



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	400.500	Custodial	2.000000	Salaries	\$2,982,949	96.60%
Weighted	475.379	Exempt	0.000000	Supplies, Equip., Services	\$104,850	03.40%
Regular	430	Support	7.971000			
		Teacher	<u>19.989000</u>			
Year Opened	1976	<b>Total</b>	<b>29.960000</b>	<b>Total</b>	<b>\$3,087,799</b>	<b>100.00%</b>

**School Philosophy**

At École Brander Gardens School we believe in ensuring all of our students achieve high levels of academic success, while supporting them to build citizenship and life skills. Working with our parents and community, we support all students in developing strong skills for learning, with focus on Literacy and Numeracy. Through our character education and focus on our co-created values of **Community, Creativity, Voice, Inspiration, Connection and Joy**, we provide our students with the skills to have a positive impact on their own life, their school, and their community.

**Community Profile**

École Brander Gardens School community consists of the communities of Brander Gardens, Ramsay Heights, and Hodgson. Students from a variety of southwest neighbourhoods attend the French Immersion and Interactions programs. Staff, students and parents strive to create a supportive, engaging, and inclusive learning environment. Staff consistently access learning and collaborative opportunities to be able to provide the highest levels of instruction, intervention and enrichment for students. École Brander Gardens School staff actively collaborate with all schools in the Lillian Osborne catchment area to enhance our work with students. The school gym is leased to community groups four evenings per week. We also collaborate with Riverbend Rocks, the University of Alberta Physicianship Program and other community organizations to enhance opportunities for all members of the community during the school year and summer months. We strive to strengthen our partnerships with catchment schools and with the neighbouring communities on an ongoing basis to support students and families.

**Programs and Organization**

École Brander Gardens School provides instruction for elementary students in the Regular, French Immersion and Interactions Programs. Access to intervention and enrichment for all students, character education, a strong Fine Arts program including performances and residencies, a MakerSpace and a flexible library space create the foundation of a well balanced learning environment. All students receive Music instruction from a music specialist. French as a Second Language is offered in Grades 4-6 within the Regular Program. Daily Home Reading is an expectation at all grade levels. A strong focus is placed on academic achievement, and on social, emotional and physical development. Students have opportunities to develop leadership skills and provide service to the school and community in a variety of ways. A wide variety of clubs and extracurricular activities are offered for students. Staff work closely with the School Council who provide support for student learning and experiences.

**School Community Relationships**

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

Brander Gardens After School Parents Association, Riverbend Rocks, University of Alberta

**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).

**By June 2024, all students at Brander Gardens will demonstrate growth in literacy (reading and writing) and numeracy. Professional learning opportunities will be provided for all staff to build efficacy and implement high quality instructional and assessment practices across the curriculum. Students who require additional time and support will receive interventions and enrichment opportunities will be provided as well.**

**Achievement of this goal will be supported by:**

- Catchment based Professional Development and Professional Learning
- Dedicated time for teacher collaboration regarding new curriculum implementation
- Dedicated Tier 2 intervention time
- Professional learning in phonological awareness, phonics, spelling, academic vocabulary and reading comprehension strategies, etc
- Shared writing focus - standards, common rubrics, collaborative marking
- High impact math strategies will be identified and implemented in Grade K-6 classrooms.

Results Achieved:

**READING GOAL**

- At École Brander Gardens School our percentage of students reading at or above grade level was 80% as reported by teachers for the 2023/2024 school year. Our CAT-4 reading achievement for students in Grades 4-6 increased by 7% from the Fall of 2023 to the Spring of 2024, with 10 more students reading at or above grade level by the end of the year. Our Grades 1-3 students showed an increase of 29% (56 less students at risk) from the Fall of 2023 to the Spring of 2024 as measured by the Provincial Literacy Assessments.
- CAT-4 reading achievement of our French Immersion students increased by 20% from the Fall of 2023 to the Spring of 2024, with 45 more students reading at or above grade level in the Spring. This data has informed our school plan regarding continued intervention, support and resource acquisition for our French Language Arts program.
- For our EAL (English as an Additional Language) students, 58% demonstrated reading achievement at or above grade level and for our FNMI (First Nations, Metis and Inuit) students, 73% were reading at or above grade level according to teacher reported reading achievement. These reading achievement results support our continued focus on reading in our school goals moving forward.
- We continued to implement the use of teacher created formative assessments, teacher observations and Provincial screeners such as the LENS and CC3. These formative assessments will continue to guide our intervention and enrichment practices moving forward.
- We continued to build on intervention and enrichment opportunities by providing dedicated time for teacher collaboration as well as acquiring resources which support the new curriculum. In the Division Feedback Survey, 100% of teachers reported that school-level collaboration enhanced their confidence in supporting all students in achieving learning outcomes.
- Teacher responses on the Division Feedback Survey regarding their knowledge and skills in supporting EAL students and students with specialized learning needs indicated a need for professional learning in those areas.
- On the Division Feedback Survey, 80% of students thought they were getting better at reading during the 2023/2024 school year.
- Teachers participated in school and Division professional learning as well as teacher collaboration to continue to build capacity with UFLI, Heggerty and Division provided resources.

