

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	367.000	Custodial	3.500000	Salaries	\$3,512,274	97.00%
Weighted	591.568	Exempt	0.000000	Supplies, Equip., Services	\$108,588	03.00%
Regular	367	Support	14.400000			
		Teacher	<u>20.880000</u>			
Year Opened	1959	Total	38.780000	Total	\$3,620,862	100.00%
				Internal Revenue	\$15,864	

School Philosophy

Rosslyn is a school that provides rigorous and rich learning experiences in a caring and safe environment. Our goal is for our students to achieve personal and academic success and to become resilient, responsible and respectful members of society. All members of our school community (staff, families, partners and volunteers) have an integral role in nurturing these qualities in our students.

Community Profile

Rosslyn School serves families in a large, north-west Edmonton catchment area. The student population of Rosslyn is diverse. The school was constructed in 1959 and underwent major renovation in 1988 and upgrading in 2002. We have close to 1:1 access to wireless devices with our Chromebook carts and distribution plan. Our students are supported by Big Brothers/Big Sisters mentors. We also work in partnership with Edmonton Immigrant Services Association and the Hope Mission.

Programs and Organization

Rosslyn School is comprised of traditional, multi-ability learning groups. Our school offers Mandarin Bilingual programming (Bilingual Math, Language and Health), French as a Second Language, and Academic Enrichment Program. The school is a division site for Connections, Connections/Opportunities, and Interactions. We provide supports for newcomer and English As Additional Language Learners.

Rosslyn School works in professional partnership with the North Central Catchment Schools [NCCS] on focused staff professional development to support enhanced student learning opportunities and successful transitions.

School Community Relationships

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

Boys & Girls Big Brothers Big Sisters Edmonton Immigrant Services Association

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).

By June 2023, all Rosslyn, and NCCS, students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures.

At Rosslyn School, shared assessment measures include, but are not limited to Star Renaissance Reading, Rosslyn Reading Comprehension Assessments, HLATs, PATs, and CAT4. The data from these measures and teacher professional judgement (informed by conversations, observations and student products) will guide instruction and intervention.

In recognition of our large population of students with First Nations, Metis or Inuit heritage, as well as our English Language Learner population, we look to the OECD promising practices report as a guiding document to frame our work with all of our students.

Results Achieved:

Our school data indicates that:

Reading and Writing:

- The number of students At or Above reading level increased by 3%
- Individual student groups saw varied increases in the number of students At or Above grade level
 - Non-ELL students had an increase of 7%
 - ELL students had an increase of 3.4%
 - First Nations, Metis and Inuit students had an increase of 11.7%
- Overall grade 8 and grade 9 cohort groups had the following:
 - Grade 9 students had 7.3% increase in number of students At or Above reading level as compared to their grade 8 year
 - Within the grade 9 cohort the following groups of students had increases in number of students At or Above Grade level
 - Non-ELL students: increase of 10.6%
 - First Nations, Metis and Inuit students: increase of 22.7%
 - ELL Students: increase of 4.6%
 - Grade 8 students had a 12.7% increase in number of students At or Above Grade level as compared to their Grade 7 year
 - Within the grade 8 cohort the following groups of students had increases in number of students At or Above Grade level
 - Non-ELL students: increase of 16.4%
 - First Nations, Metis and Inuit students: increase of 26.7%
 - ELL Students: increase of 5.7%
 - Our CAT4 Fall to Spring Data indicates the following percent of students at Stanine 4 and Above for reading:
 - Grade 7: Fall 76% - Spring 79%: increase of 3%
 - Grade 8: Fall 64% - Spring 62%: decrease of 2%
 - Grade 9: Fall 58% - Spring 55%: decrease of 3%
 - Our CAT4 Fall to Spring Data indicates the following percent increase at Stanine 4 and above in Reading for the following groups of students:
 - Grade 7 First Nations, Metis and Inuit Students: increase of 35%
 - Grade 8 First Nations, Metis and Inuit Students: increase of 7%
 - Our HLAT data indicates 39.1 of our students are At or Above grade level for their writing. This is an increase of 6.7% from the previous year.

Math

- Our CAT4 Fall to Spring Data indicates the following percent of students at Stanine 4 and Above for mathematics:
 - Grade 7: Fall 54% - Spring 63% - increase of 9%
 - Grade 8: Fall 55% - Spring 52% - decrease of 3%
 - Grade 9: Fall 59% - Spring 49% - decrease of 10%
- Our CAT4 Fall to Spring Data indicates the following percent of students at Stanine 4 and Above for Computation and Estimation:
 - Grade 7: Fall 62% - Spring 64% - increase of 2%
 - Grade 8: Fall 61% - Spring 60% - decrease of 1%
 - Grade 9: Fall 54% - Spring 65% - increase of 11%

- Our CAT4 Fall to Spring Data indicates the following percent increase at Stanine 4 and above in Mathematics for the following groups of students:
 - Grade 7 English As Additional Language students: increase of 16%
 - Grade 8 First Nations, Metis and Inuit students: increase of 3%
- Our CAT4 Fall to Spring Data indicates the following percent increase at Stanine 4 and above in Computation and Estimation for the following groups of students:
 - Grade 9 English As Additional Language students: increase of 8%
 - Grade 9 First Nations, Metis and Inuit students: increase of 9%

By June 2023, all Rosslyn, and NCCS, staff through collaboration and professional learning will enhance their knowledge and understanding towards authentic progress advancing anti-racism, equity and reconciliation as measured by Alberta Education and local measures.

