0.2%	15.9%	33.4%	41.1%	8.6%	1.0%
Gr. 10 – 12	I can apply what I've learned in school to my life	6.4%	22.9%	55.7%	14.6%	0.4%	8.8%	25.5%	44.7%	14.7%	6.3%	7.9%	24.8%	54.4%	12.9%	0.0%
Gr. 3 – 5	I am learning what I need to be successful	55.9%	29.6%	11.8%	1.3%	1.4%	56.4%	30.0%	10.5%	1.6%	1.5%	53.7%	30.5%	12.8%	1.5%	1.5%
Gr. 6 – 9	I am learning skills I will need to be successful in the next grade	45.7%	38.6%	13.3%	2.1%	0.3%	43.4%	44.2%	10.6%	1.5%	0.4%	39.0%	44.1%	14.0%	2.0%	0.9%
Gr. 10 – 12	I am learning skills I will need when I leave school	8.3%	24.8%	52.2%	14.1%	0.5%	9.7%	27.6%	43.2%	13.2%	6.3%	9.9%	28.2%	48.7%	13.2%	0.0%
Gr. 3 – 5	Learning is fun	36.9%	30.5%	26.7%	4.4%	1.4%	36.6%	29.1%	26.9%	5.9%	1.5%	29.1%	29.9%	32.9%	7.0%	1.0%
Gr. 6 – 9	My learning experiences are meaningful	28.0%	40.9%	25.4%	5.2%	0.5%	24.8%	43.8%	26.4%	4.5%	0.4%	18.3%	41.2%	32.7%	6.6%	1.2%
Gr. 10 – 12	My learning experiences are meaningful	10.8%	31.4%	47.8%	9.5%	0.6%	12.5%	32.5%	38.7%	9.9%	6.4%	10.2%	32.5%	47.7%	9.6%	0.0%
Parent/ Guardian	My child has opportunities to participate in meaningful learning experiences	19.2%	42.3%	33.9%	4.2%	0.4%	19.2%	42.6%	34.6%	3.6%	0.0%	23.6%	46.9%	27.5%	2.1%	0.0%
Staff	Our students have opportunities to participate in meaningful learning experiences	22.9%	57.4%	19.5%	0.1%	0.1%	22.4%	50.3%	18.8%	0.4%	8.0%	17.2%	57.5%	25.0%	0.4%	0.0%

**Outcome 1.2: Students demonstrate ownership of their learning**

**Students understand how they learn best**

Audience	Question	2020/21					2021/22					2022/23				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	I think about the different ways I can learn	25.3%	41.3%	24.4%	5.6%	3.4%	26.2%	41.3%	25.0%	5.2%	2.3%	24.1%	37.7%	28.7%	8.0%	1.5%
Gr. 6 – 9	I think about the different ways I can learn	18.1%	43.6%	28.6%	7.4%	2.3%	17.9%	42.0%	32.3%	6.8%	1.0%	14.4%	33.6%	38.6%	12.1%	1.4%
Gr. 10 – 12	I reflect on my learning in a variety of ways	7.7%	35.9%	40.7%	11.1%	4.6%	11.2%	33.2%	37.5%	10.5%	7.6%	9.7%	33.9%	42.3%	14.1%	0.0%
Gr. 3 – 5	I understand how I learn best	41.8%	34.0%	17.3%	3.1%	3.7%	44.1%	35.4%	15.2%	2.7%	2.6%	41.7%	35.4%	18.2%	3.6%	1.1%
Gr. 6 – 9	I understand how I learn best	37.7%	37.6%	18.9%	3.2%	2.6%	37.2%	38.8%	18.9%	3.9%	1.2%	33.2%	35.1%	24.7%	5.6%	1.4%
Gr. 10 – 12	I understand how I learn best	28.8%	42.7%	19.9%	3.8%	4.8%	29.5%	40.3%	17.2%	5.2%	7.7%	29.9%	43.6%	20.2%	6.3%	0.0%
Gr. 3 – 5	I can show what I know	39.7%	36.5%	17.9%	1.2%	4.6%	42.2%	35.2%	17.5%	1.8%	3.3%	38.1%	38.7%	19.6%	1.9%	1.7%
Gr. 6 – 9	I have the opportunity to demonstrate my learning in different ways	22.2%	43.4%	27.9%	3.8%	2.7%	20.3%	45.1%	29.5%	3.9%	1.3%	15.6%	40.5%	35.9%	6.8%	1.3%
Gr. 10 – 12	I have the opportunity to demonstrate my learning in different ways	9.5%	36.7%	41.3%	7.7%	4.8%	11.4%	34.2%	37.4%	9.0%	8.0%	10.8%	37.3%	43.7%	8.2%	0.0%
Parent/ Guardian	My child has opportunities to demonstrate their learning in different ways	20.0%	41.9%	30.8%	3.0%	4.3%	19.0%	44.0%	32.7%	4.2%	0.0%	18.8%	42.4%	34.2%	4.6%	0.0%
	My child demonstrates ownership for their learning	22.8%	41.3%	27.9%	3.1%	4.9%	23.4%	42.6%	31.0%	3.0%	0.0%	20.6%	41.8%	34.2%	3.4%	0.0%
Staff	Our students have opportunities to demonstrate their learning in different ways	31.7%	52.3%	12.7%	0.2%	3.1%	29.8%	47.9%	12.4%	0.0%	9.9%	25.0%	59.6%	15.1%	0.2%	0.0%
	Our students demonstrate ownership for their learning	15.7%	52.5%	27.2%	0.4%	4.1%	16.3%	47.7%	25.2%	0.5%	10.2%	11.6%	47.1%	40.0%	1.3%	0.0%



