

**Alberta Education Outcomes**

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' Results Policies for the full and detailed Results statements

Riverside School

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School Improvement Results Reporting | For the 2024-25 School Year

Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- Learning Excellence
 - Strong student achievement for lifelong learning and success
- Well-Being
 - Students and employees thrive in a culture of well-being
- Truth & Reconciliation, Diversity and Inclusion
 - Students and employees experience a sense of belonging and connection.

Goal One: Student achievement will increase through the use of meaningful, relevant, and engaging classroom tasks.

Outcome One: Staff proficiency to create meaningful, relevant, and engaging tasks will increase.

Celebrations

- *Riverside students' achievement is very high, as measured both by report card indicators and Provincial Achievement Test results*
- *Riverside students remain engaged with learning opportunities, showing increased engagement through response to the CBE Student Survey via multiple individual measures, specific information in Data Story below*
- *Strong alignment between report card indicators and Provincial Achievement Test scores indicate robust assessment practice*

Areas for Growth

- *Student Learning Engagement as measured by the Alberta Education Assurance Survey suggests lower engagement, particularly at the Grade 4 level (77.4% 2023-24 to 70.4% 2024-25)*
- *Increase accessibility to promote learning through high interest and relevant tasks with multiple entry points*

Next Steps

- *Implementation of Riverside Learning Intervention Team to address learning gaps and effective task design to increase student engagement*
- *Further refinement of engagement measures to gather more precise information, particularly in Math*

Goal Two: Connections between Riverside students and staff (students-with-staff, students-with-students) will improve.

Outcome One: Student sense of belonging will increase.

Celebrations

- Continued year-over-year improvement in CBE Student Survey measures relating to connection and well-being
- OurSchool Survey measures also show year-over-year growth in student sense of belonging (Elementary: 70% in 2023-24 to 79% in 2024-25; Junior High: 70% in 2023-24 to 76% in 2024-25)
- Improvements in these areas have not come at the expense of academic achievement

Areas for Growth

- Alberta Education Assurance Survey data shows declining percentage of Grade 4 students agreeing they feel that they belong (90% in 2023-24 to 84% in 2024-25)

Next Steps

- Re-establishment of Student Advisory Council to gather student voice regarding connection and wellbeing
- Continued focus on Student Wellbeing Club and activities designed to foster sense of belonging
- Purposeful work from staff to build and strengthen positive connections with students and between students through Riverside Time and the RICK Cup

Learning Excellence Goal (Goal One):

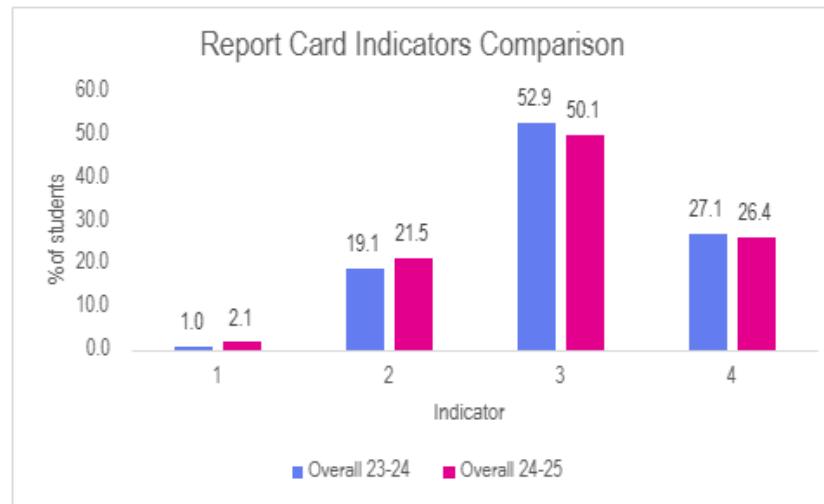
Our Data Story:

Riverside School Development plan focused on increasing student achievement by building staff proficiency in creating meaningful, relevant, and engaging tasks. Through analysis of data, it was evident student achievement is high though perception data indicated student engagement in learning was an area for growth. To address this, staff participated in professional learning focussed on getting to know your learners through assessment practices to design tasks. Teachers participated in Professional Learning Communities, in which they focused on understanding of their learners and adjustments they could implement to address engagement through focused Learning Sprints.

