

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	173.500	Custodial	1.500000	Salaries	\$1,397,920	94.57%
Weighted	189.360	Exempt	0.000000	Supplies, Equip., Services	\$80,271	05.43%
Regular	196	Support	3.000000			
		Teacher	<u>9.456700</u>			
Year Opened	1969	Total		13.956700	Total \$1,478,191	100.00%

School Philosophy

Lansdowne School exists to facilitate Kindergarten to Grade 6 education focused on developing students into well-rounded learners. We take an open approach to learning that encourages students to be curious, engaged, motivated, and secure with themselves. We believe in inclusive learning that supports students' unique backgrounds and experiences. We facilitate community building within and outside of our school, and our students understand the importance of their role as community members. We foster a welcoming environment that provides learning opportunities focused on developing well-rounded children with a global perspective. Students leave Lansdowne School with a better understanding of who they are and the confidence to pursue their interests as they move through their educational journey.

Community Profile

Our small size is our strength...

Lansdowne School is located in Southwest Edmonton in the community of Lansdowne. We are focused on students in Kindergarten through to Grade 6. We are proud to share school space with the Lansdowne Child Care Family Centre and Lansdowne Out of School Care. Built in 1968, Lansdowne School has a rich history as a diverse community of students, teachers, staff, and parents. Lansdowne School has had as many as 41 languages spoken among its population, exposing students to the vibrant multicultural fabric that makes up Edmonton, Alberta, and Canada. Over the years, Lansdowne School has maintained a modest-sized student body drawing from communities around Edmonton, that's continued to develop the school's "small town" feel. A safe place where everyone watches out for each other, Lansdowne School is a friendly, caring tight-knit community where learning is fun and friendships are long-lasting.

With thriving learners, exceptional teachers, and a welcoming student body, Lansdowne School is a secure place for children to learn. With a focus on inclusivity, diversity, creativity, and knowledge sharing, Lansdowne School believes in education that supports the development of children into well-rounded global citizens. We have a dedicated parent and community of volunteers who support our students' learning and celebrate the involvement of a strong School Council and Parent Advisory Council (Parent Association of Lansdowne Students - PALS).

Programs and Organization

Lansdowne School offers the following in programming:

- Kindergarten to Grade 6 Regular Programming
- Kindergarten to Grade 3 Cogito Programming, with plans to grow
- French as a Second Language in Cogito Grades 1 to 3; Regular Grades 4 to 6
- Dedicated Music teacher
- Strong home-school collaboration
- Emphasis on Character Education and Restorative Practices
- Levelled Literacy Intervention

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Lansdowne Child Care and Family Centre Society, Lansdowne Community League, Parent Association of Lansdowne Students

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).

Goal 2: Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes.

By June 2024, all students will demonstrate a minimum of one year's growth in reading, writing and mathematics.

Strategies and Actions:

- teachers will use research-based universal and targeted strategies to support student achievement and growth
- continue to build a school-wide common vocabulary in math
- lead teachers in literacy and numeracy will assist with planning school-wide and catchment collaboration and professional development opportunities
- staff will have access to professional learning opportunities to deepen their understanding of literacy and numeracy instructional practices and assessment
- monitoring of students for growth and provision of targeted literacy support or interventions

Results Achieved:

To support student growth and achievement, all staff took part in school-wide professional learning opportunities throughout the year dedicated to literacy and numeracy. As we welcomed 33 international students to the school, this allowed us to re-organize for instruction to support all students. A part-time teacher was hired to support students in literacy and numeracy. As well, a common literacy block was created to maximize staff providing direct instruction, and small group instruction, to students. Interim writing measures provided staff opportunity to dialogue about next steps in writing for students. All students, including those considered at-risk, were monitored throughout the year using the Baseline Assessment System as a means to inform instruction. Teachers continued to look at supporting students in guided math and worked collaboratively around using common language in math. Staff were also provided professional learning opportunities to work with consultants and self-directed learning sessions to address new curriculum implementation. The school hosted a family math games night through Box Cars & One Eyed Jacks, and 31 families took part in that evening. With the support of School Council, math manipulatives were purchased in order to enhance students' learning of foundational development of math concepts.

