

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	253.500	Custodial	1.875000	Salaries	\$2,540,561	96%
Weighted	376.671	Exempt	0.000000	Supplies, Equip., Services	\$115,186	04%
Regular	269	Support	10.000000			
		Teacher	<u>16.592000</u>			
Year Opened	1980	Total	28.467000	Total	\$2,655,747	100%

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 I and division II Behaviour and Learning Assistance Program and a division II Opportunity Program. Overlanders students are offered a free daily breakfast and are provided with many opportunities to participate in programs and school clubs. Students are also engaged in many activities to 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 Big Brothers and Big Sisters, Catholic Social Services, EISA, Breakfast Clubs of Canada 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, Boys & Girls Big Brothers Big Sisters, Breakfast Clubs of Canada, Catholic Social Services, E4C, Edmonton Immigrant Services Association, Free Footie, Pembina Pipeline Corporation, Sangha Operating Group

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2020-2021, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

By June 2021, all students will demonstrate growth in achievement in the areas of literacy and numeracy.

We will do this by:

- **Providing intervention and support to students using research-based promising practices;**
- **Arranging school and catchment-based professional learning opportunities for staff in using conversation, observation, and student products to guide instruction and assessment;**
- **Continuing to strengthen our assessment and literacy and numeracy practices through targeted professional learning, classroom observations and feedback, reflexivity, and by participating in communities of practice;**
- **Developing teacher capacity to provide adaptive systems of intervention to best meet the needs of our complex learners; and**
- **Providing parents with the information they need to monitor and support the learning of their children.**

Student growth will be identified using school-based summative and formative assessment practices that include conversations, observations, and products, as well as large-scale measures such as: HLAT Writing, Reading Achievement Assessment Reports, Fountas and Pinnell, and MIPI.

Results Achieved:

In a school year defined by a global pandemic where the students could shift between in-person learning, at-home learning or a hybrid scenario at any given time, we worked to support staff and student mental wellness in the context of student achievement.

Numeracy was supported through the exploration of new and innovative ways to provide experiences within the Division's Scope and Sequence. Teachers explored and collaborated on ways to weave resources such as Zern Math and Khan Academy into their lessons in order to best meet student needs. Staff also engaged in a variety of numeracy workshops (Tang Math, Box Cars & One Eyed Jacks) in support of providing the best possible experience for students.

In the area of literacy, staff with the support of a Division consultant, aligned their previous Writers Workshop learning with the Divisions Scope and Sequence. Additionally, all Division I staff engaged in pre-learning around reading screeners which has supported our engagement with the Equity Achievement Project (EAP).

In relation to the Alberta Education Assurance Measures, Overlanders' achieved a rating of Very High (92.4%) in the area of Education Quality with an Overall rating of Good, and have a 3 Year Average of 96.9%.

By June 2021, all staff will develop high-quality teaching and instructional practices through engagement in catchment collaboration and school-based, job-embedded professional learning. Areas of focus include: literacy and numeracy, mental health, foundational knowledge of First Nations, Métis and Inuit, arts embedded programming, citizenship, technology, and leadership development.

We will do this by:

- **Embedding reflective practices, observations, and feedback within school practices to support the implementation of promising practices on student learning;**
- **Including ongoing professional learning on foundational knowledge of First Nations, Métis, and Inuit in staff and teacher meetings to increase our collective knowledge and understanding of indigenous ways of knowing;**
- **Broadening our scope of understanding of evidence-based decision making using a wide body of evidence of student learning to inform and improve instructional practices and reporting;**
- **Seeking out promising research-based practices to support student learning; and**
- **Working collaboratively to meet our school goals.**

This will be measured by the Accountability Pillar, formal and informal surveys of the school community, staff participation at catchment communities of practice, professional development days, individual professional development opportunities, and teacher reflective feedback based on self-identified goals.

Results Achieved:

Using their questions of inquiry, all teaching staff participated in Eastglen Catchment's Community of Practice to enhance their professional capacity. In addition, Overlanders' staff engaged in collective professional learning in the areas of Numeracy, Literacy, Mental Health, and Foundational Knowledge related to First Nations, Metis and Inuit.

Throughout the year staff focused on developing leadership skills and teacher efficacy through a culture of collaboration and distributed leadership, creating welcoming, high quality learning and working environments. We did this by creating a Design Team, composed of emerging leaders and lead teachers, who came together on a regular basis to plan and lead professional learning for staff. Lead teachers also continued to provide effective insight and leadership in a variety of areas (First Nations, Metis and Inuit, OHS, and Technology)

According to the Division Survey, 100% of staff felt supported in their work this year.

By June 2021, we will actively involve and engage stakeholders in providing support for students and families.

We will do this by:

- **Making our communication with parents intentional and effective by considering multiple options for information sharing;**
- **Developing and implementing events and processes for parents to participate and support individual student and school-wide goals; and**
- **Continuing to enhance our partnerships within the Division as well as with community agencies to support our students and families.**

Measurements may include: attendance and feedback from families attending virtual school events/activities, surveys and feedback from our families about school communication, monitoring referrals to internal and external agencies, maintaining or increasing the number of community partnerships and initiatives connected to the school, our results from the Accountability Pillar in the area of parental involvement, parent completion of the accountability pillar survey, as well as anecdotal evidence that demonstrates opportunities and feedback on the school's ability to foster relationships with the community.