Students expect to succeed in school

Audience	Question	2020/21					2021/22					2022/23				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	People help me to do my best	48.8%	31.2%	15.3%	1.1%	3.7%	46.4%	32.1%	17.4%	1.6%	2.5%	44.1%	31.2%	20.2%	2.9%	1.6%
Gr. 6 – 9	I am supported to do my best	49.2%	31.5%	14.2%	2.7%	2.4%	47.6%	34.4%	14.8%	2.3%	0.9%	40.7%	34.7%	19.5%	4.1%	1.0%
Gr. 10 – 12	I am supported to do my best	25.0%	38.9%	27.1%	4.3%	4.7%	25.5%	37.2%	24.2%	5.4%	7.7%	26.0%	41.8%	26.9%	5.2%	0.0%
Gr. 3 – 5	I know I can do well in school	55.9%	26.7%	11.4%	1.5%	4.5%	55.5%	27.7%	11.5%	2.1%	3.3%	58.7%	27.1%	10.7%	2.5%	1.0%
Gr. 6 – 9	I expect to succeed in school	52.9%	30.1%	12.1%	2.0%	2.9%	50.4%	32.2%	12.9%	3.4%	1.2%	49.0%	31.5%	15.0%	3.6%	0.9%
Gr. 10 – 12	I expect to succeed in school	42.2%	31.3%	17.2%	4.2%	5.0%	38.3%	33.6%	16.7%	3.6%	7.7%	47.5%	33.6%	15.9%	3.0%	0.0%
Parent/ Guardian	My child feels successful at school	22.4%	44.6%	25.1%	3.0%	4.7%	21.8%	46.8%	28.1%	3.3%	0.0%	17.9%	42.5%	35.0%	4.6%	0.0%
	My child has the support at school that they need to be successful	30.9%	38.6%	24.0%	2.0%	4.5%	26.5%	40.4%	28.6%	4.5%	0.0%	28.1%	41.2%	29.5%	1.3%	0.0%
Staff	Our students feel successful	17.4%	62.9%	12.2%	0.0%	7.5%	17.4%	60.1%	11.6%	0.0%	10.9%	12.8%	71.5%	15.5%	0.2%	0.0%
	Our students have the support that they need to be successful	35.1%	43.9%	17.4%	0.1%	3.6%	32.2%	35.1%	21.9%	0.5%	10.2%	23.3%	37.0%	34.3%	5.4%	0.0%

