

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	1184.000	Custodial	5.000000	Salaries	\$7,164,178	93.06%
Weighted	1334.631	Exempt	0.000000	Supplies, Equip., Services	\$534,275	06.94%
Regular	1,239	Support	17.800000			
		Teacher	<u>46.699998</u>			
Year Opened	2017	Total 69.499998		Total \$7,698,453		100.00%

School Philosophy

Svend Hansen School serves students in Kindergarten through grade 9. At Svend Hansen School, our Vision Statement is "We Believe in the Success of all Students". Our Mission Statement is "We strive to empower our school community to improve well-being through high quality , engaging, and inclusive learning environments." Because we believe that all students can be successful, we will work diligently with the student and family to ensure the success of all our students.

Community Profile

Svend Hansen School is located in the Laurel Community. The community continues to grow and expand as a result of ongoing residential development. Our school has experienced enrollment pressure since opening in 2017 and, due to limited space, we have moved to a Lottery System. This means we are only able to accept new students where there is space in planned classes. Students who reside in our Primary Attendance areas may be referred to our Designated Overflow Schools- Weinlos (K-6), and Kate Chegwin (7-9).

Programs and Organization

Svend Hansen School offers Regular Programming for all students in Kindergarten through Grade 9.

School Community Relationships

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

Edmonton Immigrant Services Association

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).

Svend Hansen School will build on outstanding learning opportunities for all students. By June 2024, student achievement will continue to demonstrate positive measurable growth in the areas of literacy and numeracy. Strategies such as common diagnostics, tiered intervention processes, daily writing activities, differentiated reading and writing groups and guided math lessons will help guide best practices to support student growth and achievement. Tier 3 support model implementation will include the newly created Inclusion Support Space which will target IPP goals and classroom objectives. Common assessment practices at the school, division and provincial level will be used to assess and track student growth.

Results Achieved:

When analyzing the information in the Division Survey Results for measurable growth in numeracy and literacy, there are areas for celebration and areas for further investigation and action. At Svend Hansen, when students are asked about improvement in mathematics, 31% "Strongly Agree", while 37% "Agree", totaling 68%. Anecdotally, from conversations with students, teachers and parents/guardians it was communicated that many students struggled with the new curriculum in the Elementary grades. These results seem to align with that information. For literacy at Svend Hansen, 37% "Strongly Agree" and 46% "Agree" with reading improvement and 34% "Strongly Agree" and 46%, "Agree" respectively with writing improvement. In looking at the overall Assurance Survey results, there has been a slight decrease for Student Learning Engagement from 84.5% to 83.1% and Education Quality from 89.6% to 86.2%, which does anecdotally align with some of the information. It is also important to consider that not all students from grades 4-9 participated in the Assurance Survey. Overall, the results are trending in the direction of improvement.

Svend Hansen School will continue to embrace diversity and will intentionally work to address anti-racism, reconciliation and equity within the school community and beyond. Staff, students and families will continue to be actively involved in working to promote equity and a sense of belonging within the diverse population and community.

Results Achieved:

In comparing the broad themes from the Division Survey results and the Resilience Survey results, for measurable growth in anti-racism, reconciliation and equity, areas of celebration emerge, as well as areas for continued focus. At Svend Hansen, students identified a Sense of Belonging with 67% feeling a sense of belonging (25% "Strongly Agree" and 42% "Agree"), with 20% disagreeing or strongly disagreeing. Interestingly, 79% (35% "Strongly Agree," 44% "Agree") with 10% in disagreement with Cultural Representation. In the area of Personal Identity and Cultural Reflection, 63% support (19% "Strongly Agree" and 44% "Agree") with 21% disagreeing or strongly disagreeing. In the areas of Anti-Racism and Reconciliation Actions, 82% also view positive reconciliation actions (37% "Strongly Agree" and 45% "Agree"), and 6% disagree. The overall Awareness of Anti-Racism Work at Svend Hansen is Slightly higher, with 93% aware and only 7% not aware. Overall, strong agreement in efforts toward anti-racism and reconciliation is evident and aligns with themes emerging from internal quantitative data from the Svend Hansen Chats (small group and by division) which were employed over a three month period at the school.

What were the biggest challenges encountered in 2023-2024?

Work continues in the areas outlined in Goal 1 and the Tier 3 support model. A significant amount of work done in model implementation including the newly created Inclusion Support Space, IPP goal revisioning, including teaching and learning focused on a multipronged approach to emergent literacy and other support models, including push in support for identified students. Common planning and assessment practices are areas continuing to need attention and focus by the teaching staff at the school. The model for supporting students continues to need revisioned and realigned to areas in education research that are proven to support student achievement. Further, It is also important to note that numeracy improvement, although evident for some students, was not a successful experience for the majority of the students surveyed. It is also relevant to note that students and teachers struggled with the implementation of the new curriculum during the 2023-24 school year. Also, even though significant work was continued in the

areas of a Sense of Belonging, Cultural Representation, and Personal Identity, it cannot be overstated that from a student's and family's perspective, the work may not be happening soon enough and that leads to some lower results than initially anticipated. There is no doubt that challenges and situations occurred in the 2023-24 school year that tested this work, but the work must continue.

