

Profile



Enrolment		Staff FTE		Budget		
Normalized	156.000	Custodial	2.375000	Salaries	\$2,279,528	95.11%
Weighted	353.912	Exempt	0.000000	Supplies, Equip., Services	\$117,211	04.89%
Regular	167	Support	11.400000			
		Teacher	12.300000			
Year Opened	1960	Total 26.075000			Total \$2,396,739	100.00%

School Philosophy

Scott Robertson School is a place where relationships are nurtured and where staff, students and parents unite for the purpose of learning. At Scott Robertson School, we believe that all students can be successful learners and responsible citizens. Scott Robertson staff work to increase student achievement by developing literacy and numeracy skills for all of our learners. All students are challenged at their level to meet their individual potential in our safe, caring, diverse and restorative environment. All classrooms are welcoming, engaging, and inclusive environments where students, staff, parents and community members are valued and respected. We strive to enhance, motivate and inspire “Every Child, Every Day.”

Community Profile

Scott Robertson School is located in the Rosslyn community in a North Central Edmonton neighborhood. The community is diverse in terms of population, cultural background and housing. We are proud to program for all of our students, including students with complex needs, our English as an Additional Language Learners (EAL), New Canadians and our students identified as First Nations, Metis and Inuit, in both inclusive settings and our division site classrooms. A School Council has been established to support student learning and engagement. The Breakfast Club of Canada generously provides a nutritious daily snack program and emergency lunches for all students. Our community partners include: Breakfast Club of Canada, EISA, Fuzion Donuts, Home Depot, JCI Holiday Hampers, Rosslyn Vision, Safeway, San Rufo Homes, Sunbake Pita Bakery, and Specialized Learning Supports. We continue to build collaborative partnerships and our rightsholders are encouraged to be active supporters and participants in children's educational experiences. Our Pre-Kindergarten program provides service to all eligible students predominantly living within North Central communities of Edmonton and our Specialized Therapy Educational Play Program (STEPP) provides services to all eligible students North of the Saskatchewan River within Edmonton. Staff at Scott Robertson are part of the North Central Catchment, working collaboratively to enhance teacher efficacy and practice to improve student learning.

Programs and Organization

At Scott Robertson School, we have six specialized programs that support our diverse student population:

- Elementary from Kindergarten to Grade 6
 - half day afternoon Kindergarten class
- Individual Support Program (ISP)
- Interactions
- Pre-Kindergarten
- Specialized Therapy Educational Play Program (STEPP)
- Rosecrest

As a staff we are focusing our efforts on best practices in numeracy and literacy through the division Equity Achievement Project. Scott Robertson School works in collaboration with nineteen other schools through the North Central Catchment Schools (NCCS). This work focuses on creating supports for all of our students, to remove barriers encouraging student success, smooth transitions and increased high school completion rates.

School Community Relationships

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

Edmonton Immigrant Services Association, Fuzion Donuts, Home Depot, Rosslyn Vision, San Rufo Homes, Sunbake Pita Bakery

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, Scott Robertson School, in collaboration with the North Central Catchment, has committed that all of our students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures.

Achievement of this goal will be supported by:

- School participation in the Equity Achievement Project, building teacher capacity for instruction in the areas of Reading, Writing and Mathematics.
- Continue with the monthly NCCS Newsletter as an avenue to stay connected and share information and resources directly connected to literacy and numeracy.
- Continuation of catchment collaboration groups and inter-visitations amongst NCCS in order to collaborate and share best practices.
- Monthly staff collaboration and coaching around reading, writing and math.
- Continual monitoring and tracking of student growth to inform programming and intervention support.

By June 2024, all Pre K students will demonstrate growth in at least one of the following areas: communication, transitions, following routines, and self regulation based on their specific IPP goals.

At Scott Robertson School, we look to the OECD Promising Practices Report as a guiding document to frame our work with our diverse student population, across our six specialized programs.

Results Achieved:

66.6% of our Scott Robertson students are identified as having specials needs; this includes Pre-K, Interactions, ISP, SLK and Elementary.

Data shows that Scott Robertson's community elementary program has 32% of students identified as English language learners, 35% identified Special Needs and 18% of students identified as First Nation, Metis or Inuit.

Based on CAT-4 data, the highest growth occurred in Reading. Grade 5 students showed the most growth moving from 47.6% at grade level to 80%. We believe this is due to small group instruction, participation in the EAP project and daily use of Literacy best practices.