Riverside's academic data for the 2024-25 school year presents a coherent and positive picture: students continue to achieve at high levels, and their self-reported engagement in learning is improving across key indicators. The CBE Student Survey shows year-over-year growth in students' enjoyment of challenging academic tasks, their connection to classroom texts, and their confidence that reading and writing skills help them reach their goals ("I enjoy working on challenging problems in Math", 64% in 2023-24 to 68% in 2024-25; "I feel a connection to the texts I read and hear in class", 60% in 2023-24 to 66% in 2024-25; "My reading and writing skills help me achieve my goals", 76% in 2023-24 to 85% in 2024-25). These perceptions align with strong performance on Provincial Achievement Tests, where Riverside students outperformed their provincial peers in all Grade 6 and 9 subjects at both Acceptable and Standard of Excellence levels.

Report card indicators remain stable across core subjects (ELA, Math, Social Studies, Science, Physical Education), with only minor shifts within indicator levels and continued evidence that most students are performing at or above grade level. The Alberta Education Assurance Survey provides additional context, highlighting that students view themselves as more engaged than parents or teachers perceive—prompting thoughtful reflection about how new curriculum implementation and instructional design influence student experience.

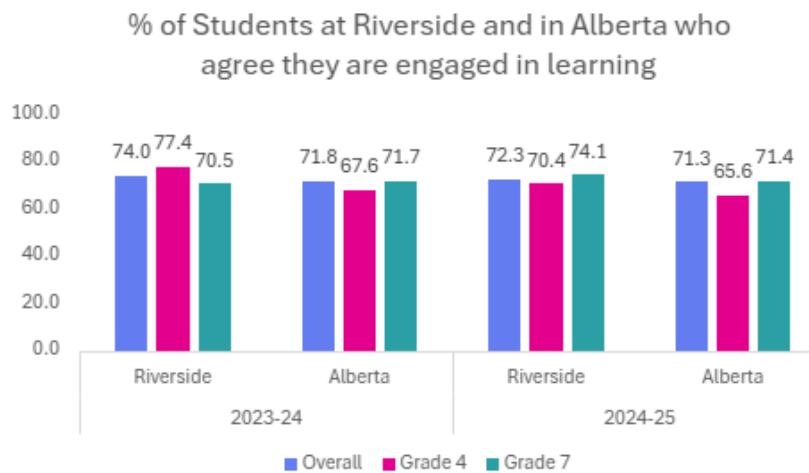
Outcome Measure: Report Card Indicators



Insight and Next Steps:

Taken together, the data reinforces that Riverside students are achieving well and experiencing learning as increasingly meaningful and engaging. At the same time, there are subtle discrepancies between the results from CBE Survey and the Alberta Assurance Measure Survey around student engagement. This set of data informs our goals for the upcoming school year. These insights will guide the next steps in refining instructional practices, supporting curriculum implementation, and deepening our understanding of how students interpret and experience learning engagement.

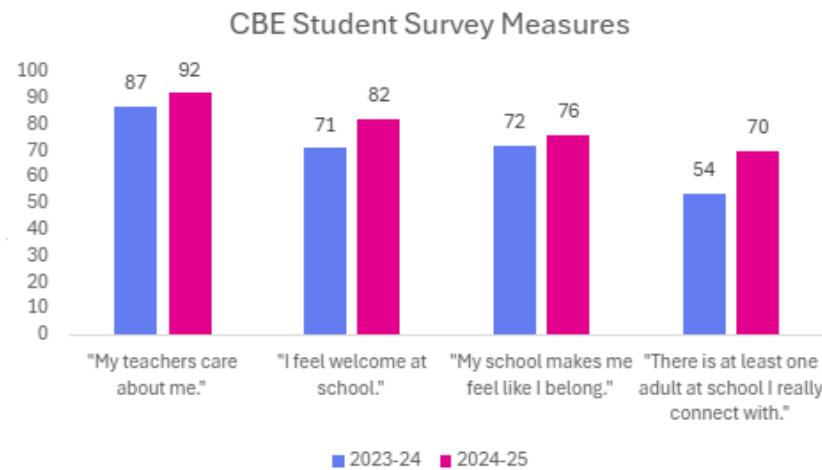
Outcome Measure: Alberta Education Assurance Survey



