



# 2023/24 Annual Education Results Report





# **Land Acknowledgment**

**Rocky View Schools would like to acknowledge the land and recognize all the Indigenous Peoples whose footprints have marked these lands from time immemorial. Together, we can learn and honour the Ways of Knowing of Indigenous Peoples for all future generations.**

# Annual Education Results Report 2023/24

Rocky View Schools (RVS) is pleased to share with the public our 2023/24 Annual Education Results Report (AERR) reflecting the first year of [RVS' 2023 – 2027 Education Plan](#). The AERR includes audited financials and our forward-looking capital plan. It also highlights accomplishments and initiatives designed to advance students' numeracy and literacy skills; build future-ready students; and create inclusive, engaging, healthy learning opportunities for all students in RVS.

Following its approval by the Board of Trustees in May 2023, RVS was pleased to roll out our new Education Plan this school year. The creation of this plan built upon the foundation of previous plans and features new goals and updated measures to reflect the future direction of our school division. To ensure schools, staff, students and families see themselves in the Education Plan, we collected feedback through surveys and in-person sessions, garnering more than 30,000 comments and 400 pages of feedback.

The new Education Plan was then rolled out division-wide, along with the template for our school education plans (SEP), which bring learning to life at each of our schools. By aligning the SEPs with our Education Plan, every school staff member can see how their work directly connects to the goals and outcomes we aim to achieve.

## Welcoming Horseshoe Crossing High School

After two years of construction, we are excited about the completion of a major capital project: [Horseshoe Crossing High School](#) in Langdon. The school welcomed Grade 9 – 11 students in September, with Grade 12 being added in 2025/26. To prepare for the school's opening, many departments of our division worked together to procure equipment, hire staff, plan grade levels and attendance areas, and engage with the community to name the school. We are excited to celebrate Horseshoe Crossing High School with an official grand opening this year and look forward to watching its unique school culture come to life.

## Advocating For and Communicating with Our Communities

As the public school division serving three of Alberta's fastest growing communities, RVS urgently needs more space for our growing student population. After years of advocacy efforts, we were pleased and appreciative to receive funding for five new schools in Alberta's Budget 2024. These spaces will be crucial as we work to provide students the space they need to learn.

We were also happy to complete a full-scale website project, launching 49 new websites for all our schools and division. The websites help us connect with our community by presenting important information about our schools and division on a clean, mobile-friendly, easily searchable platform.

We welcome all feedback as we work together with our students, families, staff and community partners to provide a safe and caring environment where children can learn and grow.

# Bringing the RVS 2023 – 2027 Education Plan to life

Look for these icons throughout the report to see how we tie everything we do to our Education Plan.



## Goal 1:

Advancing students' numeracy and literacy skills



## Goal 2:

Building future-ready students



## Goal 3:

Creating inclusive, engaging, healthy learning opportunities for all students



Indigenous Learning



Professional Learning



Community Engagement



Partnerships

## Our Commitment

Rocky View Schools (RVS) is committed to providing its communities with access to information regarding its students' achievements, as well as its operational successes and challenges. Information contained in the 2023/24 Annual Education Results Report (AERR) is accessible through [RVS' public website](#).

Pursuant to section 32 of the *Public Interest Disclosure Act (2013)*, seven disclosures were received during the 2023/24 school year – two related to perceived personnel matters, one perceived conflict of interest and four perceived management concerns. All seven were reviewed, two disclosures were directed to follow an alternate process so it could be appropriately investigated, and the others were directed to an appropriate supervisor to follow-up, investigate and address concerns if they were validated through the investigation process.

## Accountability Statement

The AERR for Rocky View Schools for the 2023/2024 school year was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2023/2024 was approved by the Board on Nov. 28, 2024.

**Fiona Gilbert**  
Board Chair  
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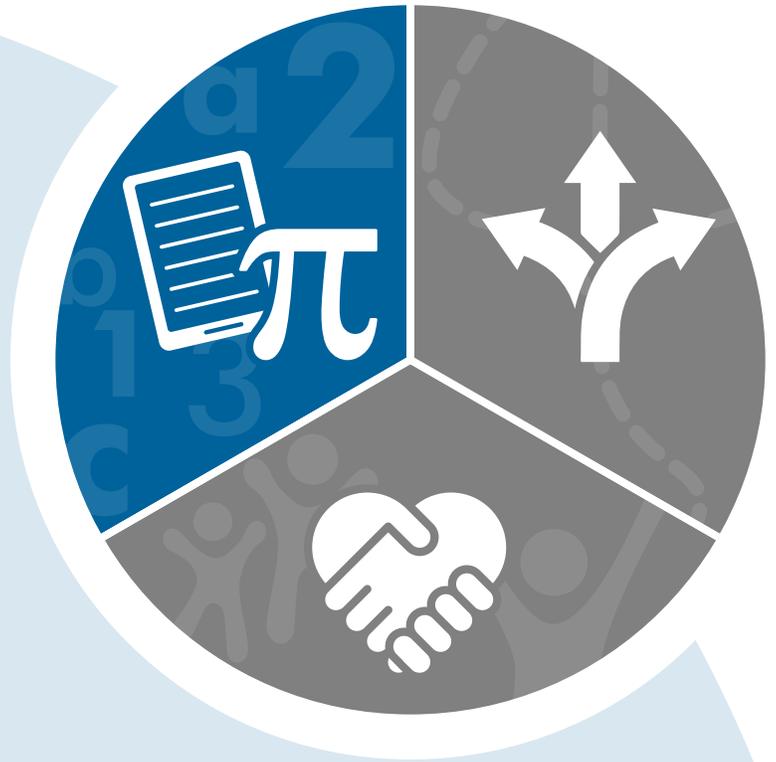
**Greg Luterbach**  
Superintendent of Schools  
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# About RVS



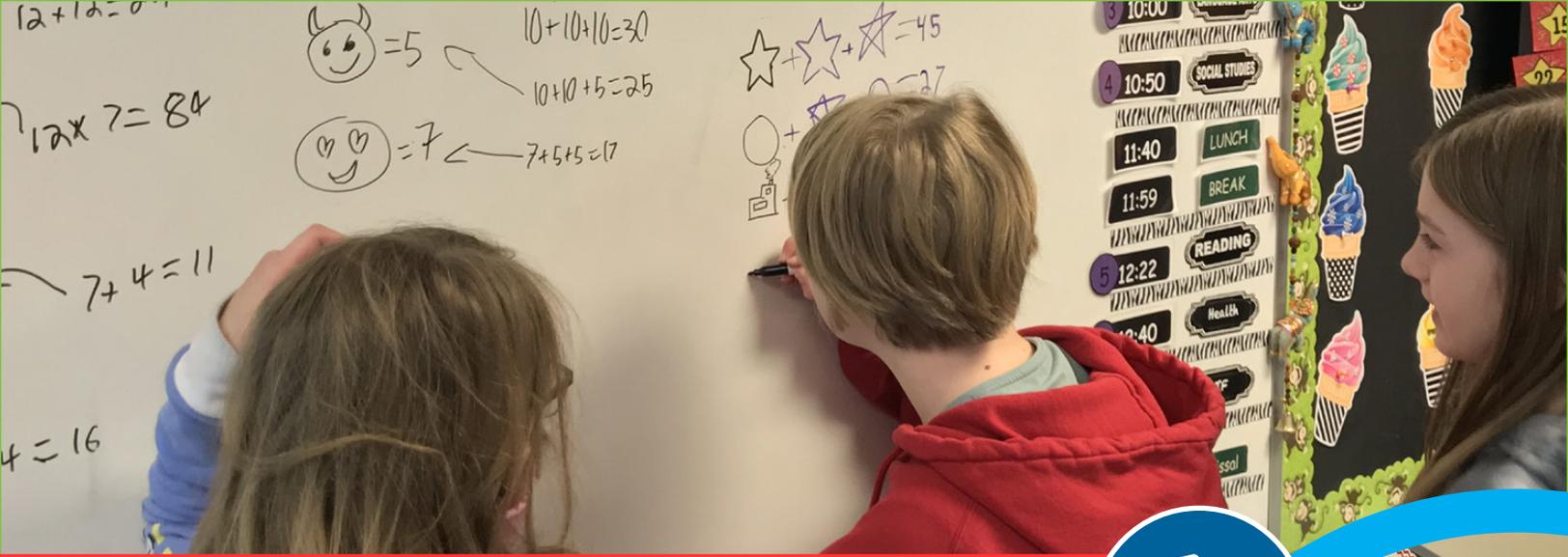
**Vision**  
Rocky View Schools is a world-class learning organization where all students achieve their absolute best.

