

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	142.000	Custodial	1.500000	Salaries	\$1,274,034	94.97%
Weighted	154.414	Exempt	0.000000	Supplies, Equip., Services	\$67,534	05.03%
Regular	163	Support	3.000000			
		Teacher	<u>8.521000</u>			
Year Opened	1969	Total	13.021000	Total	\$1,341,568	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 2 Cogito Programming, with plans to grow
- French as a Second Language in Cogito Grade 1 and 2; 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 SMART goals that were established for 2022-2023, 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 2023, more students will demonstrate a minimum of one year's growth in reading, writing and mathematics. 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 "Education Quality" and "School Improvement" will maintain or improve.

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

Results Achieved:

All staff took part in personal professional, catchment and school-wide learning opportunities that addressed new curriculum, pedagogy and best practices in teaching and learning. The direct impact on professional learning has impacted achievement results in the classroom. School-wide monthly math bulletin board activities and vocabulary were introduced. Teachers took part in "Empowering Writers" to support a school-wide approach to writing.

Results achieved:

- Teacher reported reading levels indicate 89% of Grades 1-6 students are reading at or above grade level. This is a 4.5% increase from the previous year
- 15 students took part in Levelled Literacy Intervention throughout the year
- As indicated on the 2023 Spring HLAT, 84.7% of students in Grades 1-6 achieved at or above grade level in writing
- Grade 6 PAT Language Arts: 94.7% Acceptable Standard; 21.1% Standard of Excellence
- Grade 6 PAT Math: 83.3% Acceptable Standard; 22.2% Standard of Excellence
- CAT4 Reading Results (at or above grade level) indicate: 100% Grade 4; 89% Grade 5; 79% Grade 6
- CAT4 Mathematics Results (at or above grade level): 100% Grade 4; 78% Grade 5; 88% Grade 6
- CAT4 Computation and Estimation Results (at or above grade level): 88% Grade 4; 94% Grade 5; 94% Grade 6
- On the Alberta Education Assurance Measure, "Education Quality" maintained an overall rating of "Excellent"/"Very High"

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 2023, teachers will deepen their understanding of the Division's Anti-Racism and Equity Action Plan to promote meaningful, long term systemic change. This will be reflected in the Division Survey, Provincial Assurance Survey, and through staff feedback.

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
- staff will take part in the book study: "Biased, Uncovering the Hidden Prejudice That Shapes What We See, Think and Do" by Jennifer Eberhardt
- teachers will have access to diverse resources and literature to support teaching and learning around anti-racism and equity

Results Achieved:

Staff took part in a book study "*Biased, Uncovering the Hidden Prejudice That Shapes What We See, Think and Do*" by Jennifer Eberhardt with monthly discussions. Lansdowne staff worked with King Edward staff and a consultant on land-based teachings as part of our work in reconciliation. Resources continued to be purchased for the library that reflect the diversity of Lansdowne.

Based on the Division Survey:

- 42% and 39% of students strongly agree and agree that school is a place where all students feel like they belong
- 48% and 36% of students strongly agree and agree that many diverse cultures are represented in the books and materials at their school
- 21% and 52% of students strongly agree and agree that they see their identity/culture reflected in the materials used in class
- 14% and 86% of staff strongly agree and agree that they know how to access resources to help them meet the diverse learning needs of all students
- 67% and 17% of parents strongly agree and agree that their child feels like they belong at school
- 44% and 39% of parents strongly agree and agree that they feel welcome in their children's school community
- 50% and 39% of parents strongly agree and agree that many diverse cultures are represented in the events, activities and environment of my child's school
- 39% and 39% of parents strongly agree and agree that their child's school keeps them informed of steps they are taking to support anti-racism and belonging

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

By June 2023, staff and students will indicate greater sense of belonging and connection as measured by the Division Survey, Provincial Assurance Survey, and student and staff feedback.

Strategies and Actions:

- creation of a School Wellness committee to support the wellness of staff and students
- develop a common language among staff and students about wellness
- build skills and resources to support staff and students
- students and staff will engage in a variety of activities to promote wellness

Results Achieved:

The Staff Wellness Committee focused on providing a sense of "normalcy" post-pandemic in the way staff gathered. Lunches and wellness sessions were provided throughout the year. Staff also engaged the catchment's wellness coach in sessions.

Based on the Division Survey

- 36% and 52% of students strongly agree and agree that their school helps them develop skills that support their wellness
- 48% and 42% of students strongly agree and agree that they feel safe at school
- 45% and 42% of students strongly agree and agree that they feel like they belong at school
- 14% and 86% of staff strongly agree and agree they are aware of the range of supports for their well-being through the Division's benefit program
- 71% and 29% of staff strongly agree and agree that they feel confident helping students build skills that support their wellness
- 39% and 56% of parents strongly agree and agree that school has helped their child develop skills that support their wellness
- 56% and 28% of parents strongly agree and agree that their child is safe at school
- 56% and 39% of parents strongly agree and agree that staff care about their child

Based on the Provincial Assurance Survey:

- 89.1% indicate Lansdowne is a Welcome, Caring, Respectful and Safe Learning Environment (an increase of 7.1% from the previous year)

What were the biggest challenges encountered in 2022-2023?

Ensuring teachers felt competent with new curriculum was a priority and a challenge.

This school year provided a return to more normal routines and school-wide opportunities, yet this did take some adjusting to as teachers found balance between learning new curriculum and providing additional experiences for the school community.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

Continue to emphasize research-based best teaching practices in relation to reading, writing and math.
Continue to provide learning opportunities and leadership opportunities for staff around literacy and numeracy.
Continue to advance actions towards Anti-Racism and Reconciliation.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	79.9	77.4	77.4	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	86.1	82.6	85.3	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	75.0	50*	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	20.0	5.6*	n/a	16.0	17.7	n/a	High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.5	91.1	92.8	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.1	82.0	82.0	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	76.0	69.8	69.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	81.3	49.1	66.6	79.1	78.8	80.3	High	Maintained	Good

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 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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 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.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

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, five reflective questions have been included in the Budget 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 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

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 1

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

What data will you use to track continuous improvement?

This will be reflected in the results found in the Division Survey, and Provincial Assurance Survey.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,368,465		1,341,568
Internal Revenue		0		0
REVENUE TOTAL		1,368,465		1,341,568
Classroom	7.526000	810,347	7.521000	809,809
Leadership	1.000000	137,804	1.000000	137,804
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	22,000	.000000	18,000
TOTAL TEACHER	8.526000	970,151	8.521000	965,613
(% of Budget)		70.89%		71.98%
Exempt (Hourly/OT)	.000000	21,841	.000000	7,476
Support	3.000000	185,323	3.000000	185,323
Support (Supply/OT)	.000000	8,000	.000000	5,000
Custodial	1.500000	105,622	1.500000	105,622
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
TOTAL NON-TEACHER	4.500000	325,786	4.500000	308,421
(% of Budget)		23.81%		22.99%
TOTAL STAFF	13.026000	1,295,937	13.021000	1,274,034
(% of Budget)		94.7%		94.97%
SUPPLIES, EQUIPMENT AND SERVICES		57,028		50,254
INTERNAL SERVICES		15,500		17,280
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		72,528		67,534
(% of Budget)		5.3%		5.03%
TOTAL AMOUNT BUDGETED		1,368,465		1,341,568
Carry Forward Included		0		0
Carry Forward to Future		0		0