



Lourdes Elementary School 2025-2026 Annual School Development Report

Mission and Vision Statement:

At Lourdes Elementary School, we strive to create a safe, inclusive and engaging environment for all students whereby students value their education, connect with the community and participate in learning that focuses on preparing them for the world outside of the classroom. Our school empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being.

Strategic Analysis: The Vision for the Future at Lourdes Elementary

This analysis provides a roadmap of the school's strategic direction, highlighting a vision rooted in **holistic student wellness, inclusive instructional excellence, and deepened community partnership.**

1. A Proactive Culture of Wellness and Belonging

The school's vision for the future shifts away from reactive problem-solving toward a **proactive, whole-school strategy** for social and emotional development.

- **Targeted Student Support:** Recognizing a 48.5% positive rating in "School Belonging," the school is committed to identifying and closing gaps, specifically addressing **gender discrepancies** where female students reported lower belonging.
- **Cultural and Social Integration:** The vision includes embedding local culture and community into the daily student experience through ongoing **Elders and Youth collaborations** and the use of the school TIPI.
- **Future Initiatives:** The school plans to enhance the student experience by re-implementing **house teams**, launching "**Wellness Wednesdays**," and introducing the '**Lionsquest**' program to provide structured Social Emotional Learning (SEL).

2. Responsive and Student-Centered Instruction

The future of teaching at LE School is defined by **Responsive Teaching and Learning** and the **Universal Design for Learning (UDL)** framework.

- **Empowering Student Agency:** A key pillar of the vision is increasing student engagement (currently at 31.3%) by expanding **student-led, goal-based activities**. The success of K-3 **Passion Projects** serves as a model that the school aims to scale across higher grade levels.
- **Data-Driven Professional Growth:** The administration is committed to a culture of continuous improvement. This includes **daily classroom walkthroughs**, regularly scheduled **Teaching and Learning Team (TLT) meetings**, and utilizing 60 annual hours of school-based Professional Learning (PL) to refine instructional practices.
- **Resource Advocacy:** Despite upcoming **budget cuts and resource shortages**, the school vision remains focused on ensuring all student needs are met through more efficient time management and alternate curriculum models when necessary.

3. Reimagining Community and Family Partnerships

Moving forward, the school aims to transform its relationship with families, moving from "neutral" engagement to an active partnership.

- **Collaborative Governance:** The newly established **School Council** is a cornerstone of this vision, providing a platform for parents to participate directly in school-level decision-making.
- **Inclusive Events:** The transition from traditional curriculum nights to more interactive "**Family Nights**" signals a shift toward making the school a more welcoming and accessible community hub.

- **Enhanced Communication:** The vision includes increased transparency through **weekly memos** highlighting student achievements and a stronger focus on making families feel included and heard.

The school's vision is one of **growth and resilience**. By prioritizing student voice, professional collaboration among staff, and a renewed commitment to family engagement, the school is positioned to move beyond current challenges—such as low engagement scores and fiscal constraints—to create a thriving, inclusive environment where every student can reach their full potential

Strategic Issue: Strategic Issue: Wellness and Positive Relationships: Wellness is a state of dynamic physical, mental, social, and spiritual well-being that enables a person to achieve full potential and an enjoyable life. A focus on social and emotional learning involves moving beyond problem-focused approach to proactive whole school strategies supporting the social development of all students

Evidence used to identify strategic issue: According to our School Development student survey, The student survey states that "School Belonging" among students shows a **48.5% positive rating**, which is a significant area for improvement. This suggests a gap between the supportive environment adults perceive and how students experience it. Also, **16.7% of families reporting positive engagement** (visiting the school, communicating with teachers, etc.), well below the provincial average of 23.5%. This is despite families reporting few barriers to getting involved. The biggest reported barrier is busy schedules (32% negative).

In the family survey,

- 12% do not feel included in their student's school community.
- 62.5% neutral but have more positive than overall provincial feedback
- The majority of families feel that they are neutral to how engaged they are with volunteering and visiting our school
- 12% do not feel included in their student's school community
- 12% feel that the staff seem too busy to provide engagement opportunities.
- 12% of families worry about their kids at school being treated differently if they speak up to raise a concern.

