



Enrolment		Staff FTE		Budget		
Normalized	241.000	Custodial	1.500000	Salaries	\$2,104,554	97.09%
Weighted	294.140	Exempt	0.000000	Supplies, Equip., Services	\$62,986	02.91%
Regular	253	Support	7.900000			
		Teacher	12.584000			
Year Opened	1911	Total 21.984000			Total \$2,167,540	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 and support the values of respect, responsibility, safety and pride in a supportive, collaborative school community.

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 Idylwyld areas. Our close-knit family-like atmosphere embraces community participation and extends learning back into the community.

Programs and Organization

Rutherford School offers regular programming in an inclusive setting 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 goals that were established for 2023-2024, 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).

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.

Results Achieved:

Over the past school year, teachers built on approaches to literacy instruction in the classroom and had dedicated collaborative time to explore new curriculum and determine essential learning outcomes to align instruction, assessment and reporting. Lead teachers participated in Catchment Labsite professional learning which included: Investigating Primary Reading Needs, Reading Assessments - Early Literacy and Reading Skills, Writers' Workshop and Collaborative HLAT Marking with catchment colleagues. Lead teachers provided presentations to share their learning with all staff. Teachers collaborated to organize essential learning outcomes to align with instructional practice and assessment.

We implemented UFLI Foundations for universal instruction in Division 1 and for targeted literacy skill building support where necessary. Teaching Teams collaborate to analyze reading result data and determine how to plan for supporting student needs. Teaching Teams provided small group reading supports scheduled through the week. Reading instruction and practice in classes included building phonemic awareness, phonics skills, word work, growing vocabulary, building fluency and spelling skills, interactive read-alouds and building comprehension strategies. Additional classroom activities included book clubs, reader's theatre, guided reading, independent and shared reading. Digital resource subscriptions such as RazKids, Reading Eggs, Sora, Epic were provided by our School Council to enhance in class learning and as resources for at home use to support student engagement in reading. We developed Community Connections to help support a number of students with connections to literacy, numeracy, leadership skills, active living and life skills.

We celebrated literacy and reading and welcomed many volunteer readers during Read In Week. Our annual Read-A-Thon inspired so many readers to find joy in reading and celebrated literacy across the school and community.

To support advancing growth in the writing process, we implemented two schoolwide practice HLAT sessions for all students in grades 1 through 6 to build on and improve writing skills, stamina, idea generation, planning, editing, use of mentor texts, and building student confidence as writers. Grade level teams participated in collaborative marking at the school level and at the catchment level to go through the calibration process to ensure alignment with the performance standards. We will keep writing portfolios for all students to allow for students to use previous writing samples to enhance the editing process and to celebrate growth as writers.

Demonstrated growth in reading and writing:

Reading Achievement Levels

- There was an increase of 3.6% in students reading at or above grade level in Reading Achievement Levels

CAT 4 Reading

- There was an increase of 13% of students at Stanine 4 or above on the CAT 4 Reading from Fall to Spring

Provincial Screeners

- There was growth over time and over the year, the number of students requiring additional support decreased by 6.2% on the LeNS and decreased by 9.6% on the CC3.

HLAT Achievement

- There was an increase of 7.5% on students writing at or above grade level of achievement.

Division Survey

- Students- I think I am getting better at reading this year: 88% agree (57% strongly agree)
- Students- I think I am getting better at writing this year: 87% agree (45% strongly agree)
- Students - The feedback I receive about my learning is helpful: 85% agree
- Staff - The Division resources for teaching the new curriculum have been helpful: 88% agree

Results and Implications

- Staff - I have the knowledge and skills to support students in their literacy learning: 94% agree
- Families - What my child learns in school will help prepare them for their future: 94% agree
- Families - The information I receive from my child's school tells me about their growth in:
 - Reading: 80% agree
 - Writing: 80% agree

Alberta Assurance Survey

- Parents - The literacy skills your child is learning at school are useful: 89%
- Parents - Your child is learning what they need to know: 83%
- Teachers - The literacy skills students are learning at your school are useful: 100%
- Students - Do you like learning Language Arts?: 65%

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.

Results Achieved:

This year, staff and students worked together through a vision of celebrating individual strengths and 'superpowers'. There were many opportunities to welcome students and families to celebrate learning and one another at Rutherford through school events hosted by students, staff and families.

