



Enrolment		Staff FTE		Budget		
Normalized	495.000	Custodial	2.000000	Salaries	\$3,696,638	96.22%
Weighted	607.608	Exempt	0.000000	Supplies, Equip., Services	\$145,081	03.78%
Regular	525	Support	10.000000			
		Teacher	24.835000			
Year Opened	1993	Total 36.835000			Total \$3,841,719	100.00%

School Philosophy

At George H. Luck School, our vision is to ensure an environment of success for all students. Our school vision is developing innovative, risk taking and resilient learners. As part of a caring, collaborative and diverse community of learners, we emphasize relationships with students, staff, parents and the community. We expect all students to achieve a high level of success at our school. We value Global Citizenship initiatives and opportunities for all students. We believe in learning from mistakes and celebrating each students' strengths.

Community Profile

George H. Luck is situated in the Brookview community in the southwest part of the city serving families from the attendance area as well as Glenriding Ravine from the Windemere neighborhood. The community is multi-ethnic and predominately comprised of single family dwellings. Students are engaged, eager, successful learners who are very active in Global Citizenship initiatives contributing significantly to their local and global community. The parent community values education and a strong partnership exists between parents and staff in support of student learning and well being. The school has two modular classrooms to accommodate student enrollment. At George H. Luck, we use an outdoor classroom to extend the learning to the outdoors and engage students further with their environment. Our school gymnasium is well used by our community members throughout the week.

Programs and Organization

Staff are committed to quality teaching supported by embedded, targeted professional learning within collaborative groupings which enable them to provide exceptional learning opportunities for all students. Collaborative planning, intervention and enrichment are areas of focus for staff, enabling them to provide quality programming for all students. Our school has students in kindergarten and grades one through six. Special needs students are integrated into the regular classrooms. We have one site program for Connections. French as a second language is taught in grades four through six. We have a music specialist for grades one through six. Each year the George H. Luck Parent Association sponsors an Artist in Residence project as well as other school initiatives. Students have a variety of opportunities for extra curricular involvement including: clubs, AMA patrols, intamurals, community service learning projects and leadership opportunities.

School Community Relationships

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

Boyle Street Community Centre
Spruce Avenue School

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).

Priority 1: GOAL 2

By June 2023, all students will demonstrate growth in literacy, numeracy and mathematics. 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.

Results Achieved:

LITERACY:

P.A.T. results for Language Arts for all students who wrote, indicated 93.8% of students met the Acceptable Standard, a 17.6% increase over the province. Results indicated 35.9% of students met the Standard of Excellence, an increase of 17.5% above the province.

HLAT writing indicated 79.2% of students writing at or above grade level, a decrease of 2.6% from last year. HLAT writing measure over a three trend indicate a decrease of 5% compared to prior 2-year average (no HLAT in 2019).

As reported on the Power School Reading Achievement reading levels from 2022 indicated 86.3% students reading at or above grade level to 78.6 %in 2023, a 7.7% decrease in reading results.

Reading levels over a three trend indicate a decrease of 12.9% compared to prior 3-year average. However, an increase of 4.9% of students reading above grade level compared to prior 3-year average.

Based on teacher reported Fountas & Pinnell, reading levels went from 65.8%, in September to 72.5% in June, reading at or above grade level. This indicated an increase of 7%.

Based on CAT4 data Grades 4-6 demonstrated an average increase in grade equivalency of +0.6 in reading when comparing Fall and Spring assessments. Students reading below average (Stanine 4) decreased by 5.3% from Fall to Spring, indicating that fewer students were reading below grade level.

Provincial Literacy Screening reading data using the CC3 assessment for Grades 1-3 indicated a decrease of 3.3% of students identified as at risk/below average, when comparing Spring and Fall assessments. Grades 1-2 using the LENS assessment indicated a decrease of 7.7% of students identified as at risk/below average, when comparing Spring and Fall assessments. Interventions included: Levelled Literacy Intervention, EMPOWER reading program, phonemic awareness (Heggerty), phonics intervention (Flyleaf) and guided reading.

Students in Grade 1-6 identified as "At Risk" based on Provincial Literacy Screening, CAT4, F&P BAS data who received literacy interventions decreased by 5.23%, indicating students showing improvement and no longer identified as "at risk."

MATHEMATICS:

P.A.T. results for Mathematics for all students who wrote, indicated 85.9% of students met the Acceptable Standard, an increase of 21.5% above the province. Results indicated 26.6% of students met the Standard of Excellence, an increase of 10.8% above the province.

Provincial Numeracy Screening data for Grades 1-3 indicated a decrease of 2.8% of students identified as at risk/below average, when comparing Fall and Spring assessments. Interventions included small group instruction using the Jump Math and Leaps and Bounds resources.