Year-End Summary

Progress on strategic issue	Next Steps
<ul style="list-style-type: none"> - Elders and Youth have a set schedule until the end of the school year. They also have come in to set up our school TIPI. This cements a positive relationship with the outside community. More community members should feel involved in the school through this. - Department has been contacted to help guide us in our installation of playground equipment. - School Council has been established. Meetings scheduled for the whole year. More community members should feel involved in the school through this. - Curriculum night was changed to Lourdes Family night/Orientation. Centers set up in the gym with various activities (scavenger hunt, staff baby pictures, etc). Hot dogs on BBQ were distributed as well. Large turn out from parents/guardians. More community members should feel involved in the school through this. - PN sports now on Mondays and Wednesdays (Andrew on Monday, Spencer on Wednesday). Spencer also has JV basketball ongoing with 7/8 boys. Cheer also scheduled for Thursdays (Sandi/Keshia). More families should feel that staff are happy to provide engagement activities for students. - 26 (Alphabet) days to countdown to the end of the 	<ul style="list-style-type: none"> - Staff will help implement more dances - Staff will re-implement the use of house teams - Staff will help implement Wellness Wednesdays - Staff will have more grades involved in passion projects. - Staff will be involved with Freaky Friday (Do an activity with another grade) - Staff will help implement Literacy week/Buddy Reading - Staff will help supervise games/Puzzles/colouring sheets in science lab for recess time (grades 4-8). Good for students who want to see friends in other grades - Admin will include in weekly memos- Highlight student achievement

year. More families should feel that staff are happy to provide engagement activities for students.

- **Dress- Up/Spirit days** More families should feel that staff are happy to provide engagement activities for students.
- **Hot dogs/PJ Fridays** More families should feel that staff are happy to provide engagement activities for students.
- **Olympics school wide spirit activities** More families should feel that staff are happy to provide engagement activities for students.
- **Month end assemblies** More families should feel that staff are happy to provide engagement activities for students.
- **Weekly paw winners** More families should feel that staff are happy to provide engagement activities for students.
- **Grades K-3 involved with Passion projects once weekly.** More families should feel that staff are happy to provide engagement activities for students.

Strategic Issue: : Instructional Practice: Within a collaborative and inclusive learning environment, responsive teaching and learning incorporates quality instruction for all students. Responsive teaching and learning involves all teachers and all student learning. When planning for effective instruction teachers must be aware of and responsive to the learners in their classes. *Universal Design for Learning* (UDL) is an approach to improve and optimize teaching and learning for all by setting clear, rigorous goals; anticipating barriers; and proactively designing to minimize those barriers. As well, instructional practices should provide opportunities for students to develop global competencies of collaboration, creativity, critical thinking, communication, citizenship and character.

Evidence used to identify strategic issue:

In the 2024 School Development Student Survey:

- Scores for student grit overall were listed as 44.4%.
- Scores for learning strategy use 38%
- School Engagement 31.3%

In the 2024 School Development Family Survey:

- 12% feel that the staff seem too busy to provide engagement opportunities.

In the 2024 School Development Staff Survey:

- The staff survey highlights "Professional Learning" as an area with room for improvement, with a **75.0% positive rating**, indicating that a quarter of the staff sees opportunities for more valuable professional growth.

Year-End Summary

Progress on strategic issue	Next Steps
<ul style="list-style-type: none"> - Looking into implementing the ‘Lionsquest’ program from the Lions club to supplement our SEL programming. We have already received 2 grades worth of resources. This will increase student grit. - IRT/RS have begun intervention groups for numeracy/literacy/ and SEL. Documentation of student progress to follow. This will help increase student achievement. - TLT meetings are in place and occurring. Admin have sat in on a few meetings and plan to sit in on more. This will help increase student achievement. - Use of school bank days have been implemented. More to come... This will help increase student achievement. - Admin walk around of school occurs almost on a daily basis. This will help increase student achievement. - Used Microsoft grant to purchase new computers in lab as well as in the classrooms. This will help increase student achievement. - K-3 Passion projects (curriculum based).This will increase student grit. 	<ul style="list-style-type: none"> - Staff will ensure all students needs are met. All needs are not currently being met because of a lack of resources, schedule changes and upcoming cuts. More efficient usage of time (combine grade levels with behaviours taken into account for alternate curriculum). - Staff will include IRT in TLT meetings. Scheduled IRT not coming for TLT meetings. Sometimes schedule changes affect this but if not necessary, they need to come (more urgent than admin). Make a doc with common practices and goals. - Admin will continue use of school code 09 days. - Admin will continue walk around of school - Staff will get more classes involved in passion projects - Staff will include the use of Google calendars, maybe tech and gym on same calendar - Admin will look into getting Student assistant PL on SEL programming and other relevant PL

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