



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	249.000	Custodial	1.500000	Salaries	\$2,148,593	96.58%
Weighted	288.562	Exempt	0.000000	Supplies, Equip., Services	\$76,027	03.42%
Regular	271	Support	8.500000			
		Teacher	<u>12.911000</u>			
Year Opened	1911	Total	22.911000	Total	\$2,224,620	100.00%

School Philosophy

Rutherford School: Where futures blossom

Four strong beliefs guide our practice:

- 1. We organize in order to help all students grow academically, socially, emotionally and artistically. We believe that these aspects of personal development are interrelated.*
- 2. We strive to have all Rutherford students become strong readers and writers. We believe that effective reading and writing is at the core of so many learning experiences.*
- 3. We believe that learning another language supports flexible thinking and helps build an understanding of other cultures. All Rutherford students learn and develop skills in French as a Second Language.*
- 4. We create a positive, safe environment in which students, families, teachers and community members work together to support the mental health and wellness of our students. We believe in the restorative power of nature and know that children learn best in an environment of cooperation and trust.*

Community Profile

With a history dating back to 1911, Rutherford School is located within an established French community in Edmonton and serves the Bonnie Doon, Strathearn, Cloverdale and Idylwylde areas. Our close-knit family-like atmosphere embraces community participation and extends learning back into the community.

Programs and Organization

Rutherford School offers regular classes from Kindergarten to grade six, with French as a Second Language taught to all students.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Bonnie Doon Playschool Montessori Daycare & Out of School Care
 la Cité Francophone

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the SMART goals that were established for 2022-2023, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

Through our cornerstone values, staff in the McNally Catchment will focus on student competency and capacity in literacy and numeracy.

By June 2023, students at Rutherford School will demonstrate measurable growth in the areas of reading and writing. Staff will deepen their established best practices in reading instruction and together through collaborative approaches, we will explore new resources and approaches to writing instruction to develop consistency in the writing continuum across all grade levels.

We will assess student progress on an ongoing basis to inform instruction, identify and implement universal and targeted student interventions and support. This goal will be measured through assessments such as Provincial Assessments, CAT4, PAT, HLAT, teacher professional judgment through triangulation of evidence and teacher reported achievement.

-Results Achieved:

During the 2022-23 school year, teachers continued to build on best practices and approaches to literacy instruction in the classroom including phonics, phonemic awareness, guided reading, word work, fluency building, interactive read-alouds, and comprehension strategies.

Lead teachers participated in the McNally Catchment Collaboration Lab Sites focused on Writers' Workshop. Lead teachers shared strategies and processes with our school staff at staff meetings. Division One teachers participated in the McNally Catchment Collaboration professional learning series to support the new English Language Arts and Literature curriculum implementation in word study and approaches to teaching reading. Digital resources such as Raz Kids, Epic, Sora and Read Theory were used to support student engagement in literacy.

A Learning Support Teacher provided small group and limited one-to-one interventions to 27% of the students in the school in response to the learning loss assessments for students in grades 1 to 3 who were identified as at-risk in literacy. A love of reading was highlighted as guest readers came into the school to read to our students in-person during Read-In Week and throughout the school year. A two-week Read-A-Thon event inspired excitement around reading for students across the school.

Division Reading Levels Data

In June 2023, 61% of students were reading at grade level and 24% of students were reading above grade level. Our student population of English Language Learners increased as we welcomed a number of displaced Ukrainian students throughout the school year.

Highest Level of Achievement (HLAT) Data

This past year, 67% of Rutherford students wrote at or above grade level on HLAT writing assessment.

Provincial Achievement Tests Data

In English Language Arts in 2023, 93.5% of students achieved Acceptable Standard.

- Total Test: 93.5%
- Writing: 90.3%
- Reading: 87.1%

CAT 4 Data

The Spring 2023 CAT 4 results show that the percentage of students at or above grade level (stanine 4 or above) in reading is:

- Grade 4 - 81%
- Grade 5 - 83%
- Grade 6 - 94%

Provincial Screener Assessment Data

On the Provincial Screener Assessments for Literacy our students demonstrated growth over the year:

- Grade 1 - growth from 53% to 71%
- Grade 2 - growth from 82% to 85%
- Grade 3 - consistent at 67%

Through our cornerstone values, the McNally Catchment will continue to engage in a comprehensive approach to focus on staff and student well-being.

By June 2023, students and staff at Rutherford School will build relationships, engage in experiences that contribute to resilience and enhance their wellness through targeted initiatives and restorative practices. An emphasis on social emotional learning and growth mindset will strengthen both understanding of mental health, well-being and promote a positive school culture.

Indicators of success and measurement of progress may be collected from staff and student opportunities to participate in school activities, ongoing communication and feedback between staff and families, community partnerships and initiatives, and results from school, The Alberta Education Assurance, Resilience and Division surveys.