**WRITING GOAL**

- In our HLAT writing results for the Spring of 2024, 62% of students demonstrated writing which was at or above the acceptable standard.
- On the Division Feedback Survey, 71% of students thought they were getting better at writing during the 2023/2024 school year.
- We will use this information to inform our interventions and collaborative work regarding writing this year. We have implemented a school wide formative writing prompt in English and will have a second HLAT writing prompt in French as well to track writing progress. We will also provide dedicated time for teacher collaboration around writing.

**MATHEMATICS GOAL**

- Our Mathematics achievement for students in Grades 4-6 as measured by the CAT-4 improved by 8% (89% of students at or above) from the fall of 2023 to the Spring of 2024, and students' Computation skills improved by 4%, up to 83% of students at or above. Our students in Grades 1-3 had a 3% improvement in overall mathematics from the Fall of 2023 to the Spring of 2024 as measured by the Provincial Numeracy Assessments.

- On the Division Feedback Survey, 78% of students thought they were getting better at math during the 2023/2024 school year.
- We continued to provide targeted numeracy intervention and see these improvements as a result of this work. We will continue to build on our numeracy intervention and enrichment by engaging in school based professional learning and collaboration as well as targeted Tier Two intervention time.

**By June 2024, all staff at Brander Gardens will take intentional steps to implement a comprehensive catchment-wide approach focused on meeting the diverse needs of students. Staff will actively engage in strategies to create welcoming, caring, respectful, safe and inclusive learning and working environments.**

**Achievement of this goal will be supported by:**

- **Catchment principals and school leaders will participate in professional learning focused on anti-racism and reconciliation.**
- **Catchment schools will commit to participate in catchment PD days focused on anti-racism, reconciliation and wellness.**
- **We will create space and time for dialogue and relationship building and foster open, honest and transparent communication.**
- **We will take a comprehensive approach to mental health and well-being that nurtures respect for diversity and promotes resilience.**
- **We will use the Anti-Racism and Equity Action Plan and the OECD Promising Practices in Supporting Success for Indigenous Students as guiding documents to support collaborative approaches to build staff capacity and efficacy.**

Results Achieved:

- At École Brander Gardens School we gathered feedback through school-created surveys, and through focused conversations with staff, students and families which indicated the school community believes the work we have begun to engage in regarding anti-racism, reconciliation, inclusion, and belonging is valuable and promotes respect for diversity.
- All staff at École Brander Gardens School participated in school and catchment learning around anti-racism, equity and reconciliation during the 2023/2024 school year. We will continue this work into the 2024/2025 school year.
- For our next steps we will focus on engagement of all staff and continuing our learning regarding Integrative Anti-Racism, Allyship, Power and Privilege, Learning about Microaggressions, and Bias. Catchment principals, school leaders and staff participated in catchment based professional learning focused on anti-racism and reconciliation and will continue this work moving forward.
- On the Division Feedback Survey, when asked about diverse cultures, 73% of students felt that many diverse cultures were represented in the books and materials at École Brander Gardens School, while 54% of students indicated they saw their culture or identity reflected in the materials used in class. This speaks to the need to continue to grow our library and resources to ensure students see themselves in books and other materials. As well, 74% of students indicated they would feel safe going to an adult at the school for help if they felt something racist or discriminatory happened. Regarding truth and reconciliation, 77% of students agree or strongly agree that the school takes actions which support truth and reconciliation.
- On the Division Feedback Survey 82% of students indicated they have the opportunity to be successful in their learning and 83% indicated they could get help when they needed it. As well, 92% of families who responded to the Division Survey felt they had a positive relationship with staff which supported their child's learning at school and 94% of families felt that their child had a positive relationship with at least one adult at École Brander Gardens School, this is an increase of 8% from the 2022/2023 school year.
- Results from the Division Feedback Survey also showed that 61% of students felt that École Brander Gardens School is a place where all students feel like they belong (this is down from 73% in the 2022/2023 school year) and 65% of students (this stayed steady from the previous year) indicated they feel like they can be themselves at school. This is in contrast to the 96% of families who responded that they believe their child feels like they belong at school and 100% of staff who believe that all students feel like they belong.
- On the Alberta Education Assurance Measure Report, the percentage of teachers, parents and students who agree that the learning environment at École Brander Gardens School is welcoming, caring, respectful and safe was 92%.
- The Alberta Education Assurance Survey Results also indicate that 92% percent of teachers, parents and students agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
- We continued to receive support from our Mental Health Capacity Building (MHCB) Wellness team as well as accessing Division supports through our Specialized Learning Supports team and Diversity Team.

