

SCHOOL ANNUAL RESULTS REPORT

L'École Elizabeth Rummel School
Canadian Rockies Public Schools

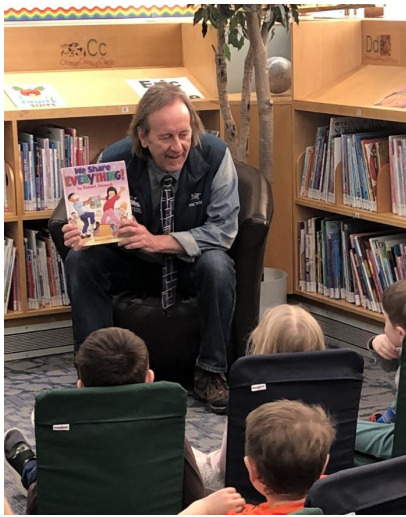


01

SCHOOL CONTEXT

“We are so grateful for the sincere care and compassion for our children at ERS. Thank you for helping them grow and develop tools as learners in the classroom and beyond.”

-ERS Parent

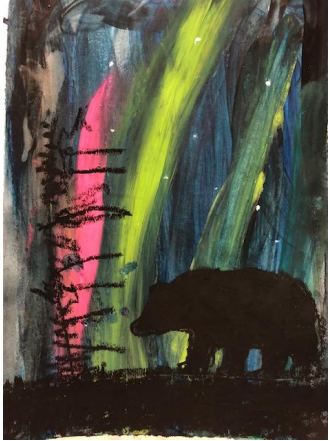


principal's message

Mr. Brian Wityshyn (Principal) Mrs. Nicole Skwara (Assistant Principal)

Within the framework of *Inspiring Hearts and Minds* and *The Shared Vision of Instructional Excellence in Teaching*, École Elizabeth Rummel School maximizes individual learning in each area of development: academic; social; physical; emotional and creative. As an early learning school, we do this by setting high standards for learning in a safe community that recognizes and accommodates learning differences, and fosters risk-taking, curiosity and independence. Our goal is to support our students to become confident, successful, accepting, respectful and responsible contributors to society. Within a safe and caring school environment we work together to support and nurture the *Whole Child - Whole Learning - the Whole Teacher – the Whole Community and the Whole World*.

Through the SARR process, we have learned that ERS staff, parents, and students overwhelmingly feel that the school is welcoming, safe and caring. Teachers are positively feeling supported with their professional learning which in turn reflects upon the positive results in numeracy and literacy and engagement in curricular activities. Teachers, parents and especially students are satisfied with the overall quality of basic education. Further supporting learning about the Indigenous Ways of Knowing and Digital Citizenship will remain a goal. Increasing student voice will continue to be a focus as well.



our mission

To create a sage child-centered learning environment where children are inspired to explore, engage and achieve. Our caring learning team is dedicated to the fundamentals of literacy and numeracy.

our vision

Elizabeth Rummel Early-Learning School is committed to providing an enriching, engaging and inspiring learning environment.

our motto

“Come grow with us! Grandissons Ensemble!”



school

L'École Elizabeth Rummel School
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profile

Kindergarten - Grade 3
302
19 teachers
7 support staff



unique features

- Dual Track System English and French Immersion
- Music Specialist
- Right From the Start Wellness Coach
- Outdoor Pursuits
- Tinkering Lab

assurance statement

I, Brian Wityshyn, certify that the School Annual Results Report for L'École Elizabeth Rummel School was developed in consultation with staff and with advice from the school council and according to the other parameters, guidelines and expectations outlined by Canadian Rockies Public Schools.



Principal Signature



02 OVERVIEW

“Thank you for your caring spirit for the children under your wings. They are precious to us and we appreciate that you also see them and treat them as little gems. Thank you!”

-ERS parent

overview of accomplishments

Priority One Health and Wellness - Learning and Working Environments Support the Positive Well-Being of Staff and Students

- Collaboration with Right from the Start (RFTS), school psychologist, administration, and teachers to provide universal supports focus on students' social-emotional needs
- 92% of students feel safe attending ERS.

Priority 2 Engaged Learning - Students and Staff are Meaningfully Engaged in Their Learning

- Our provision of authentic, relevant, and hands-on learning activities through regular collaboration with OLC for active outdoor learning and offering outdoor pursuit activities for all grade levels.
- Authentic, hands-on learning opportunities designed by teachers that are reflective of the Teaching Effectiveness Framework core principles have increased student enjoyment of learning.
- Collaboration with our local Knowledge Keepers infused Indigenous ways of knowing into our daily practices and supported the needs of our First Nations, Metis and Inuit students.