## GOAL TWO: Achieve their Potential

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

#### Students agree they are literate and numerate

Audience	Question	2020/21					2021/22					2022/23				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	I understand what I read	39.7%	42.1%	12.5%	0.7%	5.0%	42.0%	42.7%	10.7%	1.1%	3.6%	41.4%	43.3%	13.6%	0.7%	1.1%
Gr. 6 – 9	I learn through reading	18.8%	35.8%	34.0%	8.6%	2.8%	17.3%	35.8%	37.6%	7.9%	1.3%	12.0%	30.6%	43.5%	12.7%	1.2%
Gr. 10 – 12	I can build my understanding through reading	20.3%	33.7%	32.7%	6.3%	7.1%	21.1%	33.8%	28.6%	8.3%	8.2%	17.1%	37.1%	36.9%	8.9%	0.0%
Gr. 3 – 5	I can share my thoughts in a variety of ways	30.7%	38.8%	22.8%	2.7%	5.0%	29.7%	38.2%	24.5%	3.6%	4.1%	27.8%	39.8%	26.3%	4.0%	2.0%
Gr. 6 – 9	I can communicate effectively in a variety of ways	29.7%	44.0%	20.6%	2.7%	3.0%	27.3%	46.2%	23.0%	2.3%	1.3%	20.5%	44.0%	29.3%	3.7%	2.5%
Gr. 10 – 12	I can communicate effectively in a variety of ways	22.6%	41.3%	25.4%	3.8%	7.0%	22.7%	39.3%	25.4%	4.3%	8.3%	19.8%	45.9%	30.6%	3.7%	0.0%
Gr. 3 – 5	I can use my numeracy/math skills to solve problems in a variety of ways	41.4%	33.9%	17.3%	2.5%	5.0%	40.0%	33.8%	19.8%	2.5%	3.9%	38.9%	34.9%	22.0%	2.6%	1.7%
Gr. 6 – 9	I can use my numeracy/math skills to solve problems in a variety of ways	34.1%	38.1%	20.8%	4.1%	2.8%	33.3%	38.2%	22.8%	4.3%	1.3%	27.6%	36.7%	28.1%	5.8%	1.9%
Gr. 10 – 12	I can use my numeracy/math skills to solve problems in a variety of ways	22.0%	34.0%	29.4%	7.8%	6.9%	21.9%	34.7%	25.9%	9.3%	8.2%	18.0%	39.9%	33.0%	9.1%	0.0%
Parent/ Guardian	My child learns through reading	25.0%	41.9%	25.4%	2.3%	5.5%	27.0%	42.0%	27.8%	3.3%	0.0%	19.0%	40.9%	35.6%	4.5%	0.0%
	My child can express themselves through writing	21.3%	38.6%	31.1%	3.5%	5.6%	21.6%	41.0%	32.8%	4.6%	0.0%	15.7%	39.0%	39.2%	6.1%	0.0%
	My child can use numeracy skills to solve real life problems	24.0%	42.7%	25.6%	2.2%	5.5%	23.6%	44.3%	28.7%	3.4%	0.0%	18.0%	44.1%	33.8%	4.0%	0.0%
Staff	Our students learn through reading	34.3%	51.7%	9.6%	0.1%	4.2%	30.7%	45.7%	12.7%	0.2%	10.7%	24.7%	58.1%	17.0%	0.2%	0.0%
	Our students express themselves through writing	27.0%	56.3%	12.3%	0.4%	4.0%	26.4%	50.6%	12.2%	0.1%	10.8%	20.1%	61.3%	18.3%	0.4%	0.0%
	Our students apply numeracy with confidence	15.5%	56.9%	23.2%	0.1%	4.3%	14.6%	52.7%	21.8%	0.2%	10.7%	9.5%	58.5%	31.4%	0.5%	0.0%
	Our students use math to solve real life problems	15.3%	52.8%	25.8%	1.4%	4.8%	14.6%	47.8%	25.5%	1.3%	10.8%	10.3%	50.7%	38.1%	0.9%	0.0%

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

**Students set learning goals with their teacher**

Audience	Question	2020/21					2021/22					2022/23				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	I work with my teacher to set goals for my learning	27.3%	34.0%	28.6%	3.7%	6.4%	26.4%	34.4%	29.1%	5.5%	4.6%	26.5%	29.9%	33.8%	8.1%	1.6%
Gr. 6 – 9	I work with my teacher to set goals for my learning	12.4%	28.8%	39.5%	14.9%	4.4%	10.9%	30.8%	40.5%	15.8%	1.9%	8.6%	23.5%	44.9%	21.1%	1.9%
Gr. 10 – 12	I set goals for my learning at school	14.3%	30.3%	33.3%	13.3%	8.7%	16.0%	30.5%	30.9%	14.0%	8.6%	18.0%	30.8%	37.2%	14.0%	0.0%
Parent/ Guardian	My child sets goals for their learning at school	19.2%	32.3%	31.9%	8.8%	7.7%	19.1%	34.0%	36.9%	10.0%	0.0%	14.0%	29.8%	43.6%	12.6%	0.0%
Staff	Our school set goals for their learning	24.4%	44.7%	24.7%	1.4%	4.9%	21.8%	44.1%	21.3%	1.0%	11.8%	15.6%	44.8%	36.9%	1.6%	1.1%