Based on CAT4 data Grades 4-6 demonstrated an average increase in grade equivalency of +0.8 in Math and +1.3 in Computation and Estimation when comparing Fall and Spring assessments. Students below average (Stanine 4) decreased by 3.1% in Mathematics and 4.7% in Computation & Estimation from Fall to Spring, indicating fewer students below average.

Students in Grade 1-6 identified as “At Risk” based on Provincial Numeracy Screening, CAT4, teacher assessment using Jump Math/Leaps and Bounds data who received numeracy intervention decreased by 1.19%.

Overall, CAT 4 school data (Reading, Mathematics, Computation/Estimation) for Grades 4-6 indicates an above average grade equivalent score in the Fall. Grade 6 data indicates an above average grade score equivalent score at the top end in the range with a faster rate of growth from fall to spring than is normally observed among same-grade Canadian students.

Assurance Survey results showed:

- The Assurance survey results indicated the Education Quality was 90.8%, an overall rating of Excellent and Maintained improvement.
- The Assurance Survey results indicated the Access to Supports and Services was 69.2%, and declined improvement.

Division Survey results showed:

- 88% of families agree/strongly agree that their child's IPP goals are appropriate for their development.
- 91% of families agree/strongly agree that information they receive about their child's learning helps them to support their child's learning.

The Numeracy & Literacy Staff Leadership Teams focused on supporting staff with new resources, professional learning and common assessments.

Priority 2: GOAL 1 and 2

By June 2023, all staff will have opportunities to participate in catchment-wide professional learning on anti-racism and reconciliation. Catchment schools 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. Staff will actively engage in strategies to create welcoming, caring, respectful, safe and inclusive learning and working environments.

Results Achieved:

As measured by the Assurance Survey 78.9% of staff felt PD has been focused and contributes to ongoing professional growth compared with the previous 3 year average of 82.7%, indicating a slight decrease of 3.8%.

The Lillian Osborne Catchment survey indicated 72.2% of staff support professional learning days meeting staff needs (4-5 out of a 5 point rating scale).

The Assurance Survey indicated that the Welcoming, Caring, Respectful and Safe, Learning Environments was 83.7% indicating declined improvement.

School events were planned with diversity in mind. A winter concert was held and Garth Prince, an African singer, did a school wide artist in residency program with students and performance for families.

As measured by the Division Survey :

- 85% of families agree/strongly agree that many diverse cultures are represented in the events, activities and environment of their child's school.
- 91% of families agree/strongly agree that they felt like their child belongs at school.
- 78% of staff felt that school level collaboration/resources enhanced their confidence in supporting all students to achieve learning outcomes.

School survey questions addressing Priority 2 indicated that parents value:

- EDI training for staff
- school spirit days and community projects that raise awareness to this priority and the values emphasized at school
- professional learning around Anti-racism and Reconciliation

All staff participated in a catchment wide Professional Learning day on Reconciliation. Division II students participated in an Indigenous Hoop Dance performance with Dallas Arcand. Metis week was celebrated through classroom activities and read alouds.

Establishment of a school leadership team, EDI (Equity, Diversity, Inclusion) led work in the school. The EDI Team shared resources and provided staff support in

recognizing significant cultural celebrations, including student activities. The EDI Team planned school spirit days focusing on diversity and inclusion. The team established an introduction to a Diversity Club for students who chose to participate. An EDI staff member presented a professional learning session on gender diversity.

Priority 3: GOAL 1 and 2

By June 2023, George H Luck School will take concrete steps to develop a comprehensive approach to mental health and well-being that nurtures respect for diversity and promotes resilience.

Results Achieved:

Fostering school culture and connections to the community was accomplished through:

- 100% of staff and students engaged in the Gifts of Luck project for Boyle Street Community Centre. This project allowed our greater community to participate and donations of gift cards were received from within our own community and the greater community at large. Projects also incorporated the Alberta Learning Competencies.
- 100% of staff and students participated in GHL's Action projects. These projects were based off the theme book "I Promise" by LeBron James. Every grade worked collaboratively to design and carry out their action projects. The following are GHL's community action projects: Kinder-Reaching For The Stars; Grade 1-community clean up; Grade 2-Toasty Toes sock drive; Grade 3-Hot chocolate sales to support Ukraine; Grade 4 & 5-Habitat for Humanity writing contest donations; Grade 6-Active School Travel Initiative (physical health & traffic safety).

Division Survey results indicated:

- 85% of families agree/strongly agree that through school their child has built relationships that support their wellness
- 97% of families agree/strongly agree that their child has positive relationships with one or more adults in their school

Through a provisional psychologist, 31 students received one on one or small group counselling. Through a school Wellness Coach 41 students received one on one or small group support. The Wellness Coach provided support to the general school community and supported teacher efficacy for student wellness by providing whole class presentations and assisting staff with wellness planning and lessons.

