

Riverview School



Riverview's Journey

2023-2024

Riverview Elementary School is situated on the west side of the Fraser River. The student population of Riverview is diverse and there is a wide range of learners. Approximately 45% of our learners have aboriginal ancestry.

The Pillars at Riverview School are "Responsibility, Respect, Caring and Learning". The staff continues to stay consistent with all teachers returning for the 2022-23

school year. The Riverview staff has a clear understanding of our students and are passionate and committed to the growth of all learners. This shared commitment and willingness to collaborate is allowing staff to focus our efforts towards student growth in all areas of their lives. Since 2016 several new traditions have been initiated and staff is committed to foster and build on these. The

strategies that have been adopted to support our goals are now entrenched into practice. As we have moved out of pandemic conditions we have been able to enthusiastically implement events, and strategies to support all students on their learning journey through our school.



OUR GOALS

The School Planning Committee continues to be an integral part of our school plans. The committee consists of an administrator, four teachers, and a youth care worker. The committee meets up to once a month and then reports out to staff at each staff meeting. The committee created three goals and then suggested and outlined school wide events that supported these goals.

Goals:

Goal 1) Increase the number of students meeting grade level expectations in literacy.

Ways We Will Support This Goal

Literacy in the classroom

Continued participation in district wide Early Literacy Program, ensuring tiered instruction for kindergarten to grade 3 students.

Daily 3/5 Strategies

All classrooms effectively employing aspects of Daily 3/5 strategies in their literacy programs.

Science of Reading/Structured Literacy

Some teachers will explore more deeply aspects of Science of Reading/Structured Literacy as part of their own Professional Development.

Assessment and Reporting

Teachers employ timely reading assessments using PM and Fountas & Pinnell benchmarks.

Digital Reporting

Four divisions are employing digital reporting for the upcoming school year. Teachers are using the medium that suits their teaching/communication style to best inform parents and caregivers of student progress.

How will we Know

Teachers will provide literacy data throughout the year.

Goal 2) Create more understanding and practice of empathy for all Riverview students creating a kinder, more self-regulated and mentally healthier student population.

Ways We Will Support This Goal

School wide implementation of Second Step

Staff will use the Second Step materials that best suit their own teaching style to provide authentic and impactful instruction.

Staff will investigate what are the most current resources that provide a relatable context to students.

Student Survey

Staff will revisit the Connectedness Survey to determine what data is genuinely valuable and what can have the deepest impact on practice, as well as what grades would provide the best representative sample. This data would then be used on our school planning day in June to inform our work for 2024-25.

Trauma Sensitive School

The effects of trauma on student learning and self-regulation continue to be a focus at Riverview.

Part of school-based NI days will be used to do a literature review of current materials that

may help to direct staff professional development and our classroom practice.

Student supervisors are invited to take part in staff development activities regarding Trauma Informed Practice.

Self-Regulation

Teachers will continue to use a variety of classroom strategies to support students in self-regulation:

- Common language
- Scheduled movement and brain breaks
- Small group teaching by school team of calming strategies
- Team-based, informed Co-regulation strategies for students who routinely struggle with self-regulation
- Staff discussions and workshops on self-regulation
- Continued use of GoZen and Successful Learner Traits

How will we Know

In assessing our effectiveness of this goal we will analyze:

- Student survey information
- Office Referrals: overall referrals as well as individual frequency and types of referrals
- Anecdotal evidence of classroom culture and effectiveness.

Goal 3) Improve overall student connections to school, adults and culture with a special focus for our First Nation Learners.

Ways We Will Support This Goal With All Learners

Identity Day



All students and staff at Riverview showcase a personal passion. Students and adults create a presentation about one thing that is very important to them. In 2023-24 we will begin this project in December with the completion in late January to bridge our students from the Winter Break to the New Year.

Classroom-based 'Club Days'



Teachers will look to provide informal 'club days' within their own classroom as a way of connecting their students and the school to the community and parents who have skills and knowledge to pass on to us.

Annual Terry Fox Breakfast



Each school year the staff hosts a school wide breakfast in honor of the Terry Fox Run. This has become a very important event at Riverview. This was a tremendous success in 2022 and will be continued in 2023. Grade 7 students have gotten their FoodSafe certification and will be integral in serving breakfast to their peers.



Connection Tree

At the entrance of the school we have created the “Raven’s Nest”. This graphic of a tree contains the picture of every student and adult that is connected to Riverview Elementary. The tree is updated each year.

School Logo Project

In 2023 Clayton Gauthier worked with all our students to complete a mural that reflects our school logo and the handprints of the students. This mural will be mounted in our gym as a touchstone for our gathering events in the gymnasium.

Playground Revitalization

Staff will work together to plan fundamental changes to the school playground to ensure student safety and a sense of community pride. This may include:

- Repurposing the south playground area to an outdoor classroom that would not be in use during recess and lunch hour. This would allow for more effective supervision in the main area and an alternative learning space. During summer months and weekends it could serve as a community gathering place for families.
- If the govt. playground grant is approved, the removal of the current wooden play structure and replacement with more modern, safe equipment.