**Students get the help they need in school**

Audience	Question	2020/21					2021/22					2022/23				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	I get help with my learning when I need it	50.3%	28.8%	13.7%	1.0%	6.1%	48.0%	31.7%	14.5%	1.6%	4.3%	49.0%	30.1%	17.2%	1.9%	1.7%
Gr. 6 – 9	I receive help with my learning from the school when I need it	37.7%	34.7%	19.8%	3.8%	4.0%	35.3%	37.5%	21.9%	3.5%	1.9%	26.9%	35.5%	28.9%	6.9%	1.9%
Gr. 10 – 12	I receive help with my learning from the school when I need it	20.3%	35.0%	30.4%	5.4%	8.8%	21.4%	35.3%	28.4%	6.2%	8.8%	21.7%	36.9%	34.0%	7.3%	0.0%
Gr. 3 – 5	I receive help with my learning from the school when I need it	43.2%	31.5%	16.4%	2.3%	6.6%	42.4%	33.2%	16.7%	2.7%	5.0%	43.0%	30.3%	20.6%	4.0%	2.0%
Gr. 6 – 9	I have an adult at school that I can talk to about how I am doing	34.8%	24.4%	22.9%	13.8%	4.0%	33.7%	25.7%	23.4%	15.1%	2.1%	28.0%	23.0%	26.9%	20.5%	1.6%
Gr. 10 – 12	I have an adult at school that I can talk to about my life	19.0%	20.2%	26.6%	25.1%	9.1%	20.4%	19.2%	25.2%	26.2%	9.0%	20.2%	19.7%	30.3%	29.8%	0.0%
Gr. 3 – 5	I am learning how to solve problems I have with other people	37.0%	35.0%	17.8%	3.5%	6.7%	37.9%	34.7%	18.5%	4.0%	4.9%	34.9%	37.4%	21.0%	5.1%	1.6%
Gr. 6 – 9	At school, I can get help when I'm having problems with others	32.8%	29.8%	23.2%	10.2%	4.0%	33.1%	30.9%	24.2%	9.7%	2.0%	30.0%	27.3%	28.1%	13.0%	1.6%
Gr. 10 – 12	At school, I can get help when I'm having problems with others	14.1%	26.1%	33.0%	17.3%	9.5%	17.8%	25.9%	30.2%	17.0%	9.0%	16.0%	26.8%	36.8%	20.4%	0.0%

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Audience	Question	2020/21					2021/22					2022/23				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Parent/ Guardian	My child is able to get help with learning at school when they need it	31.3%	33.7%	24.9%	2.5%	7.5%	26.1%	38.7%	31.4%	3.9%	0.0%	21.2%	36.5%	36.8%	5.4%	0.0%
Staff	Our students are able to get help with learning at school when they need it	41.8%	39.3%	13.9%	0.1%	4.9%	36.7%	31.7%	19.5%	0.4%	11.6%	32.6%	38.1%	28.4%	0.9%	0.0%

### GOAL THREE: Navigate Successfully as Global Citizens

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

#### Students have opportunities to learn about other cultures and people

Audience	Question	2020/21					2021/22					2022/23				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	I learn about cultures	36.7%	37.5%	15.5%	1.3%	8.9%	37.0%	39.1%	15.9%	1.4%	6.5%	33.4%	44.7%	19.9%	1.7%	0.3%
Gr. 6 – 9	I learn about a variety of cultures	28.8%	38.9%	22.7%	4.5%	5.2%	30.8%	39.8%	22.7%	4.2%	2.5%	25.0%	40.6%	27.8%	6.2%	0.4%
Gr. 10 – 12	I learn about multiple cultures and their contributions	14.2%	35.4%	30.2%	9.3%	10.9%	17.5%	33.6%	30.6%	8.5%	9.7%	20.2%	40.3%	31.4%	8.0%	0.0%
Gr. 3 – 5	I learn about similarities and differences among people	38.3%	35.8%	15.5%	1.9%	8.5%	36.4%	38.3%	16.6%	2.2%	6.5%	33.4%	42.2%	21.0%	2.6%	0.8%
Gr. 6 – 9	I learn about diversity among people	31.3%	39.8%	19.6%	3.8%	5.5%	32.7%	42.1%	19.2%	3.4%	2.7%	25.5%	42.1%	26.4%	4.6%	1.4%
Gr. 10 – 12	I learn about diversity among people	18.9%	36.3%	26.6%	7.3%	10.9%	19.7%	36.8%	26.9%	6.9%	9.7%	24.8%	39.3%	28.8%	7.1%	0.0%
Gr. 3 – 5	I appreciate all cultures and ways of living	66.8%	17.6%	6.5%	0.8%	8.4%	68.1%	17.5%	6.9%	1.1%	6.5%	68.8%	20.2%	8.4%	1.1%	1.4%
Gr. 6 – 9	I value the contributions all people make to society	43.0%	36.7%	12.5%	2.3%	5.5%	42.3%	38.4%	13.8%	2.5%	3.0%	30.9%	40.5%	23.7%	3.7%	1.3%
Gr. 10 – 12	I value the contributions all people make to society	33.1%	32.2%	20.2%	3.5%	11.0%	33.6%	34.2%	17.3%	5.2%	9.7%	32.9%	38.8%	23.3%	5.1%	0.0%
Parent/ Guardian	People of all cultures, identities and backgrounds are accepted and valued at my child's school	45.0%	33.1%	11.2%	1.3%	9.4%	48.0%	37.7%	12.9%	1.5%	0.0%	46.7%	36.6%	14.6%	2.1%	0.0%
	My child is provided opportunities to learn about global diversity and world views	33.2%	39.4%	16.0%	1.8%	9.5%	35.7%	44.2%	18.3%	1.9%	0.0%	31.5%	45.6%	20.9%	2.0%	0.0%
Staff	People of all cultures, identities and backgrounds are accepted and valued at our school	58.1%	28.5%	7.6%	0.2%	5.6%	53.5%	27.1%	6.7%	0.5%	12.2%	50.4%	38.1%	11.3%	0.2%	0.0%
	Our students are provided opportunities to learn about global diversity and world views	43.2%	40.4%	10.5%	0.3%	5.6%	42.5%	35.5%	9.3%	0.5%	12.2%	40.0%	46.6%	13.2%	0.2%	0.0%