Results Achieved:

During the 2022-23 school year, significant effort was made to ensure that students and staff felt a sense of belonging and engagement in the Rutherford School Community. To start the school year, teachers prepared a welcome video to help students know exactly what to expect on the first day of school upon arrival in their new classes. Daily video announcements are shown in classes to celebrate and acknowledge student birthdays, special events and community connections.

We were able to bring back many in-person events this year as we transitioned back into gathering together such as: Meet the Staff, Conferences, Concerts, Choir, the Café Croissant at the Flying Canoe Volant Festival, Le Carnaval, Sports Day, Orange Shirt Day, Pink Shirt Day, numerous clubs and activities including Leadership, Makerspaces, Science Olympics, Dance, GSA, Mental Health Week, Virtual Talent Show, Grade 6 Farewell, Party in the Park, as well as a Family Dance. The School Council is well attended and active in supporting all aspects of our school activities, events, and culture. Family volunteers support reading with students, field trips, the Packed Lunch Club, Caring Fund, volunteering in daily school activities and school-wide events.

Student-led initiatives included messaging of kindness, and inclusivity in school-wide activities. We hosted assemblies that included a presentation by the Edmonton Elks on anti-bullying and the Saffron Centre presented to all classes on respectful boundaries and social interactions regarding consent. Buddy class connections helped build relationships among students. Explicit coaching of interpersonal skills was provided through the introduction of Friendship Club, Social Club, Restorative Practices and Community Connections. There were approximately 60 students in the school supported in some capacity by our Division Specialized Learning Support (SLS) Team.

Assurance Survey

- 100% of families feel that their child's school is a welcoming place to be.
- 100% of families feel that their child is safe at school.
- 85% of students feel like they belong at school.
- 92% of families, 73.5% of students, and 98.4% of teachers are satisfied that students model the characteristics of active citizenship.

Division Survey

- 94% of families feel welcome in the school community.
- 83% of students feel their school helps them keep trying when things are hard.
- 83% of students feel that they have opportunities to be involved in activities that help support their sense of belonging.
- 100% of staff feel that their school takes steps to support a sense of belonging and inclusion for everyone.

Through our cornerstone values, staff in the McNally Catchment will advance action toward anti-racism and reconciliation.

By June 2023, in alignment with the TQS and LQS, Rutherford staff will advance understanding and action toward anti-racism and reconciliation through authentic professional learning. Rutherford will provide learning opportunities for students in support of deepening understanding of diversity and empathy through programming and initiatives.

Indicators of success will include the Alberta Education Assurance and Division Surveys, school level data, as well as staff, student and parent feedback.

Results Achieved:

Staff are committed to learning and taking action toward reconciliation and participated in professional learning with McNally Catchment Schools. Staff had the honour of learning from Charlene Bearhead about the history and legacy of Residential Schools, Truth Seeking and Reconciliation and the Way Forward, Together. We welcomed Elder Irene Morin during Read-In Week who read to our school community and shared her life experiences as a Residential School Survivor. Teachers have engaged in the practice of Circles in building their classroom culture. They also strive to embed Indigenous Ways of Knowing and Land Based Teaching into their instructional practices. School video announcements communicate and share information in classes about Orange Shirt Day, Red Dress Day, National Day for Truth and Reconciliation, and each

Results and Implications

week's announcements begin with a Treaty Acknowledgement and Cree Morning Song. Staff specifically wrote a script and designed our Winter Concert that aimed to provide inclusivity from a multicultural perspective. Announcements and teacher-led classroom learning included recognition and understanding of a wide array of cultural celebrations, heritage and history months over the course of the school year. Our students participated in a celebration of African music with celebrated Namibian-Canadian children's entertainer Garth Prince who spent a week long residency at Rutherford school, supported by our School Council.

Assurance Survey

- 93.8% of families and 83% of students and 100% of teachers agree that students are safe at school, are learning the importance of caring for others and are learning respect for others and are treated fairly in school.

Division Survey

- 91.8% of students are aware of the work that their school is doing to support anti-racism and belonging in schools.
- 87% of students indicated that their school takes actions that support Truth and Reconciliation.
- 93% of students indicated that they have the opportunity to learn about Indigenous perspectives.
- 97% of students indicated that they have the opportunity to learn about the contributions of Indigenous peoples.
- 94% of staff indicated that the Division is taking actions that support Truth and Reconciliation.
- 80% of families indicated that many diverse cultures are represented in the events, activities and environment of their child's school.

What were the biggest challenges encountered in 2022-2023?