- 75.5% of students are reading at or above grade level based on year end teacher reported marks (13.5% decrease compared to prior 3 year average)
- 24.4% of students are reading below grade level. Of those students, 25 are International students who came to Lansdowne at various points in the school year, 4 are other English As Another Language students, 1 is coded special needs, and 1 is identified as First Nations Metis & Inuit
- 9 students were supported through Levelled Literacy Intervention
- 83.6% of students achieved at or above grade level in writing as measured by the HLAT (1.1% decrease from 2023)
- CAT4 School-wide Averages (Stanine 4 and above):
 - Reading: Grade 4 (75%); Grade 5 (14%); Grade 6 (44%)
 - Mathematics: Grade 4 (95%); Grade 5 (43%); Grade 6 (88%)
 - Computation and Estimation: Grade 4 (88%); Grade 5 (71%); Grade 6 (88%)
- On the Alberta Education Assurance Survey results, School Improvement improved from the previous year from 92.3% to 93.3% with parents indicating 83.3% (very high), students indicating 96.4% (very high), and teachers indicating 100% (very high).
- 3 Year Rolling Average for School Improvement 2020-2022:
 - Overall 86.2%
 - Parent 85.4%
 - Student 84.8%
 - Teachers 100%
- On the Alberta Education Assurance Survey, Education Quality remained "Very High" at 95.4% (up 0.9% from previous year)
 - Overall 95.4%
 - Parent: 94.4%
 - Student 94.6%

Goal 1: Work with students, staff, families and communities to update and advance the Division's Anti-racism and Equity Action Plan each year, so it serves as the catalyst for meaningful, long-term systemic change.

By June 2024, more students will demonstrate a sense of belonging, and seeing their identity and culture reflected within the school. More students will demonstrate

awareness of the actions the school is taking to support truth and reconciliation, and anti-racism.

Strategies and Actions:

- teachers will have access to Division consultants and professional learning opportunities on a monthly basis that will inform their practice which reflects teaching and learning around anti-racism and equity
- students and staff will have access to resources and literature to support teaching and learning around anti-racism and reconciliation
- library material and resources will continue to be purchased

Results Achieved:

Dedicated collaboration time continued to be scheduled into the yearly calendar for staff to take part in professional learning, share best practices, share successes and challenges as they supported students. Lead teachers and consultants conducted sessions to build staff's foundational knowledge. Lyndon Suntjens worked with staff on a professional learning day on "The Holistic Teachings of Indigenous Games". Purchases continued to be made for classroom and library collections to include literature representing diverse cultures. Guest presenters Garth Prince, and Author Shelley Nelson, were invited to the school to contribute to the school community's awareness of inclusion, and foundational knowledge. A variety of field trips were booked to support students' understanding of First Nations, Metis & Inuit cultures.

- On the Division Feedback Survey:
 - 84% of students responded that school is a place where all students feel like they belong
 - 94% of students responded that school takes actions that support truth and reconciliation
 - 100% of students responded that many diverse cultures are represented in the books and materials at my school
 - 88% of students indicate that they have opportunities to be involved in activities that support their sense of belonging
- On the Alberta Education Assurance Survey results, School Improvement improved from the previous year from 92.3% to 93.3% with parents indicating 83.3% (very high) , students indicating 96.4% (very high), and teachers indicating 100% (very high).
- 3 Year Rolling Average for School Improvement 2020-2022:
 - Overall 86.2%
 - Parent 85.4%
 - Student 84.8%
 - Teachers 100%
- On the Alberta Education Assurance Survey, Education Quality remained "Very High" at 95.4% (up 0.9% from previous year)
 - Overall 95.4%
 - Parent: 94.4%
 - Student 94.6%
 - Teachers 97.2%

What were the biggest challenges encountered in 2023-2024?

- While Lansdowne welcomed numerous international students, the challenge was to program accordingly to support the diversity in the combined regular classes to support the range of English language learning. We were able to realign resources as best as possible to support learning.
- Teachers expressed concern about ongoing late arrivals as this posed interruptions to teaching on a daily basis and impacted instruction.

