



Enrolment		Staff FTE		Budget		
Normalized	340.500	Custodial	1.938000	Salaries	\$3,030,009	96.79%
Weighted	470.326	Exempt	0.000000	Supplies, Equip., Services	\$100,533	03.21%
Regular	361	Support	11.800000			
		Teacher	18.373000			
Year Opened	1980	Total		32.111000	Total	\$3,130,542 100.00%

School Philosophy

We believe all students can learn and are responsible for their learning. Learning is active and ongoing. It is a process that is enhanced when parents, students, teachers and community partners work together. Successful learning promotes positive self-image, responsibility and citizenship and motivates life-long learning. Through the utilization of time and resources, we work with students to develop their full potential in becoming thinking, caring and responsible individuals.

Community Profile

Overlanders School serves families in the Overlanders and Canon Ridge neighborhoods. We are bordered by the E4C Early Learning program on the West and the Edmonton Soccer Association Centre on the East. The river valley and Kennedale Ravine are very close and are resources that supplement our educational programming. Bus transportation services are provided to our Canon Ridge families. Our Overlanders-Canon Ridge Parent Support Association provides significant resources each year to enhance the school's technology, library, physical education and music programs, as well as our school field trips and presentations. We are a culturally diverse group of learners that take pride in connecting with each other and our community partners. Our collaborative, community-based approach allows us to provide significant supports for our students and enhance teaching and learning.

Programs and Organization

Overlanders School offers programming for students in kindergarten to grade six. To complement our regular programming, our school has a Division II (Grades 4, 5 & 6) Connections Program and a Division II (Grades 4, 5, & 6) Opportunity Program. Overlanders students are offered a daily morning snack and are provided with many opportunities to participate in programs and school clubs. Students are also engaged in activities that demonstrate caring towards the community, such as: community card delivery, collecting donations for the Food Bank and fundraising for a variety of charities. Overlanders works in conjunction with Catholic Social Services, EISA, and the E4C program. Parent participation is encouraged in all of our school activities.

School Community Relationships

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

E4C, Edmonton Immigrant Services Association, Free Footie

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 will demonstrate growth in reading through participation in and implementation of research based best practices including those identified through the Equity Achievement Project. Where possible, teachers will tie literacy and numeracy activities to Indigenous Ways of Knowing (OECD, 2017, p.104). To measure our success, we will use qualitative and quantitative data from both internal and external sources.

We will do this by:

- exploring ways to best meet the needs of our students in reading based in a collaborative team approach
- continuing to deepen our assessment and reading practices
- defining a system of intervention to best meet the needs of our complex learners

Results Achieved:

In relation to the CAT4 assessments (Grades 4 - 6), students' Reading At or Above grade level increased by 7%. Additionally, according to our Provincial Screeners (Grades 1 - 3) the number of students who were identified as "At Risk" decreased by 33% in the CC3 and by 43% in the LeNS.

- 100% of staff participated in Professional Learning connected to the Science of Reading
- 100% of staff accessed collaborative opportunities with the Lead Teacher in Literacy
- 100% of staff implemented common reading instructional strategies within their grade level group to develop common language across divisions

According to the Division Feedback Survey:

- 93% of students either strongly agreed or agreed that they got better at reading
- 85% of students either strongly agreed or agreed that they got better at writing

According to the Alberta Education Assurance Measure:

- 88% of parents and 100% of teachers either agreed or strongly agreed that students are learning useful literacy skills

By June 2024, all students will demonstrate growth in mathematics through participation in and implementation of research based best practices including those identified through the Equity Achievement Project. Where possible, teachers will tie literacy and numeracy activities to Indigenous Ways of Knowing (OECD, 2017, p.104). To measure our success, we will use qualitative and quantitative data from both internal and external sources.

We will do this by:

- exploring ways to best meet the needs of our students in mathematics based in a collaborative team approach
- continuing to deepen our assessment and mathematics practices
- defining a system of intervention to best meet the needs of our complex learners

Results Achieved:

In relation to the CAT4 assessments (Grades 4 - 6), students' Math abilities increased by 7%, and students' Computation and Estimation skills increased by 9%. Additionally, according to our Provincial Screeners (Grades 1 - 3) the number of students who were identified as "At Risk" decreased by 28% in Numeracy.

- 100% of staff accessed collaborative opportunities with the Lead Teacher in Numeracy

According to the Division Feedback Survey:

- 77% of students either strongly agreed or agreed that they got better at math

According to the Alberta Education Assurance Measure:

- 88% of parents and 100% of teachers either agreed or strongly agreed that students are learning useful numeracy skills

Results and Implications

By June 2024, Overlanders will provide multiple opportunities to build a sense of belonging and enhance our school culture in support of the social, emotional, and physical health of the school community. Qualitative and quantitative data will be collected from both internal and external sources.

We will do this by:

- purposeful planning of whole school activities using Buddy Classes to build belonging/connections
- continuing to provide extra-curricular opportunities for students (clubs, team sports, etc.)
- continuing to train staff in the Collaborative Proactive Solutions model
- continuing to develop our foundational knowledge and incorporating our learning into our school culture

Results Achieved:

We continued work in the area of developing staff capacity in the area of CPS (Collaborative and Proactive Solutions). We had an additional 3 staff complete their training at Overlanders as well as 12 Division staff in the 2023-2024 school year. Additionally, Overlanders participated in 2 catchment wide elementary athletic activities: Homesteader's Annual Basketball Tournament and the 1st ever soccer tournament (Gr. 4-6) at the NE Soccer Center.