- Absenteeism due to illness impacted the consistency in teaching and learning.
- Ongoing increased new enrolments throughout the year caused challenges in balancing classroom composition, complexities and supports.
- There was an influx in English Language Learners (new families to Canada) who joined our school community at various points throughout the year.
- Continued learning gaps caused by learning disruptions from the pandemic
- Adjustments and professional learning needs to support the use of new resources and the implementation of new curriculum.
- Developing a process to deliver interventions and differentiated instruction when there was a lack of consistency in educational services to support teaching and learning, such as supply teacher and educational assistant shortages.
- Students experiencing challenges in social emotional wellbeing, interpersonal communication skills and challenges in conflict resolution strategies
- Construction project impacting the school community.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

In alignment with the 2022-2026 Division Strategic Plan, staff are committed to ensuring that our school is a welcoming, safe and caring place for all members of the community and that everyone feels an authentic sense of belonging. We will invest time engaging in professional learning around diversity while furthering our understanding of Indigenous foundational knowledge.

Staff, students and our school community will pursue academic growth and collaborative opportunities focusing on literacy practices.

We will develop an intervention plan to support students identified as below grade level expectations or identified as at risk through the Learning Loss Program for literacy.

Teachers will continue to work collaboratively in groups within the school, catchment and division supporting work with the new curriculum implementation. Staff will identify essential learning outcomes, explore literacy and numeracy strategies, design scaffolding, and build consistency in language and vocabulary to support growth in literacy and numeracy through the grades.

Foster relationship-building opportunities to enhance the well-being of both staff and students, ensuring they feel safe and connected within the school community. This effort includes fostering resilience through the Division's R2 Framework and cultivating the traits of active citizenship.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7170 Rutherford School

Assurance Domain	Measure	Rutherford School			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	84.9	86.1	86.1	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	88.0	91.7	91.2	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	64.9	82.5*	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	13.5	35*	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.7	92.7	93.4	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.6	95.7	95.7	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	76.1	82.8	82.8	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	87.5	84.4	85.4	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, five reflective questions have been included in the Budget Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

By June 2024, students at Rutherford School will demonstrate growth in the areas of reading and writing. Staff will participate in professional learning and collaboration to build understanding of new curriculum, and use of resources aligned with new curriculum implementation to support instructional practices in literacy. Staff will deepen their established best practices, and together through collaboration, we will explore new resources and approaches to reading and writing instruction to develop consistency in literacy processes across all grade levels.

What data will you use to track continuous improvement?

We will assess student progress on an ongoing basis to inform instruction, and identify and implement both universal and targeted student interventions and supports. Indicators of success will be measured through assessments such as Provincial Assessments (LeNS, CC3), CAT 4, PAT, HLAT, internal tracking documents, and teacher professional judgment through the triangulation of evidence.

Division Priority 1

By June 2024, staff at Rutherford School will focus on deepening their understanding of the Division's anti-racism and Truth and Reconciliation priorities, through the lens of staff and student wellness, to promote meaningful, long-term systemic change.

This goal will be achieved by:

- staff professional learning centered on diversity, equity and resilience building;
- raising student awareness and understanding about diversity through various initiatives to create a greater sense of belonging and connection for staff, students, and families;
- raising student awareness and understanding about character traits and citizenship through the lens of belonging and community connections.
- providing opportunities and celebrating successes for everyone to see themselves as belonging to a community.

What data will you use to track continuous improvement?

Indicators of success will include qualitative and quantitative data collected from both internal and external sources, including using the Alberta Education Assurance Survey and the Division Survey.

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,082,314		2,224,620
Internal Revenue		0		0
REVENUE TOTAL		2,082,314		2,224,620
Classroom	10.850000	1,168,252	10.911000	1,174,820
Leadership	1.500000	206,706	2.000000	260,543
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	50,000	.000000	59,131
TOTAL TEACHER	12.350000	1,424,958	12.911000	1,494,494
(% of Budget)		68.43%		67.18%
Exempt (Hourly/OT)	.000000	20,000	.000000	20,000
Support	7.500000	459,390	8.500000	518,978
Support (Supply/OT)	.000000	5,000	.000000	5,000
Custodial	1.625000	112,118	1.500000	105,622
Custodial (Supply/OT)	.000000	6,000	.000000	4,500
TOTAL NON-TEACHER	9.125000	602,508	10.000000	654,100
(% of Budget)		28.93%		29.4%
TOTAL STAFF	21.475000	2,027,466	22.911000	2,148,594
(% of Budget)		97.37%		96.58%
SUPPLIES, EQUIPMENT AND SERVICES		35,000		53,777
INTERNAL SERVICES		18,348		20,250
OTHER INTEREST AND CHARGES		1,500		2,000
TOTAL SES		54,848		76,027
(% of Budget)		2.63%		3.42%
TOTAL AMOUNT BUDGETED		2,082,314		2,224,621
Carry Forward Included		0		0
Carry Forward to Future		0		0