At Rosslyn school our team will work to build a baseline of understanding by reviewing the Anti-Racism and Equity Action Plan and board policies. We will utilize the Division's Diversity Team Professional Development packages and investigate ways to bring student voice to our discussions.

Results Achieved:

For Rosslyn School:

- Teachers continued their learning using the Inquiry Based Growth Plans (IBGP) focused on their driving question and collaborative groups.
- Topics for staff professional development at staff meetings and school based PD days include:
 - Reviewing the Anti-Racism and Equity Action Plan, EPSB Terms and Definitions
 - Diversity Education's Professional Learning Series
 - An Introduction to Integrative Anti-Racism
 - Basics of Being an Ally
 - Learning about Microaggressions
 - Understanding Power and Privilege Through an Intersectional Lens
 - What is Bias?
 - Two Learning Sessions with Rosslyn's Diversity Education Consultant
 - First Nations, Metis and Inuit Education PD Day - topics included:
 - Land Acknowledgements
 - Smudging
 - Seven Sacred Teachings
 - Qulliq Teachings
 - Metis Culture
- **Results from our 2022-2023 Division Feedback Survey indicate:**
 - 74% of staff Agree or Strongly Agree that they have the knowledge and skills to program for students who are First Nations, Metis or Inuit
 - 84% of staff Agree or Strongly Agree that they knowledge and skills to support students who are First Nations, Metis or Inuit
 - 62% of staff Agree or Strongly Agree that Rosslyn is a place where students all feel like they belong
 - 83% of staff Agree or Strongly Agree that Rosslyn takes steps to support a sense of belonging and inclusion for everyone
- **Results from our 2022-2023 Assurance Survey**
 - The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.
 - Overall: 65% - a decline of 8% from the previous year
 - Parent: 78% - an increase of 5% from the previous year
 - Student: 58% - a decline of 12% from the previous year
 - Staff: 59% - a decline of 15% from the previous year

By June 2023, all NCCS staff will foster connection and belonging through collaboration and professional learning to positively impact staff and students well-being as measured by Alberta Education and local measures.

At Rosslyn School, we will work to improve our Tier 1 and Tier 2 strategies to support student well being and work with our school partners to provide support for our students.

Results Achieved:

• **Results from our 2022-2023 Division Feedback Survey indicate:**

- Student Results
 - 54% Agree or Strongly Agree that Rosslyn helps them develop skills that support their wellness
 - 55% Agree or Strongly Agree that Rosslyn helps them keep trying when things are hard
 - 67% Agree or Strongly Agree that they have at least one adult at Rosslyn that they could go to for help if they need it
 - 48% Agree or Strongly Agree that they feel safe at school
- Staff Results
 - 90% Agree or Strongly Agree that they feel confident helping students build skills that support their wellness
 - 88% Agree or Strongly Agree that they feel safe at their workplace
 - 71% Agree or Strongly Agree there are community services available to support the mental health needs of our students

What were the biggest challenges encountered in 2022-2023?

- Rosslyn lost a significant amount of mental health support from the Family Centre. Our Success Coach position decreased from 1.0 FTE to 0.5 FTE. Our mental health therapist position was eliminated (0.5 FTE to 0 FTE). This decrease in support had a negative impact on our team's ability to support students' mental health.
- Rosslyn's Social Vulnerability Index was 30 (previous year 37) indicating an increase in the factors outside of school that are impacting our students. 215 / 385 access Rosslyn free Brown Bag Lunch program that is provided by the Hope Mission.
- 33% of Rosslyn's student population are English As Additional Language Learners and their EAL Benchmarks range between level 1 - 3. Further, 57% of Rosslyn students are below grade level for reading. These two factors must be considered when teachers plan for instruction and assessment. The Rosslyn staff work very hard to differentiate but it can be challenging to meet all the needs of the students in our classes.
- Many of our families' first language is not English so communication with families can be challenging.

