

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	189.500	Custodial	1.500000	Salaries	\$1,513,903	94.74%
Weighted	202.758	Exempt	0.000000	Supplies, Equip., Services	\$84,055	05.26%
Regular	206	Support	3.000000			
		Teacher	<u>10.150000</u>			
Year Opened	1969	<b>Total 14.650000</b>			<b>Total \$1,597,958</b>	100.00%

### School Philosophy

Lansdowne School is a community-minded elementary school that focuses on offering engaging and rigorous learning experiences in a welcoming, caring, respectful and safe learning environment. Our students are curious, kind and enthusiastic learners who take joy in developing their critical thinking and analytical skills as they progress through each grade. In both our Regular and Cogito programs, students are guided by an amazing staff who are committed to providing each and every student with an exceptional educational journey and to helping our students find success. Our school promotes the Jay Way, which emphasizes values rooted in community, curiosity, courage and creativity.

### Community Profile

Lansdowne School is a small Kindergarten to Grade 6 community school located in the heart of southwest Edmonton. Our school population draws from communities around Edmonton, including the Lansdowne neighbourhood and neighbourhoods in our south transportation zone.

### Programs and Organization

Lansdowne School offers the following program options:

- Regular Program for Kindergarten to Grade 6, with French as a Second Language instruction beginning in Grade 4.
- Cogito Alternative Program for Kindergarten to Grade 4, with future plans to grow to Grade 6. French as a Second Language instruction begins in Grade 1 for Cogito students.

### 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 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

#### **Results Achieved:**

Students performed well on CAT4 testing. Students in Grade 4 and Grade 6 scored above the Canadian norm and Division in reading, mathematics and computation & estimation, while students in Grade 5 scored above the Canadian norm and Division in reading and mathematics.

The school's performance data for the administration of the 2025 PATs was suppressed due to fewer than six students writing the exam in the reported Grade 6 subjects: English Language Arts, Mathematics and Social Studies. As such, it is best to measure academic performance using year-end teacher reported grades for Grades 1 to 6. Reading level summaries based on Fountas & Pinnell BAS results and year-end teacher-reported reading levels indicated that 78.7% of students in Grades 1 through Grade 6 were reading at or above their grade-level. Grades 1 to 6 year-end HLAT writing results, based on the 140 students who wrote this assessment, indicated 95.7% grade level writing competency.

According to the 2024–25 Division Feedback Survey, 88% of students agreed (30% Strongly Agree and 58% Agree) with the statement: "At school I have the opportunity to be successful in my learning." Student confidence in reading and mathematics was quite high with 94% of students agreeing (58% Strongly Agree and 30% Agree) with the statement "I think I am getting better at reading this year" and 91% of students agreeing (52% Strongly Agree and 39% Agree) with the statement "I think I am getting better at math this year." Staff data indicated that teachers felt 100% confident that they had "the knowledge and skill to support students in their literacy learning (67% Strongly Agree and 33% Agree) and numeracy learning (56% Strongly Agree and 44% Agree). Eight-five percent of families agreed (35% Strongly Agree and 50% Agree) that their "child's learning needs are supported at their school."

Education Quality has maintained very high achievement garnering an excellent evaluation at 91.9% on the Alberta Education and Childcare Assurance Measure.

#### **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

**Results Achieved:**

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) has maintained intermediate achievement garnering an acceptable evaluation of 86.4% on the Alberta Education and Childcare Assurance Measure. Teacher ratings of learning environments were very high at 98.4%, achieving an overall excellent rating.

On the Division Feedback Survey, 85% of students agreed (55% Strongly Agree and 35% Agree) that they “feel safe at school” and 85% of students agreed (36% Strongly Agree and 48% Agree) “the adults at my school care about me.” Eighty-five percent of families agreed (44% Strongly Agree and 41% Agree) their “child is safe at school” and 88% agreed (41% Strongly Agree and 47% Agree) with the statement that “the staff in my child’s school care about my child.” Similarly, 79% of families (35% Strongly Agree and 44% Agree) felt “connected to [their] child’s school.”