### Students feel they can overcome obstacles

Audience	Question	2020/21					2021/22					2022/23				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	I can make good choices when things don't go my way	39.0%	38.1%	13.8%	0.9%	8.2%	38.3%	38.5%	14.5%	1.9%	6.7%	44.4%	38.1%	14.5%	2.0%	1.0%
Gr. 6 – 9	I can overcome obstacles and challenges	28.2%	43.9%	20.1%	2.3%	5.4%	27.3%	47.0%	20.6%	2.0%	3.0%	28.5%	44.6%	23.1%	3.1%	0.7%
Gr. 10 – 12	I can overcome obstacles and challenges	14.9%	40.2%	30.0%	4.0%	10.9%	18.2%	42.5%	25.1%	4.2%	10.0%	24.8%	48.0%	24.1%	3.0%	0.0%
Parent/ Guardian	My child is provided experiences that develop their ability to face obstacles and challenges	16.9%	42.6%	28.5%	2.4%	9.5%	18.0%	46.8%	31.6%	3.6%	0.0%	18.3%	39.7%	37.1%	5.0%	0.0%
Staff	Our students are provided experiences that develop their ability to face obstacles and challenges	27.1%	52.0%	15.1%	0.2%	5.5%	27.0%	46.0%	14.2%	0.5%	12.3%	22.6%	55.8%	20.8%	0.9%	0.0%

### Students live a healthy lifestyle

Audience	Question	2020/21					2021/22					2022/23				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	I know what food is healthy for me	64.5%	21.4%	5.6%	0.6%	8.0%	66.3%	21.4%	5.2%	1.1%	6.0%	69.1%	21.7%	6.8%	1.7%	0.6%
Gr. 6 – 9	I know how to make healthy food choices	40.6%	37.0%	14.7%	2.6%	5.1%	42.7%	37.2%	14.8%	2.8%	2.6%	39.1%	37.3%	18.6%	4.1%	0.8%
Gr. 10 – 12	I know how to make healthy food choices	26.3%	36.0%	20.8%	5.8%	11.0%	28.0%	37.7%	18.8%	6.0%	9.6%	31.9%	38.8%	23.8%	5.6%	0.0%
Gr. 3 – 5	I am physically active	53.2%	28.5%	8.8%	0.6%	8.9%	55.2%	27.4%	9.0%	1.1%	7.3%	60.8%	25.1%	11.4%	1.6%	1.0%
Gr. 6 – 9	I participate in regular physical activity	55.3%	26.9%	10.5%	2.0%	5.4%	59.5%	25.6%	10.2%	2.1%	2.6%	58.2%	25.5%	13.1%	2.4%	0.9%
Gr. 10 – 12	I participate in regular physical activity	29.6%	27.8%	25.6%	6.1%	10.9%	37.0%	28.0%	18.6%	6.7%	9.7%	41.9%	29.6%	21.9%	6.6%	0.0%
Gr. 3 – 5	I am learning how to care for my mental health	44.4%	31.8%	13.9%	1.6%	8.2%	46.0%	30.9%	14.0%	2.7%	6.4%	45.5%	35.5%	15.2%	3.1%	0.7%
Gr. 6 – 9	I am learning how to care for my mental health	34.6%	31.7%	20.5%	7.9%	5.2%	34.3%	34.7%	21.2%	7.2%	2.6%	29.6%	33.2%	26.7%	9.9%	0.7%
Gr. 10 – 12	I am learning how to care for my mental health	16.7%	26.8%	30.3%	15.1%	11.0%	19.4%	28.3%	26.1%	16.6%	9.6%	20.7%	30.6%	33.4%	15.3%	0.0%
Gr. 3 – 5	I make choices that keep me safe	51.2%	28.7%	10.1%	1.2%	8.7%	51.0%	28.7%	11.2%	2.3%	6.8%	52.3%	32.4%	12.6%	1.9%	0.8%
Gr. 6 – 9	I make choices that keep me safe	40.6%	33.9%	16.3%	3.9%	5.3%	38.1%	37.2%	18.2%	4.0%	2.5%	35.1%	38.5%	21.2%	4.7%	0.5%
Gr. 10 – 12	I make choices that keep me safe	27.1%	34.0%	22.6%	5.3%	10.9%	27.5%	35.3%	21.0%	6.3%	9.8%	31.4%	38.6%	24.3%	5.7%	0.0%
Parent/ Guardian	My child is taught the components of self-care to support a healthy lifestyle	25.7%	40.5%	20.9%	3.3%	9.5%	25.7%	45.8%	25.5%	3.0%	0.0%	29.0%	52.6%	18.0%	0.4%	0.0%
Staff	Our students are taught the components of self-care to support a healthy lifestyle	36.3%	45.6%	12.3%	0.2%	5.6%	31.8%	43.5%	11.8%	0.6%	12.2%	18.5%	40.0%	35.1%	6.4%	0.0%