**Purpose**  
Rocky View Schools connects with all students to ensure everyone learns, belongs and succeeds.



## **Goal One: Advancing students' numeracy and literacy skills**

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math.



## Mitford Students Advance Literacy and Numeracy Through Focus Blocks

Numeracy and literacy have taken a new focus at Cochrane's [Mitford School](#), with time devoted each day for students and staff alike to participate in dedicated learning. These 18-minute literacy and numeracy focus blocks take place after lunch and all students and teachers in the school participate.

Principal Peter Fultz said the focus blocks allow the students and teachers to work on specific outcomes of RVS' Education Plan. After identifying where there are gaps in learning, teachers work individually or collaboratively to develop topics and activities for upcoming focus blocks. Each home room teacher develops and oversees four focus blocks throughout the year, but every teacher and administrator at Mitford is involved at some point. Literacy is the focus of the project students take part in on Mondays, Wednesdays and Fridays, and Tuesdays and Thursdays are dedicated to numeracy.

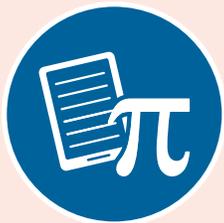
A recent literacy focus block used vocabulary projects and included exercises intended to improve word work gaps. The numeracy activities or focus time encourage the students to improve their problem-solving skills. Recently students focused on place value, helping them to understand the value represented by a digit in a number according to its position such as ones, tens, hundreds and so on.

For many of the focus blocks, teachers at Mitford encouraged students to work collaboratively using whiteboards or wipe books. Fultz said the school uses the Thinking Classrooms model developed by author Peter Liljedahl to facilitate mini teaching moments during the focus blocks. These often include opportunities for students to stand, as research indicates students may learn better and collaborate more than they do while seated.

Previously the school had used these short blocks for silent reading but Fultz said administration and teaching staff wanted to find a more meaningful way to use the time for literacy and numeracy that was tied to the Education Plan. The focus blocks have had a positive impact on students' numeracy and literacy and the school has achieved increasingly better results. Photos are included weekly in the school's newsletter highlighting what the students are doing.

Fultz said the students love the focus blocks because they are very engaging. He hopes to showcase the focus blocks for parents and guardians in 2024/25 and demonstrate how collaborative and engaging learning can be.





## Everyone is a Literacy Teacher at Chestermere High

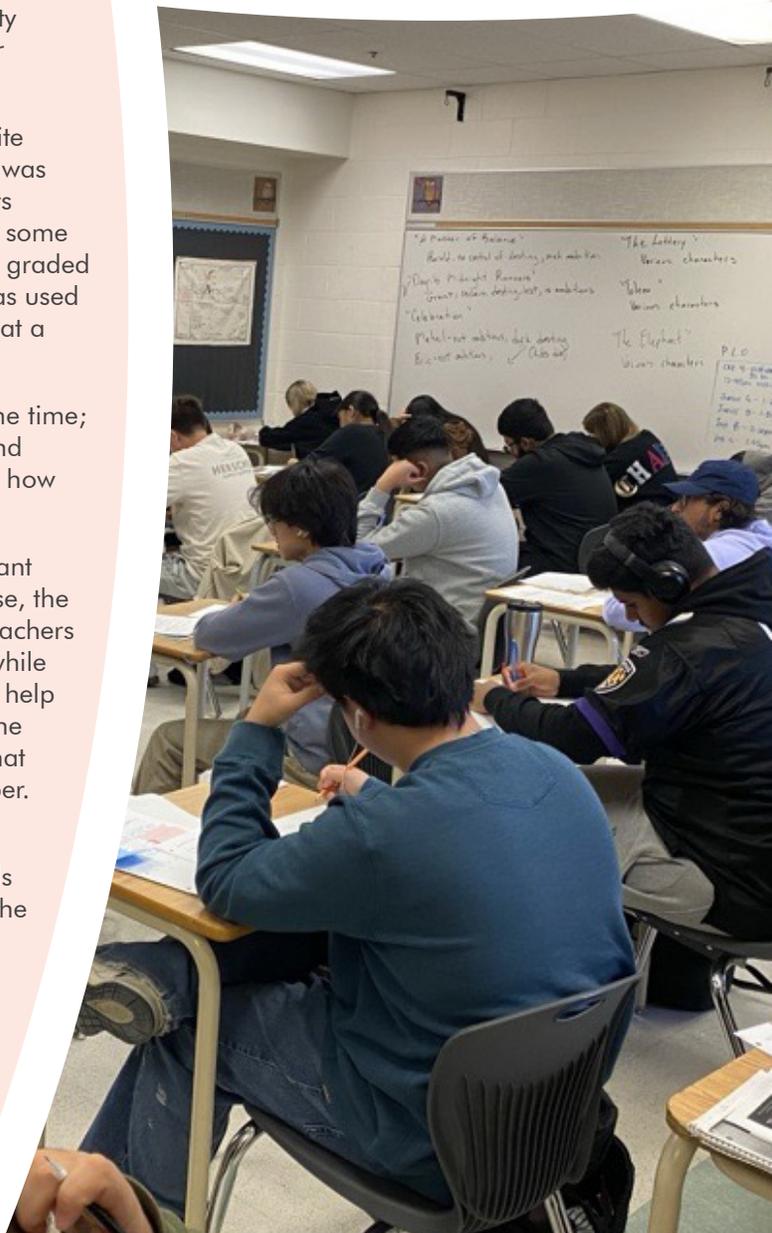
Literacy strategies do not just belong with English teachers at [Chestermere High School](#); they live within every classroom. Teaching staff have taken ownership of completing reading and writing assessments with their Grade 10 students and developing literacy strategies within their classes. From the shop teacher who needs students to be able to read and understand the shop safety manual to the foods teacher who wants students to practice their menu planning, every teacher at the school took part.

To assess students, they were asked to respond to a visual and write about how the image made them feel. The prompt that was used was intended to reflect Chestermere High's student body. Most students understood the writing prompt supported their learning, although some were a bit reluctant to do the exercise since it was not going to be graded and represented within their course grades. Instead, the school has used the results to determine what percentage of students were writing at a level appropriate for their grade.

All Grade 10 students completed their writing prompt at the same time; meanwhile, teaching staff used an organizational day to plan and determine benchmarks. Staff then worked in groups to compare how they would have scored the exercise to ensure accuracy.

Assistant principal, Mitchell Bates said teachers were initially hesitant but after doing the training and scoring the writing prompt exercise, the feedback was overwhelmingly positive. The process has helped teachers understand where their students are at and to be mindful of this while teaching. In some cases, additional supports have been added to help students who are reading or writing below the Grade 10 level. One of the benefits of the project is the school had a good sense of what supports might be required before school even began in September.

The data collected has proven to be invaluable, particularly in courses where teachers are not necessarily evaluating literacy skills and for the many English as an Additional Language students in the school. For the 2024/25 school year, the project has expanded to include both Grades 10 and 11.





## Play-based Learning Approach Makes Learning Fun

Play-based learning has made a difference to how students learn in Cindy Hodges' Grade 1 classroom at Airdrie's [A.E. Bowers Elementary School](#). Hodges started to investigate how to incorporate play into learning after the pandemic, when students returned in-person to school. After watching her young students, Hodges said she was struck by how much more learning took place when it was encompassed in play.

For the past three years, Hodges has been a valued participant in the [Playful\(!\) Literacies project](#) – a research initiative out of the University of Calgary's Werklund School of Education, conducted by Dr. Kimberly Lenters (Canada Research Chair in Language and Literacy Education) and Dr. Ronna Mosher (Assistant Professor in Curriculum and Learning).

