

Profile



| Enrolment   |          | Staff FTE       |           | Budget                     |                   |         |
|-------------|----------|-----------------|-----------|----------------------------|-------------------|---------|
| Normalized  | 994.000  | Custodial       | 5.500000  | Salaries                   | \$7,148,524       | 97.80%  |
| Weighted    | 1192.326 | Exempt          | 1.000000  | Supplies, Equip., Services | \$160,618         | 02.20%  |
| Regular     | 1,039    | Support         | 19.000000 |                            |                   |         |
|             |          | Teacher         | 47.936000 |                            |                   |         |
| Year Opened | 1959     | Total 73.436000 |           |                            | Total \$7,309,142 | 100.00% |

School Philosophy

Ellerslie Campus is dedicated to high levels of learning for all students. In collaboration with parents and community partners. Staff strive to create a safe and nurturing learning environment where the academic, physical, social, and emotional needs of all students are met. Staff ensure that all students learn essential knowledge, skills, and attitudes in every aspect of school.

Community Profile

Ellerslie Campus is a Kindergarten to Grade Nine school with a primary attendance area of Charlesworth and a secondary attendance of Walker Lakes. There are four school buildings on Campus. The South Campus houses approximately 325 Kindergarten to Grade Two students and 26 staff, while the North Campus houses over 700 students from Grades Three through Nine in the main building, two portable classrooms, and an eight-classroom pod.

Programs and Organization

Ellerslie Campus is committed to continuous school improvement with a focus on ensuring high levels of learning for all students. Teaching staff engage in collaboration in order to improve teaching and learning, with a focus on literacy and numeracy. We provide intervention for elementary students and all special needs students are integrated into regular classroom programming. We also have one Interactions classrrom with students in Grades Six and Seven. Ellerslie is committed to wellness in all areas. Emotional health is promoted by student leadership initiatives and a strong character education program, supported by collaboration with our SLS team. Our Diversity team is working toward integrating Anti Racism practices and acts of Reconciliation into classroom instruction and our daily relationships and interactions.

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 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, all students will continue to build on and demonstrate measurable growth and achievement in the areas of literacy and numeracy. Staff will continue to collaborate to develop and enhance quality teaching and learning practices, and implement targeted interventions.**

- Division 1 teachers will continue to implement practices related to the systematic and comprehensive teaching of phonics, as well as teaching a mastery of basic math facts through an integrative approach using Power of Ten strategies; teachers will engage in creative regrouping strategies to provide guided reading
- collaborative time is scheduled for teachers to work together on essential learning outcomes, common assessments and best practices related to reading and writing or numeracy
- teachers will also have opportunities for classroom intervisitations and will engage in post visit conversations with guiding questions
- Division 2 teachers will be involved in piloting and using the math assessment criteria resource developed by the Division
- Junior high teachers will engage in ongoing collaboration and intervisitations to learn and apply strategies for supporting students at risk

**Results Achieved:**

Our approach to literacy last year was a mix of phonics, writing, and phonemic awareness. In Grade One, we prioritized Tara West's phonics and writing methods, alongside Haggerty's phonemic awareness program, while in Grade Two, UFLI phonics and Writers' Workshop supplemented Haggerty's phonics approach. Our students were empowered by a variety of strategies such as, segmenting or blending, that built confidence in tackling reading and writing challenges. As a result, our primary students are emerging as stronger writers. We were committed to improving outcomes through ongoing collaboration, intervisitations, and vertical alignment of strategies across grade levels. Teachers were given dedicated collaborative time to share insights and refine practices, enhancing the collective effectiveness of our teams. Additionally, we embraced technology such as Read & Write, Prodigy, and Raz Kids to better support diverse learning styles and provide personalized learning experiences.

In our numeracy approach, we utilized intervention strategies, math games, and hands-on manipulatives like blocks and dice to build foundational skills in Kindergarten through Grade Two. Programs like Power of 10 and Mad Minutes, along with daily math language integration, helped students develop stronger number sense and mathematical reasoning skills. We were committed to making real-life connections to math, such as applying fractions to trade skills, and regularly integrating numeracy into our morning messages and cross-curricular lessons. Regular collaboration with grade teams and between divisional teams supported vertical alignment, ensuring consistency in instruction and assessment. We employed a range of assessment tools, including formative assessments and small group work, to guide interventions and target specific student needs. As part of our ongoing commitment to literacy and numeracy, we incorporated guided reading, phonics, and math fact practice into daily routines and used formative assessments to inform targeted interventions. Through consistent collaboration, shared best practices, and a focus on individual student progress, we continued to create classroom environments where every child is supported in their learning journey.

