

Burnaby School District – School Plan

Our Story

Who we are? *(With considerations for ELL, Inclusive Ed, CYOC, Indigenous students)*

Rosser Elementary School is a culturally diverse school in the northwestern corner of Burnaby. Our school is linked to Gilmore Community School through our administrative team of Lisa Pitt (Principal) and Chris Phillips (Vice Principal). Our population is relatively stable and currently sits at 151 students. Our population tends to increase slightly over the course of a year and the resets over the summer. The increases are due to the addition of students through International Education, Work/Study permits, and student who move mid-year but are diverted from nearby schools that are at capacity in certain grade levels. Approximately 38% of our students are English Language Learners, and we have 17 students with Individualized Education Plans. We also have 4 students of Indigenous ancestry. We are a welcoming and caring school community with dedicated a dedicated staff and involved and supportive parents.

What are we doing well?

Being such a small school, there is a strong community feeling where staff and students know each other from beyond just the classroom.

We offer extra-curricular opportunities through sports such as Track, Volleyball, Basketball, and Cross-Country. We also have clubs such as Garden Club, Leadership, and Allyship.

Our staff is creative in their approach to meeting students' learning needs, differentiating and supporting learners to meet them where they are. Some of our classes use the outdoors as a second classroom to do place-based learning on a regular basis.

We have a strong, engaged, and supportive Parent Advisory Committee, as well as a wider community of families involved with our school community. We also have out of school opportunities with partner groups including the City of Burnaby, the YMCA, and Purpose Society.

How do we know?

Students are active and engaged both in and out of the classroom.

Regular formative and summative assessments in all classes and early diagnostic screenings keep us well-informed about our students.

Parents are present and involved in many school wide activities.

Our focus:

Social Emotional Learning:

- To increase students' sense of connection, safety and security at school.
- This supports the district's Enhancing Student Learning Report (ESLR) Outcome 3: "Students will feel welcome, safe, and connected to their school."

Writing:

- To increase students' ability to express themselves in writing.
- This supports the district's Enhancing Student Learning Report (ESLR) Outcome 1: "Students will meet or exceed literacy expectations for each grade level."

STRATEGIES: (to support Focus)

Accessing Literacy and Early Learning Program Consultants and Literacy Enhancements Teachers for Pro D and in class support.

Engage with other school staffs who have a similar school goal.

Be explicit in our teaching of writing skills in a variety of age-appropriate genres. Use formative and summative class data throughout the year to track student progress.

Enhance opportunities for Student Voice i.e. student surveys, Grade 7 exit interviews, etc.

Use data from district and ministry sources to identify vulnerable students and plan for wraparound supports by school based staff, incorporating district staff when appropriate.