School and School Council events included: Meet the Staff, Read In Week, Goal Setting Conferences, IPP Conferencing, Concert, Clubs, Choir, Carnaval, Sport Day, Student Leadership and Service opportunities, Orange Shirt Day, Pink Shirt Day, Red Dress Day, GSA, Multicultural Week, Taste of Rutherford, Flying Canoë Volant Festival Partnership and Café Croissant, Read-A-Thon, Family Dance, Week of Winter including Throwback Thursday Holiday Traditions, Christmas Caroling, our School Council and community sponsors provide the opportunity for students to receive nutritious lunches through our Packed Lunch Club, Caring Fund supports for families including monthly food hampers supported by our families and community and Christmas Hampers to support our students and families in the holiday season.

Student-led initiatives honoured student voice and interest. Students collaborated with McNally High School students to grow their initiated Anti-bullying Football game to bring awareness to taking action to prevent bullying in school. Students also initiated caring activities for fundraisers that were supported by staff and helped build a sense of giving back to their school community. Students turned a creative club venture into an entrepreneurial opportunity to raise funds. Students who took a lead in the Friendship Club helped create games to be inclusive of all students during recesses. Supported and guided by staff, Grade 6 students planned and organized floor hockey intramurals for Division 2 students. They improved solution focused thinking, problem solving strategies and enhanced communication skills, creating a sense of pride, confidence and ownership of the event for their peers.

In continuing our journey in reconciliation, all staff participated in a smudge in circle to bring our staff together and to learn more about Indigenous Ways of Knowing. Staff members indicated that they felt more connected as a community. We hosted assemblies and invited Elders and Knowledge Keepers to share their knowledge with us. Students learned about and participated in making Christmas Mittens. We also learned about the Seven Grandfather Teachings. Rutherford took part in the Division's Creating Schools that Listen and a group of students participated in the first Division 2 Student Summit at the Bennett Center focused on being good Treaty Partners. We also worked in collaboration with Métis Child and Family Services and welcomed Caren to our school on Fridays in the latter half of the year to work with students in literacy, craft activities and sharing knowledge.

Building connections is a large part of feeling a sense of belonging. We continued Buddy Class activities to build connections inside and outside of the classroom. The Buddy Class activities and Cross Grade Activities such as Carnaval and Sports Day help to build community.

Explicit instruction and conversations around social emotional learning were introduced in our mindful mornings which encouraged all students to feel welcomed into classes and get settled to start the day. Rutherford began work with the Division's R2 Resilience framework this year. Some examples included writing of gratitude journals, sharing in community circle, check-in journals, calming breathing techniques, busy bins for creativity, positive affirmations, focusing on strengths and supporting needs.

Assurance Survey

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
87.2% Overall

96.8% Parents
68.9% Students
96% Teachers

Division Survey
88% of students feel safe at school
80% of students feel like they belong at school
86% of students feel like their school helps them when things are hard
89% of students feel that their school takes actions to support truth and reconciliation
94% of families feel that through school, their child has built relationships that support their wellness
93% of families feel that their child has a positive relationship with more than one adult in their school
93% of staff feel that they feel confident helping students build skills that support their wellness
100% of staff feel like their school is a place where all students feel like they belong

What were the biggest challenges encountered in 2023-2024?

Over the past year, we faced challenges in providing consistency in staffing as we encountered staff absences throughout the year. We will continue to work to provide a caring community where we can provide the best possible teaching and learning environments for our students and families.

The construction project continued through the school year and presented challenges that required a shift in the use of spaces in the school to support teaching, learning and community partnerships. We will continue to work together to find creative and supportive solutions for all members of our school community.

To address the challenges that students face with struggling with social-emotional regulation, interpersonal communication and conflict resolution, we remain committed to prioritizing diverse student needs and well-being. We strive to foster a caring and supportive environment for both academic and social growth in large and complex classrooms.

In working to support staff, the implementation of the new curriculum presented challenges, specifically in being able to provide the appropriate time for meaningful collaboration and opportunities to meet professional learning needs to explore the breadth and depth of the new curriculum implementation as well as review of new resources to plan and align instruction and assessment.

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

We will continue to dedicate collaboration time to the implementation of the new curriculum, particularly in language arts and mathematics to ensure optimal student learning. Universal and targeted support will be provided for students identified as requiring additional support in literacy and numeracy. We will build on our collaborative professional learning opportunities especially in areas of literacy and numeracy to enhance teacher capacity. Data-driven decisions will be used to inform instruction and monitor student progress. Effective assessment practices will be developed and implemented to measure student learning and inform instruction.

We will prioritize social-emotional learning initiatives to foster positive relationships and a growth mindset, create opportunities for connections and support managing emotions. We will support building self-esteem, resilience and advance action towards anti-racism and reconciliation. Collaboration with mental health professionals will be essential to provide timely and appropriate support for student wellness. Inclusive practices will be promoted to celebrate diversity and foster a sense of belonging.