Every afternoon is set aside for play-based learning. During this time, students are encouraged to interact with the teaching tools through play, bringing a fun element to the classroom. On Thursdays, the learning and play move outdoors. Using literature as a prompt for outdoor learning and referencing books about nature, animals and the physical environment, help to encourage her students to improve their literacy and science skills.

All this is intended to teach her students without them realizing they are learning. Each student has a play journal where they document who they played with each day, what they did and what they learned – and they are encouraged to record all this in French, as A.E. Bowers is a French Immersion school. This helps them practice their French literacy skills.

This approach also ensures students learn in the way they learn best, not in a one-size-fits-all model. Hodges said she believes teachers should be adapting how they teach to their students' learning style, not the other way around.

Her students have taught her a lot about what they want to learn and how they learn best while discovering so much about themselves, the world and their potential in it.





# Outcome 1: Students are numerate and literate

## Alberta Education Assessments

Grades	Letter Name-Sound (LeNS)				Castles and Coltheart 3 (CC3)				Alberta Numeracy Assessment			
	1	2	3	4	1	2	3	4	1	2	3	4
The total number of students assessed at the beginning of the school year	2,014	2,208	*	*	*	2,236	2,156	19	1,988	2,175	2,082	*
The total number of students identified as being at risk at the beginning of the school year	558	645	*	*	*	270	568	5	450	582	375	*
The total number of students identified as being at risk at the end of the school year	360	362	*	*	*	93	161	1	336	424	284	*
The average number of months (m) behind grade level after the administration of the initial assessments for at risk students	4 m	4 m	*	*	*	9 m	5 m	0 m	5 m	5 m	5 m	*
The average number of months gained at grade level after the administration of the final assessments for at risk students	3 m	0 m	*	**	*	9 m	5 m	**	4 m	2 m	3 m	**

\* Assessment not administered at this level

\*\* Not enough data

The most effective strategies for addressing learning gaps in literacy were a continuation of the work from the 2023/24 school year.

A combination of small group targeted intervention through guided reading and direct instruction, along with full class instruction proved to be the most successful. Some students benefited from one-to-one support while others met with success in small group instruction. The use of supporting resources such as Heggerty’s, Phonics Companion, Secret Stories, Words Their Way and resources through University of Florida Literacy Institute (UFLI) continue to provide teachers with knowledge to deepen their literacy instruction to better support students. Literacy interactions through games also proved to be very effective.

Professional learning for both teachers and learning assistants was extremely helpful in broadening their knowledge and skillset in literacy instruction. Including professionals such as learning specialists, speech language pathologists and occupational therapists to assist teachers with their practices also proved to be beneficial with instructional practices.

Hiring of additional staff to support one-to-one and small group targeted interventions was also successful in some schools. Purchasing resources for classroom teachers to use in the classrooms with students ensured adequate resources and supplies to implement the necessary literacy interventions.

Much like our approach to literacy interventions, hiring new teachers and/or learning assistants and/or increasing their current FTEs was a priority for addressing learning gaps in numeracy in the 2023/24 school year.

Some purchasing of resources to support numeracy instruction in classrooms continued to be instrumental in supporting teaching and learning. Ensuring access to math manipulatives in every classroom, purchasing numeracy-rich literature for students and the use of digital platforms such as Mathology all added to the repertoire of resources for student and teacher access.

Professional learning around Thinking Classroom strategies continued to increase and has proven to be engaging students more directly and authentically in their numeracy learning. Teachers have been working directly with learning specialists to expand their understanding of numeracy instructional practices, while focusing on implementing new curriculum. The focus on push-in interventions continued to be the overall practice within schools.

Centre-based approaches following full class instruction has allowed for increased targeted interventions. Included in the instructional practices is also small group instruction, guided math and one-to-one supports where most appropriate. With ongoing supports in building teacher efficacy with numeracy instructional practices, we remain confident that our students will see greater success.



### Percentage of students not at risk on these assessments.

Grades	1	2	3
Percentage of students not at risk on the LeNS assessment Grade 1 and 2	72	71	
Percentage of students not at risk on the CC3 assessment Grade 2 and 3		88	74
Percentage of students not at risk on the Alberta Numeracy Assessment Grades 1 – 3	80	78	85

### RVS Assessments

Grades	1	2	3	4	5	6	7	8	9	10
Percentage of students performing math at or above grade level on the Math Intervention/Programming Instrument (MIPI) Grades 4 – 9				27	24	31	27	19	16	
Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grades 3 – 9			25	45	*	*	*	*	*	
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grades 1 – 8	56	64	57	67	*	*	*	*		
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grades 3, 7 and 10			49				57			56

\* In RVS’ 2023 – 2027 Education Plan Year 1 we outlined a goal that required us to assess and report on students reading below grade level. However, due to the very small sample size, we determined that including these results would not provide a reliable representation. As a result, we decided to exclude the results in this report.



**Overall percentage of students who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests (PAT)\*\*.**

Provincial Achievement Tests	Acceptable						Excellence					
	RVS	Prov.	RVS Ind.*	Prov. Ind.*	RVS ELL*	Prov. ELL*	RVS	Prov.	RVS Ind.*	Prov. Ind.*	RVS ELL*	Prov. ELL*
<b>Grade 6 Overall</b>	67.2	68.5	51.7	48.7	62.2	64.6	11.9	19.8	6.9	7.3	7.6	16.5
LA												
LA (Fl)	54.7	79.8	***	70.7	***	85.4	1.3	10.6	***	3.7	***	14.6
Math												
Science	73.0	81.2	61.3	66.8	62.2	73.4	18	29.3	16.0	15.9	10.8	21.2
Social	72.7	79.2	57.7	60.9	66.1	73.3	12.8	22.8	7.7	9.1	8.0	18.7
<b>Grade 9 Overall</b>	55.4	62.5	43.2	41.4	46.6	52.7	9.3	15.4	4.3	6.1	4.8	10.1
LA	76.5	83.8	65.9	70.3	62.5	69.3	7.6	14.2	3.5	6.6	3.2	6.5
LA (Fl)	66.7	81.5	55.6	72.3	66.7	73.3	1.2	11.3	0.0	6.4	0.0	9.9
Math	51.0	62.0	48.7	39.0	40.7	54.9	8.7	16.5	3.9	6.5	6.2	13.5
Science	73.8	79.2	67	62.5	58.4	67.9	18.5	24.4	11.0	11.6	7.8	16.7
Social	62.7	70.9	59.8	52.7	50.5	58.3	10.4	18.5	4.6	8.5	4.7	11.3

Notes:

- \* Indigenous students (Ind.), English Language Learners (ELL)
- \*\* PAT course results are summarized by number of students who wrote the assessments rather than those who were enrolled in the course.
- \*\*\* Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with (\*\*\*).
- Grade 6 English language arts and literature and math PATs were not administered in the 2023/2024 school year.

[Historical Data](#)

We have seen significant improvement in students achieving acceptable standards on the Grade 6 PAT, helping to close the gap identified last year between RVS and the province. Much of that improvement can be seen in Grade 6 social studies.

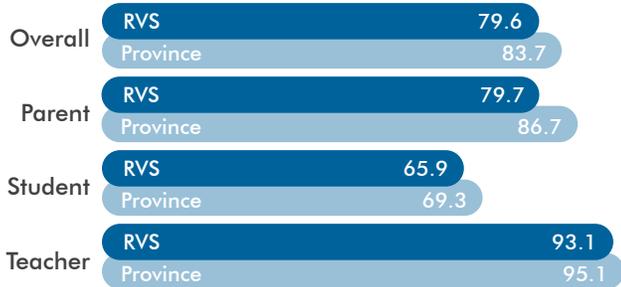
Overall Grade 9 results declined by nearly four per cent whereas the province held steady. This decline can be linked to math, English and science results.

Results for English as an Additional Language learners mirrored overall results, while results for Indigenous learners were lower than overall results and mirrored provincial results.