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

- We will continue our class organization to include two EAL homeroom groups. Based on spring projections one class will be a combined 7 / 8 and one class will be a combined 8 / 9. We will have this group of students supported by an EA who can help with English to Arabic translation. The students in these classes will be EAL Benchmark 1 or 2. We will continue to monitor the number of students who may need this support and adjust our class organization if needed.
- The enrolment in our Mandarin Bilingual program has been declining for several years. The program is being phased out and for the 2023-2024 year we will not be enrolling students in Grade 7 in the program. We will need to be creative in how to build a schedule that supports this program and its projected low enrolment of 15 students.
- We need to continue our work in supporting students who are below grade level in reading and math. Tier 1 and Tier 2 strategies will be reviewed along with classroom routines and structures, such as the station rotation model, to provide teachers small group instruction opportunities within their class time.
- The Family Centre Success Coach position will be eliminated for the 2023-2024 school year. Our staff will need to work on enhancing our universal strategies to support students' mental health. We will need to utilize EPSB supports and outside EPSB supports to help our students with their mental health needs.
- We will continue our work in supporting students who are impacted by poverty and/or trauma.
- We will continue to develop our understanding and skills in anti-racism and diversity.
- We will work to find structures and processes to gather student input and voice about their Rosslyn experience and learning. We will work with our students to develop solutions to their areas of concern.
- We need to continue our efforts in communicating with families, further improve our strategies and structures of communication with families where English is not their first language and work to improve family engagement at school.
- As a team we need to continue to develop strategies to best support First Nations, Metis, and Inuit students. We have seen improvements in the percentage of students at or above grade level; however, we still have work to do.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7535 Rosslyn School

Assurance Domain	Measure	Rosslyn 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	84.2	83.4	83.4	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	59.6	64.9	64.9	80.3	81.4	82.3	Very Low	Maintained	Concern
	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	37.2	40.3 *	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	5.0	8.9 *	n/a	16.0	17.7	n/a	Very Low	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	82.9	81.9	83.7	88.1	89.0	89.7	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	64.9	72.9	72.9	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	71.2	79.8	79.8	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	65.7	70.2	75.0	79.1	78.8	80.3	Very Low	Maintained	Concern

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 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).
4. 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.
5. 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.
6. 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.
7. 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.
8. 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, all Rosslyn students will demonstrate growth in reading, writing and mathematics as measured by:

- CAT4
- HLAT
- At, Above, or Below Reading Data in PowerSchool
- Rosslyn School Comprehension Assessments and Star Renaissance Reading Assessments

Achievement of this goal will be supported by:

- Scheduled teacher collaboration time to discuss, review and plan implementation of high impact literacy and numeracy strategies
- Teachers' learning and implementing EAL strategies and the school's plan to support EAL homeroom groups

What data will you use to track continuous improvement?

We will use the CAT4; HLAT; At, Above and Below Reading Data in PowerSchool; Rosslyn School Comprehension Assessments; and Star Renaissance Reading Assessments.

Division Priority 1

By June 2024, all Rosslyn staff, through collaboration and professional learning, will enhance their knowledge and understanding towards authentic progress advancing anti-racism, equity and reconciliation to demonstrate growth in connection and belonging within Rosslyn that positively impacts staff and student well being.

Achievement of this goal will be supported by:

- Staff Professional Development in the R2 Resilience Program, Anti-Racism, Equity and Diversity
- Rosslyn participation in the Creating Schools that Listen sessions with other NCCS schools
- Rosslyn School Social Innovation Labs

What data will you use to track continuous improvement?

The following measures will be utilized: Student Feedback through Social Innovation Labs; Division Feedback Survey; Assurance Survey; Resilience Survey; and teacher observations of student connectedness and belonging.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,648,354		3,604,998
Internal Revenue		0		15,864
REVENUE TOTAL		3,648,354		3,620,862
Classroom	18.787000	2,022,853	18.880000	2,032,866
Leadership	2.000000	270,321	2.000000	269,946
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	85,000	.000000	80,000
TOTAL TEACHER	20.787001	2,378,174	20.879999	2,382,812
(% of Budget)		65.18%		65.81%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	14.600000	873,572	14.400000	861,654
Support (Supply/OT)	.000000	18,000	.000000	10,000
Custodial	3.500000	248,808	3.500000	248,808
Custodial (Supply/OT)	.000000	9,000	.000000	9,000
TOTAL NON-TEACHER	18.100000	1,149,380	17.900000	1,129,462
(% of Budget)		31.5%		31.19%
TOTAL STAFF	38.887001	3,527,554	38.779999	3,512,274
(% of Budget)		96.69%		97%
SUPPLIES, EQUIPMENT AND SERVICES		63,350		60,850
INTERNAL SERVICES		56,450		46,738
OTHER INTEREST AND CHARGES		1,000		1,000
TOTAL SES		120,800		108,588
(% of Budget)		3.31%		3%
TOTAL AMOUNT BUDGETED		3,648,354		3,620,862
Carry Forward Included		0		0
Carry Forward to Future		0		0