

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	299.500	Custodial	1.750000	Salaries	\$2,265,784	96.58%
Weighted	346.026	Exempt	0.000000	Supplies, Equip., Services	\$80,151	03.42%
Regular	317	Support	5.350000			
		Teacher	<u>15.785000</u>			
Year Opened	1962	Total		22.885000	Total \$2,345,935	100.00%

School Philosophy

École Lendrum School provides an arts-enriched educational experience that supports and inspires academic, artistic, athletic, and social growth for each student. Students at École Lendrum School receive strong academic programming and are actively involved in citizenship and leadership initiatives. School staff are committed to working alongside families to create a welcoming, inclusive, safe and healthy learning environment that supports and challenges all students.

Community Profile

École Lendrum School is a K - 6 school located in the Lendrum neighbourhood of Southwest Edmonton. The school serves approximately 320 students from the communities of Lendrum Place, Pleasantview, Malmo East, Empire Park, and Lansdowne. École Lendrum School serves a broad range of student needs, offers an arts-enriched curriculum, and is a designated site for Kindergarten to Grade 6 French Immersion. École Lendrum School is fortunate to have the extensive support and involvement of an active School Council and Parent Advisory Council that funds Artist-in-Residence opportunities for students. Furthermore, we are both proud and fortunate to have dedicated parent and community volunteers who support student learning. Collaborative partnerships are maintained with the Lendrum Community League, Pleasantview Place Seniors Residence, and the South Terrace Seniors Residence.

Programs and Organization

École Lendrum School provides programming for a total of approximately 320 students; Kindergarten to Grade 6 in both the English and French Immersion programs. We have developed our PRIDE code of conduct using positive behavioural expectations and restorative practices. Students have access to extra-curricular programming and opportunities to participate in school-community partnerships.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

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).

By June 2023, all students will demonstrate growth and achieve student learning outcomes with a specific focus on writing. Staff will engage in collaborative work designed to improve the teaching of writing and learning. Interim measures will be in place throughout the year to track student academic progress. Indicators of success will include practice school wide HLAT writing prompts, the spring HLAT Division-wide prompt, collaborative marking within the school/catchment, PAT results, classroom assessments, conversations, and observations.

To accomplish this, we will:

- Participate in school wide practice HLAT assessments in the fall and winter. Teachers will collaboratively mark the HLATs with grade level colleagues and make note of trends in what students are able to do successfully and what areas need additional focus on in the classroom.
- Student achievement results will be tracked and monitored to inform next steps.
- A partnership with the University of Alberta has been established to assist with English as Another Language supports.
- Professional Learning will occur with catchment schools, including collaborative HLAT marking.

Results Achieved:

In September 2022, staff conducted a practice English Fall HLAT writing prompt to gather information and determine a baseline for student writing in Grades 1-6. Time for collaborative marking was provided and staff had an opportunity to discuss trends that they saw across the grades. This discussion led directly to classroom practice and areas to focus on. This process was repeated again in January 2023. The English April 2023 HLAT results showed that 70% of the students from Grades 1-6 were writing either at or above grade level and 29% of students were writing below grade level.

On the Alberta Education Assurance Measures:

- The percentage of teachers, parents and students satisfied with the overall quality of basic education (Education Quality) decreased 96.8% to 87.3%
- The percentage of teachers, parents, and students who agree that students are engaged in learning at school (Student Learning Engagement) was 85%.

PAT Results:

- Of the 51 students who wrote the English Language Arts Written PAT, 97.7% of students were at the acceptable standard. 58.1% of those students were at the standard of excellence.
- Of the 22 students who wrote the French Language Arts Written PAT, 100% of students were at the acceptable standard. 38.1% of those students were at the standard of excellence.

On the Division Survey Results:

- 88% of teachers stated that they either agree or strongly agree that they have the knowledge and skills to support students in their literacy learning.
- 89% of teachers agree to either a large or moderate extent that school-level collaboration or resources enhance their confidence in supporting all students to achieve learning outcomes.
- 89% of families either agree or strongly agree that they feel their child's learning needs are supported at their school.
- 87% of families either agree or strongly agree that their child's school tells them about their growth in writing.
- 89% of students either agree or strongly agree that they have the opportunity to be successful in their learning.
- 83% of students either agree or strongly agree that they are getting better at writing.

By June 2023, staff and students will indicate greater sense of belonging and connection as measured by the Division, Assurance, and Resilience surveys.

To accomplish this, we will:

- Build capacity to practice and teach emotional regulation techniques
- Develop positive communication patterns
- Create opportunities for shared lived experiences
- Use of diverse resources, activities, literature, etc
- Create opportunities for everyone can see themselves as belonging in the community

- Create a Circle of Friends club which provides leadership opportunities for students to connect with students with complex needs during recess times.

Results Achieved:

Students and staff worked together to help create a safe, warm, and caring school environment where everyone can feel a sense of belonging and inclusion.

On the Alberta Education Assurance Measures:

- The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship is 87.1%
- The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe is 86.1%

On the Division Survey Results:

- 100% of teachers either agreed or strongly agreed that many diverse cultures (i.e., languages, traditions, worldview, histories, current realities) are represented in the books and materials at my school.
- 88% of teachers either agreed or strongly agreed that the staff in their school reflect the diversity of the students they teach.
- 100% of parents either agreed or strongly agreed that their child feels like they belong at school.
- 90% of parents either agreed or strongly agreed that they feel welcome in their child's school community.