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

**Students make a positive difference in their school and in their community**

Audience	Question	2020/21					2021/22					2022/23				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	I know how to make a positive impact on others	43.9%	36.5%	8.9%	0.6%	10.1%	43.7%	38.0%	9.9%	1.1%	7.4%	48.1%	37.8%	11.7%	1.2%	1.2%
Gr. 6 – 9	I know how to make a positive impact on others	36.3%	43.4%	12.2%	1.7%	6.4%	35.8%	44.7%	14.3%	1.6%	3.5%	36.6%	41.4%	18.1%	3.1%	0.9%
Gr. 10 – 12	I know how to make a positive impact on others	26.3%	40.6%	17.4%	2.7%	13.0%	25.6%	43.8%	16.0%	4.3%	10.3%	32.1%	45.8%	19.1%	3.1%	0.0%
Gr. 3 – 5	I am making a positive difference in my school or community	36.0%	34.2%	16.8%	2.3%	10.6%	36.3%	36.6%	16.7%	2.7%	7.7%	36.4%	38.4%	20.4%	3.8%	0.9%
Gr. 6 – 9	I am making a positive difference in my school or community	19.0%	42.0%	26.3%	6.2%	6.6%	20.6%	41.5%	28.1%	5.9%	3.9%	19.1%	37.2%	34.4%	8.8%	0.5%
Gr. 10 – 12	I am making a positive difference in my school or community	12.3%	29.9%	34.4%	10.2%	13.2%	14.3%	33.9%	31.0%	10.5%	10.3%	15.4%	36.5%	36.1%	12.1%	0.0%
Parent/ Guardian	My child is provided opportunities to contribute positively to their school and/or community	21.2%	35.9%	27.7%	3.5%	11.7%	36.2%	39.5%	11.1%	0.1%	13.1%	24.6%	42.7%	29.0%	3.7%	0.0%
	My child is taught the skills to view and critically analyze multiple perspectives	16.8%	38.2%	28.9%	4.0%	12.1%	29.1%	45.0%	12.5%	0.2%	13.1%	15.3%	38.4%	40.6%	5.7%	0.0%
Staff	Our students are provided opportunities to contribute positively to their school and/or community	37.8%	42.4%	12.9%	0.4%	6.5%	25.3%	44.1%	27.2%	3.5%	0.0%	37.3%	46.8%	15.6%	0.4%	0.0%
	Our students are taught the skills to view and critically analyze multiple perspectives	31.8%	48.0%	13.1%	0.4%	6.7%	18.4%	43.7%	33.3%	4.7%	0.0%	24.3%	57.1%	18.3%	0.4%	0.0%