Priority Three Student Supports - Individual Growth and Success Fostered in Every Child

- Regular collaborative team meetings to discuss student needs and plan for interventions and supports.
- 95% parents are satisfied with the quality of education students are receiving at ERS.
- 97% parents are satisfied with the quality of teaching at ERS.
- Very significant increase of 19% of Mini Thni students working at grade level in literacy and numeracy.



overview of accomplishments

Priority 3 - Student Supports- Students are Literate and Numerate

- Teacher collaboration in designing differentiated literacy and numeracy groups has positively impacted student academic achievement in all areas of the curriculum, in particular literacy and numeracy.
- The increase in supports and resources have supported the increased the academic achievement of all students.
- Very significant increase of 19% of Mini Thni students working at grade level in literacy and numeracy.



priority areas for future SEP

Priority One Health and Wellness - Learning and Working Environments Support the Positive Well-Being of Staff and Students

- Implement strategies that ensure all students feel they are safe while attending school.
- Ensure all teachers feel their learning environments are welcoming, caring, respectful, and safe.
- Increase our communication to teachers and families about the services available to students and facilitate their access to them.

Priority 2 Engaged Learning - Students and Staff are Meaningfully Engaged in Their Learning

- Engage teachers in the planning of meaningful, collaborative professional development that positively impacts student learning.
- Ensure and support teachers to help implement digital citizenship into their instruction.
- Provide teachers with access to resources and experts who can support their design and delivery of engaging learning opportunities
- Developing and providing opportunities for students to engage in active citizenship.

Priority Three Student Supports - Individual Growth and Success Fostered in Every Child

- Continue to provide and engage teachers in opportunities to deepen their understanding and build their knowledge of their foundational knowledge of First Nations, Metis, and Inuit people.
- Continue to provide and engage students in opportunities to deepen their understanding and build their knowledge about First Nations, Metis, and Inuit people.



priority areas for future SEP

Priority 3 - Student Supports- Students are Literate and Numerate

- Continue to support students in their early literacy and numeracy skills
- Continue engaging teachers in professional learning around supporting students with literacy and numeracy skills



03

HEALTH AND WELLNESS

Outcome: Learning and working environments support the positive well-being of students and staff.

local performance measure

Percentage of teachers who indicate that they have had access to division and/or school-based professional learning and resources to support positive mental health.



	Agree (%)	Disagree (%)
Elizabeth Rummel School	100	0
CRPS	95	5

Analysis:

100% of staff feel they have access to mental health resources and professional development. This is an increase from 2021-2022 when it was only 72%.

local performance measure

Percentage of students who indicate that they have positive self-esteem and who feel safe attending school.

	%
Grade	Gr. 2-3
Elizabeth Rummel School	92

Analysis:

At ERS, 92% of grade 2 & 3 students feel they are safe while attending school. In order to improve this percentage, as a school we have developed a school wide positive behavior supports matrix which addresses hallway, bathroom, lunchtime, and outside expectations. As well, ERS will continue to have staff Right From the Start Wellness Coach provide universal strategies in the classroom that address wellbeing and healthy relationships.

Local performance measure

The percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.

	Elizabeth Rummel* (%)	CRPS (%)	Alberta Education (%)
Overall	92.0	83.0	84.7
Parents	91.0	83.2	85.6
Students	95.0	73.5	76.6
Teachers	89.5	92.2	92.0

Analysis:

Overall, our school community believes ERS learning environments are welcoming, caring, respectful, and safe. Although this rating is acceptable, work needs to be done regarding the communication between school and parents as to how our school is caring, respectful and safe. Sharing the newly developed positive behaviour support matrix will help parents see the work that is being proactively done in these areas.

*ERS collected its own data in 2022/23 as it is outside, in most cases, of the grade range of data collected by CRPS and Alberta Education.

local performance measure

The percentage of teachers, parents, and students who agree that students have access to appropriate supports and services at school.

	Elizabeth Rummel (%)	CRPS (%)	Alberta Education (%)
Overall	78.0	78.9	80.6
Parents	66.5	79.5	75.7
Students	97.0	75.4	79.9
Teachers	70.7	81.9	86.2

Analysis:

Approximately 34% of parents were unsure if their children had access to appropriate supports and services at school. Communication as to what supports and services needs to be provided to families at the beginning of the school year. Teachers as well will need to know the Continuum of Supports so they too understand what services and supports are provided. Providing new staff with this information would be beneficial at the beginning of the school year as well.