The Assurance Survey results indicated that the Citizenship measure was 80.2%, at an overall Acceptable measure evaluation.

The Assurance Survey results indicated Parental Involvement was 63.5%, a decrease of 10.8%, with an overall rating of concern.

The Assurance Survey results indicated that students demonstrate the knowledge, skills and attitudes for Lifelong Learning measure was 75.1%, and maintained.

School Survey results indicated:

- 81% of families surveyed believed the GHL school plan reflects the culture of high achievement at their child's school
- families value the focus on mental health
- the focus on kindness is valued
- the focus on students building resilience is valued

As measured by the Youth Resiliency Survey, 73.08% of students showed overall high/above average engagement.

As measured by the Youth Resiliency Survey, 78% of students showed a high engagement/above average connection to teachers.

The Mental Health Staff Leadership Team supported staff by developing targeted mental health lessons. The team developed school daily announcements of wellness messages, Global Citizenship and assembly highlights. The team implemented Dr. Ungar's nine resiliency factors and focused on one per month school wide.

What were the biggest challenges encountered in 2022-2023?

The demographic shift in our school and increased enrolment has impacted student learning needs.

Addressing classroom complexities.

Consistently achieving and maintaining results which are at a high standard.

Meeting staffing needs due to absences and lack of staff in all staffing groups.

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

Planning for interventions to address students social skills needs.

- Mental Health Therapist focus on behaviour regulation
- Psychologist individual and group sessions

Supporting the mental health and well being of students, staff and families continues to be an area of high priority.

Planning for interventions/enrichment to address achievement gaps. Focus will be on Tier 1 and Tier 2 interventions in building staff capacity.

- focus on reading comprehension strategies
- focus on numeracy interventions
- focus on phonemic awareness and phonics

Supporting new curriculum implementation.

Building staff capacity and efficacy focused on ant-racism and reconciliation.

- School leadership professional learning
- staff professional learning
- EDI staff leadership team
- Participation in Schools That Listen

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7279 George H Luck School

Assurance Domain	Measure	George H Luck 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	77.4	87.8	87.8	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	80.2	86.1	89.0	80.3	81.4	82.3	High	Declined	Acceptable
	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	84.4	86.1 *	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	51.6	44.3 *	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	90.8	93.8	93.6	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (W/CRSLE)	83.7	89.1	89.1	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	69.2	81.1	81.1	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	63.5	75.4	74.3	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

Priority 1:
By June 2024, all students will demonstrate growth in literacy, numeracy and mathematics. 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.

What data will you use to track continuous improvement?

Provincial Screeners Lens and Castle and Coltheart 3 (CC3) and LENS data, pre- & post-intervention measures, teacher reported reading levels CAT-4 data, HLAT, Provincial Achievement Test (PAT) data, teacher awarded marks, EAL Proficiency Levels, Assurance Survey.

Division Priority 1

Priority 2 and 3:
By June 2024, all staff will take intentional steps to implement a comprehensive school-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.

What data will you use to track continuous improvement?

Division and Assurance survey data, Analysis of Resilience Survey to capitalize on themes, and school surveys.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,525,310		3,841,719
Internal Revenue		0		0
REVENUE TOTAL		3,525,310		3,841,719
Classroom	20.950000	2,255,749	21.715000	2,338,119
Leadership	2.250000	304,571	3.120000	409,166
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	115,000	.000000	110,000
TOTAL TEACHER	23.200001	2,675,320	24.835001	2,857,285
(% of Budget)		75.89%		74.38%
Exempt	.085500	6,582	.000000	0
Exempt (Hourly/OT)	.000000	61,154	.000000	56,785
Support	8.000000	489,184	10.000000	621,836
Support (Supply/OT)	.000000	8,000	.000000	6,000
Custodial	2.000000	151,233	2.000000	151,233
Custodial (Supply/OT)	.000000	5,000	.000000	3,500
TOTAL NON-TEACHER	10.085500	721,153	12.000000	839,354
(% of Budget)		20.46%		21.85%
TOTAL STAFF	33.285501	3,396,473	36.835001	3,696,639
(% of Budget)		96.35%		96.22%
SUPPLIES, EQUIPMENT AND SERVICES		71,437		80,939
INTERNAL SERVICES		56,400		63,142
OTHER INTEREST AND CHARGES		1,000		1,000
TOTAL SES		128,837		145,081
(% of Budget)		3.65%		3.78%
TOTAL AMOUNT BUDGETED		3,525,310		3,841,720
Carry Forward Included		0		0
Carry Forward to Future		0		0