

COMMUNITY REPORT

2007—2008 SCHOOL PRIORITIES

The mission of École Riverview School is to create a positive learning community which enables individuals to become active, cooperative learners and responsible citizens.

2007-2008 AT A GLANCE

- Dual track elementary school
- Multi-Age and French Immersion
- 340 students from Nursery to Grade 6
- Twenty-two full and part-time teachers including classroom, computer, resource, Reading Recovery™, phys-ed, Basic French, music
- Twelve Educational assistants
- One library technician
- One office clerk
- Three custodial staff
- Two administrators
- Parent Council run Lunch Program
- Parent Council run Before and After School Program
- Extra-curricular activities: hip hop club, running and fitness club, volleyball, basketball, floor hockey, computer club, speed skating, choirs, drama, chess club.
- Leadership opportunities: Nursery/ Kindergarten crew, Fitness Friends, Library leaders, Masters of Ceremonies, Patrols, Conflict Managers, Student Secretaries.
- Active parent council (ERSPAC)

École Riverview School is an active community with great kids, supportive parents and a strong staff. It is thanks to the superb efforts and hard work of everyone that our children experience so much success.

True Blue c'est nous à Riverview!

1. Curricular goals and priorities

- **Mathematics expected outcomes: to strengthen numeracy programming for all learners. Student learning will improve in the area of numeracy as identified through the use of data and observation**

Assessment results indicate that approximately 75% of students have demonstrated at least one level of improvement (CAP) between the Fall term and the end of the Spring term.

- **Balanced literacy expected outcomes: to strengthen ELA/FLA programming for all learners. Student learning will improve in the area of writing**

Students continue to strengthen their literacy skills as they develop their reflective ability to relate their progress to criteria in a writing continuum at the classroom level.

N/K portfolios

Formal Continuum development is a work in progress

AFL principles are imbedded into the classroom discussions and development of school wide continuum.

- **Inquiry based learning: to strengthen inquiry based learning for grades 5 and 6 students. Students in grades 5 and 6 will participate in inquiry-based learning.**

There was evidence of student engagement within a process of inquiry

Staff participated in Year 2 of the South District Inquiry Project

- 2. **Aboriginal Education Expected Outcomes: to continue to enhance students' understanding of Aboriginal perspectives. Students will show an increased understanding of the Aboriginal and Métis cultures.**

Aboriginal perspectives were explored through The Seven Teachings within the construction and installation of a school tipi. Lessons focusing on the Seven Teachings were on-going throughout the school year and reflected in monthly assemblies and student work.

- 3. **Technology Expected Outcomes: to continue to improve students' use and understanding of technology.**

Student work reflected the implementation of the ICT continuum. Teachers were introduced to the ICT continuum and continue to use it to guide learning. A staff team was identified and participated in PD with our South District Technology Support Teacher, in order to support staff in the implementation for Riverview. Continued use of SMARTBoards, digital cameras, electronic portfolios, classroom websites, webquests, blogs are incorporated at various levels throughout the school.

- 4. **Multi-age program expected outcomes:**

Guiding practices and philosophies continue to be implemented.

- 5. **Behaviour expected outcomes:**

- Students are able to identify and use personal safety/ conflict resolution / bully proofing strategies.

- All students follow school entry and exit procedures according to co-constructed criteria.

- Students will demonstrate polite, positive and respectful behaviour.

Students will show appropriate playground behaviour. There has been a decrease in the frequency and severity of violence and/or bullying at school. Increase in the number of reports of positive, polite and respectful behaviour. Staff visibly circulate on the playground and interact with students.

Positive character traits were targeted throughout the year on a school wide basis through student sharing, whole school assemblies, bulletin boards, and newsletter items.

Student entry and exit expectations, hallway and playground behaviour were clearly identified through the development of criteria and were consistently modeled and reviewed.

Communication and intervention plans were formalized for high risk students in order to collaborate with home and provide supports necessary for success at school.

School PD for all staff was provided regarding dealing with volatile and at risk students to help de-escalate a situation and come to a peaceful solution.

Restitution was implemented as a natural consequence fostering responsibility for behaviour and choices on the part of the student.

Staff reviewed and modeled conflict resolution strategies with students.

- 6. **Assessment expected outcomes: students will be more actively involved in the process of assessment.**

There is ongoing evidence of student reflection and self-assessment and involvement in the creation of criteria and rubrics relative to their age level and ability.

AFL Practices were discussed and imbedded into instruction and planning.

AFL practices were reviewed consistently through grade group meetings, school wide and individual PD as well as weekly communications to staff.

2008-2009 SCHOOL PRIORITIES

1. Curricular goals and priorities

a) Mathematics expected outcomes: to strengthen numeracy programming for all learners. Student learning will improve in areas identified through the use of data and observation.

b) Creation of a school wide Writing Continuum and exemplars. Students will be able to self assess progress, and set target outcomes.

2. **LwICT**- integrate technology, including SMARTboard into instruction with emphasis on ICT continuum. Student work will demonstrate the integration of technology across curricular areas.

3. **Assessment**– Assessment For Learning practices will be imbedded into classroom instruction and planning, student reflection and self-assessment.

2008/09 Classroom Configurations

Room 103 am	Kindergarten French Immersion	Mme Jacqueline Dubois	
Room 103 pm	Kindergarten English	Mrs. Jacqueline Dubois	
Room 105 am	Nursery	Mrs. Jennifer Warren	
Room 201	Grade 1/2 French Immersion	M. Christophe Asselin	
Room 204	Grade 1/2 Multi-age	Mrs. Susan Harrison	
Room 206	Grade 1/2 French Immersion	Mme Barb Babletek	
Room 207	Grade 1/2 French Immersion	Mme Jennifer Arnold	
Room 208	Grade 3/4 Multi-age	Ms. Jenny Menard	
Room 209	Grade 3/4 Multi-age	Ms. Stacey Hubatka-Besser	
Room 308	Grade 3/4 French Immersion	Mme Liz Hammond	
Room 310	Grade 3/4 French Immersion	Mme Annette Danis	
Room 301	Grade 5/6 French Immersion	Mme Bobbie-Jo Leclair	
Room 304	Grade 5/6 Multi-age	Mrs. Carol Hoydalo/Mr. Nophorat Kousonsavath	
Room 309	Grade 5/6 Multi-age	Ms. Jeanne Hudek	
Room 311	Grade 5/6 French Immersion	Mme Susan Delaney	
Computer	K-6	Mr. Neil Kolton,	Days 2,5 and 6
Music	K-6	Mrs. Donna Klassen	Days 1,3,4 and 6
Reading Recovery		Mrs. Melissa Ott	am
Reading Recovery		Mrs. Jennifer Warren	pm
Reading Recovery		Mrs. Eva Kay	am
Resource/SERT		Mrs. Fran Chobotar	
Resource French		Mme Cori McLennan	

Classes resume Wednesday, September 3rd, 2008.

Have a great summer!