



| Enrolment   |         | Staff FTE |           | Budget                     |                   |         |
|-------------|---------|-----------|-----------|----------------------------|-------------------|---------|
| Normalized  | 329.000 | Custodial | 1.750000  | Salaries                   | \$2,359,256       | 94.03%  |
| Weighted    | 385.070 | Exempt    | 0.000000  | Supplies, Equip., Services | \$149,733         | 05.97%  |
| Regular     | 351     | Support   | 5.600000  |                            |                   |         |
|             |         | Teacher   | 15.986300 |                            |                   |         |
| Year Opened | 1962    | Total     |           | 23.336300                  | Total \$2,508,989 | 100.00% |

School Philosophy

École Lendrum School provides an arts-enriched educational experience that supports and inspires academic, artistic, 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 350 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 350 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 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).

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.

### Results Achieved:

In September 2023, 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, as well as small group intervention and one on one/small group writing conferences. The collaborative HLAT process was repeated again in January 2024. The English April 2024 HLAT results showed that 74.1% of the students from Grades 1-6 were writing either at or above grade level, which is a 4% increase from April 2023. 23.7% of students were below grade level in April 2024 compared to 29% of students who were writing below grade level in April 2023.

The English Language Arts PATs were canceled by Alberta Education for the 2023-2024 school year. Of the 17 students who wrote the French Language Arts Written PAT, 94.1% of students were at the acceptable standard. 35.3% of those students were at the standard of excellence.

On the Division Survey Results:

- 95% of students either strongly agree or agree that they have the opportunity to be successful in their learning.
- 80% of students strongly agree or agree that they think they are getting better at writing this year.
- 88% of staff strongly agree or agree that they have the knowledge and skills to support their students in their literacy learning.
- 76% of parents strongly agree or agree that the information they receive from my child's school tells me about their growth in writing.

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.

### 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 increased from 87.1% to 91.4%
  - The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe increased from 86.1% to 89.2%
- On the Division Survey Results:
- 84% of students strongly agree or agree that they feel safe at school.
  - 82% of students strongly agree or agree that they feel like they belong at school.
  - 85% of students strongly agree or agree that they have at least one adult in their school who they would go to for help if they need it.
  - 100% of staff feel safe at their workplace.
  - 100% of families strongly agree or agree that they feel their child is safe at school
  - 87% of families strongly agree or agree that they feel connected to their child's school.
  - 87% of families strongly agree or agree that through school, their child has built relationships that support their wellness.
  - 89% of families strongly agree or agree that their child has a positive relationship with one or more adults in their school.
  - 92% of families strongly agree or agree that they feel the staff in my child's school care about my child.

**What were the biggest challenges encountered in 2023-2024?**

In the fall of 2023, we again experienced an unexpected growth in student population. Rather than having an increase in walk-in registrations at the start of the school year like we had the previous year, we had a steady growth in our student population throughout the year which gradually increased class sizes in the regular program. Along with the increase in class size, there was an increase in complexity the of learning needs within the larger class sizes.

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

We know that we need to continue to work with mental health and increased sense of belonging at school and we will continue to create ways to support staff and students in developing a greater sense of belonging and social, emotional, and physical well-being, especially as our school population grows.

Although school-wide our academic results have remained fairly consistent over the course of the last few years we know that there is an increase in the complexity of learning needs within the classroom and there is more work to be done.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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   | 79.3           | 85.0             | 86.8                | 83.7           | 84.4             | 84.8                | n/a                | Declined    | n/a        |
|                                | Citizenship   | 86.6           | 84.1             | 87.1                | 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  | 75.6           | 78.4             | 78.4                | 68.5           | 66.2             | 66.2                | Intermediate       | Maintained  | Acceptable |
|                                | PAT6: Excellence  | 26.7           | 27.5             | 27.5                | 19.8           | 18.0             | 18.0                | High               | Maintained  | Good       |
|                                | 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   | 89.3           | 87.3             | 92.1                | 87.6           | 88.1             | 88.6                | High               | Maintained  | Good       |
| Learning Supports              | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 89.2           | 86.1             | 88.6                | 84.0           | 84.7             | 85.4                | n/a                | Maintained  | n/a        |
|                                | Access to Supports and Services                                       | 70.6           | 69.0             | 74.3                | 79.9           | 80.6             | 81.1                | n/a                | Maintained  | n/a        |
| Governance                     | Parental Involvement  | 82.1           | 73.8             | 83.4                | 79.5           | 79.1             | 78.9                | 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 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

By June 2025, all students who have been at our school for the 2024-25 school year, will demonstrate one year's growth in writing.