\*Grade Six PAT results indicated that 82.6% of our students met an acceptable standard, 24.8% met the standard of excellence. Writing and Reading were comparable at 96.8% and 94.7% with 13.7% of students meeting a standard of excellence in writing and 46.3% in reading.

\*Grade Nine PAT results indicated that 86% of our students met an acceptable standard in Writing with 17.4% meeting a standard of excellence. 77.9% of our students met an acceptable standard in Reading with 15.1% meeting a standard of excellence.

\*Grade Six PAT results in Math dropped to 79.8% meeting an acceptable standard, but we did increase to 34.9% of those students meeting a standard of excellence. Part A and B were comparable at 81.4% and 89.7% meeting an acceptable standard.

\*Math Nine PAT results dropped to 39.3% for Part A and 64% for Part B meeting an Acceptable Standard.

**By June 2024, students and staff will engage in meaningful learning activities focused on collaborative work related to anti-racism and reconciliation. 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.**

- our Diversity club will continue to meet and engage in conversations about Anti Racism and Reconciliation and students will be engaged in planning activities to promote this work school wide
- along with our catchment our staff will participate in Division led professional learning related to topics of integrative anti racism
- we will continue to recognize diversity by hosting multicultural events, conducting assemblies, creating displays, etc

- selected school staff will participate in the Schools that Listen program and we will provide opportunities for our students to have a voice through periodic focus group conversations and information related to our work in this area will be communicated to parents via Schoolzone and classroom newsletters

#### Results Achieved:

At Ellerslie School, fostering an environment of inclusion and acceptance is a top priority, and various initiatives helped bring this vision to life. Staff professional development sessions on anti-racism and reconciliation, played a critical role in shaping a more diverse and aware school culture. The "Ellerslie Listens" program encouraged open conversations among Junior High students, providing a platform for them to share experiences and perspectives. The school also supported cultural observances and actively participated in events such as Orange Shirt Day and the Walk for Wenjack. Multicultural Day is a major highlight, where students and staff alike come together to celebrate diverse traditions, clothing, food, and performances from around the world. Clubs like the Bollywood Dance club and GSA provided an opportunity for students to share their identities with others.

The school's commitment to reconciliation extended into the classroom and student activities. Events such as the "I Am Unique" field trip, multicultural read-a-louds, and the Walk for Wenjack encouraged students to reflect on their identities and the experiences of others. Activities like the Grade Nine Farewell, Carnival, and Year-Round Celebrations incorporated elements of cultural awareness and character development, fostering a sense of community and belonging. These practices also extended to the physical spaces of the school, with displays around the building and videos highlighting Indigenous and multicultural histories. The commitment to integrating diverse perspectives into daily learning was evident in classroom lessons, where reconciliation, Indigenous ways of life, and cultural diversity were explored across subject areas. By providing opportunities for students to engage with a wide range of perspectives and working to cultivate a strong sense of community, Ellerslie Campus School continues to be a place where diversity is not just celebrated, but actively practiced.

\*83.2% of students believe that Ellerslie school takes actions that support truth and reconciliation. In school, students believe they can learn about the contributions of indigenous peoples (91.4%), they can learn about indigenous perspectives (88.6%), learn about treaties and agreements with First Nations (87.8%), and they can learn about residential schools and their legacy (89.9%)

\*90.1% of families feel that many diverse cultures (i.e. languages, traditions, worldviews, histories, current realities) are represented in the events, activities and environment of my child's school. But only 78.8% believes the school keeps them informed of steps they are taking to support truth and reconciliation.

\*54.8% of teachers and 72.7% of support staff feel they have the knowledge and skills to program for/support students who are First Nations, Metis, and Inuit.

By June, 2024 students and staff will continue to build relationships and positive school culture experiences. Achievement of this goal will be supported by:

- the development and continued implementation of a school wide plan to support meaningful activities that build on students sense of belonging and parents sense of engagement
- teachers and administration will engage in periodic reflection of our plan and strategize to respond in a timely manner
- our school plan will involve Leadership activities, student assemblies, parental engagement strategies, staff wellness activities, and community engagement

#### Results Achieved:

At Ellerslie School, fostering a sense of community and belonging is central to both student and staff experiences. Junior High students had ample opportunities to engage in leadership activities such as reading buddies, student assemblies, and sporting events. Special events provided students with fun and memorable ways to connect with one another. Additionally, multicultural events, including the Diwali and Holi celebrations, offered a platform for students to share and learn about various cultural traditions. Clubs such as the Bollywood Dance Club, GSA, and Chess Club created safe spaces for students to explore their interests while promoting diversity and inclusion. These initiatives were not only about fostering participation but also about helping students feel connected to the school community, which is essential for creating an environment where they feel safe and valued.