## Outcome 2: Students are actively engaged in meaningful and relevant learning.

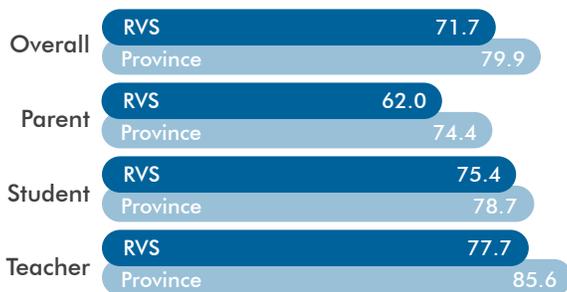
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.



[Historical Data](#)

Overall a slight increase was seen in results on this measure. A higher percentage of parents of Grade 4 – 6 students feel their child is learning what they need to know compared to Grade 7 – 12 parents.

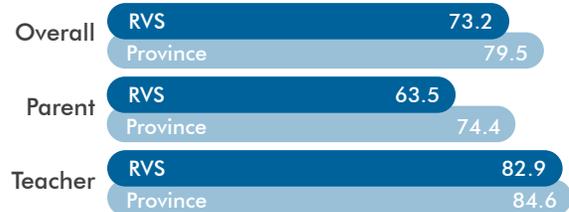
Teacher, parent and student agreement that students have access to the appropriate supports and services at school.



[Historical Data](#)

This measure saw a slight decrease again with parents indicating that easy access for their children to get help with both school work and problems not related to school are areas of challenge. Students at all levels indicated their teachers are available to support them when needed (83%).

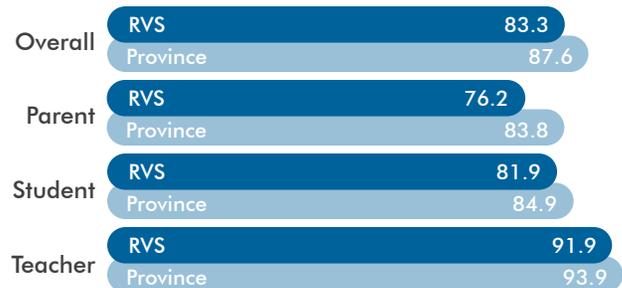
Teacher and parent satisfaction with parental involvement in decisions about their child’s education.



[Historical Data](#)

When looking at the survey results that make up this measure we can see that parents feel involved in their child’s overall education (78%) however they do not feel involved in decisions about their child’s school (49%).

Overall teacher, parent, student satisfaction with the overall quality of basic education.



[Historical Data](#)

Parents/guardians indicated they are satisfied with the quality of education their child is receiving (83%) and the quality of teaching at their school (83%), however they are less confident that their children are learning what they need to know (68%). Students at all levels indicate they feel the quality of their education is strong (91%).



## RVS transitions to OurSCHOOL

The 2023/24 AERR features results from the OurSCHOOL survey, following a successful launch of the survey in spring 2024.

More than 15,000 students completed the survey, which features 18 – 26 indicators (depending on grade level) based on the most recent research on school and classroom effectiveness.

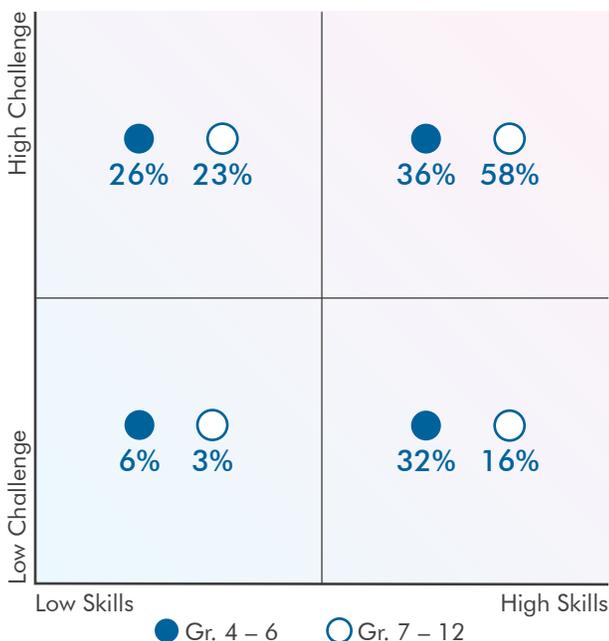
The student voice heard through the survey is used to inform the creation of the divisional Education Plan as well as school education plans. This valuable insight helps schools learn more about their students and their needs while helping advise administrators and school councils on the school’s focus for the upcoming year.

RVS looks forward to the continued use of the OurSCHOOL survey and its valuable insights into student health and wellbeing.

### Percentage of students who are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills.

	Grades 4 – 6	Grades 7 – 12
Interest and Motivation	66	27
Effort	84	60

The following skills challenge grid indicates that 36% of Grade 4 – 6 students and 58% of Grade 7 – 12 students feel challenged in language arts, math and science classes and feel confident in their skills in these subject areas.



### Percentage of students who value school outcomes and have positive homework and studying behaviours.

	Grades 4 – 6	Grades 7 – 12
Value School Outcomes	83	54
Homework Behaviours	41	35

### Average score for relevance, rigor and effective learning time.

	Grades 4 – 6 10 Point Scale	Grades 7 – 12 10 Point Scale
Effective Learning Time	7.3	6.4
Relevance	6.7	5.3
Rigor	7.5	6.0

### Percentage of school councils who were in agreement with the school education plan.



All school education plans were signed by chairs indicating support for the plans.



## **Goal Two: Building future-ready students**

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.



## Chestermere High School Powers Up at Welding Rodeo

In February, students from Chestermere High School took part in the Eighth Annual Welding Rodeo in Calgary, hosted by the Boilermakers Union #146. Using welding skills developed in Chestermere High's Career and Technology Studies (CTS) program, these students welded sculptures by both following a blueprint designed by Red Seal welders and by using their creativity to improvise a design. The theme for 2024 was Super Welding Bros., and the students were tasked with assembling a "mystery box" from the Super Mario video games. Using spare pieces of metal, the students also designed and created a Mario Kart vehicle. Chestermere High placed second at the competition.

The Welding Rodeo is just one example of how Chestermere High is using experiential learning and CTS education to prepare students for their future. Students from the school who have participated in the event in the past have since gone on to successful careers in the trades, returning to mentor current CTS students as they prepare to take part in the Welding Rodeo.

CTS programs like this are important, as they provide an avenue for students to find success outside the classroom – which can be transformative for students. For those who do not plan to pursue a post-secondary education, these programs also open doors to other paths and careers. One Grade 12 student who participated in this year's Welding Rodeo, and has already found work as a welder, praised Chestermere High's CTS program, saying it has introduced him to all sorts of people whom he has been able to learn from as he embarks on his career.



We Built the Path, Make Your Journey



## Students Experience Trades Through TEPF Partnership

During the summer of 2024, RVS was proud to partner with The Educational Partnership Foundation (TEPF) to allow our students to participate in the [High School Trades Program](#). Offering a limited number of spots, RVS had 11 students take part in a three-week program which saw them work with Red Seal instructors in state-of-the-art facilities for full days of trades education in carpentry, ironwork, boiler making, electrical and pipe trades. This program is offered at no cost to RVS or our students, who earn work experience credits for participating.

This partnership is one way RVS is building future-ready students. By taking part in TEPF's programming, students can explore their interests and aptitudes and discover how they might translate to a career path. High school students have the chance to make an informed decision about what kinds of knowledge and skills are required to succeed in trades after high school. By working alongside tradespeople, students can determine if they fit in the type of work environment they may be considering, and they get to see if they are a fit for the trades.

This program also allows students to practice competencies in the real world and connects students to the purpose of their education. Finally, working in these real-world environments helps young people build confidence in themselves through lived experience. Sometimes, students realize they do not have an interest in a certain trade and are able to turn their efforts to pursuing a different career path while they are still in high school.

RVS is eager to continue this partnership with TEPF. We have reserved a number of spaces for our students to take part in TEPF programming in the second semester of 2024/25. We are also working to expand the number of opportunities available for RVS students to participate in TEPF's summer programming.



## A.E. Bowers Students Work to Keep Banff Clean

Some of RVS' youngest students took steps this year to address what they saw as an important environmental issue in our province.

