



2026 – 2030 RVS Strategic Plan Survey Summary

RVS Strategic Plan Engagement

On Feb. 23, 2026, we asked for your feedback to help the Board of Trustees develop the 2026 – 2030 Strategic Plan to guide RVS' focus over the next four years. Students, parents/guardians, staff and the community were asked open ended questions designed to understand your hopes for children's education and school experience to develop a strategic plan that responds to current realities and future needs. We received 1,921 responses through an online survey on RVSEngage. The feedback we received covered a wide range of areas, topics, and ideas. All comments were reviewed and key themes were identified. These have been summarized by respondent group. A draft strategic plan will be shared for feedback with the goal of finalizing the plan for the end of this school year. RVS appreciates the time and consideration provided by respondents and highly values the input we have received.

What We Heard: Students

Total contributors: 869

What would make school even better?

- More time and active/play-based experiences: Longer recess, physical activity and field trips.
- Classroom climate, behaviour and inclusion: Fun, friendships and calmer, safer environments are important.
- Staffing, class size and capacity: Smaller classes and more teachers/educational assistants are needed.
- Teaching, curriculum and academic supports: Hands-on learning, diverse options and more academic support/time.
- Basic needs, tools and amenities: Food options, lockers, tech access and other practical supports.

What helps you be successful in school?

- Teacher and staff support/quality instruction: Strongest theme — they rely heavily on teacher support.
- Peers, belonging and relationships: Friendships and collaboration play a major role in success.
- Calm, focused learning environment: Quiet, respectful classrooms support focus.
- Study habits and learner skills: Listening, study skills, time management and effort matter.
- Tools and resources: Fidgets, hands-on learning, literacy/numeracy support and materials.

What can schools do to help you be ready for life after high school?

- Practical life and career readiness: Dominant theme — real-world skills, career guidance and post-secondary advice.
- Supportive, safe and inclusive environments: Feeling Supported, included and safe is tied to readiness.
- Engaging, hands-on and diverse learning: Experiential learning and more options help build readiness.
- Core academics and assessment transparency: Strong literacy/numeracy foundations and clear assessment.
- Skills for adulthood and self-management: Time management, study skills and resilience are important.

What We Heard: Parents/Guardians, Community Members

Total Contributors: 722



What does a successful school experience look like for you and your child(ren)?

- Physical and emotional safety: Successful school experience begins with students feeling physically and emotionally safe every day.
- Support all students: Every student to receive timely, appropriate academic and behavioural support.
- Regular, clear communication: Parents/guardians want to understand how their child is progressing and how to help.
- One-to-one relationship: Manageable class sizes are key to meaningful relationships, stronger instruction and better support.
- School security: A sense of overall safety and security is essential for children to learn and thrive.

Is there anything further that you would like to share with the Board regarding our upcoming strategic priorities?

- Smaller class sizes: Reducing class sizes is a top priority to improve learning conditions and reduce classroom complexity.
- Building readers from the start: A sustained system-wide focus on strengthening literacy instruction and early interventions.
- Support for teachers: Teachers need better tools, staffing and resources to manage diverse needs and deliver high-quality instruction.
- Specialists and Educational Assistants (EA): Increasing the number of specialists and EAs to ensure classrooms can meet behavioural and learning needs.
- Equitable access: Every student, regardless of need, can access timely, appropriate supports.

How can schools help support your child(ren) in being ready for a successful life after high school?

- Practical education: Ensuring students graduate with real-world skills such as financial literacy, communication and personal management.
- Training for on the job: Offer more hands-on experiences, such as job shadows, co-ops and trade exploration.
- Career planning: Provide earlier, clearer guidance on available pathways, including trades, post-secondary options and future careers.
- The fundamentals: Strong reading and writing abilities are essential to future academic, career and life success.
- Adequate assessments: Fair, meaningful assessments that give students helpful feedback and reflect real learning.

Additional feedback for the Board

- Class size matters: Reducing class sizes will have the greatest impact on student learning and teacher well-being.
- Safety in schools: Continue strengthening safety, supervision and proactive behaviour practices.
- Complexity and behaviours: Teachers need more support to effectively manage challenging behaviours and complex classrooms.
- Inclusion matters: Equitable access to resources and stability for students with diverse needs.
- Calm in the classroom: Calm learning environments that allow all students to focus and thrive.

What We Heard: Employees

Total Contributors: 330



What are the highest priorities the Division should focus on to support student success now and into the future?

- Student well-being and supports: Safer, more predictable learning environments with clear expectations, consistent follow-through and access to counselling and mental-health services so classrooms can focus on learning.
- Literacy and numeracy focus: Keep core skills front-and-centre — explicit reading, writing and math instruction, plus early screening and targeted interventions are key to close skill gaps.
- Inclusion model and specialized settings: Align inclusion with adequate supports and, where appropriate, specialized or alternative settings so complex needs are met without destabilizing classes.
- Smaller class sizes and sustainable class composition: Cap/resize classes and manage composition to make differentiation and classroom management feasible for diverse learners.
- More staffing and EAs: More adults to be where students are — hire/retain teachers and EAs, add reading/math interventionists and prioritize student-facing roles over those not working directly with kids.

What does student success mean to you?

- Growth and personal best: Success is steady improvement from a student's current starting point — moving toward personal goals and demonstrating progress over time.
- Belonging, safety and well-being: Feeling safe, included, cared for and happy at school are prerequisites for learning and engagement.
- Academic foundations: Students need strong reading, writing, numeracy, and core competencies which provide the bedrock for success in later grades and life.
- Confidence, agency and engagement: Successful learners are confident, engaged, motivated and able to advocate for what they need to learn best.
- Independent, responsible and real-world ready: Helping students develop responsibility, work habits and transferable skills to function beyond school and contribute as citizens is important.

Anything further to share with the Board regarding upcoming strategic priorities?

- Reduce workload, initiative fatigue and excessive data: Fewer, deeper priorities and less box-checking — protect time for planning, instruction and relationships.
- Staff well-being, retention and manageable jobs: Address burnout, absenteeism, turnover and support staff wages; set realistic role expectations and show respect for professional judgment.
- Behaviour, safety and accountability: Clarity around policies and consistent consequences; align assessment/exam practices with rigor and readiness.
- Inclusion model revisions: Current inclusion model must be revised to ensure proper supports and, when warranted, use alternative placements so all learners can succeed.
- Move supports to classrooms. Fewer central roles, redirect resources from central roles to school-based, student-facing supports.