


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

Riverbend School

65 Rivervalley Dr SE, Calgary, AB T2C 3Z7 t | 403-777-6510 f | 587-933-9878 e | riverbend@cbe.ab.ca

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: Student achievement in literacy will improve.

Outcome: Through the intentional design of the learning environment, students will improve in literacy and well-being.

Celebrations

- Year over year, students' decoding skills have improved by 3-10 percentage points according to the CC3 Early Years Assessment results.
- The number of students reporting that they have the opportunity to read interesting books has nearly doubled, from 30% to 57.9% (CBE Survey)
- Students who agree that their learning environments are welcoming, caring, respectful and safe increased 8 percentage points (Assurance survey: 71.8% → 79.9%)

Areas for Growth

- Increase the percentage of students who are interested and engaged in their learning.
- Decrease the number of students requiring additional supports in literacy by the end of year.
- Continue to reflect and explore cultural identities of self and others.
- Increase the percentage of students meeting Acceptable and Standard of Excellence on Provincial Achievement Test (Part B–Reading). Current results are lagging provincial averages by 5 and 12 percentage points, respectively.

Next Steps

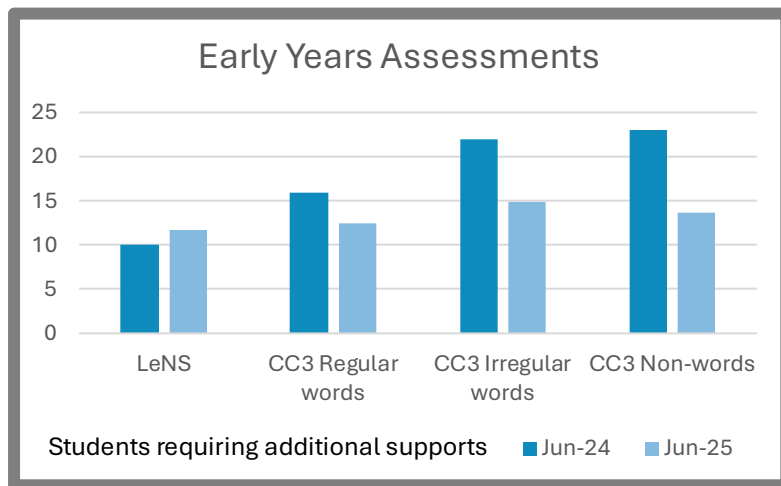
- Eight-week reading assessment cycles for all students based on Words Their Way assessment as a benchmark to track progress and create intervention groups.
- Implementation of place-based learning practices to increase student learning engagement.
- Calibration of reading assessment practices for increased alignment when triangulating academic achievement data.

Our Data Story:

Riverbend's 2024-25 School Development plan focused on improving reading decoding and well-being through intentional design of the learning environment. Fostering improved sense of connection and belonging, while engaging in meaningful literacy activities at each student's level were paramount.

Through professional conversations it was noted that there were several different approaches to teaching phonological awareness and phonics across classrooms and grade groups. Aligning a common resource, University of Florida Literacy Institute Foundations (UFLI), as well as trialing flexible groupings and utilizing a school-wide literacy assessment to drive next steps in instruction began. Staff made intentional shifts in practice to incorporate high-impact strategies within a structured literacy block.

By the end of the year, several grade groups had experimented with flexible groupings in literacy, with positive results. Staff were noticing increased engagement in the groups, and greater cohesion to just-in-time learning for students. It was noted that less students were requiring additional decoding supports than in the previous year, according to the Early Years Assessments. Our oldest students were closing the gap between provincial and school scores on the Provincial Achievement Test in reading.



Planning for 2025-26 incorporated building strong teams to use flexible groupings for literacy, driven by meaningful literacy data collection. This organization also allows for in-house teacher intervention support.

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	Riverbend 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	81.0	76.3	79.4	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	82.8	80.2	81.8	79.8	79.4	80.4	Very High	Maintained	Excellent
	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
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.7	89.8	91.5	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.6	86.8	87.8	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	72.0	64.0	69.9	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	87.1	79.9	80.9	80.0	79.5	79.1	Very High	Maintained	Excellent