- 100% of staff and students had the opportunity to participate in monthly buddy activities
- 100% of staff and students participated in a year long process of co-constructing our own Land Acknowledgement

According to the Division Feedback Survey:

- 75% of student feel that Overlanders is a place that they belong
- 80% of students feel that Overlanders takes action that supports truth and reconciliation
- 80% of students feel that they have opportunities to be involved in activities that support their sense of belonging
- 86% of students feel that Overlanders helps them develop skills that support their wellness

What were the biggest challenges encountered in 2023-2024?

Implementing a system of intervention for students that was timely and targeted throughout the school year

- Developing and offering multiple opportunities for student participation in extracurricular activities and supporting the development of team skills and what it means to be a player on a team.

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

Development and implementation of an early system of intervention designed to meet the needs of our diverse student learning needs

- Continue to build a collaborative culture that strives to meet the needs (academic, social, emotional, physical) of our student population
- Continue to engage families as partners to support their child's learning

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7229 Overlanders School

Assurance Domain	Measure	Overlanders 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	80.1	78.1	79.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	76.8	77.9	76.9	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	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	32.1	31.9	31.9	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	1.9	2.1	2.1	19.8	18.0	18.0	Very Low	Maintained	Concern
	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	85.6	88.2	86.6	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.7	82.1	80.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	74.2	78.0	77.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	74.4	80.7	77.5	79.5	79.1	78.9	Low	Maintained	Issue

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 will demonstrate growth in reading through participation in and implementation of research based best practices. Where possible, teachers will tie literacy activities to Indigenous Ways of Knowing (OECD, 2017, p.104). To measure our success, we will use qualitative and quantitative data from both internal and external sources.

We will do this by:

- exploring ways to best meet the needs of our students in reading based in a collaborative team approach
- implementing common instructional strategies across grade levels
- continuing to deepen our assessment and reading practices
- defining a system of intervention to best meet the needs of our complex learners

What data will you use to track continuous improvement?

TOWRE, TOSREC, TOSWRF; provincial screening assessments (LeNS & CC3); CAT4 (Reading); PATs; teacher awarded marks

Division Priority 1

By June 2025, all students will demonstrate growth in mathematics through participation in and implementation of research based best practices including those identified through the Equity Achievement Project. Where possible, teachers will tie numeracy activities to Indigenous Ways of Knowing (OECD, 2017, p.104). To measure our success, we will use qualitative and quantitative data from both internal and external sources.

We will do this by:

- exploring ways to best meet the needs of our students in mathematics based in a collaborative team approach
- implementing common mathematical models, focused on numeracy skills, across divisions
- continuing to deepen our assessment and mathematics practices
- defining a system of intervention to best meet the needs of our complex learners

What data will you use to track continuous improvement?

Provincial numeracy screening assessments; CAT4 (Mathematics, Computation and Estimation); PATs; teacher awarded marks

Division Priority 3

By June 2025, Overlanders will demonstrate growth in building a sense of belonging for staff and students as we strive to enhance our school culture in support of the social, emotional, and physical health of the school community. Qualitative and quantitative data will be collected from both internal and external sources.

We will do this by:

- purposeful planning of whole school activities using Buddy Classes to build belonging/connections
- enhancing staff capacity in the area of mental health through professional learning opportunities
- continuing to provide extra-curricular opportunities for students (clubs, team sports, etc.)
- continuing to develop our First Nations, Metis, and Inuit foundational knowledge and incorporating our learning into our school culture

What data will you use to track continuous improvement?

Division Feedback Survey, attendance data, monitoring engagement in clubs, Alberta Education Assurance Measure Results

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,086,381		3,130,542
Internal Revenue		0		0
REVENUE TOTAL		3,086,381		3,130,542
Classroom	16.350000	1,766,995	16.373000	1,769,479
Leadership	2.000000	266,318	2.000000	267,285
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	55,000	.000000	64,967
TOTAL TEACHER	18.350000	2,088,313	18.372999	2,101,731
(% of Budget)		67.66%		67.14%
Exempt (Hourly/OT)	.000000	9,000	.000000	9,000
Support	11.000000	693,238	11.800000	741,791
Support (Supply/OT)	.000000	20,000	.000000	18,923
Custodial	1.938000	148,564	1.938000	148,564
Custodial (Supply/OT)	.000000	15,000	.000000	10,000
TOTAL NON-TEACHER	12.938000	885,802	13.738000	928,278
(% of Budget)		28.7%		29.65%
TOTAL STAFF	31.288000	2,974,115	32.110999	3,030,009
(% of Budget)		96.36%		96.79%
SUPPLIES, EQUIPMENT AND SERVICES		55,000		59,733
INTERNAL SERVICES		57,266		40,800
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		112,266		100,533
(% of Budget)		3.64%		3.21%
TOTAL AMOUNT BUDGETED		3,086,381		3,130,542