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

To continue to address literacy needs and numeracy needs, the focus of the work will be to continue with the best practices around development of common vocabulary, common assessment practices, and small group instruction. An emphasis on resiliency and supporting students' well-being and resilience will be a goal as well.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7180 Lansdowne School

Assurance Domain	Measure	Lansdowne 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
Student Growth and Achievement	Student Learning Engagement	86.2	79.9	78.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	91.3	86.1	84.3	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	38.9	75.0	75.0	68.5	66.2	66.2	Very Low	Declined Significantly	Concern
	PAT6: Excellence	11.1	20.0	20.0	19.8	18.0	18.0	Low	Maintained	Issue
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	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	95.4	94.5	92.8	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.1	89.1	85.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	89.7	76.0	72.9	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	91.3	81.3	65.2	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

Goal 2: Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes.

By June 2025, all students will demonstrate a minimum of one year's growth in reading, writing and mathematics.

Strategies and Actions:

- teachers will use research-based universal and targeted strategies to support student achievement and growth
- a common literacy block will be implemented to maximize resources in supporting students in small group targeted instruction
- teachers will have input into planning school-wide and catchment collaboration and professional development opportunities in literacy and numeracy
- students' reading progress will be tracked and monitored to provide targeted teaching
- analyzing interim writing in the fall and winter will allow teachers to focus on areas of strength and development for students
- the use of manipulatives in all classrooms will allow for the development of math concepts

What data will you use to track continuous improvement?

Growth will be measured and monitored using an internal data tracking system, Fountas & Pinnell BAS, year-end teacher reported reading levels, year-end HLAT writing results, Provincial Achievement Tests and CAT4 results. On the Alberta Education Assurance Survey, the categories of "Student Learning Engagement" and "Education Quality" will maintain or improve.

Division Priority 3

Goal 2: Support students and staff so they experience a greater sense of belonging and social, emotional and physical well-being.

By June 2025 all members of the Lansdowne School community will promote a comprehensive approach to well-being and mental health. An overall report of 90% satisfaction that Lansdowne is a welcoming, caring, respectful and safe school will be indicated on the Alberta Education Assurance Survey and Division Feedback Survey.

Strategies and Actions:

Support the success of the whole child by promoting well-being, participation, engagement and achievement.

- books and social stories will be used to support learning
- resilience, pro-social skills and emotional regulation techniques will be used with students
- access to consultants and mental health supports to address anxiety in students
- monthly focus on Character Traits
- positive reinforcement and positive recognition of students through: celebrating birthdays, Gotchas and classroom incentives
- buddies, family groups, clubs will allow for student choice, leadership and interest levels
- field trips and guest speakers scheduled to support curriculum and classroom experiences

What data will you use to track continuous improvement?

Success of this goal will be reflected in the Division Survey, and Provincial Assurance Survey "Learning Supports".

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		1,355,292		1,478,191
Internal Revenue		0		0
REVENUE TOTAL		1,355,292		1,478,191
Classroom	7.521000	812,817	8.456700	913,941
Leadership	1.000000	138,472	1.000000	138,472
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	24,000	.000000	24,945
TOTAL TEACHER	8.521000	975,289	9.456700	1,077,358
(% of Budget)		71.96%		72.88%
Exempt (Hourly/OT)	.000000	8,736	.000000	11,672
Support	3.000000	188,382	3.000000	188,381
Support (Supply/OT)	.000000	7,000	.000000	9,500
Custodial	1.500000	107,009	1.500000	107,009
Custodial (Supply/OT)	.000000	6,000	.000000	4,000
TOTAL NON-TEACHER	4.500000	317,127	4.500000	320,562
(% of Budget)		23.4%		21.69%
TOTAL STAFF	13.021000	1,292,416	13.956700	1,397,920
(% of Budget)		95.36%		94.57%
SUPPLIES, EQUIPMENT AND SERVICES		51,156		61,936
INTERNAL SERVICES		11,720		18,335
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		62,876		80,271
(% of Budget)		4.64%		5.43%
TOTAL AMOUNT BUDGETED		1,355,292		1,478,191