**What were the biggest challenges encountered in 2024-2025?**

- New science curriculum implementation for grades 4-6, which in addition to other new curricula, impacted staff such that they felt over-stretched. Confidence with the new programs of studies and staff feeling adequately supported with resources will take time.
- Staff meetings included consultant-led professional development in numeracy and wellbeing/resiliency. Staff have expressed an interest in more opportunities for collaboration.
- Support Staff Job Action impacted staff capacity and overall feelings of wellbeing and job satisfaction.
- Thursday afternoon clubs were started to support building cross-curricular connections and to increase student engagement. Staff were supportive of this initiative and attempted to capitalize on each other’s strengths. However, roll-out difficulties associated with cross-divisional groupings and the alignment of program routines and structures left some staff feeling they could not execute their individual programs successfully as intended.

**What are the opportunities for improvement from 2024-2025 that will inform your plan for 2025-2026?**

- Survey Engagement - Improve parent engagement in completing both the Division Feedback Survey (34 respondents) and Alberta Education and Childcare Assurance Measure (5 respondents). This will improve data reliability and validity, increase representativeness, reduce risk of bias and improve ability to identify trends from the data.
- School Results and Review - Regularly review school plans and results with staff. This will help our team improve our shared understanding, and support consistency and clarity in the movement towards our school goals. Reviewing our data together will help us make informed decisions, while promoting shared accountability, leading to cohesive and collaborative problem solving.
- School Values - Student Assurance Measure data related to students’ beliefs that others “follow the rules,” “help each other,” and “respect each other” indicate students are unsure of how their schoolmates behave (22%, 28% and 36%, respectively, Don’t Know). As students expressed being unaware rather than agreement or disagreement, this can indicate a need to strengthen students’ understanding of our school values, as well as a need for greater connection or belonging at school. In 2025-2026, we will establish the Jay Way, emphasizing our school values of community, curiosity, courage and creativity.
- Feedback - Parent responses on the Division Feedback Survey indicated that they are seeking information and feedback about their child’s learning and growth. Likewise, student responses related to feedback and performance indicated room for improvement. As feedback and performance is closely related to assessment practices, we will begin to examine our assessment and teaching practices through new initiatives such as Instructional Talk Throughs (ITTs) and Literacy and Numeracy Achievement Project (LNAP) participation. Lead teachers will attend PL and share forward their learning in regular monthly collaboration meetings to support the development of school-wide practices. Increased communication through classroom and school newsletters will also support families in keeping up-to-date on what students are learning, how they can support their child at home, and where they can access further support.
- Capacity-building - To support teachers and staff feeling they have the resources and support they need to be successful, a distributed leadership model will be emphasized to access a variety of learning opportunities, to create redundancies in our single-administrator school, and to build staff capacity. Professional development opportunities including but not limited to the Learning Leaders series, SOGIE community of practice, and EdTech lead teacher meetings will be accessed by staff. Staff will be provided opportunities to take leadership roles in subject content areas, assessment, whole-school field trip planning and specialized learning supports (SLS). Staff professional development to learn about and teach others how to use new resources and/or technology will be facilitated throughout the year as opportunities arise.

# Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

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	80.3	86.2	81.2	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	85.2	91.3	86.7	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.9	95.4	93.7	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.4	92.1	87.7	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	71.9	89.7	78.5	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	95.5	91.3	73.9	80.0	79.5	79.1	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 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).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.

## Plans

### 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

By June 2026, all students will demonstrate at least one year's growth in reading, writing, and mathematics, as measured by

- Provincial Literacy and Numeracy Screener progress
  - Division 1 students identified as at risk on the fall administration of the Provincial Literacy and Numeracy Screeners, will demonstrate growth on the spring administration
- Provincial Achievement Tests (PATs)
  - An increased number of students will participate in PAT exams, with students achieving at least an acceptable standard.
- CAT4
  - All Grades 4 - 6 students will achieve at or above the Division and Canadian norm in reading, mathematics and computation & estimation.

