



*SPRINGBANK COMMUNITY
HIGH SCHOOL*

INNOVATORS BY DESIGN

MAY 2023



**ROCKY VIEW
SCHOOLS**

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FOUR-YEAR PLAN: INNOVATORS BY DESIGN

In 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.

- Students engage in real-world, hands-on learning experiences that matter to them.
- Students demonstrate ownership of their learning.

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.

- Students are literate, numerate and acquire core competencies.
- Students meet high expectations and learning outcomes, tailored to their individual capabilities.

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.

- Students are healthy, safe, resilient and value diversity, cultures and traditions.
- Students make a positive difference in their life, school, community and the world.

To achieve our plan, we will focus on:

- **Student engagement:** Enhance and measure student voice in the co-construction of their learning.
- **Inclusion:** Refine and implement an inclusive framework to ensure all students are equally valued, safe and have their diverse needs met.
- **Instructional practices:** Align pedagogical approaches to ensure instruction is relevant and meaningful for all students.
- **Make learning visible:** Enhance the visibility of all students' learning journey and growth.

SCHOOL ADMINISTRATION MESSAGE

To achieve our Four-Year Plan, Innovators by Design, our school focus is on 3 primary areas: supporting student numeracy and literacy, continuing to develop a more positive school culture and working with parents as partners. As our work in those areas continues, we still need to support student and staff wellness as we continue to recover from the implications of the pandemic.

Numeracy and Literacy

In reviewing this workbook, it is evident that literacy and numeracy is an ongoing focus. Our work continues to evolve, using data obtained through RVS supported assessments. In terms of literacy, we are using a Readers Workshop approach to support all students, regardless of reading ability at the grade 9 level with the hope of expanding to other grade levels over the next few school years. We have evolved our work from primarily a more traditional pull-out reading intervention program to one that is embedded in the daily work of our English Language Arts and French Language Arts classes. At all grades we continue to evolve our assessment practices to be even more aligned with the vision outlined in RVS's guiding document – Administrative Procedure 360: Assessment and Communication of Learning.

In all of our work with literacy and numeracy we have tried a couple of different timetables that best support learning. We will continue to adjust how we use our time in order to provide the optimal arrangement for learning while at the same time trying to provide individualized supports for students without having to rely on using lunches and before/after school to do so.

Developing a positive school culture

The feedback from staff, students and families was clear in the past couple of years: continuing to improve the school culture must be a priority. There are several aspects of this work we have undertaken and will continue to build on in coming months, including the critical work of our Positive Behavioural Intervention and Supports (PBIS) Committee, evolving the work of our Diversity and Inclusion Committee, focusing on improved communication with students and amongst staff, and ensuring meaningful opportunities for student leadership. Our PBIS committee is guiding our work on fleshing out our RISE (responsibility, integrity, strength and excellence) motto and how that needs to be lived out each day in all aspects and areas of the school; they are also starting the RISE awards to recognize students who most consistently demonstrate those characteristics. We will continue to recognize the diversity we have within our building, eventually including students as a primary voice on our Diversity and Inclusion Committee. We have improved our communication with students through weekly video announcements (in addition to the already well-utilized weekly Phoenix Flyer email to all stakeholders). We are also continuing to expand and develop the leadership opportunities for students, where students take on a more significant role in planning school-wide celebrations and events.

Working with parents as partners in learning

We know, based on both the survey feedback we receive from families as well as years of well-regarded educational research, that we must continue to focus on working with parents as partners in learning if we are going to continue to improve as a school community. The connection between the School Council and administration is positive and productive, where the feedback provided by council regularly informs school-based decision making. We have seen some significant changes in the past couple of years and anticipate that trend to continue; with those changes, it is important to keep families updated with important information. This will always be a focus for us as we continue to engage with parents as partners in learning.

