

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	458.000	Custodial	3.500000	Salaries	\$3,745,607	91%
Weighted	679.794	Exempt	0.507000	Supplies, Equip., Services	\$369,267	09%
Regular	458	Support	14.614000			
		Teacher	<u>24.207000</u>			
Year Opened	1959	Total	42.828000	Total	\$4,114,874	100%

School Philosophy

Rosslyn is a school that provides meaningful learning experiences that will enable all students to achieve at their highest possible level. Along with various community partners, our staff are committed to the goals of collaboration and ongoing professional growth in order to meet the social, emotional and academic needs of our students. All members of our school community work collaboratively as we pursue the mission of excellent results for our students.

Community Profile

Rosslyn School serves families in a large, north-west Edmonton catchment area. The student population of Rosslyn is multicultural in nature. The school was constructed in 1959 and underwent major renovation in 1988 and upgrading in 2002. The facility now includes two gymnasiums, a student lunch room, two CTS classrooms and a fully equipped computer lab. We have close to 1:1 access to wireless devices including six chrome book carts and iPads. Our students are supported by the All In For Youth initiative, which provides access to a success coach, family therapist, and Big Brothers/Big Sisters mentors. We also work in partnership with the Mennonite Centre for Newcomers and the Edmonton Immigrant Services Association.

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 Pre-Advanced Placement. In addition, the school is a district site for Behavior and Learning Assistance, Behavior and Learning Assistance/Opportunity, and Interactions programs. We provide supports for newcomer and English 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, Edmonton Mennonite Centre for Newcomers, The Family Centre

District 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 2018-2019, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above District's Priorities that were in effect when the goal was set.

By June 2019, CCS students will demonstrate academic growth in the areas of literacy and numeracy. Provincial Achievement Test, HAT Writing assessments, and Diploma Exam results, as well as high school completion rates will be used to measure and report growth. Teacher professional judgment, including summative and formative assessments informed by observations, conversations and student products will guide student instruction and school based intervention.

Results Achieved:

PAT results in three of four core subjects improved in the percentage of students meeting the Acceptable Standard and there was an increase in all four core areas in the percentage of students meeting the Standard of Excellence. There was a significant improvement in the percentage of students meeting Standard of Excellence in Science. Math PAT scores improved by 10 % from last year, and improved at a rate higher than the district for both Part A and Part B. When comparing how our English language learners performed on the PATs, we saw that in Science, they met the acceptable standard at almost the same rate as regular students. Social Studies PAT scores continue to trend upwards over the past three years. LA PAT and HAT scores declined as did the overall percentage of students reading at or above grade level, however over the past three years we have seen the number of ELL students at our school double from 18 to 36 % of the school population.

By June 2019, all NCCS staff will enhance their instructional practice through monthly collaboration and job embedded professional learning. Areas of emphasis include literacy, numeracy, diversity, assessment, comprehensive school health, technology integration and leadership development. As indicated by teacher professional growth plans, staff will increase knowledge, improve practice and reflect on growth outlined by the new Teaching Quality Standards. The impact of the collaboration and professional learning will be measured by the Accountability Pillar, the District Feedback Survey and Professional Growth Plans.

Results Achieved:

All staff engaged in collaborative sessions and PD sessions (with NCCS catchment) in umbrella groups which focussed on: assessment strategies, engaging students, Inclusive education, language development, literacy, technology, and student wellness and FNMI perspectives. All staff participated in school based PL focussed on increasing their understanding of First Nations perspectives, history and culture. Rosslyn teachers participated in professional learning around Trauma informed classrooms, and collaborated to improve strategies for addressing the needs of English language learners and vocabulary enrichment. District Feedback data shows that staff are satisfied or very satisfied with school based professional development and self directed professional learning, however they are less satisfied with catchment opportunities than the previous year. District Feedback data and school data also shows that teachers continue to want professional learning strategies to support ELL and to engage FNMI students.

By June 2019, parents will demonstrate increased satisfaction with and engagement in their child s education as measured by the Accountability Pillar measure of parental involvement, as well as school based indicators such as the number of parents attending parent teacher conferences, the number of parents accessing Schoolzone, and the number of parents connecting to school based supports. Strategies to engage parents will include improved Schoolzone

messaging, improved use of School messenger, and enhanced access to multicultural support workers. Engaging parents and families of indigenous students will be enhanced by relationship building strategies such as: regular check ins with the FNMI support worker, invitation to FNMI mom s group, information about academic and family supports, indigenous family activities, and a solution focussed approach to improving attendance.

Results Achieved:

Accountability Pillar results show that despite a 29/200 ranking in social vulnerability Index, we maintained satisfaction in Safe and Caring Schools (parents, teachers and students) however we did have more parents report 'I don't know' responses to this measure. We also maintained parent satisfaction with Program of Studies, Citizenship and Parental involvement, and 100 % of parents were satisfied or very satisfied with Education Quality. We saw a decline in satisfaction with School improvement measures as 38% of parents indicated they did not know if they had seen improvement or not. Another area where we saw a decline is parent satisfaction with access to programs for at risk youth. A low response rate of only 13 parents indicates a need to collect school based data at opportune times.

What were the biggest challenges encountered in 2018/19?

Staff continue to indicate the need for supports and PL related to supporting ELL and students with diverse needs especially in the areas of developing appropriate leveled assessments and assignments and in supporting and engaging FNMI youth.