Environmental Education

Students have initiated an outdoor composting program that is currently managed by grade 6/7 students. A garden is maintained at the back of the school that grows vegetables and flowers used in various school projects.

Community Recreation

Staff will investigate ways to integrate community and leisure recreation options into PE instruction and playground activities. This will give students options for healthy, inclusive activities beyond traditional school sports and link them to recreational organizations and opportunities in the community.

How will we Know

- Year-end student survey
- Attendance analysis and comparison
- Family attendance at Parent Teacher Interviews and First Nation gatherings
- Annual count of extracurricular involvement in various
- district sports and events
- Students involved in Jobs Program
- New playground activities introduced



OUR ABORIGINAL LEARNERS

Our First Nation students are a very special group within Riverview. These students bring a great deal of energy and diversity. Our Indigenous Educational Support staff plays a crucial role at Riverview. They are committed to support our First Nation students and families. The IES efforts help to strengthening the connection to Riverview School for our aboriginal families.

Over the past years Riverview School has partnered with the Friendship Centre as well as the Quesnel Metis Association to provide a variety of opportunities to explore our students' culture.

During our Aboriginal Focus Day in 2020 we had developed a plan to further support literacy for our indigenous learners.

We had identified our First Nation students that are close to reaching grade level expectations and planned to create mentoring groups which will focus on Belonging, Generosity, Independence and Mastery. We were not able to initiate this plan due to the pandemic but are still committed in carrying this initiative forward. We have acquired some detailed animal puppets that will accompany the Seven Teachings that will be used to support the program.

Ways we Support our Students

Friendship Socials/Community Connection

Riverview students, with assistance of our Aboriginal Education Support staff, organize Family Socials. The first event was done in the fall of 2021 and hosted at Riverview Elementary. The number of parents attending this event has grown each year.

A different event was held at the Friendship Center in the Spring of 2023. All intermediate students along with their teachers attended a luncheon. Others who came included the Resource and Learning Assistance Teachers, School Counsellor, and Principal. The purpose was twofold: to help parents connect names to faces of staff within the school who support their children every day and to gift the 2023 Orange Shirt Day project to the Friendship Centre in thanks for their support of our school.

Moving forward into 2023-24 we look to co-sponsored events that are focussed on showcasing the achievement of our students and the contributions of the Aboriginal Community to that success. As well we want to increase the connection of our primary students to the Friendship Centre through primary-focused events and experiences.

2023 Orange Shirt Day

Our 2022 Orange Shirt Day showcased a legacy art project in their class led by our Aboriginal Support Staff. An Elder was invited to witness the reveal of the projects and to see first hand the student and staff's commitment to Truth and Reconciliation, but due to circumstances was unable to attend. Instead, the project, showing the handprints of all students and staff in orange and black was gifted to the Friendship Centre at a gathering in Spring 2023. It was well received and is on display in the main hall at the Friendship Centre.

In 2023 we will again do a school-wide project. This year students will design their own lapel buttons showing their respect and understanding of Orange Shirt Day. An assembly will be held with an opening prayer to start Orange Shirt Day and help guide respect and appreciation of Residential School Survivors.

The Survivor Flag will fly over Riverview from September 25th to October 2nd. When it is lowered it will take a prominent and respectful place in our school.



Connecting with Local Elders

Through the partnership with the Friendship Centre we have been able to connect Riverview First Nation students with many of our local Elders. They have worked side by side on a variety of activities. The following are some of the activities that have been completed:

- Creation of Smudge Bowls
- Leading smudges
- Talking Circles
- Metis Spoon building
- Drum building and playing
- Talking Circles



Elder in Residence

This year we wish to invite a local elder(s) to be an ‘Elder in Residence’ for a week at our school. For this project they would come each day and work with students on various academic and cultural projects, in effect being a de facto staff member for a week. This would end with a school-wide celebration and show of gratitude by our school community.

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Field Trips

Yearly field trips to local indigenous locations have often been highlights of the year. In 2018 a group of students travelled to Nazko and participated in a traditional sweat led by Elders.



A school wide trip June 2019 to Xatsul Village was a powerful experience for all Riverview students. All students explored pit houses, sweat lodges and traditional salmon fishing waters. As an added bonus, several local elders that Riverview students have connected with joined the school for this trip.

Now post-Covid, we have the opportunity to once again promote and plan field trips that enhance student experience and understanding of Indigenous culture.



Language

Increasing the amount of Carrier and Metis language in Riverview is an important element for connections with our First Nation students and families. Signs have been created showing room designations in Metis and Carrier.

To help ensure this knowledge is not lost staff will be reconnecting with the pronunciation of the terms and refreshing students' knowledge through direct instruction.