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

The work will continue in all 3 priority areas, with further improvements in Literacy and Numeracy being a priority at Svend Hansen School. Anti-Racism, Equity and Diversity will be another key focus with the work as well, continuing to ensure all students and families feel safe, cared for and respected while nurturing a sense of belonging. Further, the impetus for continuing to explore how an IPP can support daily classroom teaching and learning will be necessary. Also, examining new EAL benchmarking resources to inform teaching and learning of the large EAL population will be important. This work is couched in the duty of building a school community grounded in the model of Comprehensive School Health. This framework forms the foundation for a school community where all can thrive.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 1928 Svend Hansen School

Assurance Domain	Measure	Svend Hansen 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	83.1	84.5	86.9	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	79.9	78.3	84.2	79.4	80.3	80.9	High	Declined	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	95.8	89.1	89.1	68.5	66.2	66.2	Very High	Improved	Excellent
	PAT6: Excellence	58.8	42.7	42.7	19.8	18.0	18.0	Very High	Improved Significantly	Excellent
	PAT9: Acceptable	77.9	78.9	78.9	62.5	62.6	62.6	High	Maintained	Good
	PAT9: Excellence	20.2	24.0	24.0	15.4	15.5	15.5	High	Maintained	Good
	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	86.2	89.6	91.5	87.6	88.1	88.6	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.5	81.7	85.8	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	76.5	77.1	81.0	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	75.7	79.4	83.4	79.5	79.1	78.9	Intermediate	Declined	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

Svend Hansen School will continue to build on outstanding learning opportunities for all students. By June 2025, student achievement will continue to demonstrate positive measurable growth in the areas of literacy and numeracy. Strategies such as common teaching practices, tiered intervention processes, daily writing activities, differentiated reading and writing groups and guided math lessons will help guide best practices to support student growth and achievement. Tier 3 support model implementation will include IPP leveraging of goals and strategies to inform classroom objectives. The goal of students' reported improvement in mathematics to 75% from 68% is achievable. Further, the goal of students' reported improvement in literacy (reading and writing) to 85% from 80% and 82% is also achievable. Supports are in place and plans are being emphasized and monitored to assist in the meeting of these targets, including targeted literacy intervention that follows a progression of pull out to push in supports ensuring teacher capacity building. Additionally, partnerships with the SLS team to explore adaptive and innovative tools to ensure access to curriculum for all students.

What data will you use to track continuous improvement?

Continuous improvement will be tracked using school, Division and provincial measures. Division Survey, Assurance Survey, Provincial Achievement and internally the Svend Hansen Thunder Chats with students and staff from all grade levels, will be the primary sources of such information. Consistent attendance of student groups will measure involvement.

Division Priority 3

The work will focus on Priority 2 and 3 together, with further improvements in Anti-Racism, Equity and Diversity being a key focus, ensuring students and families feel safe, cared for and respected while nurturing a sense of belonging. This work is couched in the work of building a school community grounded in the work of Comprehensive School Health. This framework forms the foundation for a school community where all can thrive. It is clear that approximately 20% of students are not feeling included, within the areas of cultural diversity and belonging. These areas will be a primary focus for the 2024-25 school year to ensure a decrease of 10%. Further, a planned approach to include students' diverse needs and interests will be represented in an increase of student groups as well as partnerships with community members.

What data will you use to track continuous improvement?

Continuous improvement will be tracked using school, Division and provincial measures. Division Survey, Assurance Survey, Provincial Achievement and internally the Svend Hansen Thunder Chats with students and staff from all grade levels, will be the primary sources of such information.

Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		7,477,470		7,698,453
Internal Revenue		0		0
REVENUE TOTAL		7,477,470		7,698,453
Classroom	41.875000	4,525,557	42.681000	4,612,665
Leadership	4.125000	568,120	4.018998	556,664
Teacher Supply	.000000	226,158	.000000	230,158
TOTAL TEACHER	46.000000	5,319,835	46.699997	5,399,487
(% of Budget)		71.14%		70.14%
Exempt (Hourly/OT)	.000000	170,000	.000000	170,000
Support	17.800000	1,100,407	17.800000	1,099,235
Support (Supply/OT)	.000000	35,000	.000000	98,552
Custodial	5.000000	350,404	5.000000	350,404
Custodial (Supply/OT)	.000000	16,000	.000000	46,500
TOTAL NON-TEACHER	22.799999	1,671,811	22.799999	1,764,691
(% of Budget)		22.36%		22.92%
TOTAL STAFF	68.799999	6,991,646	69.499996	7,164,178
(% of Budget)		93.5%		93.06%
SUPPLIES, EQUIPMENT AND SERVICES		321,365		371,424
INTERNAL SERVICES		162,459		160,851
OTHER INTEREST AND CHARGES		2,000		2,000
TOTAL SES		485,824		534,275
(% of Budget)		6.5%		6.94%
TOTAL AMOUNT BUDGETED		7,477,470		7,698,453