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

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

This will be measured through our school-wide HLAT writing, the spring HLAT, Division-wide prompt, collaborative HLAT marking, PAT results, classroom assessments, teacher conversations & observations, staff perception of their capacities and student perception of their writing progress from the Division Feedback Survey, family engagement results from the Alberta Education Assurance Survey.

### Division Priority 3

By June 2025, staff and students at our school will feel more connected and a greater sense of belonging and connection to their 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

The following indicators will serve as targets to help monitor for progress:

Division Feedback Survey

- 5% increase in students feeling like they belong

Alberta Education Assurance Measures

- The Welcoming, Caring, Respectful and Safe Learning Environment results in the Assurance Measures will increase by 2%.

Achievement of this goal will be supported by:

- Using collaborative school-based teams, staff will engage with students and families in a variety of evidence-based activities that work to improve student engagement and sense of belonging.
- This work will include support for staff through informal and formal Professional Learning and seeking community relationships that support this work.

#### 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 Division Feedback Survey, Alberta Education's Assurance Survey, and student connectedness from the Youth Resilience Survey will be analyzed.

|                                  | 2024-25 Spring Proposed |           | 2024-25 Fall Revised |           |
|----------------------------------|-------------------------|-----------|----------------------|-----------|
| Resources                        |                         | 2,408,323 |                      | 2,508,989 |
| Internal Revenue                 |                         | 0         |                      | 0         |
| REVENUE TOTAL                    |                         | 2,408,323 |                      | 2,508,989 |
| Classroom                        | 14.095000               | 1,523,288 | 14.466300            | 1,563,417 |
| Leadership                       | 1.520000                | 212,349   | 1.520000             | 212,637   |
| Teaching - Other                 | .000000                 | 0         | .000000              | 0         |
| Teacher Supply                   | .000000                 | 65,000    | .000000              | 73,482    |
| TOTAL TEACHER                    | 15.615001               | 1,800,637 | 15.986300            | 1,849,536 |
| (% of Budget)                    |                         | 74.77%    |                      | 73.72%    |
| Exempt                           | .000000                 | 0         | .000000              | 0         |
| Exempt (Hourly/OT)               | .000000                 | 25,000    | .000000              | 25,000    |
| Support                          | 5.000000                | 289,219   | 5.600000             | 322,552   |
| Support (Supply/OT)              | .000000                 | 27,000    | .000000              | 22,000    |
| Custodial                        | 1.750000                | 120,168   | 1.750000             | 120,168   |
| Custodial (Supply/OT)            | .000000                 | 8,000     | .000000              | 20,000    |
| TOTAL NON-TEACHER                | 6.750000                | 469,387   | 7.350000             | 509,720   |
| (% of Budget)                    |                         | 19.49%    |                      | 20.32%    |
| TOTAL STAFF                      | 22.365001               | 2,270,024 | 23.336300            | 2,359,256 |
| (% of Budget)                    |                         | 94.26%    |                      | 94.03%    |
| SUPPLIES, EQUIPMENT AND SERVICES |                         | 83,049    |                      | 92,030    |
| INTERNAL SERVICES                |                         | 54,750    |                      | 57,203    |
| OTHER INTEREST AND CHARGES       |                         | 500       |                      | 500       |
| TOTAL SES                        |                         | 138,299   |                      | 149,733   |
| (% of Budget)                    |                         | 5.74%     |                      | 5.97%     |
| TOTAL AMOUNT BUDGETED            |                         | 2,408,323 |                      | 2,508,989 |