Student Wellbeing Goal (Goal Two):

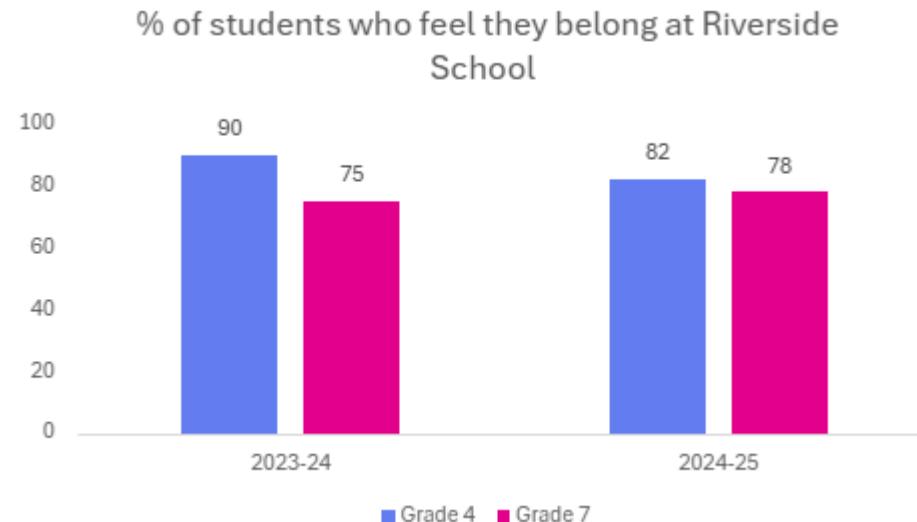
Riverside's data across the Alberta Education Assurance Survey, CBE Student Survey, and OurSchool Survey tells a consistent and encouraging story: students are experiencing stronger connections with staff and peers, and their overall sense of belonging continues to improve. The CBE Student Survey shows multi-year gains in the measures most closely tied to connection—students report that teachers care about them, that they feel welcome, and that there is at least one adult they truly connect with at school. The OurSchool Survey mirrors these improvements, with belonging measures rising in both elementary and junior high grades. Elementary measures showed an increase from 70% of students feeling they belong in 2023-24 to 79% of students agreeing in 2024-25, while Junior High students increased from 70% to 76% in the same time periods.

Outcome Measure: CBE Student Survey



While the Alberta Education Assurance Measure Survey confirms improved belonging for Grade 7 students, it also highlights a drop for Grade 4 students compared to last year. This dip, though still aligned with long-term trends, signals that some younger students may require more intentional supports as they transition through the upper elementary years.

Outcome Measure: Alberta Education Assurance Survey



Insights and Next Steps:

Overall, the data shows that Riverside's work to strengthen relationships is having a meaningful impact and that increased belonging has not come at the expense of academic achievement. These insights guide our next steps: amplifying student voice through a re-established Student Advisory Council, sustaining belonging-focused initiatives like the Wellbeing Club and RICK Cup, and maintaining purposeful, relationship-centered practices across classrooms and during Riverside Time. Our continued focus ensures that every student feels known, valued, and connected at school.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 2025



The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
 - Citizenship
 - Student Learning Engagement
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parent Involvement

Assurance Domain	Measure	Riverside School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.6	78.7	82.3	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	80.1	80.9	81.5	79.8	79.4	80.4	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT6: Acceptable	n/a	88.7	88.3	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	32.3	32.5	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	86.2	81.3	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	31.3	27.3	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.9	85.4	87.9	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.5	84.2	85.6	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	70.1	66.1	69.5	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	81.6	78.8	80.3	80.0	79.5	79.1	High	Maintained	Good