##### Strategies and Actions:

- Teachers will receive professional development in research- and evidence-based classroom instructional processes in literacy and numeracy, supported by the Literacy and Numeracy Achievement Project (LNAP)
- Opportunities will be provided for teacher collaboration to develop common instructional routines and processes that can be applied consistently across school-wide instruction, interventions, and extensions.
- Continued refinement of schoolwide assessment strategies and practices, supported by Instructional Talk Throughs (ITTs) and collaborative explorations of effective feedback processes
- Consultation and collaboration with the Specialized Learning Supports (SLS) team to apply research- and evidence-based universal, targeted and individualized strategies and teaching approaches to effectively support the achievement of all students
- Teachers will engage in data collection, process monitoring, and analysis of student learning

#### What data will you use to track continuous improvement?

Provincial Literacy and Numeracy Screeners CAT4 Alberta Education and Childcare Assurance Measure Division Feedback Survey Provincial Achievement Tests (PATs) HLATs Teacher-reported reading levels School-based grades

#### Division Priority 3

By June 2026, we will increase the percentage of students who feel a strong sense of belonging and who feel they have a trusted adult at school. We will increase the number of students reporting they are doing "very well" and "well" on the Division Feedback Survey.

##### Strategies and Actions:

- All staff will participate in professional learning on social-emotional learning and growth mindset.
- Teachers will explicitly model and use growth mindset language and strategies during difficult tasks to address the "Don't Know" gap identified in the Division Feedback Survey.
- Student growth in social-emotional learning competencies will be measured by surveys, reflections, and classroom observations, and staff will collaborate to support each other
- Consultation and collaboration with the Specialized Learning Supports (SLS) team to apply research- and evidence-based universal, targeted and individualized strategies and teaching approaches to effectively support student wellbeing
- Co-creation of the Jay Way values with staff, students and families

#### What data will you use to track continuous improvement?

Alberta Education and Childcare Assurance Measure Division Feedback Survey Attendance School-based Data Staff, student and family feedback forms and surveys

	2025-26 Spring Proposed		2025-26 Fall Revised	
Resources		1,605,521		1,597,958
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>1,605,521</b>		<b>1,597,958</b>
Classroom	9.148000	991,496	9.150000	991,714
Leadership	1.000000	138,871	1.000000	138,871
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	31,445	.000000	36,249
<b>TOTAL TEACHER</b>	<b>10.148000</b>	<b>1,161,812</b>	<b>10.150000</b>	<b>1,166,834</b>
<b>(% of Budget)</b>		<b>72.36%</b>		<b>73.02%</b>
Exempt (Hourly/OT)	.000000	11,320	.000000	16,800
Support	3.000000	201,447	3.000000	201,447
Support (Supply/OT)	.000000	4,000	.000000	6,000
Custodial	1.500000	114,822	1.500000	114,822
Custodial (Supply/OT)	.000000	6,000	.000000	8,000
<b>TOTAL NON-TEACHER</b>	<b>4.500000</b>	<b>337,589</b>	<b>4.500000</b>	<b>347,069</b>
<b>(% of Budget)</b>		<b>21.03%</b>		<b>21.72%</b>
<b>TOTAL STAFF</b>	<b>14.648000</b>	<b>1,499,401</b>	<b>14.650000</b>	<b>1,513,903</b>
<b>(% of Budget)</b>		<b>93.39%</b>		<b>94.74%</b>
SUPPLIES, EQUIPMENT AND SERVICES		73,145		52,020
INTERNAL SERVICES		32,975		32,035
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>106,120</b>		<b>84,055</b>
<b>(% of Budget)</b>		<b>6.61%</b>		<b>5.26%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>1,605,521</b>		<b>1,597,958</b>