

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Riverview Park

2025-2026



Intellectual Development

Goal: Numeracy

Rationale:

We have approximately 30% of our student population who need support with basic computational skills. We also have a large number of students who are extending in numeracy. We want to lessen the gap.

Planned Actions:

- Collection Task School-Wide Assessment (Fall and Spring)
- Baseline assessments
- Culture of Numeracy: Buddy Math, Drop Everything and Compute, K-5 Math Games, Family Math, Lunch Sharing (Teacher PD)
- Math Facts Focus to build foundational skills for complex problem-solving. Building this in to student services schedule
- Daily math routines to build basic computational skills
- Making a common school-wide schedule to support Numeracy Routines
- Create a math game binder

Indicators of Success:

- Increased visibility of numeracy structures and activities in the school
- School-Wide participation in Collection Task twice per year and as needed for specific students; use outcomes to inform instruction
- Increased dialogue and collaboration regarding numeracy instruction among staff (regular Staff Meeting discussions, designation of time at PD)
- Increased use of Math games to reinforce basic Math facts
- Collaboration time for teachers to discuss numeracy routines
- Data tracking: are we making a difference

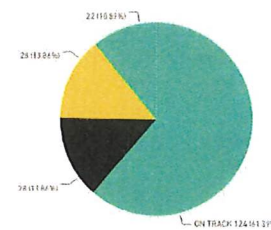
School Community Engagement Process:

- Communication with families via weekly and monthly teacher and school newsletters/communications
- Highlighting school events to celebrate numeracy
- Lunch Club for numeracy games (Uno, Chess, Card Games, etc.)
- More effective use of Library Learning Commons to support/augment STEAM initiatives

Count of FSA Result

BY FSA RESULT

FSA Result: ON TRACK, EMERGING, EXTENDING, PERFORMANCE LEVEL UNAT.

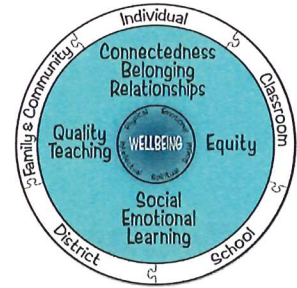


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Riverview Park**

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DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Human and Social Development

Area of focus:

We have spent this past year building our Culture of Taking Care and enhancing student leadership opportunities as a foundation for building a strong school community.

Planned Actions:

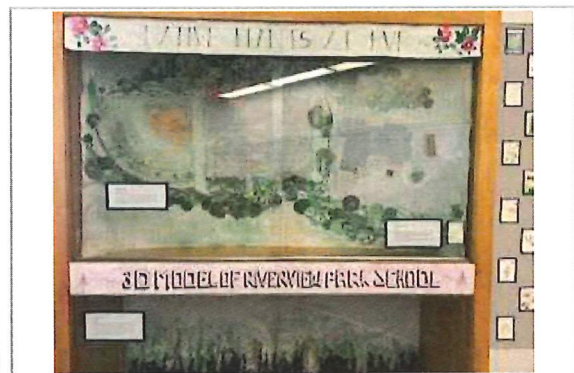
- Continue to incorporate common language to promote school values (Take care of yourself, others, this place), WITS, Small Problem Solvers
- Continue Team Time format as a student-led initiative; Continue Heron on the Lookout movies
- Continue having the courtyard for quiet games, supported by grade 5 students
- Create opportunities for intermediate students to help younger students learn about the native plants that abound RVP
- Incorporate school-wide culture building activities into our schedule; for example, Reading Leaders

Indicators of Success:

- Students using common language of WITS
- Students recognizing and using strategies for solving conflicts, keeping problems small
- Culture of Taking Care:students learning from older students how to take care of our RVP community by taking care of each other, ourselves, and this place: specifically the native plants that abound our RVP grounds.
- Grade 5 Herons using restorative practice script to help younger students during recess and lunch

School Community Engagement Process:

- Student leadership role
- Communication with parent community (via newsletters, weekly updates, and PAC)
- Student led sharing of language and goals
- Displays
- Handbook insert, newsletter communications
- Introduction of new activities to students outlining clear expectations
- First week of school WITS poster making



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Continuing to enhance our skill-set and knowledge of First Peoples Principals and content. Embracing the Place of the Great Blue Heron and learning more about the indigenous history local to the area as it relates to Suh-MEE-kwuh-EL-uh.

Planned Actions:

Continue to build on and establish traditions for our National Day for Truth and Reconciliation and Indigenous Peoples Day

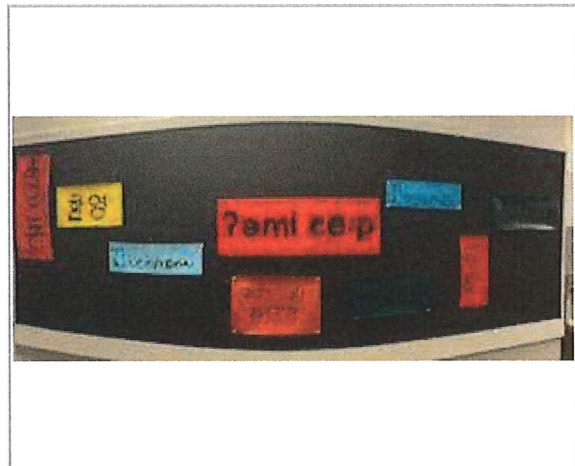
- Continue to have an indigenous focus for our PD
- Explore the history of the heron and its connection to this place
- Continue the Welcome Wall
- Learning more about native plants local to RVP

Indicators of Success:

- Continuing staff growth around First Peoples Principals and incorporating these into learning opportunities
- Growth in understanding of the history of the RVP area and its historical/indigenous connections to the Great Blue Heron

School Community Engagement Process:

- Parent community presentation
- National Day for Truth and Reconciliation Day
- Indigenous Peoples' Day
- Awareness and knowledge of students who self-identify (all staff)
- Consultation and collaboration with our Indigenous Youth Worker



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Reflection

Overview of Our Process:

- APL Committee met a few times throughout the year to plan
- APL discussion at every monthly Staff Meeting and extended conversation and collaboration at School-Based PD Days and Department Head Meetings
- Parent Community updated monthly via PAC Meetings and regular school notices

Evidence Used (Local and Provincial)

- Classroom-Based Assessments and Class Reviews (Fall and Spring)
- FSA Results, Student Learning Survey, MDI Survey

Themes that Emerged

- Intellectual Goal: Implementation of Collection Task in the LLC (school-wide by division); teachers received training in advance and district support for our implementation; we plan to incorporate this task into our annual assessment cycle next year and use what we learn to inform our instruction
- Human and Social Development: We really embraced student leadership this year, providing many opportunities for students to organize and plan activities, assemblies, performances; Heron on the Lookout Videos during Team Time. We hope to build on this culture of student leadership
- Indigenous Ways of Learning: We adopted the Heron as our school symbol because of its historical and indigenous significance to the RVP area; we would like to build on our understanding of this historical connection

Conclusion: We are proud of what we have accomplished this year; we went from knowing nothing about the Collection Task to implementation and year 2 planning; we built a strong culture of student leadership and plan to expand on this next year; we are excited about the connections to indigenous history in the RVP area

Signatures

Title	Name	Signature	Date
Principal	Shannon Bain	<i>Shannon Bain</i>	July 2nd
Assistant Superintendent	Anthony Ciolfitto	<i>[Signature]</i>	July 2nd

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