Results Achieved:

To support all parents (in-person and online) staff explored and implemented a variety of communication tools to maintain relationships with parents (Class Newsletters, SchoolZone, Remind App, Agendas, Google Meets, Phone Calls)

Parents were also provided opportunities to engage with the school virtually through a variety of means. Overlanders implemented goal setting/parent teacher conferences, the Grade 6 Farewell Ceremony, DanceEd Artist in Residency, and School Council meetings, all virtually.

Additionally, continued support from community stakeholders and Division Strategic Support Services allowed for access to food security programs. Some of our families were able to access gift cards for groceries and 100% of our students had the opportunity to access the daily Snack Program.

In relation to the Alberta Education Assurance Measures, Overlanders achieved a rating of Very High (82.1%) in the area of Citizenship with an Overall rating of Good, and have a 3 Year Average of 90.3%. Additionally, Overlanders achieved a rating of Very High (93.7%) in the area of Parental Involvement with an Overall rating of Excellent, and have a 3 Year Average of 95.7%.

What were the biggest challenges encountered in 2020/21?

Research shows that effective teachers are the most important factor contributing to student achievement. Effective teachers are ones that have a growth mindset and value working collaboratively with others, deeply understanding that working with others means learning with others, which helps us build capacity in our team and within our school.

- 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.
- Creating meaningful communication and engagement opportunities for our complex and diverse school community.

What are the implications from 2020/21 that will impact your current year plan?

- Expansion and refinement of our ability to meet the needs of an increasingly complex and diverse student demographic in the area of literacy and numeracy.
- Continue to build a collaborative culture that strives to meet the needs of our diverse learners.

- Continue to engage families as partners to support their child's learning.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Overlanders School (7229)



Assurance Domain	Measure	Overlanders School (7229)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	78.9	n/a	n/a	n/a	n/a	n/a
	Citizenship	82.1	89.7	90.3	Very High	Declined	Good
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	65.0	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	9.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.4	100.0	96.9	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.0	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	82.1	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	93.7	97.3	95.7	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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 Examination 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.

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2021/2022 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

All students will demonstrate growth in achievement in the areas of literacy and numeracy. Targeted support and interventions will be provided to individual students in needed areas. Where possible, teachers will tie literacy and numeracy activities to land based activities, including environments in the neighborhood, the river valley, and the community to increase the relevance of learning for students. 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 and numeracy based on collaborative conversations using the triangulation of data;
- continuing to deepen our assessment, literacy & numeracy 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.

Priority 1

All staff will implement high quality, evidence based instructional practices through collaborative, job embedded professional learning within the school and catchment. To measure our success, we will use qualitative and quantitative data from both internal and external sources.

We will do this by:

- using evidence based decision making to inform and improve instructional practices while seeking out the most promising, research-based practices to support student learning;
- building capacity of all staff through the Equity Achievement Project (EAP) in the areas of literacy and numeracy with intentional professional development provided to lead teachers to support staff and students.

Priority 2

We will engage school stakeholders and community partners in providing support for students and families which extend beyond classroom instruction. To measure our success, we will use qualitative and quantitative data from both internal and external sources.

We will do this by:

- making our communication with parents intentional; determining what needs to be communicated to parents so they can understand and support our school goals to the best of their abilities;
- continuing to enhance our partnerships, inside the Division as well as with community agencies to support our students and families;
- providing extra-curricular opportunities for students (clubs, team sports, etc.);
- 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 as well as a Roots and Wings worker to help support our kindergarten families.

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,696,582		2,655,747
Internal Revenue		0		0
REVENUE TOTAL		2,696,582		2,655,747
Classroom	13.939000	1,433,374	15.013000	1,543,817
Leadership	1.579000	208,659	1.579000	207,898
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	60,000	.000000	40,000
TOTAL TEACHER	15.518001	1,702,033	16.591999	1,791,715
(% of Budget)		63.12%		67.47%
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	12.000000	695,551	10.000000	581,521
Support (Supply/OT)	.000000	30,000	.000000	20,000
Custodial	1.875000	136,325	1.875000	136,325
Custodial (Supply/OT)	.000000	11,000	.000000	11,000
TOTAL NON-TEACHER	13.875000	872,876	11.875000	748,846
(% of Budget)		32.37%		28.2%
TOTAL STAFF	29.393001	2,574,909	28.466999	2,540,561
(% of Budget)		95.49%		95.66%
SUPPLIES, EQUIPMENT AND SERVICES		66,873		61,886
INTERNAL SERVICES		54,800		53,300
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		121,673		115,186
(% of Budget)		4.51%		4.34%
TOTAL AMOUNT BUDGETED		2,696,582		2,655,747
Carry Forward Included		0		0
Carry Forward to Future		0		0