What were the biggest challenges encountered in 2023-2024?

- Feedback gathered from staff, students and the community noted a need to support our students with self-regulation, mental wellness and in building stamina and perseverance.
- We see a continued area for growth in ensuring that students see their culture and identity reflected in the materials used in class. As a staff, we are developing our capacity and understanding of our diverse community as well as providing opportunities for students to feel heard and to see that their voices can lead to action. Examples of this are our Student Voice group for students in Grades 1-6 as well as our Eco Schools Club and Grade 6 Student Government.
- Another area of challenge is implementing updated, research based practices in reading and writing instruction and intervention. We will continue to provide opportunities for staff to collaborate within the school and the catchment regarding research based best practices in reading, writing and math.
- On the Alberta Education Assurance Measure, we had 67% of parents, students and teachers who felt students had access to appropriate supports and 69% of parents, students and teachers agreed that programs for students at risk are easy to access and timely. We have gathered further feedback (through informal surveys as well as focused conversations) from staff, students and parents regarding supports for students and will use this data to allocate resources moving forward.

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

- We are continuing to focus on mental wellness, perseverance and regulation through our character education program, our focus on our co-created Brander Gardens values (community, creativity, voice, inspiration, connection and joy), our work with school wide implementation of Zones of Regulation, our work with the Mental Health Capacity Building team and our work with our Specialized Learning Supports team to grow staff capacity in supporting students regarding mental health and wellness. We will continue to develop and supplement our resources, library books and materials used in class to ensure students are experiencing success and seeing themselves represented at school.
- We see an opportunity to develop our writing best practices through teacher collaboration (at the school, catchment and Division levels) as well as resource development. We have implemented a Grade 1-6 HLAT style writing prompt in the fall to track growth in writing as well as allocating time for collaborative assessment of this prompt. We will also utilize our Tier 2 intervention time (book club time) to focus on writing as well as reading and numeracy.
- Teachers will collaborate with each other and focus on what we want students to learn (essential outcomes from the Alberta Curriculum), how we will know if they have learned it (triangulated assessment practices), what we will do if they don't learn it (intervention) and how we can enrich learning for students that have already learned these essential outcomes (enrichment).
- We will continue to grow staff capacity through the use of targeted literacy and numeracy interventions and research based best practices for whole group instruction using resources such as UFLI (English and French), Heggerty (English), LLI (English), ALI (French), Jump Math (French and English) as well as Division created and supported resources available on our Division Connect site (English and French).
- Teachers reported in the Division Feedback Survey and in informal surveys and focused conversations that they found our school based Professional Learning to be effective in supporting them in their learning. We will continue to provide time for collaborative feedback loops regarding best practices for instruction, assessment, intervention and enrichment. We consider that this professional learning will support teachers in ensuring that all students are learning at high levels and experiencing growth.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7226 Brander Gardens School

Assurance Domain	Measure	Brander Gardens 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	79.2	92.2	87.5	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	92.5	87.8	86.4	79.4	80.3	80.9	Very High	Improved	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	80.0	59.3	59.3	68.5	66.2	66.2	High	Improved Significantly	Good
	PAT6: Excellence	34.0	13.0	13.0	19.8	18.0	18.0	Very High	Improved Significantly	Excellent
	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	87.5	93.9	93.3	87.6	88.1	88.6	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.5	91.2	90.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	67.1	69.4	74.5	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	86.0	86.0	81.2	79.5	79.1	78.9	Very High	Maintained	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**

By June 2025, all students at École Brander Gardens School who have attended here for at least one year will demonstrate measurable growth in literacy (reading and writing). The following indicators will serve as targets to help monitor for progress:

- There will be an increase of 5% in the number of Division Two students reading at or above grade level as measured by CAT4 assessments.
- The number of Division One students identified as at-risk on the Provincial Learning Loss literacy assessments will be reduced by 10% when comparing the Fall 2024 and Spring 2025 data.
- The number of students whose writing is at or above grade level as measured by the HLAT assessment will increase by 5%.