We were surprised by the significant drop in our Math results, in spite of First Steps in Math strategies being used in small groups. Lucy Calkins Writer's Workshop was continued schoolwide. Teacher feedback indicated that student stamina and confidence in writing continued to increase. There was a large focus on writing, mini lessons and conferring with EAP across 3 years; unfortunately we did not see these skills transfer to daily written work or HLAT writing. HLAT data indicated a drop in students who were at or above grade level.

Division Feedback Survey shows that 86.9% of students believe they are getting better at math this year. 97.3% of students believe they are getting better at reading. 78% of students believe they are getting better at writing.

100% of parents shared that they believe that their children are learning what they need to know according to the Assurance Survey.

Our student responses on the Division Feedback Survey were considerably more positive compared to the Assurance Survey responses in the same areas. During October classroom circles with students, we explored why these survey responses were so different. Students shared: that they didn't want to do the survey or care about them; they didn't understand the questions; they responded based on how they felt in the moment; they didn't understand how their responses would impact the school; kids didn't take it seriously.

The Pre-K Program provides early intervention leading to a strong foundation for future success. Based on parent feedback students who have participated in Pre-K gained skills, strategies and confidence to be successful learners.

All students in Pre-K have shown growth in at least one of the following areas: communication, transitions, following routines, and self-regulation.

By June 2024, Scott Robertson staff, in collaboration with NCCS colleagues, will enhance our knowledge and use of resources, to model inclusive behaviour and language supporting authentic progress that advances anti-racism, equity and reconciliation as measured by Alberta Education and local measures.

In turn, this will help increase a sense of belonging, reduce barriers and honor the diversity of our student population and community.

Achievement of this goal will be supported by:

- Continued professional learning and our work creating "Schools that Listen" with the North Central Catchment.
- Series of 3 sessions from the Diversity and Wellness teams (Language matters, Relationship matters, Action matters).
- Continue with the monthly NCCS Newsletter as an avenue to stay connected and share information and resources directly connected to anti-racism, equity and reconciliation.
- Family/School collaboration to celebrate the diversity in our school through resources, activities and events with the goal of bringing us together as a cohesive community.
- 10 collaboration groups are currently working on goals directed to Priority 2.
- Teacher collaboration to improve the implementation of weekly class circles.

Results Achieved:

We are excited about the many positive relationships we have built with our families and the community.

100% of staff and students participated in monthly Indigenous teachings and cultural activities with Kokum Lynn. Our work around Creating Schools that Listen, helped us to work on a schoolwide land acknowledgement that was shared before assemblies, special events and staff meetings. Honoring student voice and cultural backgrounds created deeper connections between home and school for a few of our families that were not as engaged in previous years. We started building our outdoor classroom for land-based teachings and learning.

Resources were purchased to increase the visual representation and understanding of Indigenous teachings and culture. Quality literature was added to classrooms and the school library.

Our FNMI Lead Teacher supported staff with PL and continued the 7 Sacred Teachings which was paired along side our Resiliency work with Dr. Ungar.

90% of staff felt that school level collaboration/resources enhanced their confidence in supporting the Division's action towards Anti-Racism and Equity.

Our EISA staff member supports students, staff and families that are new to Canada in navigating transitions and the systems within Canada (ie., Healthcare, Education, Finances, Immigration Paperwork etc.). She also provided translation support during parent meetings, student conferences and Mom's Coffee Club.

94% of staff believe the school takes steps to support a sense of belonging and inclusion for everyone.

82% of students believe the school takes actions that support Truth and Reconciliation according to the Division Feedback Survey.

93% of staff believe the Division is taking action that support truth and reconciliation.

85% of students see their identity and culture used in materials in their classrooms according to the Division Feedback Survey.

We are excited about the many special events hosted at the school that have brought in and engaged the majority of our families and members of the community, such as: Holiday Fun Night, Multicultural Day, Mom's Coffee Club, Book Fair, Drumming Residency with Lucas Coffey, Metis Week Celebrations, Lunar New Year performance and noodle lunch, Black History Month, Eid, Talent Show, Pride Week, and PJ Day and Pancake Breakfast etc. All of these events were well attended and provided the opportunity for organic sharing of cultures, languages and traditions. Students and families are already looking forward to them again this year, with the addition of new ideas.