04

ENGAGED LEARNING

Outcome: Students and staff are meaningfully engaged in their learning.

local performance measure

Percentage of Grades 2 and 3 students who find their learning interesting and relevant.

	Literacy (%)			Numeracy Activities (%)		
	Agree	Disagree	Unsure	Agree	Disagree	Unsure
ERS	92	8	0	89	11	0

Analysis:

Students were asked:

“Do you like learning language arts?”

“Do you like learning math?”

“At school, are you encouraged to do your best?”

As the majority of students were positive, we will continue to provide teachers with professional learning opportunities to improve their practice to provide interesting and relevant learning experiences and continue to collaborate with the Outdoor Learning Centre, Knowledge Keepers, and other relevant experts.



Local performance measure

Percentage of teachers who indicate that collaborative professional learning opportunities are effective and have contributed to their ongoing professional growth.



	Agree (%)	Disagree (%)
Elizabeth Rummel School	81	19
CRPS	87	13

Analysis:

The majority of teachers indicated that their professional learning opportunities are effective and have contributed to their ongoing professional growth. We will continue to ask staff for feedback, and be a part of the planning for professional learning alongside our Lead Learners.

Local performance measure

Percentage of teachers who indicate that digital citizenship is routinely incorporated into their instruction.



	Agree (%)	Disagree (%)
Elizabeth Rummel School	69	31
CRPS	79	21

Analysis:

Because our K-3 teachers are not routinely using technology in their classrooms, they are not routinely incorporating digital citizenship lessons into their instruction.

local performance measure

The percentage of teachers, parents, and students who agree that students are engaged in their learning.

	Elizabeth Rummel (%)	CRPS (%)	Alberta Education (%)
Overall	90.1	79.9	84.4
Parents	94	79.4	87.3
Students	90.5	69.3	70.9
Teachers	85.7	90.9	95.1

Analysis:

The trend in the past was for all teachers to feel students were engaged. This year we saw a temporary dip and this requires more investigation.

Local performance measure

The percentage of teachers, parents, and students satisfied with the overall quality of basic education.

	Elizabeth Rummel (%)	CRPS (%)	Alberta Education (%)
Overall	96.7	84.5	88.1
Parents	95.5	77.7	84.4
Students	100	83.3	85.7
Teachers	94.7	92.4	94.4

Analysis:

Majority of our students, staff and parents are satisfied with the overall quality of basic education. We will continue to highlight our educational successes in newsletters and on our website.

local performance measure

The percentage of teachers, parents, and students agree that students model the characteristics of active citizenship.

	Elizabeth Rummel (%)	CRPS (%)	Alberta Education (%)
Overall	84.2	77.2	80.3
Parents	-	75.7	79.4
Students	-	65.8	71.3
Teachers	84.2	90.0	90.3

Analysis:

ERS teachers are reporting at a lower rate than CRPS and Alberta. This requires further investigation.

05

STUDENT SUPPORTS

Outcome: Individual growth and success is fostered for every student.

local performance measure

Percentage of teachers who indicate that professional learning focused on the Teaching Effectiveness Framework is effective and has contributed to their ongoing professional growth.



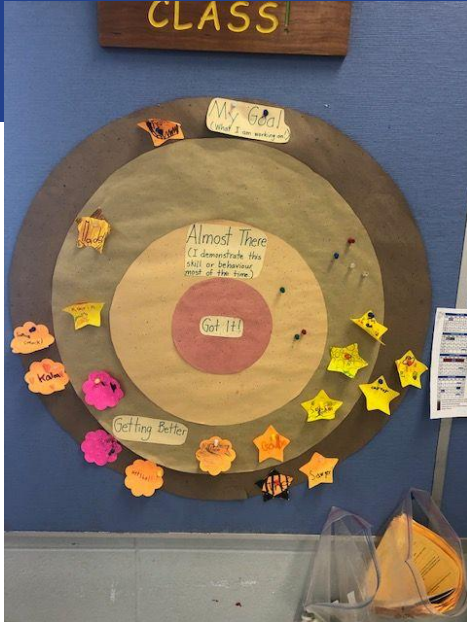
	Agree (%)	Disagree (%)
Elizabeth Rummel	93	7
CRPS	93	7

Analysis:

Teachers agree that professional learning focused on the TEF has contributed to their ongoing professional growth. Aspects of the TEF are highlighted during staff meetings, PLNs, and their own Teacher Professional Growth Plans.

local performance measure

Percentage of teachers who indicate that they incorporate feedback loops into their instructional design including time for students to identify their next steps for learning.