After securing a grant through the Environmental Student Challenge, 45 students in Grade 1 and 2 at A.E. Bowers Elementary School worked together to raise awareness and make a device to reduce litter in Banff National Park. This project emerged after the students, under the direction of teachers Caitlin Cornell and Elyse Schlichter, discussed how people can positively and negatively affect the environment. The students noticed the amount of litter in their own community, and learned from experts that a specific area of Banff also contends with the same problem.

Under their teachers' guidance, the students used design thinking to brainstorm solutions. They arrived at the idea to make a garbage receptacle that can attach to picnic tables and, with help from Grade 9 students at nearby [George McDougall High School](#), came up with a design. The students then used 3D printing technology to manufacture the receptacles.

The students also took part in a Parks Canada music video that reminds people, in English and French, not to litter. The project culminated in a field trip to Banff where students unveiled their picnic table garbage receptacle, helped clean the park and filmed their part of the music video.

This project gave the elementary students the opportunity to take part in engaging and authentic learning, helping them develop critical skills for the future. The students were especially intrigued by the 3D printing technology. They also developed strong collaboration skills, working not only with each other but with older students and Parks Canada staff.





## Outcome 1: Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.



[Historical Data](#)

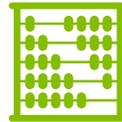
This measure saw a slight increase over last year. Following the rules and respecting each other continue to be areas for growth as indicated by both parents and students. All groups agreed students are encouraged to try their best.

### Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.



[Historical Data](#)

This measure contains a significant number of parental responses of “I don’t know” (14%), indicating parents may be unaware of what attitudes and behaviors are taught that are directly related to what post-secondary success looks like.



## Number of...

classroom and staff engagements with RVS Indigenous specialists, Knowledge Keepers, Cultural Liaisons and Elders requested through the RVS Indigenous branch. **118**

classroom and school requests to Learning staff for support that expands understanding of cultural diversity. **485**

RVS was pleased to see 415 participants in 17 related professional learning opportunities.

classroom requests to Learning staff to explore new technology, software, Artificial Intelligence (AI), robotics and coding. **57**

credits earned by RVS students through dual-credit opportunities. **360**

students participating in RVS supported dual-credit opportunities. **49**



**Percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented.**

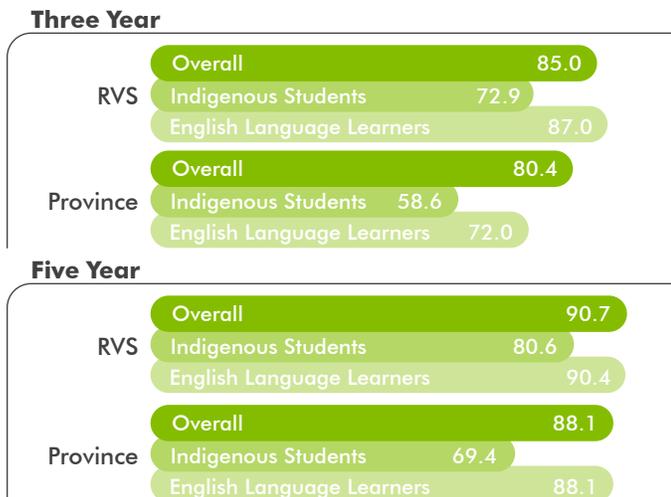
	Grades 4 – 6	Grades 7 – 12
Orientation to well-being at school	76	62
Orientation to well-being in life	95	92

**Percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program.**

	Grades 7 – 12
I plan to finish high school.	73
After high school, I plan to pursue a trade or apprenticeship program.	15
After high school, I plan to go to a college or university.	53

## Outcome 2: Students graduate high school prepared to be successful for any path they choose.

**High school completion rate of students within three and five years of entering Grade 10.**



[Historical Data](#)

RVS student success rates regarding completion of high school remains high. While the completion rate for Indigenous students is higher than the provincial average, we may want to address Indigenous completion rates as a system to examine what additional supports may be needed.

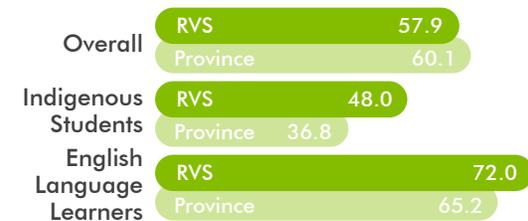
**Annual drop-out rate of students ages 14 to 18.**



[Historical Data](#)

This continues to be an area of strength across all groups in RVS. We are proud of the programming we provide to help students find a meaningful place in their school.

**High school to post-secondary transition rate of students within six years of entering Grade 10.**



[Historical Data](#)

Overall RVS students are closely aligned to their provincial peers. Indigenous and English as an Additional Language learners are transitioning into post secondary at higher rates than their provincial peers.



**Percentage of students who achieve the acceptable standard and standard of excellence on Diploma Exams based on cohort (Indigenous students and English language learners).**

Diploma Exams	Acceptable						Excellence					
	RVS	Prov.	RVS Ind.*	Prov. Ind.*	RVS ELL*	Prov. ELL*	RVS	Prov.	RVS Ind.*	Prov. Ind.*	RVS ELL*	Prov. ELL*
<b>Overall results</b>	80.2	81.5	76.7	76.9	68.5	66.3	18.1	22.6	17.2	11.8	16.8	14.0
Eng. 30-1 (D*)	82.3	84.2	82.1	81.7	61.8	61.3	6.9	10.1	12.5	6.9	5.1	2.7
Eng. 30-1 (SA*)	98.9	98.6	98.2	98.0	97.8	95.8	44.5	42.1	41.1	33.0	32.4	30.3
Eng. 30-2 (D)	88.1	85.7	87.0	86.0	76.2	70.0	12.4	12.9	4.3	10.8	7.9	5.2
Eng. 30-2 (SA)	97.5	96.7	93.5	95.1	98.4	96.7	18.4	19.1	8.7	15.5	11.1	16.5
French 30-1 (D)	**	99.4	**	**	**	85.7	**	26.3	**	**	**	19.0
French 30-1 (SA)	**	N/A	**	N/A	**	90.5	**	N/A	**	N/A	**	71.4
Math 30-1 (D)	73.2	75.4	88.0	64.4	65.8	64.0	26.9	34.9	32.0	17.0	26.3	27.6
Math 30-1 (SA)	96.2	96.4	100.0	97.0	88.2	91.6	51.2	54.8	64.0	41.8	40.8	47.8
Math 30-2 (D)	70.5	70.9	60.9	64.8	69.2	57.7	15.2	15.4	4.3	10.1	17.3	9.0
Math 30-2 (SA)	88.9	94.3	78.3	93.8	84.6	89.4	25.3	30.9	8.7	24.6	17.3	20.9
Soc. 30-1 (D)	83.7	85.2	65.5	79.1	65.0	70.5	13.4	18.7	13.8	10.6	13.8	10.7
Soc. 30-1 (SA)	100	99.3	100	98.8	100	98.2	49.0	50.1	48.3	38.1	36.3	39.6
Soc. 30-2 (D)	79.7	77.6	76.9	72.9	69.6	63.2	13.4	12.7	15.4	6.6	13.0	8.3
Soc. 30-2 (SA)	98.5	96.9	95.4	95.2	95.7	95.1	28.6	23.9	24.6	14.5	20.0	21.0
Bio. 30 (D)	82.3	83.1	65.5	72.8	71.4	69.7	31.0	33.7	13.8	17.0	24.7	23.6
Bio. 30 (SA)	98.2	97.3	93.1	94.7	97.4	94.2	51.3	51.3	31.0	34.9	36.4	38.4
Chem. 30 (D)	79.5	82.9	81.5	78.2	68.2	73.2	31.7	38.0	55.6	23.5	30.3	29.6
Chem. 30 (SA)	97.2	97.4	96.3	97.2	98.5	94.9	55.3	57.4	63.0	42.5	47.0	45.7
Physics 30 (D)	79.4	85.1	78.6	80.4	74.4	71.3	32.7	43.1	35.7	23.2	32.6	32.9
Physics 30 (SA)	94.4	97.8	92.9	97.1	90.7	95.0	51.7	60.9	71.4	44.6	39.5	49.3
Science 30 (D)	75.4	81.3	44.4	78.1	81.3	69.0	15.5	24.6	0.0	18.5	12.5	16.2
Science 30 (SA)	96.8	96.7	100.0	95.0	87.5	93.2	34.8	36.0	11.1	27.3	25.0	25.4

Notes:

- \* Indigenous students (Ind.), English Language Learners (ELL), School-Awarded (SA), Diploma (D)
- \*\* Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with asterisks (\*\*).
- N/A Not Available

RVS students are on par overall with their provincial peers for achieving the acceptable standard on Diploma Exams.

