



Enrolment		Staff FTE		Budget		
Normalized	386.500	Custodial	1.875000	Salaries	\$3,055,328	96.95%
Weighted	484.656	Exempt	0.000000	Supplies, Equip., Services	\$96,150	03.05%
Regular	414	Support	8.500000			
		Teacher	21.033000			
Year Opened	1984	Total		31.408000	Total \$3,151,478	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 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).

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, HLATs, reading levels, IPPs, teacher awarded marks, and teacher observations.

Results Achieved:

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.

Students reading below grade level received intervention targeted at increasing their level of reading. A total of 19 students in grades 1 to 3 received intervention from a Levelled Literacy Intervention teacher; with 18 of those students making gains of between 3 months to over 3 years growth. An additional six students in grades 5 and 6 received reading intervention from January to June, with all of the students demonstrating growth in their reading and writing. Nine ELL students who arrived at Lymburn with little to no English language skills worked with a teacher to improve oral speaking and understanding. Overall, students reading above grade level increased to 19.7%, an increase of 2.2% from the previous school year as measured by the Fountas and Pinnell Benchmark Assessment System (BAS). Using the same instrument, the BAS, students reading at grade level also saw an increase to 58.5%, an increase of 1.2% from the previous school year. CAT4 results demonstrated similar findings with 82% of students in grades 4 to 6 reading at or above the fourth stanine in the spring, an increase from both the fall results and the previous year results.

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 75.8%, an increase of 8.4% from the previous year as measured by the HLAT writing prompt.

Grade 6 Provincial Achievement Test results indicated that 88% of the students who wrote were writing at an acceptable level or higher, and 80% of the students who wrote were reading at an acceptable level or higher.

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 intervention in grades 2 to 3.

Of the 24 students in grades 1 to 3 identified as being at-risk in the first administration of the Numeracy Screener, 4 were identified as no longer being at-risk during the June administration of the same screener. A numeracy intervention teacher worked with 13 grade 2 and 3 students who were identified as being at-risk. Each of the students who were involved in numeracy intervention made gains in their speed and accuracy of basic facts or numeracy development.

CAT4 results indicated 86.5% of students in grades 4 to 6 performed at or above the fourth stanine in mathematics in the spring, an increase from both the fall results and the previous year results. Likewise 83.5% of students in grades 4 to 6 performed at or above the fourth stanine in computation in the spring, an increase from both the fall results and the previous year results.

Grade 6 Provincial Achievement Test results indicated that 61.5% of students who wrote Part A (basic facts), and 69.2% of students who wrote Part B (mathematical operations and problem solving) performed at an acceptable level or higher.

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 as measured by the number of opportunities offered at Lymburn during the school year.

Results Achieved:

Lymburn School worked toward providing opportunities for students and staff to develop 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, and residency programs (In-Line Skating and Dance Ed.).

Students at all grade levels access programming provided by the Division Mental Health Capacity Building (MHCB) coaches through online and in-person programming. Students participated in workshops over the course of the year organized around four themes aimed at developing capacity for students to be aware of, and take charge of their own mental health. Themes included understanding the brain, mental health literacy, emotional literacy, and regulation. Additionally, eight students in grades 2 and 3 participated in an after school program to develop self-regulatory skills with MHCB coaches.

Targeted professional development assisted staff in gaining a better understanding of anti-racism and truth and reconciliation. Through a series of seven sessions all staff participated in a variety of activities including circles, videos, testimonials, and discussions.

As indicated by the Assurance Survey, 90% of parents who responded, and 100% of teachers agreed that Lymburn is a welcoming place to be. While only 70% of students in grades 4 to 6 indicated that they feel welcome at school, 78% of those same students indicated that their teachers care about them.

The Division Survey indicated that, 69% of students in grade 4 to 6 felt they were doing well or very well. On the same survey 70% of students in grades 4 to 6 indicated that Lymburn School is a place where all student feel like they belong, and 63% of students indicated that they can be themselves. Additionally, 88% of students in grade 4 to 6 indicated that they were aware of the work the school is doing to support anti-racism and belonging.

Overall, 54.9% of students in grade 4 to 6 indicated their level of resilience to be above average or higher on the Youth Resiliency survey. On that same survey, 65.85% of students felt an average or above connection to teachers, and 78.69% 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 56.55% of students in grade 4 to 6.

What were the biggest challenges encountered in 2022-2023?

The effects of learning loss due to COVID 19 continue to be a challenge for some students. Academic, social, and emotional struggles for some students have hampered the ability of those students to demonstrate gains in their learning.

The lack of supply teachers and educational assistants had a profound impact on the ability of staff to program consistently for students, particularly those students in the Interactions program. Classrooms were understaffed and students were often regrouped to ensure the safety of staff and students.

Inconsistent student attendance continues to be a concern with many of our students missing 10% or more of their school year.

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

An increase in the number of students with little to no English has resulted in an increased workload for staff.

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

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 work with same grade teachers from other schools to enhance common assessment practices. Lymburn School will be involved in the numeracy work included in the Literacy and Numeracy Achievement Project.

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 leadership opportunities for students. 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. Lymburn staff will also continue to work with the MHCB coach assigned to our catchment to build capacity around student resiliency and well-being.

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

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	74.7	82.2	82.2	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	70.2	77.2	72.3	80.3	81.4	82.3	Low	Maintained	Issue
	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	54.8	57.8 *	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	25.8	4.4 *	n/a	16.0	17.7	n/a	Very High	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	85.8	88.1	88.1	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (W/CRS/SE)	77.3	80.8	80.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	55.7	63.1	63.1	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	70.0	73.3	72.1	79.1	78.8	80.3	Very Low	Maintained	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 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, 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

What data will you use to track continuous improvement?

Triangulated evidence including results from CAT 4, LeNs, CC3, PATs, HLATs, reading levels, IPPs, teacher awarded marks, and teacher observations will be used as indicators of in the area of literacy and numeracy.

Division Priority 1

By June of 2024 Lymburn students will demonstrate an increased level in thier 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 activitites 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 buidling in students to support their own mental health and well-being

What data will you use to track continuous improvement?

Results from the Division Feedback Survey, Alberta Education Assurance Survey, student connectedness from the Youth Resilience Survey, student attendance data, student participation in extra curricular activities will be used as indicators of progress.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,178,663		3,151,478
Internal Revenue		0		0
REVENUE TOTAL		3,178,663		3,151,478
Classroom	19.158000	2,062,800	19.533000	2,103,177
Leadership	2.000000	266,603	1.500000	212,661
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	45,000	.000000	59,201
TOTAL TEACHER	21.158001	2,374,403	21.033001	2,375,039
(% of Budget)		74.7%		75.36%
Exempt (Hourly/OT)	.000000	31,172	.000000	31,172
Support	8.500000	516,508	8.500000	516,508
Support (Supply/OT)	.000000	15,000	.000000	5,000
Custodial	1.875000	125,109	1.875000	125,109
Custodial (Supply/OT)	.000000	7,500	.000000	2,500
TOTAL NON-TEACHER	10.375000	695,289	10.375000	680,289
(% of Budget)		21.87%		21.59%
TOTAL STAFF	31.533001	3,069,692	31.408001	3,055,328
(% of Budget)		96.57%		96.95%
SUPPLIES, EQUIPMENT AND SERVICES		94,522		79,789
INTERNAL SERVICES		14,450		16,361
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		108,972		96,150
(% of Budget)		3.43%		3.05%
TOTAL AMOUNT BUDGETED		3,178,664		3,151,478
Carry Forward Included		0		0
Carry Forward to Future		0		0