Achievement of this goal will be supported by:

- Catchment and school based Professional Development and Professional Learning.
- Dedicated time for teacher collaboration regarding new curriculum implementation.
- Dedicated Tier 2 intervention time (daily book club time).
- Teachers will collaborate around student reading and writing data to identify and support the implementation of high impact strategies to support student growth in literacy.
- Shared writing focus - common baseline writing prompts and collaborative marking.
- Professional learning opportunities will be provided for all staff to build efficacy and implement high quality instructional and assessment practices across the curriculum.
- Students who require additional time and support will receive interventions and enrichment opportunities will be provided.

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

Growth will be measured by pre and post intervention measures for literacy (reading and writing), teacher reported reading levels, CAT (Cognitive Abilities Test)-4 data (Division Two), HLAT (Highest Level of Achievement) writing data, Provincial Assessment data (Division One), Provincial Achievement Test (PAT) data, and EAL (English as an Additional Language) proficiency levels.

**Division Priority 3**

By June 2025, students at École Brander Gardens School will feel more connected and will feel a greater sense of belonging to our school community. All staff at École Brander Gardens School will take intentional steps to implement a comprehensive catchment-wide approach focused on meeting the diverse needs of students. Staff will actively engage in strategies to create welcoming, caring, respectful, safe and inclusive learning and working environments. The following indicators will serve as targets to help monitor for progress:

Alberta Education Assurance Measures—AEAMs

- Maintain a very high Citizenship measure of 90% or above.
- The Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE) results in the Assurance Measures will increase by 2%.

Division Feedback Survey—DFS

- 5-10% improvement in staff perception of their ability to program/support EAL students.
- 5-10% improvement in students seeing themselves reflected in classroom materials/resources.
- 5-10% improvement in students feeling that school is a place where all students can feel they belong.

Achievement of this goal will be supported by:

- Catchment principals and school leaders will participate in professional learning focused on anti-racism and reconciliation.
- Catchment schools will commit to participate in catchment Professional Development days focused on anti-racism, reconciliation and wellness.
- We will participate in the Schools That Listen initiative with the Bennett Center and Catchment initiatives regarding student voice
- Staff will take part in anti-racism Professional Learning facilitated by the Division Diversity team.
- We will take a comprehensive approach to mental health and well-being that nurtures respect for diversity and promotes resilience.

## Plans

- We will use the Anti-Racism and Equity Action Plan and the OECD Promising Practices in Supporting Success for Indigenous Students as guiding documents to support collaborative approaches to build staff capacity and efficacy.

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

Growth will be measured by maintaining or increasing our positive responses in the Alberta Education Assurance Measure and the Division Feedback Survey in the areas specific to Citizenship, Advance Action Towards Anti Racism and Reconciliation, belonging, connectedness and engagement. We will use this data as well as conversations and observations to capitalize on themes to address moving forward.



	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,085,459		3,087,799
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>3,085,459</b>		<b>3,087,799</b>
Classroom	18.527000	2,002,268	17.989000	1,944,125
Leadership	2.000000	267,449	2.000000	267,450
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	60,000	.000000	76,961
<b>TOTAL TEACHER</b>	<b>20.527000</b>	<b>2,329,717</b>	<b>19.989000</b>	<b>2,288,536</b>
<b>(% of Budget)</b>		<b>75.51%</b>		<b>74.12%</b>
Exempt (Hourly/OT)	.000000	39,313	.000000	30,000
Support	7.500000	462,510	7.971000	496,232
Support (Supply/OT)	.000000	5,600	.000000	8,431
Custodial	2.000000	153,050	2.000000	153,050
Custodial (Supply/OT)	.000000	5,000	.000000	6,700
<b>TOTAL NON-TEACHER</b>	<b>9.500000</b>	<b>665,473</b>	<b>9.971001</b>	<b>694,413</b>
<b>(% of Budget)</b>		<b>21.57%</b>		<b>22.49%</b>
<b>TOTAL STAFF</b>	<b>30.027000</b>	<b>2,995,190</b>	<b>29.960001</b>	<b>2,982,949</b>
<b>(% of Budget)</b>		<b>97.07%</b>		<b>96.6%</b>
SUPPLIES, EQUIPMENT AND SERVICES		44,529		60,505
INTERNAL SERVICES		44,540		43,045
OTHER INTEREST AND CHARGES		1,200		1,300
<b>TOTAL SES</b>		<b>90,269</b>		<b>104,850</b>
<b>(% of Budget)</b>		<b>2.93%</b>		<b>3.4%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>3,085,459</b>		<b>3,087,799</b>