What were the biggest challenges encountered in 2023-2024?

- Classroom complexity: teachers are often programming for many different levels of learners, often with complex needs, affordable and accessible housing, food security, and transiency
- Transportation and accessibility for students in wheelchairs
- Students who are working below grade level, struggle to achieve on standardized assessments
- Supporting the complex mental health needs of students, families, and staff
- Lack of supply staff to cover staff absences, in all staffing groups

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

Our data from CAT-4; Provincial Screening Assessments, PATs, HLATs, EAL Benchmarks and our School-wide Tracking Document will be used to inform programming and small group interventions.

Equity Achievement Project Year 4:

- In Literacy we will focus on reading and reading comprehension and small group intervention
- In Mathematics our focus will be on computational strategies and small group intervention

Continue our work with Responsive Schools (formerly Creating Schools that Listen)

Continue Resilience work with Dr. Ungar

OECD recommendations for purposeful work in support of our First Nations, Metis and Inuit students, as well as our other students at risk

Building staff capacity and a common language around Division Priorities 1 and 2, EAP, EAL Benchmarks 2.0, New Curriculum and Restorative Practices

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7171 Scott Robertson School

Assurance Domain	Measure	Scott Robertson 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	85.8	86.6	85.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	64.6	88.2	84.6	79.4	80.3	80.9	Very Low	Declined Significantly	Concern
	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	43.8	31.3	31.3	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	0.0	6.3	6.3	19.8	18.0	18.0	Very Low	Declined	Concern
	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	83.1	90.3	92.0	87.6	88.1	88.6	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	73.3	91.5	89.2	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	75.6	89.8	87.3	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	79.4	88.1	82.7	79.5	79.1	78.9	High	Maintained	Good

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, Scott Robertson School, in collaboration with the North Central Catchment, has committed that all of our students will demonstrate at least one year's growth in reading, as determined by Alberta Education and local measures.

Achievement of this goal will be supported by:

- Continued school participation in the Equity Achievement Project, building teacher capacity for instruction in the area of reading to implement small group reading, interventions, and extensions.
- Continuation of catchment collaboration groups and inter-visitations amongst NCCS in order to collaborate and share best practices.
- Monthly staff collaboration and coaching around reading.
- Continual monitoring and tracking of student growth to inform programming and intervention support.
- Community engagement with families and community partnerships to support literacy.

By June 2025, all Pre K students will demonstrate growth in at least one of the following areas: communication, transitions, following routines, and self regulation based on their specific IPP goals.

At Scott Robertson School, we continue to look to the OECD Promising Practices Report as a guiding document to frame our work and support the diverse learning needs of all our students, across our six specialized programs.

What data will you use to track continuous improvement?

Provincial Literacy Screener

- 75% of students assessed as "requiring support" in September will achieve "average" scores in June of 2025.

CAT4 Reading

- 70% of students who achieved below average (stanines 1-3) will improve by one stanine or more by June 2025.

Small Group Reading & Fountas and Pinnell Assessments

- 70% of students assessed by teachers in September reading below grade level will achieve one year's growth by June 2025

What data will you use to track continuous improvement?

Provincial Literacy Screener 75% of students assessed as "requiring support" in September will achieve "average" scores in June of 2025. CAT4 Reading * 70% of students who achieved below average (stanines 1-3) will improve by one stanine or more by June 2025. Small Group Reading & Fountas and Pinnell Assessments * 70% of students assessed by teachers in September reading below grade level will

Division Priority 3

By June 2025, students at Scott Robertson School will feel more connected to each other, a greater sense of belonging and social, emotional and physical well-being. In turn, this will help reduce barriers and honor our diverse student population and community as determined by Alberta Education and Division Surveys.

Achievement of this goal will be supported by:

- Continued professional learning and our work with "Responsive Schools" and Dr. Ungar's R2 project.
- Family/School collaboration to celebrate our diverse school community through resources, activities and events.
- Teacher collaboration to improve the implementation of weekly class circles.
- We will continue working with students, staff, and families to follow the Problem Solving Process to ensure consistency and a common language when addressing student concerns about others' behaviour.
- We will establish a Scott Robertson Student Leadership Team focused on ensuring all students have a strong voice and sense of belonging at school.
- We continue to focus on developing community partnerships to enhance our plan.