Sincerely,

Darrell Lonsberry (Principal), Kara Bonikowsky and Someya Inzinger (Assistant Principals)

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Students Insights to guide our plans and goals for the 22-23 year

What do students think are some things that are going well?

- LifeSkills Program school wide initiatives (popcorn sales, morning music).
- Sense of community.
- School spirit is growing (pep rally, dodge ball tournament).
- University presentations and support with transition to post-secondary.
- Teachers are kind to each other.
- Teachers are kind to kids.
- Global Sports Academy.

What do students think could be worked on or improved?

- Bring flex back.
- A-Block is long.
- PowerSchool – schedule only shows 1234, doesn't show the actual order on other days.
- More minutes in between classes.
- More garbage bins in parking lot.
- Pace of learning, need paper-based notes.
- More student led clubs at lunch.
- Class sizes.
- Communication about school events on various platforms.
- More seating in halls and areas at lunch.
- More field trips.
- Addressing racism, embracing diversity.

In response to what students think, what actions could our school take to do better?

- Increase wellness and academic supports during the day.
- Communicating about clubs and other school events.
- Announcements on the tv.

Parents Insights to guide our plans and goals for the 22-23 year

What do parents think are some things that are going well?

- Students are engaged in their learning.
- Staff care for students.
- Communication is positive; Phoenix Flyer is helpful.
- Good variety of courses (including options classes).

What do parents think could be worked on or improved?

- Vaping and misbehaviour in washrooms need to be addressed.
- PowerSchool – the timetable doesn't match our tumbling block schedule.
- Safety in the parking lot during pickup and drop-off.
- Orientations for parents; not just for grade 9 students, but those who have students in grades 10-12 who are new to the school.
- Class sizes.
- Field trips – provide more and ensure accuracy of attendance.
- Early communication to parents around IPPs.

In response to what parents think what are actions could our school take to do better?

- Improve communication around deadlines, fees, forms, etc.
- Don't cohort grade 9 teachers and instead have subject-specific teachers, which would also improve consistency in teaching and assessment in each subject.
- Encourage teachers to be more consistent in terms of the software they are using (Moodle versus Google Classroom, for example).
- Provide opportunities for parents to be more involved and involved earlier in the development of IPPs.
- Provide more activities to develop school spirit.

Staff Insights to guide our plans and goals for the 22-23 year

What do staff think are some things that are going well?

- Student engagement is at a higher level than in previous years.
- School culture is improving – student lead spirit days and schoolwide initiatives have been beneficial for staff morale.
- A sense of community and team- Staff feel supported within their departments, by their mentors, and by admin.
- CRT time – Meetings are effective as leaders are positive and helpful.
- Relationships with students, parents and staff are constructive.
- PL opportunities that are relatable – Thinking Classrooms and BAS training.
- Students have a variety of supports and staff universally care for student wellbeing and growth.
- Classroom sizes are more manageable.
- The guidance department is working well as a team.
- IT support when available is exceptional.

What do staff think could be worked on or improved?

- A Block – The structure of A block is not effective and varies between departments how this time is being used.
- Communication to parents needs to be streamlined – too many modes has made parents disengaged with the communication that is happening.
- Announcement of school activities, clubs and initiatives to the entire school population. Need to move towards a more traditional model.
- Student behaviors- There needs to be more consistency amongst staff regarding cell/sign out protocols. Have a unified system for student conduct.
- IT Support - Moodle upgrade has created restrictions on how it can be used in a classroom. There needs to be IT support in the building every day.
- The mental health and wellness of staff is decreasing - need to offer more PL opportunities that address the mental health of staff (team building opportunities).
- Balancing the timetable- grades 11 and 12 have more difficulty selecting classes as the grade 9 schedules dictates the timetable.
- Extra-Curricular- Need more teacher volunteers.

In response to what staff think, what actions could our school take to do better?