Students have sustained improvement in English language arts, and see continued improvement in Math 30-1, moving from 49 to 73 per cent over the last three years. We also have small positive momentum in Social 30-1.

In biology, physics and chemistry we have maintained our significant growth gained two years ago.



## **Goal Three: Creating inclusive, engaging, healthy learning opportunities for all students**

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.



## Changing the Approach to Dysregulation

Two RVS occupational/physical therapists (OT/PT) are flipping the script on how dysregulation is defined.

Kelsey Mountain and Kate Brooke are helping teachers and learning specialists understand the underlying causes of dysregulation and how it manifests for our students, from Kindergarten to Grade 12.

After finding many teachers were unaware of the many physiological issues that can lead students to become dysregulated, including pain and fatigue, Mountain and Brooke developed a professional learning presentation they offered to eight schools in 2023/24.

Brooke said teachers often find the material provided during the training to be full of information they had not considered or were not aware of. She added that understanding what has caused a student to become dysregulated can immensely help a teacher determine what interventions or tools they will recommend.

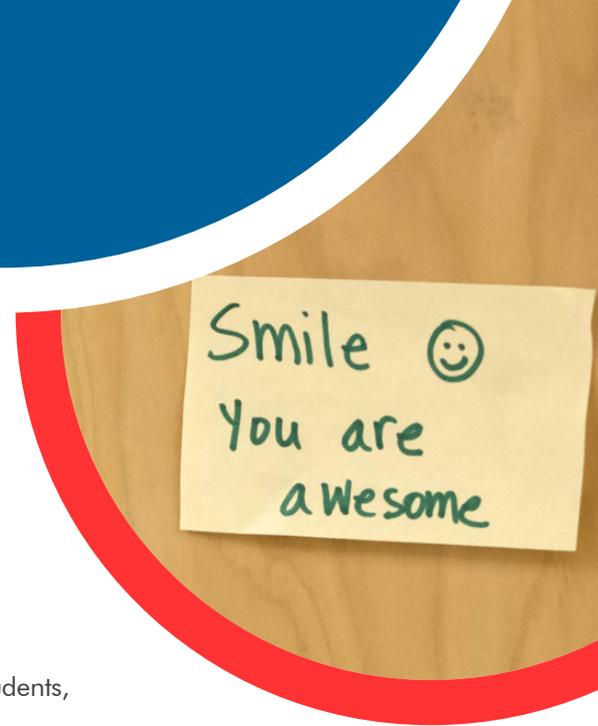
Providing classroom staff with this information has led to teachers being more likely to request specific help with students they previously would have characterized as disruptive. The aim of the interventions provided by the OTs and PTs is more towards providing the right tools in the correct circumstance, and less towards simply preserving calm in the classroom. In some cases, the teacher has requested an official assessment of a particular student through the lens of what is causing the dysregulation.

[RancheView School](#) Grade 3 teacher, Morgan Wood-Lane said she has used the information to introduce a mindfulness time after recess for the entire class to help students regulate instead of asking students to come from a high-energy activity like recess to sitting down quietly without any bridge between those two activities.

Wood-Lane said she had a student during the 2023/24 school year who struggled with dysregulation and was often labelled as lazy or distracted. By really looking at his behaviours and the patterns she noticed in these behaviours, she realized his physical needs were not being met. Having this knowledge allowed Wood-Lane to advocate for the student and make changes in her teaching practice and classroom environment to better support his needs.

This approach has also helped to identify the students requiring some sort of help or support who may have been missed using a more traditional model. Understanding that dysregulation is not just about students acting out but can also include students who shut down or avoid a stressful situation by skipping school means more of those students are being helped. Taking a zoomed-out approach is of the greatest benefit to the student and to the classroom.

Since they began giving the presentation in fall of 2023, Mountain said the response from teachers and learning specialists has been very good. Everyone speaking a common language, in terms of defining the physiological cause and then finding the correct intervention, is a win-win situation for both students and staff.





## Relationship Building Across Alberta with Indigenous Learning

RVS' Indigenous Learning department continues to build on its successes, showcasing another year of positively impacting the RVS community.

A major achievement for the department was the creation of an Education Service Agreement with Tsuut'ina Nation. This agreement serves as a commitment to specific academic and cultural supports that will be offered to students who are citizens of the Tsuut'ina Nation and who attend a school in RVS, while specifying the responsibilities of RVS and Tsuut'ina Education. RVS and Tsuut'ina Nation began by focusing on building trusting relationships that kept students at the forefront, which paved the way for a positive development process distinguished by relationship building.

This achievement led to further opportunities for the department: Indigenous Learning has been working with the College of Alberta School Superintendents (CASS) and other school divisions in the Treaty 7 area to create a best-practice guide on using positive relationships to develop Education Service Agreements, which will benefit other school divisions in Alberta as they work with First Nations to develop their own agreements.

In our schools, Indigenous Learning has led the way in creating cultural groups focused on Indigenous topics by providing support in a group setting for six to eight weeks. Students in these groups learn about land-based learning and medicines and participate in activities like beading and smudging. Indigenous students in these groups are able to celebrate their culture in a safe and positive environment, while non-Indigenous students experience a culture they may not be familiar with.

Team members from this department also support schools in a variety of activities and events. One example is a Pow Wow at Mitford School, which originated with a student who wanted to display her dancing at her school after she won a pageant in 2022. Over the course of the following years, this has evolved into a full Pow Wow for students from Mitford and neighbouring Glenbow Elementary School, featuring drummers and different types of dance, which concludes with a round dance for all to participate in. The department also supported a group of Indigenous students and their families with sessions where they shared traditional teachings, such as making ribbon skirts to wear in ceremonies and celebrations.

The department continues to grow, and based on requests from schools for further learning and engagement, the team has increased from four to seven staff members for the 2024/25 school year.





## Supporting Students with Medical Care Plans

Understanding and responding to students' medical needs is the goal of an innovative program led by RVS in collaboration with an Alberta Health Services pediatric care nurse educator, exemplifying a strong commitment to addressing students' medical needs and creating supportive educational environments.

Launched in 2020 and formalized with significant expansion in 2023/24, the program has proven highly successful and is set to continue its growth into the 2024/25 school year.

The nurse educator plays a crucial role in this initiative by working closely with schools and families to develop or refine individualized care plans. They also provide essential training for school staff on how to effectively implement these plans and understand their roles in executing them. The training covers a broad spectrum of medical conditions, including gastrostomy tubes, seizure disorders, adrenal insufficiency, diabetes and more. This comprehensive approach ensures staff are well-prepared to respond to a variety of medical needs in the classroom.

In addition to personalized care plans, school staff participate in emergency medical planning seminars. These professional learning opportunities feature simulations and role-playing scenarios relevant to students' medical conditions.

The program's emphasis on connecting training with students' care plans has led to increased staff confidence and clarity. Educators now feel more assured in their roles, knowing they have a solid plan and a clear understanding of how to manage medical situations effectively.

By supporting students' medical needs, the program helps RVS create inclusive educational environments where teachers, students, and families are well-supported. This proactive approach to integrating medical care within the educational setting benefits the entire school community, promoting better learning outcomes and stronger relationships.



# Learning Specialists Find New Opportunities to Lend Support

Learning specialists are an important support for RVS teachers, assisting teachers in their overall instructional practice with the goal of improving student learning always at the forefront. These teachers have been given additional responsibilities to offer support via professional learning, team teaching, co-planning, modelling, one-to-one conversations about overall practice, and small group work with department or grade teams – all to explore different approaches to teaching and to build teacher capacity.