English PAT and HLAT results are an area of concern despite professional learning and supports for English language learners. Managing and improving student engagement for those with chronic and well established poor attendance behaviours is complex and challenging. The range of learners at Rosslyn and diversity in the classroom continues to be a challenge: 18% FNMI, 17% Special needs, 36 % ELL (which has doubled in the last three years). Rosslyn is ranked 29th out of 208 schools on a social vulnerability scale and there is a high demand for social, emotional and behavioural supports.

What are the implications from 2018/19 that will impact your current year plan?

There is an urgent need to address and support the needs of our English language learners. Detailed analysis of PAT scores reveals that our ELL students did much better on our Science PAT where there was a great deal of collaborative work done to create adapted materials, PAT like assessments and vocabulary supports. Our English Language learners also scored comparably to our regular students on the Math PAT, however they struggled with the complexity and length of the English language Arts PAT. Improving reading and vocabulary for most Rosslyn students continue to be an area for growth. Our intervention program will focus more specifically on numeracy and literacy this year and we will continue to use department collaboration and expertise to develop and assess intervention strategies. We have a school wide focus on Reading where we are seeking to encourage a culture of reading for enjoyment, and staff will work towards developing engaging transfer tasks that encourage conceptual understanding.

We will continue to collaborate with catchment and school colleagues on strategies for engagement of FNMI learners and families- monthly sharing and learning based on the promising practices identified in the OECD document, Supporting Success for Indigenous Students. We will focus our work on three areas - teacher and student awareness of Indigenous culture and ways of knowing, student engagement and attendance, and parental engagement. We will continue to foster partnerships that support student and family engagement: Girl's Group, Big BrothersBig Sisters In school mentors, Aunts and Uncles at Large, Edmonton Immigrant Services Association, the Mennonite Centre and the Family Centre. A Family Therapist and Success coach will meet with administration regularly to ensure supports are provided with school success strategies, and we will ensure parents are aware of services for at risk youth. An attendance management plan will be put into place with a goal to engage parents in solution focussed meetings and conversations; the team will include administration, a teacher lead and our Success coach.

We will seek to opportunities for parent engagement by providing refined/shorter monthly newsletters, revised SZ notices, support parents to access SchoolZone by teaching about SZ at Parent teacher conferences, sharing homework supports (eg. AHA) and access to multicultural supports (eg. more translated notices into Arabic or other languages spoken at home, more access to multicultural support workers.)

**Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
School: 7535 Rosslyn School**



Measure Category	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
Safe and Caring Schools	Safe and Caring	84.1	86.5	84.0	89.0	89.0	89.3	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	80.9	81.8	76.1	82.2	81.8	81.9	High	Maintained	Good
	Education Quality	86.2	88.5	83.9	90.2	90.0	90.1	Intermediate	Maintained	Acceptable
	Drop Out Rate	0.7	0.4	0.4	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	48.0	46.4	51.0	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT: Excellence	15.0	6.4	9.3	20.6	19.9	19.6	Intermediate	Improved	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	88.5	85.3	87.9	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	77.0	80.6	78.6	82.9	83.0	83.5	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	79.5	66.6	71.3	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	70.5	80.7	80.5	81.0	80.3	81.0	Low	Declined	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. 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).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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 Examination 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.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

District 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.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2019/2020 school year. Select the District Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

By June 2020, all NCCS students will demonstrate growth of at least one grade level in reading, writing and mathematics as measured by common assessments.

Priority 1

By June 2020, all NCCS staff will enhance their instructional practice through collaboration and job embedded professional learning as measured by the District Feedback Survey, internal measures and Professional Growth Plans.

Priority 2

By June 2020, Rosslyn parents will demonstrate increased awareness of and satisfaction with access to supports for at risk students, and will demonstrate increased satisfaction in School Improvement measures in the Accountability Pillar, District Feedback survey and school measures.

Priority 3



	2019-20 Spring Proposed		2019-20 Fall Revised	
Resources		3,758,774		4,114,874
Internal Revenue		0		0
REVENUE TOTAL		3,758,774		4,114,874
Classroom	22.066000	2,193,058	22.207000	2,282,679
Leadership	2.000000	258,561	2.000000	259,750
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	105,000	.000000	120,000
TOTAL TEACHER	24.066000	2,556,619	24.207001	2,662,429
(% of Budget)		68.02%		64.7%
Exempt	.000000	0	.507000	29,140
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	14.200000	756,523	14.614000	776,745
Support (Supply/OT)	.000000	12,000	.000000	35,000
Custodial	3.500000	221,293	3.500000	221,293
Custodial (Supply/OT)	.000000	11,000	.000000	21,000
TOTAL NON-TEACHER	17.700001	1,000,816	18.621000	1,083,178
(% of Budget)		26.63%		26.32%
TOTAL STAFF	41.766001	3,557,435	42.828001	3,745,607
(% of Budget)		94.64%		91.03%
SUPPLIES, EQUIPMENT AND SERVICES		101,845		199,616
INTERNAL SERVICES		99,495		169,651
TOTAL SES		201,340		369,267
(% of Budget)		5.36%		8.97%
TOTAL AMOUNT BUDGETED		3,758,775		4,114,874
Carry Forward Included		0		53,514
Carry Forward to Future		0		0