



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	949.500	Custodial	4.500000	Salaries	\$6,504,975	95%
Weighted	1135.090	Exempt	1.000000	Supplies, Equip., Services	\$362,592	05%
Regular	1,008	Support	24.443000			
		Teacher	<u>43.144000</u>			
Year Opened	1959	Total 73.087000		Total	\$6,867,567	100%

School Philosophy

Ellerslie Campus is dedicated to high levels of learning for all students. In collaboration with parents and community partners, we have created a safe and nurturing learning environment where the academic, physical, social and emotional needs of all our students are met. Staff go beyond ensuring that children are taught, to ensuring that all students learn essential knowledge, skills, and attitudes in every aspect of school.

Community Profile

Ellerslie Campus is a Kindergarten to Grade 9 school with a primary attendance area of Charlesworth and a secondary attendance of Walker Lakes. We have 2 buildings on Campus. Our Kindergarten to grade 3 campus houses approximately 400 students. Our North Campus houses over 600 students from grades 4-9.

Programs and Organization

Ellerslie Campus is committed to continuous school improvement with a focus on ensuring high levels of learning for all students. Our teaching staff engage in collaboration in order to improve teaching and learning. All special needs students are integrated into regular classroom programming. Ellerslie is committed to wellness in all areas. Physical health is promoted by physical education specialists. Emotional health is promoted by student leadership initiatives and strong character education programs and is supported by collaboration with our SLS team. Our FNMI leadership team is working toward integrating FNMI ways of knowing into classroom instruction through professional development, and extra supports and opportunities are provided to our First Nation, Inuit, and Metis students through collaboration with our FNMI consultants and district. offer Leveled Literacy Intervention from grades 1-9, and are working toward a math Intervention model from grades 1-9.

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

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2021-2022, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

We will continue to use our job-embedded professional development model that includes inquiry and vertical alignment, so that teachers will continue to develop their skills in meeting the needs of a range of diverse learners. These skills will include continued refinement of effective pedagogy, assessment, and intervention with the goal of enabling each student to make a minimum of one years' growth in literacy and numeracy. Our progress toward this goal will be measured by results of teacher awarded marks, CAT 4 indicators, tracking of reading levels, HLAT scores and an improved rating in the Education Quality measure on the Alberta Education Assurance Survey.

Results Achieved:

Last year we continued to engage in ongoing work to enhance our assessment and differentiation practices. This was done by monitoring student grade level of programming and supporting staff to collaborate around practical application of differentiation strategies as well as new curriculum implementation. Teams met weekly to align their instructional practices and increase their capacity with tier one interventions and instructional accommodations. We provided teachers in grades 1 - 6 with targeted intervention time. We supplemented our classroom intervention with pull out leveled literacy and middle years literacy intervention as well as targeted numeracy intervention for grades 1, 2, and 3. The percentage of students reading at grade level continues to be well above the Division and catchment, but we did see a decline in this measure for both FNMI and ELL students. We saw a decline in HLAT writing scores which was more pronounced for students engaged in at home learning due to Covid. Our CAT scores indicated significant growth between fall and spring in all grades and categories except grade 8 reading and 9 reading. Our grade two results showed very significant gains in both reading and math categories. We maintained very high levels of parent satisfaction (87.9%) on the Education Quality measure in the Assurance Survey, however teachers satisfaction with this measure declined.

We will continue to increase our capacity to provide a welcoming, high quality learning and working environment through maintaining the implementation of our "It Starts With Character" focus through virtual and in person assemblies and classroom activities with a school-wide focus. We will continue to support the integration of a focus on character into teachers' curricular instruction and positive behavior management in the classroom. We will work towards gaining knowledge and understanding that supports integrated anti racism pedagogy, as well as continuing to develop knowledge to improve outcomes for First Nations, Metis and Inuit students. Success toward this goal will be measured by maintaining very high ratings on the Welcoming, Caring, Respectful and Safe Learning Environments, Student Learning Engagement, and Citizenship measures on the Alberta Education Assurance measures as well as school developed measures for students and staff.