During the 2023/24 school year, the Learning Department began embedding learning specialists in specific schools for four- to six-week cycles, making them available to work directly with teachers on their instruction. The practice was the solution to a problem as substitute teacher shortages post-pandemic meant teachers are less able to participate in professional learning opportunities away from their schools.

Learning Specialist, Jane Roberts has embraced the opportunity to be placed at a school for five to six weeks. She feels she has benefited from the experience and it has made her more successful in her role. The practice allows her to have a greater impact on both teachers and students.

It is an opportunity for learning specialists to demonstrate a teaching tactic, co-teach with the classroom teacher or simply observe the students and provide the teacher with a better understanding of where some of the behavioural issues impacting learning are coming from. It is a more “elbow-to-elbow” approach and an extra set of hands and eyes in very busy classrooms with the aim of improving the learning of each and every student.

Feedback from teachers has been overwhelmingly positive and most say they prefer this embedded approach to large-scale professional learning sessions. Teachers who have had the assistance of an embedded learning specialist say having them in the classroom has improved their teaching and supplemented the skills they already practice every day.

By the end of the 2023/24 school year, six learning cycles at a total of 30 schools were completed. Learning specialists also worked with other schools during each learning cycle so any school requesting support received the help they need.





## Outcome 1: Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

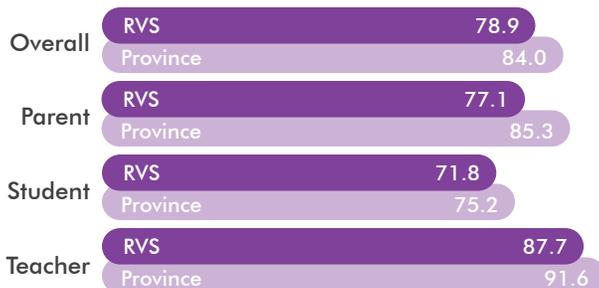
**Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.**



### [Historical Data](#)

Both RVS and the province report very small decreases in these results year over year. Schools will continue to include Positive Behaviour Interventions and Supports (PBIS) as part of their school education plans.

**Overall teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe.**



### [Historical Data](#)

There is general agreement among all respondents that students could show more care and respect for each other and treat each other better. All respondents also agree students are cared for by teachers, are safe at school as well as on the way to and from school and they are treated fairly by adults at school.

**Students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.**

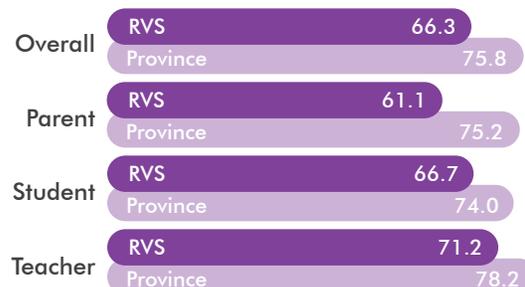
RVS has fully implemented a referral system that invites school-based teams to request specific supports and services for students.

In the 2023/24 school year, five per cent of all RVS students were referred for supports beyond the school-based team. This included requests for services by psychologists, occupational therapists, speech language pathologists, physical therapists, addictions and mental health workers, family school liaisons and learning support specialists as the most requested supports.

The highest number of requests for service fell into the category of social emotional supports, specifically self-regulation – with communication, specifically expressive language, as the second most requested support.

Supports provided may be short-term or continue and evolve throughout the student’s experience in RVS. In all cases, divisional-based teams would work to build the capacity of the school-based time as they collaboratively supported the student’s needs.

**Overall percentage of teachers, parents and students indicating their school and schools in their jurisdiction have improved or stayed the same within the last three years.**



### [Historical Data](#)

Space pressures continue to negatively impact satisfaction and the experience of all groups.



Average score for positive teacher-student relationships, positive learning climate, and expectations for success.

	Grades 4 – 6 10 Point Scale	Grades 7 – 12 10 Point Scale
Positive Teacher-Student Relations	7.7	5.9
Positive Learning Climate	6.0	5.7
Expectations for Success	8	7.1

Outcome 2: Students are self-aware, focused and demonstrate perseverance and resilience.



Number of..

classroom, school and parent presentations on mental health and wellness provided by Learning Department staff.

**747**  
classroom presentations

\* school and parent presentation data unavailable for 2023/24

classroom, school and parent presentations on self-regulation provided by Learning Department staff.

Classroom: **43**  
School: **19**  
Parent: **13**

Percentage of students with Individual Program Plans (IPPs) who are achieving their learning goals.

**80.3**

School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.

**17 schools** have consistently reached **80%** or more

Percentage of students who are absent less than 10 per cent during the school year.

**66.4**

Percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.

	Grades 4 – 6	Grades 7 – 12
Self Regulation	68	54

# Indigenous Learning Focuses on Expanding Foundational Knowledge

To expand the foundational knowledge of RVS' staff and educators around the province, the Indigenous Learning team has focused on developing and providing professional learning opportunities and courses both inside and outside our division.

School-based staff at [Banded Peak School](#) in Bragg Creek and divisional staff from the RVS Education Centre have had the opportunity to participate in traditional Sweat Lodge ceremonies. During this professional learning, staff members experience the protocols and take part in teachings that are involved throughout the ceremony. Experiential learning is the strongest way to build knowledge, and these opportunities have allowed staff to experience what it is like to be involved in Indigenous ceremonies.

Other key professional learning opportunities offered in 2023/24 were presentations by Knowledge Keeper Florence Kelly, the mother of an Indigenous Learning team member. These presentations – which were made to a cohort for foundational knowledge, four of our schools, Education Centre staff and our Indigenous Inclusion Council – began with protocols including smudge, an offering of tobacco and traditional parts of relationship building and storytelling such as having tea and visiting. Participants sat in a circle as Florence shared about her life, including her experience in the residential school system. She described her life before and after the residential school, contrasting the richness and vibrancy of the culture she experienced and the love of her family with her negative experience at the school. She also highlighted how she overcame the impacts of that time in her life, and staff had an opportunity to ask her questions and to understand how resilient Indigenous Peoples are for being able to overcome that type of experience.

RVS' Indigenous Learning team has also been partnering with the College of Alberta School Superintendents (CASS) to develop a course for system leaders to support Indigenous students. The Ensuring Indigenous Student Success course is part of CASS' Continuing Education program. The course focuses on using data such as high school completion rates, post-secondary attendance rates, school attendance rates and funding data to allow educators to support Indigenous students in culturally appropriate ways. The course will launch in the 2024/25 school year.



# Community Engagement Plays Important Role at RVS

Public engagement is integral to building strong schools and strong school communities. RVS' online engagement platform, [RVSEngage.com](https://RVSEngage.com), launched in October 2022, and since then we have asked our communities for their feedback to help make some very big decisions.

It is no secret schools in some of our larger communities are facing high enrolment numbers as those communities continue to grow. In Airdrie, the overall utilization of RVS' schools reached 96 per cent in 2023/24. Despite the good news in March 2024 that three new schools had been approved by the provincial government for the city, something had to be done to manage overcrowding in Airdrie's existing schools until those new facilities could be built and opened.

When the [Balancing Airdrie Student Spaces](#) community engagement launched in November 2024, parents/guardians, students, teachers, staff and community members were asked to provide their input on three possible solutions – or provide their own idea – for easing the crowding at schools with higher utilizations. Over the space of five months, we provided the community with a variety of tools and opportunities to engage with us, online and in-person.

RVSEngage served as an information hub about the options being considered. Interested community members could access information about current and projected utilization numbers on a school-by-school basis and access an interactive map tool to learn how each option would impact them and their families. They could also engage with us online. Two online surveys collected feedback from 1,299 people on the three possible solutions and solicited suggestions for options we may not have already considered.

RVS also held four in-person information sessions where people could explore each of the options and ask questions of staff in attendance. Approximately 500 people attended one of these engagement sessions. Community feedback was invaluable and helped inform the Board's decision to approach the challenges created by rising student enrolment on a school-by-school basis. When these changes are implemented in September 2025, enrolment numbers will be better balanced across all of RVS' Airdrie schools.