- Continue the school wide spirit activities.
- Better communication system with parents. Setting staff communication norms and strategies.
- Have a staff team building excursion- take the entire team outside.
- Build in time for school announcements.
- Build universal support in the classroom for advancing students in literacy and numeracy.
- Have more volunteering opportunities for parents- communicate this in an efficient manner.
- Collect data through PBIS on students' sense of safety- locations, activities etc.

RVS Four Year Plan Survey Results

<https://springhs.rockyview.ab.ca/publications/reports/2022-rvs-assurance-survey-results/view>

What does the survey indicate is going well?

- Staff feel that students have opportunities to demonstrate their learning in different ways; grade 10-12 student responses support this.
- There are high expectations for students at SCHS – students themselves report that they expect to succeed at school (78.8% at SCHS versus 71.9% for RVS).
- Overall, students feel they can communicate effectively in a variety of ways and can use numeracy/math skills to solve problems in a variety of ways.

What does the survey indicate could be worked on or improved?

- Parents are less positive than staff and students that students have opportunities to demonstrate their learning in different ways.
- The item on “my ideas are valued at school” was relatively low for SCHS (21.2% of grade 10-12 students said that was never the case).
- Parents are less positive than students and staff that students have the support they need to be successful (59.2% at SCHS versus 66.9% for RVS).
- Parent responses to the item “People of all cultures, identities and backgrounds are accepted and valued at my child’s school” are lower than the overall RVS results.

In response to the survey we can:

- Continue to focus on communication with parents, clarifying and highlighting the work we are doing on assessment, literacy and numeracy.
- Incorporate more opportunities for student leadership and being responsive to student voice.
- Continue to focus on evolving a more positive school culture, where all students have opportunities to connect with students and staff and to contribute positively to our school community; the work of the Diversity and Inclusion Committee will become increasingly significant in addressing this, including incorporating student leaders on the committee.

RVS Assurance Model

	Data Source	2020/21
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	59.3%
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	12.9%
Percentage of student conflict incidents reported.	PowerSchool Discipline Portal	N/A
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	76.4%
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	20%
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	65.9%
Percentage of teachers who report that in the past three to five years the professional development and in-serving received from the school authority has been focused, systematic and contributed significantly to their ongoing growth.	Alberta Education Assurance Measures	73.3%

Alberta Education Assurance Measures Results

Assurance Domain	Measure	Springbank Community High Sch			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	81.9	77.4	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	68.2	73.2	73.3	81.4	83.2	83.1	Low	Declined	Issue
	3-year High School Completion	95.5	92.9	93.5	83.2	83.4	81.1	Very High	Maintained	Excellent
	5-year High School Completion	96.0	97.0	95.8	87.1	86.2	85.6	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	89.4	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	30.6	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	92.9	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	33.7	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	84.9	80.6	83.3	89.0	89.6	90.3	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.7	84.1	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	79.5	76.2	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	70.4	74.0	71.2	78.8	79.5	81.5	Very Low	Maintained	Concern

Based on the data above, what do you think is going well?

- Student achievement data reflects a strong commitment to students' academic success.
- There was an increase in people reporting that they are satisfied with the quality of education at SCHS.

Based on the data above, what do you think could be worked on or improved?

- Parental involvement – finding ways to meaningfully involve parents in ways they want to be involved.
- Citizenship – specifically, students following the rules and respecting each other.

Based on the data above, what actions could our school take to do better?

- Continue to pursue the implementation of PBIS.
- Implement a structure for student governance.
- Continue to focus on communication with parents, highlighting opportunities for parents to be involved in decision-making and school operations.
- Continue the work of the Diversity and Inclusion Committee, including students on the committee this year.

PROTOTYPE PLANS

How Might We? How might we best support students in developing their numeracy and literacy abilities?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Teachers will work with administration and RVS learning specialists to develop instructional practices that best support literacy and numeracy development in the classroom (versus a pull-out model that we previously utilized).
- Standardized RVS assessment tools will be used to measure students' numeracy and reading abilities; Math Intervention Programming Instrument and Fountas and Pinnell are used.
- Learning support teachers will assist teachers in the utilization of accommodations to best support student learning.