<div>Data we will use to track continuous improvement: 2025 Division Feedback Survey - DFS<ul style="list-style-type: none">80% of students will indicate they feel like they belong at school. 2025 Youth Resilience Survey—YRS<ul style="list-style-type: none">80% of students will indicate "above average" or "high engagement" on the Student Connectedness Measure. 2025 Alberta Education Assurance Measures—AEAMs<ul style="list-style-type: none">Student results on the Welcoming, Caring, Respectful, and Safe Learning Environment (WCRSLE) will increase to 85%.</div>	
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What data will you use to track continuous improvement?
2025 Division Feedback Survey - DFS 80% of students will indicate they feel like they belong at school. 2025 Youth Resilience Survey—YRS 80% of students will indicate "above average" or "high engagement" on the Student Connectedness Measure. 2025 Alberta Education Assurance Measures—AEAMs Student results on the Welcoming, Caring, Respectful, and Safe Learning Environment (WCRSLE) will increase

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources	2,217,859		2,396,739	
Internal Revenue		0		0
REVENUE TOTAL	2,217,859		2,396,739	
Classroom	10.667000	1,152,815	11.700000	1,264,454
Leadership	.600000	92,668	.600000	92,941
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	10,000	.000000	10,149
TOTAL TEACHER	11.267000	1,255,483	12.300000	1,367,544
(% of Budget)		56.61%		57.06%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	7,792	.000000	11,688
Support	11.600000	704,015	11.400000	691,877
Support (Supply/OT)	.000000	11,000	.000000	31,596
Custodial	2.375000	170,323	2.375000	170,323
Custodial (Supply/OT)	.000000	2,500	.000000	6,500
TOTAL NON-TEACHER	13.975000	895,630	13.775000	911,984
(% of Budget)		40.38%		38.05%
TOTAL STAFF	25.242001	2,151,113	26.075000	2,279,528
(% of Budget)		96.99%		95.11%
SUPPLIES, EQUIPMENT AND SERVICES		40,800		68,651
INTERNAL SERVICES		25,946		48,560
TOTAL SES		66,746		117,211
(% of Budget)		3.01%		4.89%
TOTAL AMOUNT BUDGETED		2,217,859		2,396,739

School: Scott Robertson Rosecrest [4351]
Address: 10205 - 134 Ave.

2024-2025 Budget - Revised Budget

Principal: Julie Zelinski
Ward Trustee: Sherri O'Keefe

Profile



Enrolment		Staff FTE		Budget		
Normalized	0.000	Custodial	0.000000	Salaries	\$582,902	93.49%
Weighted	0.000	Exempt	0.100000	Supplies, Equip., Services	\$40,601	06.51%
Regular	12	Support	6.600000			
		Teacher	1.300000			
Year Opened		Total 8.000000			Total \$623,503	100.00%

School Philosophy

Rosecrest is a place where relationships are nurtured and where staff, children and families live, learn and play together. All children are challenged at their level to meet their individual potential in our supportive, caring, and diverse community. Rosecrest Home is a welcoming, engaging, and safe environment where children are loved, valued and respected.

Community Profile

Rosecrest Home is a residential placement for pre-school and school-age children. Rosecrest is a specialized program connected to Scott Robertson School (Edmonton Public Schools). In collaboration with other government agencies who provide medical and family supports, Edmonton Public Schools provides the educational programming.

Programs and Organization

The Rosecrest program provides individualized programming to children who have severe to profound physical and medical developmental diagnoses. All children in the program live at Rosecrest Home and are followed extensively by doctors and medical professionals, while receiving 24 hour nursing care. Children are eligible to live at Rosecrest Home from birth until 18 years of age and the education program services children from age 3 to 18. Assistive technology is provided to help develop functional and communication skills. Music Therapy, fieldtrips, Indigenous Elders and story telling, community outings, and a specialized outdoor garden space provide opportunities for experiential learning and building social and community connections.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

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, Scott Robertson School, in collaboration with the North Central Catchment, has committed that all of our students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures.

By June 2024, all Rosecrest students will demonstrate growth in at least one of the following areas: communication and following routines based on their specific IPP goals.