### Students participate in fundraising, volunteer activities and community service projects

Audience	Question	2020/21					2021/22					2022/23				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	I participate in fundraising activities	29.3%	29.3%	24.8%	6.2%	10.4%	33.9%	29.4%	22.4%	6.3%	7.9%	36.3%	29.1%	25.4%	8.5%	0.8%
Gr. 6 – 9	I participate in fundraising activities	13.5%	23.4%	39.1%	17.4%	6.5%	13.5%	26.5%	38.3%	18.1%	3.6%	13.6%	22.9%	39.4%	23.5%	0.6%
Gr. 10 – 12	I participate in fundraising activities	6.9%	14.5%	36.7%	28.5%	13.4%	10.1%	17.2%	35.0%	27.6%	10.1%	7.9%	17.7%	42.3%	32.1%	0.0%
Gr. 3 – 5	I volunteer in school or the community	21.5%	26.8%	29.1%	11.3%	11.2%	25.5%	28.9%	26.0%	10.5%	9.1%	26.7%	28.7%	31.2%	12.5%	0.9%
Gr. 6 – 9	I volunteer in school or the community	9.1%	21.4%	40.9%	21.8%	6.7%	12.3%	23.6%	38.6%	21.6%	3.9%	13.3%	20.3%	39.5%	25.7%	1.2%
Gr. 10 – 12	I volunteer in school or the community	7.7%	15.0%	33.7%	30.4%	13.2%	11.1%	17.1%	32.9%	28.3%	10.5%	11.7%	18.0%	36.4%	34.0%	0.0%
Parent/ Guardian	My child is provided opportunities to be involved in volunteer activities and community service projects	11.5%	23.9%	37.6%	15.3%	11.7%	17.0%	29.1%	41.8%	12.1%	0.0%	15.2%	28.1%	42.3%	14.4%	0.0%
Staff	Our students are provided opportunities to be involved in volunteer activities and community service projects	22.8%	35.9%	32.2%	2.3%	6.8%	26.1%	34.5%	25.0%	1.1%	13.3%	22.0%	44.2%	32.1%	1.6%	0.0%

### Students understand the importance of digital citizenship

Audience	Question	2020/21					2021/22					2022/23				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	I know how to be safe when using technology	67.5%	17.1%	4.7%	0.5%	10.2%	72.6%	15.2%	3.7%	1.1%	7.5%	77.6%	15.9%	5.0%	0.8%	0.8%
Gr. 6 – 9	I know how to be safe when using technology	63.0%	24.2%	5.2%	1.3%	6.3%	63.7%	27.1%	4.8%	1.1%	3.3%	64.0%	26.6%	6.9%	1.6%	0.9%
Gr. 10 – 12	I know how to be safe when using technology	41.6%	32.4%	10.9%	2.3%	12.9%	43.5%	32.6%	10.7%	3.2%	10.0%	52.6%	34.1%	10.3%	3.0%	0.0%
Gr. 3 – 5	I am respectful in my use of technology	70.4%	14.5%	3.7%	0.4%	10.9%	74.5%	14.2%	2.9%	0.7%	7.7%	78.3%	15.2%	4.2%	0.9%	1.4%
Gr. 6 – 9	I am respectful in digital environments, including social media	59.8%	26.2%	5.8%	1.7%	6.5%	60.6%	27.2%	7.2%	1.6%	3.4%	58.2%	28.2%	9.7%	3.1%	0.7%
Gr. 10 – 12	I am respectful in digital environments, including social media	44.0%	30.5%	10.2%	2.1%	13.2%	45.1%	29.7%	10.7%	4.3%	10.3%	54.1%	30.4%	11.5%	4.0%	0.0%
Parent/ Guardian	My child realizes the impact of their participation in social media	17.4%	31.1%	29.9%	9.5%	12.1%	17.1%	31.3%	37.1%	14.5%	0.0%	14.3%	27.5%	38.7%	19.5%	0.0%
Staff	Our students realize the impact of their participation in social media	15.4%	44.6%	30.5%	2.4%	7.1%	14.2%	35.5%	33.8%	3.3%	13.1%	11.7%	35.5%	46.3%	6.5%	0.0%

# INFORMATION ITEM



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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**Item:** Balancing Airdrie Student Spaces Update

**Date of Meeting:** November 16, 2023

## Background:

On September 21 the Board approved a plan proposed by RVS Administration to engage the community to gather feedback and insights on student accommodation changes that would best serve all Airdrie students. The Balancing Airdrie Student Spaces engagement began in the fall and will conclude in March 2024. It consists of two phases: an information sharing phase to provide stakeholders with information, resources and an opportunity to provide early thoughts, and a feedback phase beginning in the new year which will offer options for more in-depth feedback collection, information gathering and interactive discussions, both in-person and online. This was shared with all [Airdrie RVS parents/guardians](#) and staff and to the public with the commitment to provide detailed information about the solutions being considered for input.

Three possible solutions are being considered as well as the public's ideas and insights:

- Converting C.W. Perry School into a high school. This will redistribute Grade 9 – 12 students across Airdrie. C.W. Perry was chosen because of its location in the city and ability to accommodate high school level programming in its spaces.
- Grade 8 students staying in their current school for Grade 9, creating a more traditional Grade 10 – 12 high school model. This minimizes the changes for families as students stay in their schools for one more year; however, it impacts the programming options our Grade 9 students currently have and increases space pressures in some schools by adding a grade. It may also require adding or removing a grade level at some other schools.
- Re-organize grade structures across Airdrie schools to remove urgent pressures where possible (Kindergarten – Grade 6, Grade 7 – 9 and Grade 10 – 12). This addresses both high school utilization and standardizes grade configuration across the community.

