

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	344.500	Custodial	1.875000	Salaries	\$3,222,405	96.88%
Weighted	482.928	Exempt	0.000000	Supplies, Equip., Services	\$103,838	03.12%
Regular	368	Support	12.000000			
		Teacher	<u>20.348010</u>			
Year Opened	1980	<b>Total</b>	<b>34.223010</b>	<b>Total</b>	<b>\$3,326,243</b>	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 5 & 6) Connections Program and a Division II (Grades 4, 5, & 6) Opportunity Program. Overlanders students are offered a free 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:

ATB Financial Catholic Social Services E4C Edmonton Immigrant Services Association Free Footie Lo Food Enterprises

### 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 in literacy (reading and writing) and numeracy (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 both literacy (reading & writing) and numeracy (mathematics) based on collaborative conversations using the triangulation of data
- continuing to deepen our assessment, literacy (reading & writing) & numeracy (mathematics) practices
- defining a system of intervention to best meet the needs of our complex learners
- providing parents with regular information about their child's growth

### Results Achieved:

In relation to the CAT4 assessments (Grades 4 - 6), students Reading At or Above grade level rose by 7% between our fall to spring results, students Math abilities rose by 7% between our fall to spring results, and students Computation and Estimation skills rose by 18% between our fall to spring results. Additionally, according to our Provincial Screeners (Grades 1 - 3) the number of students who were identified as "At Risk" decreased by 4% in the CC3, by 2% in the LeNS, and by 4% in Numeracy.

- 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 and the Lead Teacher in Numeracy

According to the Division Feedback Survey:

- 89% of students felt that they got better at math according to the Division Feedback Survey
- 90% of students felt that they got better at reading according to the Division Feedback Survey
- 84% of students felt that they got better at writing according to the Division Feedback Survey

In the Eastglen Catchment we will work with students, staff, families and communities to advance the Divisions Anti-racism and Equity Action Plan, so it serves as a catalyst for meaningful, long-term systemic change.

By June 2023, Overlanders will deepen and apply their understanding of high quality, evidence based, teaching and instructional practices to support Indigenous learners (OECD, 2017, p. 21) through job embedded professional learning. To measure our success, we will use qualitative and quantitative data from both internal and external sources.

We will do this by:

- continuing our commitment in developing our foundational knowledge and incorporating our learning into our classroom pedagogy
- supporting each individual's achievement by engaging in a collaborative, whole school approach to capacity building such as family engagement, individual monitoring of student progress, and high quality teaching practices and leadership

### Results Achieved:

In the area of literacy, all teaching staff participated in professional learning in the area of The Science of Reading (Phonics, Phonemic Awareness, Fluency, Vocabulary, and Comprehension). Staff also participated in professional learning opportunities provided through the Equity Achievement Project that focused on literacy best practices (Jolly Phonics, Structured Word Inquiry, Interactive Read Alouds) as well as First Steps in Math.

Staff continued their learning journey connected to developing a deeper understanding of their Foundational Knowledge. 100% of staff participated in professional development sessions around: Land Based Teachings, Circle Teachings, 13 Moons, The Winter Count, Developing Edu Kits, and Creating a School Based Land

Acknowledgement; all of which were designed for easy implementation into a classroom setting.

- 88% of students, according to the Division Feedback Survey, felt that Overlanders takes actions that support truth and reconciliation
- 100% of staff, according to the Division Feedback Survey, indicated that School-level collaboration or resources enhanced their confidence in supporting all students to achieve learning outcomes

By June 2023, 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 whole 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 Family Groups to build belonging/connections
- continuing to enhance our community partnerships in support of the school community
- provide extra-curricular opportunities for students (clubs, team sports, etc.) so as to positively impact school engagement
- implement the LEADs recess program
- training staff in the Collaborative Proactive Solutions model
- providing space in our school for a Settlement Practitioner from Edmonton Immigrant Services Association (EISA) to help immigrant students and their families with their settlement needs

#### **Results Achieved:**

100% of staff and students participated in: monthly Family Group activities, buddy class opportunities, and Trickster Theatre. Additionally, approximately 50% of our student population accessed our daily Breakfast Club Program, grade 6 leaders led the Recess LEADs program, and Division II students were provided the opportunity to join a handbell club.