Results Achieved:

Staff continued their work to enhance our capacity to provide a Safe and Caring environment by building on our character traits initiative. We engaged students and staff in virtual and outdoor assemblies which were focused on the school developed character traits. Through our Leadership program, students participated in activities such as Cash for Care to support the wider community. Our student-led announcements also highlighted the character traits and we continue to build community with our monthly Tiger Pride days. Staff and students engaged in various celebrations and acknowledgement of Diverse cultures throughout the year. On our Assurance results, parents and students' satisfaction with the Citizenship measure continues to be very high and we saw an improvement in students in grade 7 -9 who state they are encouraged to get involved in activities that help the community. Students in junior high also reported increased satisfaction with measures such as 'students follow the rules' and 'students help and respect each other'. 97% of parents report their child is safe at school and 86% of students feel they are safe at school which was consistent from the previous year results. We saw a significant decline in the satisfaction with access to appropriate supports for at risk students from all three stakeholder groups.

We will use a variety of methods to better understand how parents want to be involved and what kinds of collaboration they are seeking. These will include individual conversations, virtual town halls, school-based surveys, and an ongoing collaboration with our parent council. We will continue to virtually host and facilitate parent requested information sessions in collaboration with our Parent Council, Inclusive Services, EISA, and Family Futures. We will also improve our level of communication to parents around opportunities to partner with teachers to support student learning through online academic reports and virtual conferences. Our success on this goal will be to see an improved indicator in the Alberta Education Assurance measures of Parental Involvement, Education Quality and continued Very High ratings on School Improvement.

Results Achieved:

In an effort to better engage our community, we held regularly scheduled on line parent council meetings and endeavored to provide increased school wide messaging via Schoolzone on various topics. We encouraged families to participate in the Triple P Parenting program as well as Family Futures. Parents were enthusiastically welcomed back in person for our in person conferences, our Kindergarten information evening and Kindergarten and grade nine Farewell. We provided tutoring for students and provided support to families via our partnership with the Edmonton Immigrant Services Association. While the overall measure for satisfaction with Parental involvement saw a slight decline from 71.1 to 68.3%, this can be attributed to a significant decline in teacher satisfaction on this measure which dropped significantly two years ago and continued to decline last year. While parents of our grade 4 - 6 students indicate increased satisfaction on this measure, our junior high parents reported declining satisfaction.

What were the biggest challenges encountered in 2021/22?

The impact of the pandemic continued to be the biggest challenge in this school year. Cohorting limited our ability to organize mixed groupings for intervention and the impact of online learning and disruption to attendance and routines will continue to impact academic achievement. Students returned to more typical classroom conditions in the spring, however they had to learn basic school behaviors with respect to social skills, sharing, taking turns, school customs, interpersonal interactions, etc. We continue to face challenges of meeting the needs of students whose social and emotional well being was affected by the various disruptions caused by covid. Teacher collaboration and interaction was also inhibited by pandemic conditions.

What are the implications from 2021/22 that will impact your current year plan?

There is a clear need to continue to refine our practices to address the needs of diverse learners. Teachers reported that they need more resources and professional learning to support English language learners, students in need of social emotional support, as well as students requiring other specialized services. We will continue to work in collaborative teams to further refine our assessment and differentiation practices and to implement new curriculum and will need to find creative solutions to provide effective literacy and numeracy interventions. Staff will participate in school and catchment level learning around Diversity and Anti -Racism and we will work to improve our communication between home and school by sharing educational resources with families to promote student well being. We will continue our partnership with Edmonton Immigrant Services Association and our Leadership program will continue to provide students with opportunities to contribute to the wider community.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 7565 Ellerslie Campus

Assurance Domain	Measure	Ellerslie Campus			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	86.7	87.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	82.5	84.2	83.0	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	76.5	n/a	85.9	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	22.9	n/a	25.6	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.6	89.7	91.4	89.0	89.6	90.3	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.8	88.8	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	74.5	80.9	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	68.3	71.1	71.5	78.8	79.5	81.5	Very Low	Maintained	Concern

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 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.

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.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). All Schools will set at least two goals; one goal must be in support of Priority 1 of the 2022-2026 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central DU's will set at least two goals in support of any of the priorities of the 2022-2026 Strategic Plan, and can choose to set a third goal if desired.