	Agree (%)	Disagree (%)
Elizabeth Rummel	100	0
CRPS	98	2

Analysis:

Teachers at ERS have very much embraced the importance of incorporating feedback loops. This is the the first year that 100% were in agreement.

local performance measure



Percentage of teachers who indicate that they have been provided the opportunity to build their foundational knowledge of First Nations, Metis, and Inuit people.

	Agree (%)	Disagree (%)
Elizabeth Rummel	81	19
CRPS	85	15

Analysis:

81% of teachers have indicated that they have been provided opportunity to build foundational knowledge. As part of the TQS, all teachers are required to build this knowledge. Professional learning during staff meetings or PLNs will be incorporated. As well, future learning opportunities will be shared with all staff.

local performance measure

Percentage of students who indicate that they have learned a lot about First Nations, Metis, and Inuit people.

	Kindergarten - Grade 3 (%)		
	Agree	Disagree	Unsure
Elizabeth Rummel	70	0	30
CRPS	80	13	6

Analysis:

As students learn about First Nations, Metis, and Inuit, Teaching staff need to be more explicit in our language. This was the first year that we have regular Knowledge Keeper visits to collaborate with our staff.

local performance measure

The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Elizabeth Rummel (%)	CRPS (%)	Alberta Education (%)
Overall	85.5	70.8	79.1
Parents	77.4	61.4	72.5
Teachers	93.6	80.2	85.7

Analysis:

Although parental involvement in decisions about their child's education is higher than the province, parental voice can be strengthened through our involvement with our Parent Council.

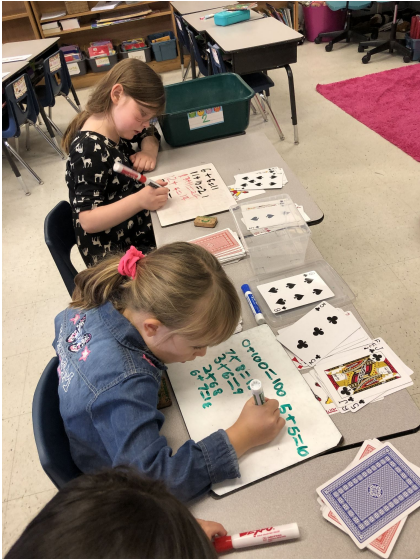
05

STUDENT SUPPORTS

Outcome: Students are literate and numerate.

local performance measure

Percentage of teachers who indicate that literacy and numeracy are a priority within their instructional design process.



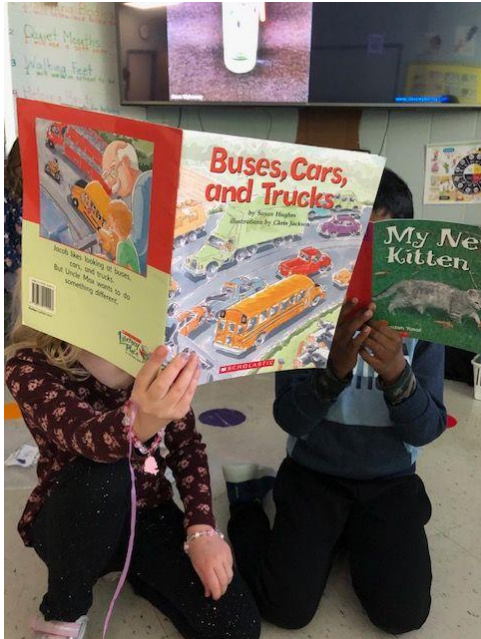
	Agree (%)	Disagree (%)
Elizabeth Rummel	100	0
CRPS	95	5

Analysis:

Being an early literacy and numeracy school K-3, 100% of our teachers believe that literacy and numeracy are their priorities within their instructional design process.

local performance measure

Percentage of teachers who indicate that CRPS has provided the opportunity to engage in professional learning in the area of literacy and numeracy.



	Agree (%)	Disagree (%)
Elizabeth Rummel	93	6
CRPS	82	18

Analysis:

At ERS, the majority of teachers have indicated that CRPS has provided them with opportunities to engage in professional learning in the area of literacy and numeracy.

local performance measure

Percentage of students who enter their grade with foundational literacy and mathematical skills.

	Gr. 1 to 6 Literacy Skills (%)	Gr. 1 to 6 Mathematical Skills (%)
Elizabeth Rummel	73	84
CRPS	57	76

Analysis:

Consistent increase over past 3 years. Continue with early literacy and numeracy interventions in all tiers of support. These results are reflective of the attention teachers and parents afford these skill areas and the extra resources that have been implemented.