Continued work in the area of developing staff and Division capacity in the area of CPS (Collaborative and Proactive Solutions) also occurred last year. We had 33 Division staff complete their Proficiency Training through a CPS initiative, 4 of which were Overlanders staff.

- 88% of students indicated that they either strongly agree or agree that Overlanders helps them develop skills that support their wellness according to the Provincial Assurance Survey
- 91% of staff either strongly agreed or agreed that their school is a place where all students feel like they belong according to the Division Feedback Survey
- 89% of students either strongly agreed or agreed that their school is a place where all students feel like they belong according to the Division Feedback Survey

#### **What were the biggest challenges encountered in 2022-2023?**

- Mobility rate of 42%, which included receiving 66 students after September 30, 2022. A 23% increase in population from Spring 2022.
- Meeting the academic, social, physical and emotional needs of an increasingly complex and diverse community of learners
- Increasing the professional capacity of our teachers in order to meet the complexity and diversity of our learners

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

- Development and implementation of a system of intervention designed to meet the needs of an increasingly complex and diverse student demographic in the area of reading and mathematics
- 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 2023

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	78.1	81.4	81.4	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	77.9	76.0	82.8	80.3	81.4	82.3	High	Maintained	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	31.9	37.8*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	2.1	2.2*	n/a	16.0	17.7	n/a	Very Low	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	88.2	85.0	92.5	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.1	79.5	79.5	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	78.0	76.7	76.7	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	80.7	74.2	85.8	79.1	78.8	80.3	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 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).
4. 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.
5. 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.
6. 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.
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.
8. 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

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

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

We will track our continuous improvement by utilizing the following measures: TOWRE, TOSREC, TOSWRF; provincial screening assessments; intervention results (Empower); CAT4 (Reading)

#### Division Priority 1

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

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

We will track our continuous improvement by utilizing the following measures: provincial screening assessments; CAT4 (Math & Computation and Estimation); PATs; math journals

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

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

We will track our continuous improvement by utilizing the following measures: Division Feedback Survey, attendance data, school event attendance data, monitoring engagement in clubs

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,162,875		3,326,243
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>3,162,875</b>		<b>3,326,243</b>
Classroom	17.800000	1,916,582	18.348010	1,975,584
Leadership	2.000000	265,179	2.000000	266,442
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	60,000	.000000	60,000
<b>TOTAL TEACHER</b>	<b>19.799999</b>	<b>2,241,761</b>	<b>20.348009</b>	<b>2,302,026</b>
<b>(% of Budget)</b>		<b>70.88%</b>		<b>69.21%</b>
Exempt (Hourly/OT)	.000000	4,500	.000000	9,000
Support	10.000000	608,360	12.000000	734,095
Support (Supply/OT)	.000000	30,000	.000000	20,000
Custodial	1.875000	142,284	1.875000	142,284
Custodial (Supply/OT)	.000000	10,000	.000000	15,000
<b>TOTAL NON-TEACHER</b>	<b>11.875000</b>	<b>795,144</b>	<b>13.875000</b>	<b>920,379</b>
<b>(% of Budget)</b>		<b>25.14%</b>		<b>27.67%</b>
<b>TOTAL STAFF</b>	<b>31.674999</b>	<b>3,036,905</b>	<b>34.223009</b>	<b>3,222,405</b>
<b>(% of Budget)</b>		<b>96.02%</b>		<b>96.88%</b>
SUPPLIES, EQUIPMENT AND SERVICES		78,250		64,285
INTERNAL SERVICES		47,720		39,553
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>125,970</b>		<b>103,838</b>
<b>(% of Budget)</b>		<b>3.98%</b>		<b>3.12%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>3,162,875</b>		<b>3,326,243</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0