

Profile



Enrolment		Staff FTE		Budget		
Normalized	396.000	Custodial	1.875000	Salaries	\$3,090,363	95.56%
Weighted	505.732	Exempt	0.000000	Supplies, Equip., Services	\$143,464	04.44%
Regular	426	Support	8.500000			
		Teacher	21.068000			
Year Opened	1984	Total		31.443000	Total	\$3,233,827 100.00%

School Philosophy

At Lymburn School, we believe everyone has the right and ability to learn and develop to their full potential. We provide an inclusive environment to promote the education and wellbeing of students and staff. We foster relationships and nurture global citizens within a supportive, structured learning environment.

Community Profile

Lymburn is located in the west end of the city and serves families from a wide range of socio-economic backgrounds. The community is comprised mainly of single-family dwellings. Students attending our mainstream program come from the Lymburn neighbourhood. Students attending our Cogito and Interactions programs come from the Lymburn neighbourhood as well as from communities outside of the immediate Lymburn School area. Parents are an important part of our school community and support student learning through ongoing communication with staff, providing fundraising activities, and volunteering in the school.

Programs and Organization

Lymburn School offers a mainstream program from K to grade 6 and a Cogito Alternative program from K to grade 6. We are a Division site for the Interactions program and have three classes to support students. French as a second language is offered in grades 4 through 6 in the mainstream program and in grades 1 through 6 in the Cogito program. Lymburn School works collaboratively with community agencies and Specialized Learning Supports to provide additional support to students.

School Community Relationships

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

Lymburn PALS

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, Lymburn students will demonstrate growth in literacy and numeracy. Achievement of this goal will be supported by:

- high quality instruction
- common assessment practices across grade levels
- staff engagement in evidence-based professional development and collaboration focused on supporting student growth in literacy and numeracy
- school-wide implementation of a literacy framework
- intervention supports targeted at students performing below grade level

Results Achieved:

Lymburn students demonstrated overall growth in both literacy and numeracy. As indicated by the Assurance Survey, 80.6% of parents, 91.7% of students, and 93.9% of teachers were satisfied with the overall quality of basic education.

Literacy Achievement

Literacy was supported through a number of strategies and initiatives including guided reading, home reading, in class ELL support, common school wide assessments, online websites, and teacher collaboration. Targeted professional development throughout the year supported high quality instruction and a common literacy plan across all classrooms.

A number of students reading below grade level received targeted intervention to increase their reading levels. Of the 19 students who received formal intervention all 19 students made gains in their reading levels ranging from 3 months to over 2 years growth. Students reading at grade level increased to 62.6%, an increase of 4.1% from the previous year as measured by teacher assessment. Overall, 81% of students were reading at or above grade level. CAT4 results demonstrated 76% of students in grades 4 to 6 reading at or above the fourth stanine in the fall and 83.8% of those same students reading at or above the fourth stanine in the spring, demonstrating an increase in reading levels over the course of the school year.

Teachers worked collaboratively to assess student writing using common criteria and error analysis in order to guide instruction and increase the level of competence in student writing. Overall, the number of students in grades 1 to 6 writing at or above grade level increased to 83%, an increase of 7.2% from the previous year as measured by the HLAT writing prompt.

Numeracy Achievement

Numeracy was supported through a number of strategies and initiatives including: the use of manipulatives, small group instruction, online websites, teacher collaboration, and school wide participation in the Literacy/Numeracy Achievement Project (LNAP).

CAT4 results indicated 94.3% of students in grades 4 to 6 performed at or above the fourth stanine in total mathematics in the spring, an increase from 85.3% in the fall results. Additionally, the spring results also saw a slight increase from the previous year spring results which were 93.4%. Likewise, 90.2% of students in grades 4 to 6 performed at or above the fourth stanine in computation in the spring, an increase of 8.8% from both the fall results and 2.1% from the previous year spring results. These results indicate that the focus on research-based instructional strategies have had a positive effect on student achievement in numeracy.