Staff members played an equally important role in strengthening this sense of connection. They engaged in wellness activities, checked in with each other regularly, and offered words of appreciation, which helped build a positive and supportive work environment. The strong emphasis on team-building activities extended to staff socials, where colleagues came together to celebrate achievements and form closer bonds. Furthermore, the school supports staff development through regular meetings where they discuss how to best support students and promote a culture of belonging. While a great deal of focus has been placed on building strong relationships between students and staff, there is a continued push to create more opportunities for everyone to come together, with ongoing initiatives like buddy classes and staff wellness events. In order to further this work, leadership opportunities for both students and staff will be expanded, ensuring that all members of the Ellerslie community are empowered to contribute to a supportive, inclusive school culture.

\*76.5% of students believe they have opportunities to be involved in activities that support their sense of belonging, but only 62.9% feel that school is a place where all students feel like they belong and 73% of students feel like they belong at school.

\*85.1% of Teachers feel that Ellerslie is a place where all students feel like they belong and 86.3% of parents feel their child feels like they belong at school.

\*75.6% of students and 85.1% of parents feel that Ellerslie school helps them develop skills that support their wellness. 90.5% of school staff feel confident in helping students

build skills that support their wellness.

85.1% of parents feel their child is safe at school, 80.9% of staff feel safe, and 72.3% of students feel safe at school.

**What were the biggest challenges encountered in 2023-2024?**

1. Continuous enrolment of students throughout the year caused challenges with limited intervention for all students. 29% of students (277) were identified as reading below grade level. 38% of students (358), were identified as writing below grade level according to HLATs.

2. Complexity of classrooms while building staff capacity. Only 48.4% of teachers feel they have the knowledge and skills to program for/ support students in need of specialized supports. 56.8% of students feel that staff at school know how they learn best.

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

1. The importance of providing Teacher and Support staff professional development to support the inclusion of complex students in an inclusive setting.

2. Building better systems of communication with parents to ensure they are aware of activities within the school.

3. Professional development for staff around Belonging.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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   | 84.7             | 82.7             | 84.7                | 83.7           | 84.4             | 84.8                | n/a                | Maintained  | n/a        |
|                                | Citizenship   | 71.9             | 76.8             | 79.7                | 79.4           | 80.3             | 80.9                | Intermediate       | Declined    | Issue      |
|                                | 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  | 77.6             | 83.5             | 83.5                | 68.5           | 66.2             | 66.2                | High               | Declined    | Acceptable |
|                                | PAT6: Excellence  | 43.1             | 46.8             | 46.8                | 19.8           | 18.0             | 18.0                | Very High          | Maintained  | Excellent  |
|                                | PAT9: Acceptable  | 62.1             | 61.5             | 61.5                | 62.5           | 62.6             | 62.6                | Very Low           | Maintained  | Concern    |
|                                | PAT9: Excellence  | 14.4             | 15.0             | 15.0                | 15.4           | 15.5             | 15.5                | Intermediate       | Maintained  | Acceptable |
|                                | 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   | 85.4             | 86.4             | 87.0                | 87.6           | 88.1             | 88.6                | Intermediate       | Maintained  | Acceptable |
| Learning Supports              | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 78.1             | 80.3             | 82.6                | 84.0           | 84.7             | 85.4                | n/a                | Declined    | n/a        |
|                                | Access to Supports and Services                                       | 73.0             | 67.3             | 70.9                | 79.9           | 80.6             | 81.1                | n/a                | Maintained  | n/a        |
| Governance                     | Parental Involvement  | 83.1             | 65.1             | 66.7                | 79.5           | 79.1             | 78.9                | Very High          | Improved    | 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, all students below grade level in Literacy (reading and writing) and Numeracy will demonstrate growth in their current levels of performance.