Achievement of this goal will be supported by:

- Using augmentative and alternative communication (AAC) devices for communication.
- School participation in the Equity Achievement Project, building teacher capacity for instruction in the areas of Pre-Emergent Reading, Writing and Mathematics.
- Continue with the monthly NCCS Newsletter as an avenue to stay connected and share information and resources directly connected to literacy and numeracy.
- Continuation of catchment collaboration groups and inter-visitations amongst NCCS in order to collaborate and share best practices.
- Monthly staff collaboration and coaching around reading, writing and math.
- Continual monitoring and tracking of student growth to inform programming.

At Scott Robertson School, we look to the OECD Promising Practices Report as a guiding document to frame our work with our diverse student population, across our six specialized programs.

Results Achieved:

- Students demonstrated growth in communication using AAC as measured by observation and anecdotal notes.
- The main communication book in the classroom is a PODD 1 picture/page book. All students observe their communication partners modelling the use of PODD, and some students explore 2 or more symbols during shared reading.
- Students have the opportunity to participate in emergent literacy activities, as outlined in the Equity Achievement project, such as shared reading, predictable chart writing, and independent writing.
- Interactive Read Alouds, Shared Reading and Shared Writing are best practices used in the classrooms.
- Student growth is monitored by observation and tracked using Google forms

By June 2024, Scott Robertson staff, in collaboration with NCCS colleagues, will enhance our knowledge and use of resources, to model inclusive behaviour and language supporting authentic progress that advances anti-racism, equity and reconciliation as measured by Alberta Education and local measures.

In turn, this will help increase a sense of belonging, reduce barriers and honor the diversity of our student population and community.

Achievement of this goal will be supported by:

- Continued professional learning and our work creating "Schools that Listen" with the North Central Catchment.
- Series of 3 sessions from the Diversity and Wellness teams (Language matters, Relationship matters, Action matters).
- Continue with the monthly NCCS Newsletter as an avenue to stay connected and share information and resources directly connected to anti-racism, equity and reconciliation.
- Family/School collaboration to celebrate the diversity in our school through resources, activities and events with the goal of bringing us together as a cohesive community.
- 10 collaboration groups are currently working on goals directed to Priority 2.
- Teacher collaboration to improve the implementation of weekly class circles.

Results Achieved:

- 100% of staff and students participated in monthly Indigenous teachings and cultural activities with Kookum Lynn or Rocky Morin.
- A staff member sewing each student a ribbon skirt or ribbon shirt to wear during special celebrations.
- Students who identified as FNMI participated in various cultural ceremonies at their home band.

- Resources were purchased to increase the visual representation and understanding of Indigenous teachings and culture. Quality literature was added to classrooms and the school library.
- Staff continue professional learning and working in creating "Schools that Listen"
- Family/School collaboration includes opportunities like Brunch with Santa and our Year-End Celebration.
- We are excited about the new relationships we are building with families and the community, for example the Indigenous Senior's Center next to Rosecrest.

What were the biggest challenges encountered in 2023-2024?

- Students being displaced during the renovation that lasted 6 months instead of 6 weeks.
- The students complex medical needs make them very susceptible to catching the various flus/germs going around, which causes them to miss school for large periods of time.
- Lack of access to specialized supplies, resources and equipment, including AAC devices and funds to purchase and maintain them.
- Transportation and Accessibility for students in wheelchairs and appropriate fieldtrip experiences that are wheelchair accessible.
- Supporting the complex mental health needs of students, families, and staff.
- Lack of supply staff, with the necessary medical knowledge and skills, to cover staff absences.

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

- Follow complex medical procedure guidelines for toileting, feeding, transfers, respiratory procedures, G-tube maintenance, and medication administration to help keep staff and students as safe as possible in alignment with Alberta Health Services guidelines
- We are so excited to continue our work in "Creating Schools That Listen" professional learning
- Equity Achievement Project Year 3, EAP Lead teacher is going to be working with the Rosecrest Staff to build efficacy around Literacy best practices, using Emergent Literacy resources.
- Year 2 Resilience work with Dr. Unger will be adapted and modified to support students and staff
- OECD recommendations for purposeful work in support of our First Nations, Metis and Inuit students
- Build our catchment knowledge and awareness of how to end systemic racism and ableism in our schools
- With a goal of capturing the stories of growth for students in our program
- Provide varied/leveled PD to build/enhance the different skill sets of staff

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7729 Rosecrest School

Assurance Domain	Measure	Rosecrest 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	n/a	n/a	n/a	83.7	84.4	84.8	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	79.4	80.3	80.9	n/a	n/a	n/a
	3-year High School Completion	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	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	*	*	n/a	62.5	62.6	62.6	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	15.4	15.5	15.5	*	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	n/a	n/a	n/a	87.6	88.1	88.6	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	84.0	84.7	85.4	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	79.9	80.6	81.1	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	79.5	79.1	78.9	n/a	n/a	n/a

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, Rosecrest, in collaboration with Scott Robertson School, has committed that all of our students will demonstrate growth in at least one of the following areas: communication and following routines based on their specific IPP goals.