Responses on the Mathematician Identity Self Reflection Survey saw a slight overall increase in student perception of themselves as problem solvers as well as a slight increase in their ability to perform mathematical tasks and participate in mathematical activities. Continued use of the survey to examine student perception of themselves will provide additional information of student growth in numeracy achievement.

By June of 2024 Lymburn students will demonstrate an increased level in their sense of belonging, well-being, and connections to the school community. Lymburn School will promote opportunities for students and staff to build skills, strategies, and relationships that contribute to positive well-being and a sense of belonging. Achievement of this goal will be supported by:

- participation in the Five to Thrive activities offered by the Divisions Mental Health Capacity Building Team
- intentional collaboration time for all staff focused on supporting student engagement and overall well-being

- intentional capacity building in students to support their own mental health and well-being

Results Achieved:

Lymburn School worked toward providing opportunities for students and staff to develop a positive sense of well-being and belonging. The Parent Advisory of Lymburn School (PALS) supported the inclusion of all students during school wide events such as the family dance, PALS to Pay for hot lunches, busing for all school field trips, residency programs, and the purchase of books focused on diversity and inclusivity.

Students at all grade levels access programming provided by the Division Mental Health Capacity Building (MHCB) coaches through online and in-person programming. Lymburn School remained as the CORE school for the MHCB Project and students in all classrooms participated in online workshops as well as targeted in person workshops. Instruction was focused on themes aimed at developing capacity for students to be aware of, and take charge of their own mental health. Themes included Foundations of Mental Health, Making Sense of Mental Health, and Making Sense of Mental Health and Relationships. While there was some disruption in the continuity of programming provided from the MHCB team due to changes in staffing, Lymburn students and staff benefitted from the workshops delivered over the course of the year. Additionally, Lymburn school partnered with the staff at the Mental Health Classroom to provide additional supports for students.

As indicated by the Assurance Survey, 83.3% of parents who responded, and 93.9% of teachers indicated that students were engaged in their learning. The Assurance Survey results also indicated that 68.4% of students in grade 4 to 6 felt their learning environment was welcoming, caring, respectful and safe. A decrease in the percentage of both parents and teachers indicating that the learning environment is welcoming, caring, respectful and safe is an area of concern. Additionally, a decline in the percentage of parents, students, and staff reporting that students model the characteristics of active citizens indicates an area of concern.

The Division Survey indicated that 71% of students in grade 4 to 6 felt they were doing well or very well, an increase from the previous year. On the same survey 70% of students in grades 4 to 6 indicated that Lymburn School is a place where all students feel like they belong, a figure maintained from the previous year. Results from the same survey indicated that 72% of students indicated that they can be themselves, an increase from the previous year. The data collected indicates that 47% of staff are doing very well or well, indicating an area of concern.

Overall, 51.9% of students in grade 4 to 6 indicated their level of resilience to be above average or higher on the Youth Resiliency survey. The same survey indicated 58.3% of students felt an average or above connection to teachers, and 67.5% of students indicated they had an above average relationship with their primary caregiver. Students who indicated a rating of above average or higher in terms of wellness were reported at 45.5% of students in grade 4 to 6. This data indicates a need for continued focus on student well-being and resiliency.

What were the biggest challenges encountered in 2023-2024?

The implementation of new curriculum across all grade levels, in multiple subject areas in the past two years has had an impact on teacher wellness. Teachers have faced challenges identifying, accessing, and implementing resources, teaching and learning strategies, and assessment tools to implement the new curriculum while maintaining a high level of self-efficacy.

Continued concerns over the lack of supply educational assistants, particularly in the Interactions program, has continued to have an impact on the ability of staff to program consistently for students.

A lack of community supports for families in need, such as long wait times for families requesting mental health and medical supports outside of the school system, continued to impact the progress of some of our students.

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

Lymburn School staff will continue to use data to inform our practice and monitor continuous improvement. Results from common assessments including LeNS, CC3, CAT4 and school wide writing prompts will be included in our data collection. A focus on high impact, research-based learning opportunities in literacy and numeracy will continue to be central to the delivery of curriculum, as will our support of students through intervention.