End Goals

- Implement the Thinking Classroom in grade nine math classrooms in order to improve students' numeracy abilities.
- Implement a readers workshop model in ELA classrooms at grade 9 in order to improve students' reading abilities.

PROTOTYPES

Name: Thinking Classrooms

Scope: All grade nine math classes

Indicator of Success: Increased level of student engagement as indicated by teachers; student feedback will be collected regarding their perception of their level of engagement and an increased willingness to fully participate in the process, including taking more risks in their learning.

Description: Teachers are participating in the RVS professional learning on Thinking Classrooms, including large group PL offered divisionally, school-based PL in January, common release time to share practices as well as in-class support from RVS learning specialists. Ultimately, Thinking Classrooms employ 14 specific strategies that are intended to fully engage students in thinking, versus a more traditional approach. Initially, students will be grouped randomly and they will work on erasable poster paper on the wall so their work is visible to all. Eventually, this method allows students to explore meaningful mathematical concepts, make conjectures about how the math works and then collaboratively test those conjectures to build shared understanding. The outcome is increased student engagement, where they rely less on the teacher to provide them with content and practice.

Prototype Iterations: We began using the first 3 strategies of Thinking Classrooms: random groupings, working on vertical surfaces and using non-curricular but highly engaging thinking tasks. We will

continue to implement the rest of the strategies of Thinking Classrooms as teachers become more comfortable.

Winter Learnings: A concerted focus on professional learning, including working directly with learning specialists is critical when undertaking a big shift in practice. Additionally, time for teachers to work together is important, as teachers engaged this work to varying degrees and with differing success. Working with colleagues provides the opportunity to share successes and work through challenges that are specific to our context. Ensuring all teachers are provided with the professional learning has proven to be a challenge due to absences and limited availability of substitute teachers.

Spring Learnings: Moving past the implementation of the first 3 strategies has been a challenge. Students have become accustomed to these strategies but still rely on teachers to provide them with algorithms and to work through examples with them. Students are more highly engaged in the thinking tasks utilized at the start of each lesson (when Thinking Classroom strategies are employed). Currently, classes begin with Thinking Classroom work, then shift to more of a traditional instructional methodology; we will continue to move toward a more pervasive use of Thinking Classroom strategies, where students are tasked more often with building their own understanding through the process.

Name: Readers Workshop

Scope: All grade nine ELA classes

Indicator of Success: Increased frequency of reading in ELA classrooms. Students are more aware of their reading strengths and weaknesses. Students' reading abilities will increase, particularly those who struggle with reading.

Description: In lieu of a pull-out reading support program that we have used in previous years, we are working with RVS learning specialists to implement a structured Reading Workshop approach consistently in ELA and FLA classes. We are using a phased approach to the implementation, as this is a big shift in practice. When fully implemented, Reading Workshop lessons will include a combination of wide and close reading, independent reading time, whole class focused readings as well as small group guided reading.

Prototype Iterations: We began our journey with multiple collaboration sessions with district learning/literacy specialists (English and FI), Admin, and the grade 9 team to develop a common understanding of the model and strategies being implemented. Much time was spent assessing/benchmarking students to gauge their reading skills as well as their attitudes and beliefs about themselves as readers. A next step is to implement key components of Readers Workshop into classes daily, with some teachers having "at-elbow" support as they gain confidence with this framework.

Winter Learnings: It was important to acknowledge that building understanding and confidence to implement Readers Workshop strategies required several collaboration meetings with the Grade 9 team and other key stakeholders.

Spring Learnings: Teachers are building efficacy and agency in the implementation of Reader's Workshop as implementation and development of strategies takes time. Teachers and students need multiple opportunities to become accustomed to the new framework. Teachers appreciate the access to resources: classroom libraries, exemplar lesson plans, various assessments and "at-elbow" support with learning specialists. Next steps for us are to increase student reading stamina and appreciation of reading for interest.