The Balancing Airdrie Student Spaces engagement is open from now to March 2024. The Board aims to reach a decision at the April 25, 2024, public meeting, which will take effect at the start of the 2025/26 school year, allowing time for families and staff to prepare. Given the current overutilization of some schools, it is possible changes for specific schools may need to happen as early as September 2024.

## Current Status:

Administration believes it is important to share as much information as possible about what these changes could mean so families and staff have a more complete picture to consider in providing feedback. Several resources have been developed in a variety of formats including to appeal to a broad range of information interest levels. An important resource to note for families is the interactive tool called Your RVS Journey that parents/guardians can use to see how the three potential solutions



# INFORMATION ITEM



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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could impact students and families in each neighbourhood. RVSEngage continues to be the information hub for the Balancing Airdrie Student Spaces engagement and provides the opportunity to submit feedback online.

Airdrie RVS parents/guardians and staff were informed of the new information available on RVSEngage and the ability to provide early feedback on Nov. 15, 2023. RVS also updated local and provincial governments as part of our commitment to keep them informed throughout the engagement.

**Recommendation:**

The Board of Trustees acknowledges receipt of the Balancing Airdrie Student Spaces update as information.



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE SCHOOL COUNCILS COMMITTEE

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**Item: School Councils Committee Terms of Reference**

**Date of Meeting: November 16<sup>th</sup> 2023**

**Background:**

On October 2nd, 2023, the School Councils Committee met and reviewed the Term of Reference for the committee to ensure that they are reflective of current practice and to identify opportunities for revisions.

**Current Status:**

Upon reviewing the current Areas of Focus in the committee Terms of Reference, the Committee is recommending two additions within this section to reflect the current practice of planning and coordinating a School Council Chair Orientation and planning and coordinating a Bylaws Workshop.

**Future Direction:**

The proposed revised Terms of Reference are attached for your consideration.

**Alternative I**

The Board of Trustees approves the attached School Councils Committee Terms of Reference.

**Alternative II**

The Board of Trustees approves the attached School Councils Committee Terms of Reference as amended.

**Alternative III**

The Board of Trustees refers the matter back to the School Councils Committee for further review.

**Recommendation**

The Board of Trustees approves the attached School Councils Committee Terms of Reference.



# School Councils Committee

## Terms of Reference

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### **Purpose:**

To coordinate the efforts of the Rocky View Schools' Board of Trustees to support and enhance the work of the school councils in the jurisdiction.

### **Membership:**

- a) Four trustees (one of whom must be the vice-chair)
- b) Education Centre staff as required

### **Authority:**

Provide coordination of the activities listed in the areas of focus and other areas as agreed to by the Board of Trustees.

### **Areas of Focus:**

Areas of focus include:

- a) Plan and coordinate Joint Board/School Council Meetings;
- b) Plan and coordinate School Council Chair Orientations;
- c) Plan and coordinate Bylaws Workshops;
- d) Oversee all aspects of the implementation of the Board practice of sponsoring parent delegates to attend the Alberta School Councils' Association (ASCA) annual conference and general meeting;
- e) Make recommendations to the Board on ways to enhance supports to school councils; and
- f) Make recommendations to the Superintendent regarding the school council manual.

### **Meetings:**

As needed.

### **Minutes:**

A member of the committee will take minutes and will report out to the Board.

### **Remuneration of Trustees:**

Trustees will be remunerated according to Board Policy.

### **Budget:**

To be established during the Board's annual budget process.



# COMMITTEE REPORT

TO: THE BOARD OF TRUSTEES

FROM: THE BOARD PLANNING COMMITTEE

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**Report Date:** November 16, 2023

**Committee Members Present:**

All Trustees

Greg Luterbach, Superintendent

Mike Guidon Associate Superintendent of Business & Operations

Tara De Weerd, Director of Communications

Ashley Maroukian, Recording Secretary

**Meeting Date:** November 2, 2023

**Key Meeting Points:**

- Received reports from Advocacy and ASBA Committees
- Administration provided information and updates regarding:
  - Airdrie high school site development
  - Balancing Airdrie Student Spaces engagement
  - Ward boundary review in alignment with BP29
  - Divisional budget

**Future Considerations:**

- None at this time

**Committee Recommendations/Decisions:**

- that Advocacy Committee review their recommendations for changes to the committee Terms of Reference based on feedback received from the Board Planning Committee
- that the proposed changes to the School Councils Committee Terms of Reference come forward to the Board for consideration
- that Administration bring forward information and recommendation to the Board regarding a Ward Boundary review
- that the Board convene a Board Budget Committee meeting