We will support staff professional growth through professional development, collaborative planning, and opportunities for reflection. Strong partnerships with families and community organizations will be fostered to enhance student learning, experiences and well-being. Opportunities for student voice and agency will be created through student leadership roles and co-curricular activities.

We will balance academic rigor with social-emotional learning, address the challenges of increased enrolment, and effectively implement new curricula. Optimizing classroom time and strengthening school-wide initiatives, such as anti-racism and resilience activities will continue to be priorities in the upcoming school year. Additionally, we will provide intentional opportunities for older students to take on leadership roles and support younger students to model positive and active citizenship.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	84.8	84.9	85.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	87.2	88.0	89.8	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	68.8	64.9	64.9	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	PAT6: Excellence	18.8	13.5	13.5	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.8	90.7	91.7	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.6	91.6	93.6	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	76.5	76.1	79.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	88.0	87.5	85.9	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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

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, reflective questions have been included in the 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 2025, students who have been at Rutherford School during the 2024-25 school year will demonstrate progress in reading skills, achieving at least one year's growth in reading and improved confidence and ability to engage in math.

Achievement of this goal will be supported by:

- Teachers will collaborate around student reading and math data to identify individual needs and implement high-impact strategies for literacy and numeracy growth. This will include regular monitoring of student progress through a common assessment tracker.
- Staff will engage in evidence-based literacy and numeracy professional development to build their knowledge and confidence in implementing strategies that support diverse student needs.
- Dedicated time will be provided for teachers to review resources, enhance their capacity around common practices, and triangulate data to support their students' reading progress and math engagement and confidence.
- Active engagement with families and community partnerships will be promoted to support literacy and numeracy initiatives.
- Adopt OECD (Organisation for Economic Co-operation and Development) priority practices for First Nations, Métis, and Inuit students as universal strategies to enhance achievement for all.

What data will you use to track continuous improvement?

We will assess progress on an ongoing basis to inform instruction, identify and implement universal and targeted supports for students. Indicators of success will be measured using various sources including provincial screening assessments, CAT 4, the Division Feedback Survey, the Alberta Education Assurance Measures, PATs, and teacher professional judgment based on a triangulation of evidence.

Division Priority 3

By June 2025, students will have an enhanced sense of belonging in their school community through increased self-esteem, greater engagement and confidence in their learning. This will be achieved through engagement in meaningful learning opportunities, collaborative work and professional learning for staff that will support advancing actions toward anti-racism and reconciliation and supporting wellness.

Achievement of this goal will be supported by:

- using a collaborative school community approach we will engage in evidence-based activities that work to improve student engagement and resilience, celebrate diversity and increase their sense of belonging.
- engaging in the Division R2 Resilience work with Dr. Ungar.
- seeking out and growing community relationships that support student wellness.
- empowering students through learning and leadership opportunities to develop skills and implement strategies, fostering relationships, cultivating a growth mindset, engaging in restorative practices, and amplifying student voice to continue to foster a stronger sense of community and belonging.

What data will you use to track continuous improvement?

We will use key indicators from the Division Feedback Survey, Youth Resilience Survey, and the Alberta Education Assurance Measures including measures of Sense of Belonging, Welcoming, Caring, Respectful, and Safe Learning Environment and Citizenship measures as well as qualitative data signaling improvement in engagement and relationships.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,031,781		2,167,540
Internal Revenue		0		0
REVENUE TOTAL		2,031,781		2,167,540
Classroom	10.200000	1,102,346	11.084000	1,197,882
Leadership	1.500000	207,708	1.500000	207,708
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	59,131	.000000	59,132
TOTAL TEACHER	11.700000	1,369,185	12.584000	1,464,722
(% of Budget)		67.39%		67.58%
Exempt (Hourly/OT)	.000000	20,000	.000000	23,500
Support	7.500000	467,646	7.900000	491,923
Support (Supply/OT)	.000000	5,000	.000000	10,700
Custodial	1.500000	107,009	1.500000	107,009
Custodial (Supply/OT)	.000000	4,500	.000000	6,700
TOTAL NON-TEACHER	9.000000	604,155	9.400000	639,832
(% of Budget)		29.74%		29.52%
TOTAL STAFF	20.700000	1,973,340	21.983999	2,104,554
(% of Budget)		97.12%		97.09%
SUPPLIES, EQUIPMENT AND SERVICES		43,941		41,486
INTERNAL SERVICES		12,500		20,500
OTHER INTEREST AND CHARGES		2,000		1,000
TOTAL SES		58,441		62,986
(% of Budget)		2.88%		2.91%
TOTAL AMOUNT BUDGETED		2,031,781		2,167,540