Achievement of this goal will be supported by:

- Using augmentative and alternative communication (AAC) devices for communication.
- School participation in the Equity Achievement Project, building teacher capacity for instruction in the area of Emergent Literacy.
- Continuation of catchment collaboration groups and inter-visitations amongst NCCS in order to collaborate and share best practices.
- Monthly staff collaboration and coaching around Emergent Literacy.
- Continual monitoring and tracking of student growth to inform programming.

At Rosecrest, we continue to look to the OECD Promising Practices Report as a guiding document to frame our work and support the diverse learning needs of all our students.

Data we will use to track continuous improvement:

Student success will be measured by their performance and participation in daily activities and triangulated teacher assessments.

What data will you use to track continuous improvement?

Student success will be measured by their performance and participation in daily activities and triangulated teacher assessments.

Division Priority 3

By June 2025, students at Rosecrest will feel more connected, a greater sense of belonging and social, emotional and physical well-being. In turn, this will help reduce barriers and honor our diverse student population and community. as determined by Alberta Education and Division Surveys.

Achievement of this goal will be supported by:

- Continued professional learning and our work with "Responsive Schools" and Dr. Ungar's R2 project
- Family/School collaboration to celebrate our diverse school community through resources, activities and events
- Teacher collaboration to improve the implementation of weekly class circles.
- We continue to focus on developing community partnerships to enhance our plan.

Data we will use to track continuous improvement:

- Staff feedback on PL sessions
- 2025 Division Feedback Survey - DFS
 - 100% of staff will indicate they feel like they belong at school.

2025 Alberta Education Assurance Measures—AEAMs

- Staff results on the Welcoming, Caring, Respectful, and Safe Learning Environment (WCRSLE) will increase to 85%.

What data will you use to track continuous improvement?

Staff feedback on PL sessions 2025 Division Feedback Survey - DFS 100% of staff will indicate they feel like they belong at school. 2025 Alberta Education Assurance Measures—AEAMs Staff results on the Welcoming, Caring, Respectful, and Safe Learning Environment (WCRSLE) will increase to 85%.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		611,816		623,503
Internal Revenue		0		0
REVENUE TOTAL		611,816		623,503
Classroom	1.100000	127,359	1.100000	127,359
Leadership	.200000	33,252	.200000	33,252
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	3,000	.000000	3,000
TOTAL TEACHER	1.300000	163,611	1.300000	163,611
(% of Budget)		26.74%		26.24%
Exempt	.100000	10,399	.100000	10,399
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	6.600000	408,892	6.600000	408,892
Support (Supply/OT)	.000000	0	.000000	0
TOTAL NON-TEACHER	6.700000	419,291	6.700000	419,291
(% of Budget)		68.53%		67.25%
TOTAL STAFF	8.000000	582,902	8.000000	582,902
(% of Budget)		95.27%		93.49%
SUPPLIES, EQUIPMENT AND SERVICES		27,914		39,601
INTERNAL SERVICES		1,000		1,000
TOTAL SES		28,914		40,601
(% of Budget)		4.73%		6.51%
TOTAL AMOUNT BUDGETED		611,816		623,503

Profile



Enrolment		Staff FTE		Budget		
Normalized	0.000	Custodial	0.000000	Salaries	\$2,278,925	95.15%
Weighted	0.000	Exempt	4.600000	Supplies, Equip., Services	\$116,157	04.85%
Regular	140	Support	15.000000			
		Teacher	<u>7.000000</u>			
Year Opened		Total 26.600000			Total \$2,395,082	100.00%

School Philosophy

Scott Robertson School is a place where relationships are nurtured and where staff, students and parents unite for the purpose of learning. At Scott Robertson School, we believe that all students can be successful learners and responsible citizens. Scott Robertson staff work to increase student achievement by developing literacy and numeracy skills for all of our learners. All students are challenged at their level to meet their individual potential in our safe, restorative environment. All classrooms are welcoming, engaging, and inclusive environments where students, staff, parents and community members are valued and respected. We strive to enhance, motivate and inspire “Every Child, Every Day.”