How Might We? How might we improve our school culture?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
Sources of Input <ul style="list-style-type: none"> Positive Behavioural Interventions and Supports (PBIS) Committee will guide the implementation of a behaviour matrix that summarizes expectations for student and staff conduct in all areas of our school and our work. In developing the matrix students and staff will provide input on the most essential characteristics of RISE (responsibility, integrity, strength and excellence) that should be incorporated. RVS assurance survey data, provincial assurance survey data and school-based data on student conduct will be used to assess the effectiveness of our prototypes. 			

End Goals <ul style="list-style-type: none"> Implementation of a PBIS matrix, resulting in fewer student conduct issues and a more positive school community. Greater student ownership and involvement maintaining a positive school climate.

PROTOTYPES

PBIS Matrix, RISE awards, student leadership (TNT, school-wide events, extension into PE 30/Leadership cohort)

Name: PBIS Behaviour Matrix and RISE Awards Scope: School-wide, including all staff and students Indicator of Success: We will see an improved school climate, as reported in assurance surveys and student/staff/family feedback compiled each Fall as part of the Workbook development. Additionally, positive student recognition (aside from academics) will increase, supporting a more positive climate. Description: The PBIS committee is working with staff and students to develop a behaviour matrix that more clearly specifies the most critical elements of our RISE motto (responsibility, integrity, strength and excellence). Once developed, the matrix will then be customized for various spaces and situations, including one specific to the gym, to the hallways and washrooms, to all classroom spaces, etc. As part of the implementation, the committee will be recognizing students who best exemplify the characteristics of RISE through the RISE awards.

Prototype Iterations: The PBIS committee has undertaken several rounds of feedback with students and staff and has developed a behaviour matrix from those consultations. The general matrix will then be used as the basis for the development of area-specific expectations. Once finalized, the focus will be on consistent implementation of the matrix and using the RISE awards to recognize students. Winter Learnings: The process to develop the matrix was challenging, as there are so many elements or aspects to each of the characteristics of RISE. Narrowing down the long list of characteristics to those most critical that should appear in our matrix required a great deal of work on the part of the committee, including multiple opportunities for feedback from staff.

Spring Learnings: Despite not having the area-specific behaviour matrices available, the PBIS committee felt it was important to begin recognizing students who consistently demonstrate the characteristics of RISE, therefore in March we started the RISE awards. Students were nominated by staff or other students and a winner was chosen from those nominated. Next steps include publishing the final matrix and providing time for staff and students to develop the area-specific matrices so they are in place for the start of the 2023-24 school year.

How Might We? How might we build greater leadership capacity in our Collaborative Response Team (CRT) Leads in support of the implementation of Administrative Procedure 360 – Assessment and Communication of Learning?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- The Director of Instructional Leadership has been working with our Collaborative Response Team (CRT) leads and school administration.
- CRT Lead feedback will be integral to assessing the ongoing effectiveness of this prototype
- Staff feedback on implementation of all aspects of AP 360.

End Goals

- Develop a common language around assessment practices and a common understanding of effective assessment practices in each discipline.
- Leadership development in our CRT Leads.

PROTOTYPES

Name: Book Study

Scope: All CRT Leads and school administration

Indicator of Success: shared understanding of effective assessment practices aligned with AP 360; CRT efficacy (self-reported) in supporting teachers' development of practices aligned with AP360.

Description: Under the guidance and coordination of our Director of Instructional Leadership, Sharon Cronin, our CRT leadership group and administration undertook a book study, initially using Anne Davies' *Leading the Way to Assessment for Learning*, then moving to Robert Marzano's *The New Art and Science of Teaching*. We will explore practical ways of having CRT leads support teachers in developing their assessment practices in alignment with AP 360.