What were the biggest challenges encountered in 2022-2023?

In the fall of 2022, we experienced an unexpected growth in student population. We had a larger than expected increase in walk-in registrations which increased class sizes in the regular program. Throughout the school year, we also had a higher number of families than expected move into the community, which increased class sizes on a regular basis in the regular program. This also included English as Another Language students, most of which came with little to no English language. To assist with the increase in class sizes, as well as student complexity in the classroom, equity funds were requested to increase teacher and educational assistant FTE.

Another challenge faced was the frequent and extended absences from school for students and staff for a variety of reasons. The impact was seen in the classroom as the shortage of supply staff made the teaching and learning environment more challenging than usual at times.

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

- It will be important to continue to find ways to support staff and students in developing a greater sense of belonging and social, emotional, and physical well-being.
- We will continue to participate in the online mental health sessions with the Division's mental health consultants.
- Although school-wide our academic results have remained fairly consistent over the course of the last few years, when we look at the individual student level, we know we have students who are struggling academically. Staff will work together to help address the academic needs of our struggling learners.
- The implementation of the new curriculum will continue to have an impact this year, especially as teachers work through the math curriculum. Significant shifts have been made in the scope of the math curriculum, and as a result, students may not have the background knowledge or experience to learn these new concepts.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7185 Lendrum School

Assurance Domain	Measure	Lendrum 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	85.0	88.6	88.6	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	84.1	90.0	90.5	80.3	81.4	82.3	Very High	Declined	Good
	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	78.4	71.1*	n/a	63.3	64.3	n/a	High	n/a	n/a
	PAT: Excellence	27.5	39.5*	n/a	16.0	17.7	n/a	Very 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	87.3	96.8	97.2	88.1	89.0	89.7	High	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.1	91.0	91.0	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	69.0	79.6	79.6	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	73.8	93.1	90.9	79.1	78.8	80.3	Low	Declined	Issue

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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

Through our cornerstone values and in alignment with the catchment goals and strategic plan, we will improve our literacy outcomes with a specific focus on improving writing skills. We will achieve this through:

- School wide practice HLAT assessments in the fall and winter
- Teacher collaborative HLAT marking within the school and catchment
- Professional learning and a focus on how to assist English as Another Language Learners to increase their writing skills
- Staff collaboration with grade level partners and the topic of new curriculum in literacy

By June 2024, students will demonstrate growth in their writing achievement. This will be measured through our school-wide HLAT writing prompts, the spring HLAT Division-wide prompt, collaborative marking within the school/catchment, PAT results, classroom assessments, conversations, and observations.

What data will you use to track continuous improvement?

School and Division tracking of HLAT data, teacher observations and student work are indicators of progress, and the 2024 Provincial Achievement Test (PATs) in writing will be analyzed to indicate success towards our goal.

Division Priority 1

Through our cornerstone values and in alignment with the catchment goals and strategic plan, we will increase our staff and students' sense of belonging, connection to our school community, and recognition of the work done in support of anti-racism and wellness. We will achieve this through:

- Staff collaboration through the wellness committee and anti-racism committee
- The use of diverse resources, activities, and literature
- A school wide theme book
- School wide activities to create a sense of belonging and connection to one another

By June 2024, staff and students will increase our staff and students' sense of belonging, connection to our school community, and recognition of the work done in support of anti-racism and wellness. This will be measured through the Division, Assurance and Resilience surveys.

What data will you use to track continuous improvement?

Staff and student conversations and observations, and staff committee work will assist with gathering information about students and staffs' sense of belonging and connection to our school community. Additionally, the 2024 Division Feedback Survey, Alberta Education's Assurance Survey, and student connectedness from the Youth Resilience Survey will be analyzed.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,353,466		2,345,935
Internal Revenue		0		0
REVENUE TOTAL		2,353,466		2,345,935
Classroom	14.167000	1,525,403	14.265000	1,535,956
Leadership	1.520000	210,524	1.520000	210,344
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	42,683	.000000	55,005
TOTAL TEACHER	15.687000	1,778,610	15.785001	1,801,305
(% of Budget)		75.57%		76.78%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	22,000	.000000	20,000
Support	5.300000	301,133	5.350000	303,866
Support (Supply/OT)	.000000	8,000	.000000	16,000
Custodial	1.750000	118,613	1.750000	118,613
Custodial (Supply/OT)	.000000	5,500	.000000	6,000
TOTAL NON-TEACHER	7.050000	455,246	7.100000	464,479
(% of Budget)		19.34%		19.8%
TOTAL STAFF	22.737000	2,233,856	22.885001	2,265,784
(% of Budget)		94.92%		96.58%
SUPPLIES, EQUIPMENT AND SERVICES		74,020		50,895
INTERNAL SERVICES		44,290		28,756
OTHER INTEREST AND CHARGES		1,300		500
TOTAL SES		119,610		80,151
(% of Budget)		5.08%		3.42%
TOTAL AMOUNT BUDGETED		2,353,466		2,345,935
Carry Forward Included		0		0
Carry Forward to Future		0		0