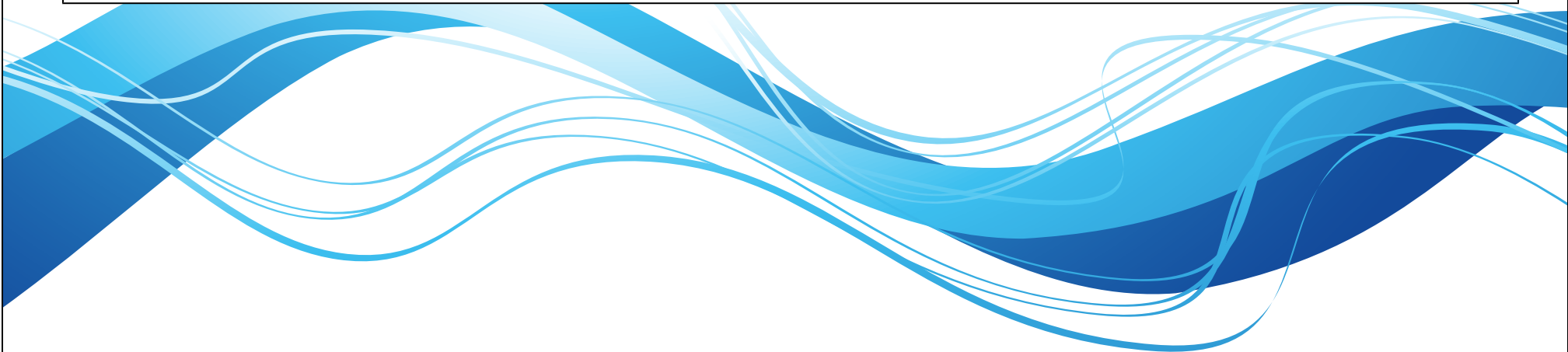
By June 2023, all students will continue to build on and demonstrate measurable growth and achievement in the areas of literacy and numeracy. Growth will be measured by Division HLAT Writing (grades 1-6), Provincial Literacy and Numeracy Assessments (grades 1-3), Reading Level Achievement (grades 1-6), CAT-4 (grades 4-6), PATs as well as school intervention data. We will continue to engage in targeted professional learning to support diverse learners, and will draw on OECD priority practices for First Nations, Metis, and Inuit students as universal strategies for all students. Staff will continue to collaborate to develop and enhance quality teaching and learning practices, and implement targeted interventions.

Division Priority 1

By June 2023, students and staff will engage in meaningful learning activities focused on collaborative work related to anti-racism and reconciliation. We will maintain and/or increase the Alberta Education Assurance Measures and Division Survey Measures in the areas of Welcoming, Caring, Respectful and Safe Learning environments. All staff will participate in Division and school learning sessions and we will involve students, parents and teachers in a range of anti racism and reconciliation work.

Division Priority 2

By June 2023, students and staff will continue to build relationships and positive school culture experiences. We will maintain and/or increase in positive responses in the Alberta Education Assurance Measures specific to Welcoming, Caring, Respectful and Safe Learning Environments, Division Feedback Survey measures specific to General Check-In, Safety and Well Being.



	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		6,448,121		6,867,567
Internal Revenue		0		0
REVENUE TOTAL		6,448,121		6,867,567
Classroom	35.421000	3,642,413	38.414000	3,950,188
Leadership	6.000000	729,990	4.730000	601,161
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	90,000	.000000	130,000
TOTAL TEACHER	41.421001	4,462,403	43.144001	4,681,349
(% of Budget)		69.2%		68.17%
Exempt	1.000000	123,117	1.000000	123,117
Exempt (Hourly/OT)	.000000	60,000	.000000	60,000
Support	19.943000	1,067,960	24.443000	1,314,658
Support (Supply/OT)	.000000	25,000	.000000	25,000
Custodial	4.500000	295,851	4.500000	295,851
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
TOTAL NON-TEACHER	25.443001	1,576,928	29.943001	1,823,626
(% of Budget)		24.46%		26.55%
TOTAL STAFF	66.864002	6,039,331	73.087002	6,504,975
(% of Budget)		93.66%		94.72%
SUPPLIES, EQUIPMENT AND SERVICES		225,690		188,979
INTERNAL SERVICES		182,100		171,613
OTHER INTEREST AND CHARGES		1,000		2,000
TOTAL SES		408,790		362,592
(% of Budget)		6.34%		5.28%
TOTAL AMOUNT BUDGETED		6,448,121		6,867,567
Carry Forward Included		0		0
Carry Forward to Future		0		0