Prototype Iterations: Finding the right book for a book study is critical. We have looked at 2 different, but quite practical books on student assessment. We have moved from a focus more on the language of student assessment to a focus on supporting classroom teachers in their work on student assessment.

Winter Learnings: It was at the end of semester 1 that our group recognized the need to move on from Anne Davies' work to something new. We began with Robert Marzano's book at that point. Marzano has a very practical aspect to his book, which our group felt would be beneficial in supporting teachers to continue to evolve their teaching practice.

Spring Learnings: We need to reevaluate and revise the role of CRT Lead as well as the nature of each CRT group. This is based on the feedback from the CRT Leads as well as administration. The assessment practices of teachers is well aligned with the expectations outlined in AP 360, including the

need for ongoing reassessment of student learning, flexibility in terms of how students demonstrate their learning and how we communicate student achievement. Our CRT Leads have provided the leadership that will allow us to move on to other priorities in our collaborative response teams as we move into the next school year.

PROFESSIONAL LEARNING PLAN for the 2022-2023 year to support our goals and plans

Driving Questions

- How can teachers evolve their practice to embed universal strategies that support all learners, including those who are below grade level (in terms of numeracy and literacy)?
- How can we develop our instructional and assessment practices to be in better alignment with AP 360?
- How can we best support the mental and social-emotional well-being of our students and staff in order to improve our school culture?

Learning Outcomes

- Teachers consistently utilize universal strategies to support students in terms of numeracy and literacy across all disciplines.
- Staff will continue to develop their capacity to interpret the results of reading and mathematics assessments, specifically the BAS and MIPI. Teachers will adjust their planning based on that data.
- CRT Leads will continue to develop confidence with, and strategies to support teachers in developing their assessment practices in alignment with AP 360.
- Staff will self-report they are better supported in terms of their mental health, which will result in an improved climate in the school.

Strategies

- Utilize our learning specialist to provide PL for our staff on universal strategies to best support literacy and numeracy across all disciplines.
- Work with our grade 9 math and science teachers on how to interpret the MIPI results and how to adjust planning accordingly.
- Engage in a book study for CRT Leads (Marzano's The New Art and Science of Teaching).
- Provide PL sessions on mental health and wellness (i.e. Stepping Stones for Mental Health).
- Provide staff with opportunities to manage their stress through collegial activities, providing a consistent structure to PL Days (including CRT time, PL, Department meeting time and a staff social activity).

BUDGET HIGHLIGHTS

	2019/20	2020/21	2021/22
Certificated Staff	\$3,551,924	\$3,461,752	\$3,708,958
Support Staff	\$480,228	\$493,549	\$542,373
Services & Supplies	\$198,237	\$350,280	\$222,731
Other	\$87,790	\$95,290	\$48,501
Contingency	\$0	\$0	\$34,467
TOTAL EXPENDITURES	\$4,318,179	\$4,400,871	\$ 4,557,030

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: April 19, 2023

What resonates with parents? What inspired them? <ul style="list-style-type: none"> • Focus on student engagement. • Opportunity for parent partnership and involvement in their students' learning. • The school is prioritizing staff morale and student mental health.
What questions did they have? <ul style="list-style-type: none"> • Why are we seeing a delay in literacy and numeracy in grade 9? • How are the elementary and middle schools proactive in targeting student with literacy that are below grade level? • Why was flex discontinued and how are teachers supposed to provide students with extra support?
What did they find tricky? <ul style="list-style-type: none"> • How does the school meet the diverse and personalized needs of students?
How can parents play a more active role in its implementation? <ul style="list-style-type: none"> • Volunteering opportunities in classrooms and other areas of the school.

This School Workbook was made in keeping with RVS planning norms and the advice and participation of students, staff, and parents.

April 27, 2023

Principal Signature

Date

Representing our school's parent body, members of the parent body played an active role in the development of the School Workbook.

Strongly agree	Agree	Do not agree
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April 28, 2023

School Council Chair Signature

Date