Community Profile

Scott Robertson School is located in the Rosslyn community in a North Central Edmonton neighborhood. The community is diverse in terms of population, cultural background and housing. We are proud to program for all of our students, including students with special education needs and our English Language Learners (ELL), in both inclusive settings and our division site classrooms. A School Council has been established to support student learning and provide a nutritious daily snack program. Our community partners include: EISA, JCI Holiday Hampers, Breakfast Club of Canada, and Specialized Learning Supports. We continue to build collaborative partnerships and our stakeholders are encouraged to be active supporters and participants in children's educational experiences.

Our Pre-Kindergarten program provides service to all eligible students predominantly living within North Central communities of Edmonton and our Specialized Therapy Educational Play Program (STEPP) provides services to all eligible students North of the Saskatchewan River within Edmonton.

Staff at Scott Robertson are part of the North Central Catchment, working collaboratively to enhance teacher practice to improve student learning.

Programs and Organization

- Elementary from Kindergarten to Grade 6
- Individual Support Program (ISP)
- Interactions
- Pre-Kindergarten
- Specialized Therapy Educational Play Program (STEPP)
- Rosecrest

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,304,516		2,395,082
Internal Revenue		0		0
REVENUE TOTAL		2,304,516		2,395,082
Classroom	6.000000	648,438	6.000000	648,438
Leadership	1.000000	131,260	1.000000	131,487
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	25,000	.000000	20,000
TOTAL TEACHER	7.000000	804,698	7.000000	799,925
(% of Budget)		34.92%		33.4%
Exempt	4.400000	472,415	4.600000	493,889
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	14.200000	882,418	15.000000	930,971
Support (Supply/OT)	.000000	54,140	.000000	54,140
TOTAL NON-TEACHER	18.600000	1,408,973	19.600000	1,479,000
(% of Budget)		61.14%		61.75%
TOTAL STAFF	25.600000	2,213,671	26.600000	2,278,925
(% of Budget)		96.06%		95.15%
SERVICES PURCHASED		0		0
SUPPLIES, EQUIPMENT AND SERVICES		75,245		97,557
INTERNAL SERVICES		15,600		18,600
TOTAL SES		90,845		116,157
(% of Budget)		3.94%		4.85%
TOTAL AMOUNT BUDGETED		2,304,516		2,395,082

Enrolment		Staff FTE		Budget		
Normalized	0.000	Custodial	0.000000	Salaries	\$437,917	88.71%
Weighted	0.000	Exempt	3.200000	Supplies, Equip., Services	\$55,708	11.29%
Regular	0	Support	0.200000			
		Teacher	0.200000			
Year Opened		Total		3.600000	Total \$493,625	100.00%

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The Specialized Therapy Educational Play Program (STEPP) provides services to all eligible students North of the Saskatchewan River within Edmonton.

Programs and Organization

STEPP is an Early Intervention Specialized Service Program that supports families and transitions children diagnosed with Autism Spectrum Disorder through their preschool and early elementary years. Programming emphasizes communication, socially appropriate behavior, play skills and building family capacity, by meeting each child's and families' abilities and individual needs.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		493,625		493,625
Internal Revenue		0		0
REVENUE TOTAL		493,625		493,625
Leadership	.200000	30,889	.200000	30,980
Teacher Supply	.000000	500	.000000	500
TOTAL NON-TEACHER	.200000	31,389	.200000	31,480
(% of Budget)		6.36%		6.38%
Exempt	3.200000	388,388	3.200000	388,388
Exempt (Hourly/OT)	.000000	2,000	.000000	2,000
Support	.200000	19,007	.200000	16,049
Support (Supply/OT)	.000000	0	.000000	0
TOTAL NON-TEACHER	3.400000	409,395	3.400000	406,437
(% of Budget)		82.94%		82.34%
TOTAL STAFF	3.600000	440,784	3.600000	437,917
(% of Budget)		89.3%		88.71%
SUPPLIES, EQUIPMENT AND SERVICES		52,241		55,108
INTERNAL SERVICES		600		600
TOTAL SES		52,841		55,708
(% of Budget)		10.7%		11.29%
TOTAL AMOUNT BUDGETED		493,625		493,625