Whether it is determining the grade configuration for the new Horseshoe Crossing High School in Langdon, the school calendars for 2025/26 and 2026/27 or trustee ward boundaries, community engagement in 2023/24 provided RVS with priceless feedback from those most impacted by our decisions.





# Our Partnerships

RVS values our partnerships with other school authorities, municipalities and community agencies. In these partnerships we learn from each other, expand our offerings to students and families and gain efficiencies in costs for services and programs. Partnerships include:

**Food banks:** supporting children and families in need through Airdrie, Cochrane and Chestermere food banks.

**Before and after school providers:** RVS leases space to providers to help our families find convenient childcare.

**Local businesses:** providing support and opportunities for students and schools to engage in real-world, hands-on learning experiences.

**School authorities:** we share information, best practices and learn from each other's experiences as well as find opportunities to reduce costs.

**Post-secondary institutions:** partnerships provide research, knowledge sharing and hands-on learning experiences for teacher candidates.

**Career pathways:** student placement opportunities for dual credit including Olds College, SAIT and TEPF.

**Transportation:** RVS provides transportation services to Calgary Catholic School District in communities where we share boundaries.

**Government:** RVS regularly engages municipal and regional governments as well as local Members of the Legislative Assembly. We value the important contributions they have made within our schools and in the communities they serve.



# 2023/24 Year in Review

In the [2022/23 AERR](#), RVS committed to the following actions in 2023/24. We have completed several and made significant progress on others.

Actions in 2023/24	Status	Comments
Revise school education plan development process to ensure coherence with divisional plan across schools.	✓	Completed with a group of administrators and well received across schools.
Expand English as an Additional Language supports available for students, teachers and schools.	Ongoing	RVS has increased supports at the division level, providing over the phone interpretation services and including specialists in classrooms to provide modelling and mentoring to support teacher practices.
Engage stakeholders in a comprehensive student accommodation consultation to help make the best decisions related to optimizing limited student spaces in Airdrie.	✓	The Balancing Airdrie Student Spaces engagement took place in 2023/24. Feedback received led the Board to make several changes for 2025/26.
Grow our own internal team of learning support staff to respond to the increase in students presenting with complex learning challenges.	✓	The Learning Support Teacher Development Program is successfully running and had 27 participants in 2023/24.
Implement a writing assessment tool in Grades 3, 7 and 10 and further expand to incorporate more grades in the following year.	Ongoing	Teacher teams worked together to develop this for Grades 6, 8, 9 and 11 for upcoming implementation. Remainder of grades to follow.
Expand career pathways opportunities for students, focusing on building future ready students.	Ongoing	Schools are integrating career learning and continue to look for opportunities for students to explore careers. RVS' Career Learning Practice Guide will be published this fall.



# 2024/25 Year Ahead

Based on what we learned in 2023/24, here are some of the actions RVS will take in the 2024/25 school year:

## Actions to be Taken in 2024/25

Further development of the RVS writing assessment for Grades 1, 2, 4 and 5.

Implementation of a professional learning program for interested learning assistants.

Move from the Math Intervention/Programming Instrument (MIPI) assessment to the Elk Island Catholic Schools (EICS) math assessment to reflect changes to curriculum.

Pilot of Early Years Evaluation (EYE) in Kindergarten in nine schools and continuation in two schools.

Ongoing and meaningful integration of career learning for students from Grades 1 – 12.

Continue to review student accommodations to optimize limited spaces while supporting high quality instruction.

# Financial Statement 2023/24

## Collection and Use of School Fees

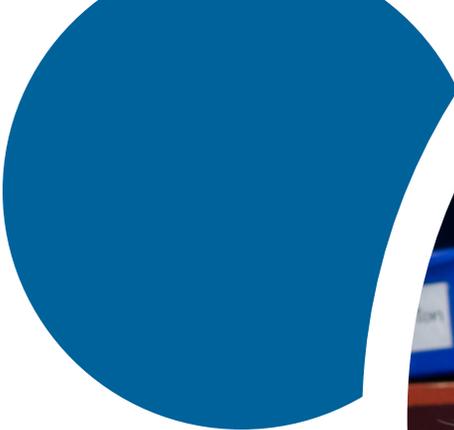
Fees	Actual Fees Collected	Actual Fee Expenditures
<b>Transportation Fees</b>	\$3,042,893	\$3,042,893
<b>Basic Instruction Fees</b>		
• Basic Instruction Supplies	–	–
<b>Fees to Enhance Basic Instruction</b>		
• Technology user fees	–	–
• Alternative program fees	–	–
• Fees for optional courses	\$1,767,218	\$1,767,218
• Activity fees	\$2,407,286	\$2,330,162
• Early childhood services	–	–
• Other fees to enhance education	\$48,396	\$77,217
<b>Non-Curricular Fees</b>		
• Extracurricular fees	\$1,234,543	\$1,173,160
• Non-curricular travel	\$221,663	\$162,104
• Lunch supervision and noon-hour activity fees	\$323	\$9,489
• Non-curricular goods and services	\$201,452	\$292,839
• Other fees (student farewell and grad, loss/ replacement/sales/rentals)	–	–
<b>Total Fees</b>	<b>\$8,923,774</b>	<b>\$8,855,082</b>

## Statement of Operations

	Revenues		Expenditures	
Instruction	\$243,562,583	77.4%	\$247,556,303	78.8%
Operations and maintenance	\$39,320,425	12.5%	\$37,530,429	11.9%
Transportation	\$22,034,138	7.0%	\$20,115,295	6.4%
System administration	\$9,825,575	3.1%	\$8,968,055	2.9%
External services	\$0	0.0%	\$0	0.0%
<b>Total</b>	<b>\$314,742,721</b>	<b>100.0%</b>	<b>\$314,170,082</b>	<b>100.0%</b>
2024 Budget	\$315,200,000		\$318,288,400	
Variance to budget	\$457,279		\$4,118,318	
Variance percentage	0.15%		1.29%	

### Notes:

- RVS' Audited Financial Statement is based on the Public Sector Accounting Standards, as required by the Government of Alberta beginning 2013.
- [RVS' 2023/24 Budget and Audited Financial Statement are accessible on the jurisdiction's website under About RVS/Budget & Financials.](#)
- For comparative financial information, see Alberta Education's Provincial [Audited Finance Statement Roll-up.](#)



# 2025 – 2028 Capital Plan

RVS communities continue to grow at a rapid rate, with Airdrie, Cochrane and Chestermere schools at nearly 100 per cent utilization in 2023.

RVS' [2025-2028 Capital Plan](#) includes requests for four new schools in 2025 to help accommodate this growth: a high school in Airdrie, a Kindergarten – Grade 9 school in Chestermere, a high school in Chestermere and a Kindergarten – Grade 8 school in Airdrie. RVS will continue to need new schools and additional modulars approved every year in our rapidly growing communities.

RVS staff have worked hard to maximize existing space while the Board has advocated strongly for full construction funding and modular classrooms from the government to accommodate our growth.

## 2025/26 School Year Capital Priorities

	Capital Project	Build Out Capacity	Project Classification
<b>2025 Budget Year</b>	Airdrie High School	1,810	New School <i>Approved for design funding in March 2024</i>
	Chestermere K – 9	950	New School <i>Approved for design funding in March 2024</i>
	Chestermere High School	950	New School
	Airdrie K – 8	950	New School
<b>2026 Budget Year</b>	Cochrane K – 8	950	New School
	Cochrane High School	1,230	New School
	Chestermere K – 9	950	New School
	Crossfield K – 8	680	New school



## Learn More About RVS

RVS is committed to working collaboratively with its interested parties in the planning and delivery of educational services. Copies of RVS' [Education Plan](#), [AERR](#), [Capital Plan](#), and [Budget](#) are made available to school councils, the public, staff and/or educational and municipal partners through RVS' public website.

School education plans are built and shared with school councils and are available on each school's website.

[Meet our Board of Trustees](#)

[View our Strategic Plan](#)



## Connect With Us

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[@RVS\\_ed](#), [#RVSed](#)

[@RVSed](#), [#RVSed](#)