A focus on common assessment practices and teacher collaboration to increase staff efficacy in literacy and numeracy instruction will continue. Staff will begin work using a common writing resource to implement high level writing instruction across subject areas, thus increasing cross curricular instruction. Lymburn School's involvement in the numeracy work included in the Literacy and Numeracy Achievement Project will continue.

Lymburn staff will continue to build on positive parental and community relationships with a focus on building a positive school climate that includes whole school activities and family involvement. We will continue to welcome all students to our school community, including newcomers to Canada. Additionally, we will continue to support families in need through PALS to pay lunches, connecting families to outside agencies, and providing clothing and other essential items to families in need.

Leadership capacity for staff will be supported through learning leaders, CoPs, and lead teacher work. School and Catchment opportunities for leadership will be made available to all staff groups.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7269 Lymburn School

Assurance Domain	Measure	Lymburn 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	81.2	74.7	78.4	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	64.4	70.2	73.7	79.4	80.3	80.9	Very Low	Declined	Concern
	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	72.6	54.8	54.8	68.5	66.2	66.2	Intermediate	Improved	Good
	PAT6: Excellence	25.8	25.8	25.8	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	88.7	85.8	87.0	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.0	77.3	79.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	55.7	55.7	59.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	52.6	70.0	71.7	79.5	79.1	78.9	Very Low	Declined	Concern

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, Lymburn students will demonstrate growth in literacy and numeracy. Achievement of this goal will be supported by:

- high quality instruction
- common assessment practices across grade levels
- staff engagement in evidence-based professional development and collaboration focused on supporting student growth in literacy and numeracy
- school-wide implementation of a literacy framework
- intervention supports targeted at students performing below grade level
- participation in the Literacy/Numeracy Achievement Project (LNAP) with a focus on numeracy

What data will you use to track continuous improvement?

Lymburn School will support student growth in literacy and numeracy using high quality instruction, as measured by triangulated evidence including CAT 4, LeNS, CC3, PATs, diplomas, HLATS and reading levels.

Division Priority 3

By June 2025, Lymburn students will demonstrate an increased level in their sense of belonging, well-being, and connections to the school community. Lymburn School will promote opportunities for students and staff to build skills, strategies, and relationships that contribute to positive well-being and a sense of belonging. Achievement of this goal will be supported by:

- participation in the online workshops offered by the Division Mental Health Capacity Building Team
- intentional collaboration time for all staff to focus on supporting student engagement and overall well-being
- intentional capacity building in students to support their own mental health and well-being
- Lymburn School will increase parental involvement and community partners to support students and families to create a positive school community.

What data will you use to track continuous improvement?

Lymburn School will support opportunities for students and staff to build skills, strategies, and relationships that contribute to positive well-being and a sense of belonging as measured by the Assurance Survey, the District Survey, and the Resiliency Survey.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,103,891		3,233,827
Internal Revenue		0		0
REVENUE TOTAL		3,103,891		3,233,827
Classroom	19.033000	2,056,954	19.568000	2,114,773
Leadership	1.500000	213,876	1.500000	214,401
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	45,000	.000000	45,000
TOTAL TEACHER	20.533001	2,315,830	21.068001	2,374,174
(% of Budget)		74.61%		73.42%
Exempt (Hourly/OT)	.000000	31,172	.000000	31,172
Support	8.500000	525,769	8.500000	525,769
Support (Supply/OT)	.000000	5,000	.000000	30,000
Custodial	1.875000	126,748	1.875000	126,748
Custodial (Supply/OT)	.000000	2,500	.000000	2,500
TOTAL NON-TEACHER	10.375000	691,189	10.375000	716,189
(% of Budget)		22.27%		22.15%
TOTAL STAFF	30.908001	3,007,019	31.443001	3,090,363
(% of Budget)		96.88%		95.56%
SUPPLIES, EQUIPMENT AND SERVICES		53,172		99,764
INTERNAL SERVICES		43,700		43,700
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		96,872		143,464
(% of Budget)		3.12%		4.44%
TOTAL AMOUNT BUDGETED		3,103,891		3,233,827