DATA: Supporting Riverview Goals

Literacy Data 2020/2021 PM Benchmarks

| Grade | Not Meeting | Meeting | Exceeding |
|---------|-------------|---------|-----------|
| K | 4 | 13 | 1 |
| 1 | 6 | 14 | 3 |
| 2 | 6 | 8 | 1 |
| 3 | 4 | 15 | |
| 4 | 7 | 5 | 2 |
| 5 | 6 | 15 | |
| Total | 33 | 70 | 7 |
| Percent | 30% | 64% | 6% |

Literacy Data Indigenous Students 2020/21 PM Benchmarks

| Grade | Not Meeting | Meeting | Exceeding |
|------------------|-------------|---------|-----------|
| K | 2 | 5 | 1 |
| 1 | 2 | 5 | 0 |
| 2 | 1 | 4 | 0 |
| 3 | 1 | 3 | 0 |
| 4 | 5 | 2 | 1 |
| 5 | 1 | 4 | 0 |
| Total | 12 | 23 | 2 |
| Percent of total | 32% | 62% | 5% |
| % of FN Students | 11% | 21% | 2% |

Literacy Data 2021/2022 PM Benchmarks

| Grade | Not Meeting | Meeting | Exceeding |
|---------|-------------|---------|-----------|
| K | 10 | 13 | 2 |
| 1 | 6 | 10 | 2 |
| 2 | 7 | 12 | 3 |
| 3 | 8 | 8 | 1 |
| 4 | 2 | 18 | 0 |
| 5 | 2 | 14 | 3 |
| Total | 35 | 75 | 11 |
| Percent | 29% | 68% | 10% |

Literacy Data Indigenous Students 2021/2022 PM Benchmarks

| Grade | Not Meeting | Meeting | Exceeding |
|------------------|-------------|---------|-----------|
| K | 7 | 4 | 0 |
| 1 | 4 | 7 | 0 |
| 2 | 3 | 5 | 0 |
| 3 | 2 | 3 | 0 |
| 4 | 1 | 7 | 0 |
| 5 | 1 | 10 | 2 |
| Total | 18 | 36 | 2 |
| Percent of Total | 32% | 64% | 4% |
| % of FN Students | 15% | 30% | 2% |

Literacy Data 2022/2023 PM Benchmarks/Fontas and Pinnell

| Grade | Emerging | Developing | Proficient | Extending |
|---------|----------|------------|------------|-----------|
| 1 | 4 | 10 | 7 | 5 |
| 2 | 9 | 3 | 8 | 3 |
| 3 | 5 | 9 | 13 | 0 |
| 4 | 5 | 2 | 7 | 3 |
| 5 | 2 | 9 | 7 | 4 |
| 6 | 3 | 9 | 3 | 1 |
| 7 | 6 | 7 | 10 | 2 |
| Total | 34 | 49 | 55 | 18 |
| Percent | 22% | 31% | 35% | 12% |

Literacy Data 2022/2023 Indigenous Students

| Grade | Emerging | Developing | Proficient | Extending |
|---------|----------|------------|------------|-----------|
| 1 | 2 | 7 | 1 | 1 |
| 2 | 7 | 2 | 5 | 1 |
| 3 | 2 | 3 | 6 | 0 |
| 4 | 1 | 1 | 2 | 2 |
| 5 | 1 | 4 | 3 | 0 |
| 6 | 2 | 6 | 3 | 0 |
| 7 | 2 | 5 | 3 | 0 |
| Total | 17 | 28 | 23 | 4 |
| Percent | 24% | 39% | 32% | 1% |

2020 - 21 Student Incident Referrals

| | |
|------------------------|----|
| Total # of Referrals | 53 |
| # of students referred | 24 |

2021- 22 Student Incident Referrals

| | |
|------------------------|----|
| Total # of Referrals | 55 |
| # of students referred | 23 |

Parent/Teacher Interviews Oct. 29/30 2019 Attendance

| | | |
|---------------------------------|-----|-----|
| Guardians Attended | 100 | 89% |
| First Nation Guardians Attended | 43 | 86% |

Parent/Teacher Interviews 2021-22

Interviews were conducted over the phone. All teachers connected with parents regarding their child's progress.

| Student Learning Survey (% of students) | Grade 4 | | Grade 7 | |
|--|---------|-------|---------|-------|
| | 21/22 | 22/23 | 21/22 | 22/23 |
| Is school a place where you feel like you belong? | 61 | 50 | 68 | 65 |
| Do adults in the school treat all students fairly? | 68 | 88 | 83 | 65 |
| Do you feel welcome at your school? | 67 | 100 | 86 | 61 |
| I know how my school expects me to behave? | 71 | 60 | 73 | 67 |
| Are you taught how to improve how you learn? | 60 | 67 | 60 | 76 |
| If you do not understand something at school do you ask for help? | 62 | 90 | N/A | N/A |
| I feel I am getting better at math? | 62 | 70 | 68 | 65 |
| I feel I am getting better at reading? | 62 | 50 | 86 | 55 |
| I feel I am getting better at writing? | 38 | 60 | 86 | 65 |
| Do you feel good about yourself? | 47 | 80 | 60 | 42 |
| Do you feel safe at school? | 71 | 89 | 86 | 68 |
| Do you like school? | 48 | 63 | 75 | 47 |
| I like making new friends and meeting people at school? | 43 | 90 | 62 | 21 |
| Are you learning how to solve problems with others in peaceful ways? | 52 | 40 | 59 | 60 |
| If you have a problem, can you get help from adults at your school? | 74 | 90 | 75 | 44 |
| I am happy at my school. | N/A | 70 | N/A | N/A |