Achievement of this goal will be supported by:

1. Development of Literacy and Numeracy plans at all grade levels.
2. Collaboration time for teachers to reflect on current data/assessments in order to better identify and support students in their classrooms.
  1. Opportunity for teachers to complete tracking document three times per year of reading levels of students in their class.
  2. Numeracy intervention for students most at risk with push in and small group work/centers.
  3. Professional development for all Literacy lead teachers around Empowering Writers, collaboration time for plan implementation.
  4. BAS assessment of JH students reading below grade level to accurately determine independent reading levels, post assessment letter to Pinpoint and share with Families.
3. Monitor attendance of students who are struggling academically.

**What data will you use to track continuous improvement?**

Levelled Literacy Intervention results, Guided Reading groups, Canadian Achievement Test 4 (CAT 4), Provincial screening assessments, increased number of books taken out of the library, teacher awarded grades, HLATS, Reading At, Above, Below perceptions of reading progress. Comparison of attendance from previous year to current year to determine if improvement is noted.

**Division Priority 3**

By June, 2025 students and staff will continue to build relationships, a better sense of belonging for all, and positive school culture experiences.

Achievement of this goal will be supported by:

1. The development and continued implementation of a school wide plan to support meaningful activities that build on students sense of belonging and parents sense of engagement (Building school culture)
  1. Teachers and administration will engage in periodic reflection of our plan and strategize to respond in a timely manner
  2. Our school plan will involve Leadership activities, student activities, parental engagement strategies, staff wellness activities, and community engagement
2. Implement individual classroom system to monitor student well-being.
  1. For example: Zones of Regulation, Monitoring heart rates and tracking regulation strategies that work, mindfulness activities.
3. Intentional wellness activities planned for staff
  1. Ensure check ins are happening with grade level colleagues and admin
4. Provide students opportunities to provide feedback
  1. Google questionnaires

**What data will you use to track continuous improvement?**

Division and Provincial Assurance measures, Absenteeism, track incident reports monthly, informal and formal feedback from students, Track number of fieldtrips and school wide events and participation from Students and Families, building a folder in Share Drive of regulation strategies, informal feedback from teachers on activities that build a sense of belonging.

|                                  | 2024-25 Spring Proposed |           | 2024-25 Fall Revised |           |
|----------------------------------|-------------------------|-----------|----------------------|-----------|
| Resources                        |                         | 7,164,406 |                      | 7,309,142 |
| Internal Revenue                 |                         | 0         |                      | 0         |
| REVENUE TOTAL                    |                         | 7,164,406 |                      | 7,309,142 |
| Classroom                        | 41.706000               | 4,507,293 | 43.046000            | 4,652,111 |
| Leadership                       | 5.030000                | 663,172   | 4.890000             | 648,042   |
| Teaching - Other                 | .000000                 | 0         | .000000              | 0         |
| Teacher Supply                   | .000000                 | 99,992    | .000000              | 80,000    |
| TOTAL TEACHER                    | 46.736000               | 5,270,457 | 47.936001            | 5,380,153 |
| (% of Budget)                    |                         | 73.56%    |                      | 73.61%    |
| Exempt                           | 1.000000                | 128,665   | 1.000000             | 128,665   |
| Exempt (Hourly/OT)               | .000000                 | 45,000    | .000000              | 109,203   |
| Support                          | 18.943000               | 1,118,854 | 19.000000            | 1,127,449 |
| Support (Supply/OT)              | .000000                 | 20,000    | .000000              | 10,000    |
| Custodial                        | 4.500000                | 312,695   | 5.500000             | 385,054   |
| Custodial (Supply/OT)            | .000000                 | 8,000     | .000000              | 8,000     |
| TOTAL NON-TEACHER                | 24.443001               | 1,633,214 | 25.500000            | 1,768,371 |
| (% of Budget)                    |                         | 22.8%     |                      | 24.19%    |
| TOTAL STAFF                      | 71.179001               | 6,903,671 | 73.436001            | 7,148,524 |
| (% of Budget)                    |                         | 96.36%    |                      | 97.8%     |
| SUPPLIES, EQUIPMENT AND SERVICES |                         | 139,955   |                      | 86,952    |
| INTERNAL SERVICES                |                         | 120,780   |                      | 73,666    |
| OTHER INTEREST AND CHARGES       |                         | 0         |                      | 0         |
| TOTAL SES                        |                         | 260,735   |                      | 160,618   |
| (% of Budget)                    |                         | 3.64%     |                      | 2.2%      |
| TOTAL AMOUNT BUDGETED            |                         | 7,164,406 |                      | 7,309,142 |