



Enrolment		Staff FTE		Budget		
Normalized	560.000	Custodial	2.938000	Salaries	\$3,557,108	92.84%
Weighted	678.318	Exempt	0.000000	Supplies, Equip., Services	\$274,518	07.16%
Regular	560	Support	7.000000			
		Teacher	24.850000			
Year Opened	1949	Total		34.788000	Total	\$3,831,626 100.00%

School Philosophy

Allendale Junior High School, in partnership with students, parents and the community, exists to develop life-long learners who strive for personal and academic excellence. We are committed to creating a stimulating and safe learning community that supports and challenges every student to pursue and achieve superb results. This is achieved by providing quality educational programs for all of our students.

Community Profile

Allendale is located in south central Edmonton. The school serves students in the local community as well as providing a number of specialized programs of choice. All of the programs work with each other to create a climate that fosters mutual respect and understanding. Our school has an active School Council comprised of parent representatives from the various programs. We also have close working relationships with the Alberta German Cultural Exchange Society (AGCES), Allendale Education Foundation (AEF), and the Association for English-German Bilingual Education of Edmonton (AEGBEE). The school is used by the community for evening rentals as part of the Joint Use Agreement with the City of Edmonton.

Programs and Organization

Allendale School proudly provides programming for a wonderfully diverse group of students. We provide grade seven to nine Regular Academic, Cogito Academic Alternative, German Bilingual and Interactions programming. Students are engaged in a wide range of core and complementary courses and there are many opportunities to be involved in clubs, intramurals, inhouse activities, school teams and school-wide spirit 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:

AEGBEE

### 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).

By June of 2024, all students will demonstrate growth, specifically in the areas of literacy and numeracy. This will be achieved through targeted intervention practices, including our Allendale Learning Opportunities (ALO) program, utilizing data-driven assessment tools to monitor progress, research based best practices, and providing professional development opportunities for our teachers to enhance their teaching strategies. Progress will be measured by Interim measures such as literacy and numeracy screener tests throughout the year, HLAT results, CAT4, and Provincial Achievement results.

#### Results Achieved:

Allendale School continues to offer outstanding learning opportunities for our students, consistently achieving test results that surpass both Division and Provincial results. We successfully adapted to our rapidly growing student population, ensuring a broad range of supports for our students. This included both push-in and pull-out interventions, as well as our Allendale Learning Opportunities (ALO) programming.

#### Evidence:

##### Gr. 9 PAT Results include:

##### L.A.:

- 87.7% meeting the acceptable standard (down 1%), 24% meeting the standard of excellence (-6%)

##### Reading:

- 87% Acceptable (up 1.5%) and 31.5% Excellence (-6.3%)

##### Writing:

- 90.4% Acceptable (same) and 27.4% Excellence (-7.2%)

##### Mathematics:

- 76.2% Acceptable (- 5%, but significantly higher than the province: 15%) and 32.7% Excellence (-8%)
- Part A: Numerical Response: 68% (down 3%) Part B: Multiple Choice: 82.3% (down 3%)

##### Science:

- 84.4% Acceptable (-2%) and 40.1% Excellence (-2%)

##### Social Studies:

- 82.9% Acceptable (down 1%) and 32.9% (-15%)

##### HLAT:

- Overall: 79.8% At or Above grade level
- Gr. 7: 84% At
- Gr. 8: 83.9% At
- Gr. 9: 72%

##### Cat 4 Results:

- Reading dropped 6% to 81%
- Math increased 2% to 92.3%

By June 2024, students and staff will continue to develop skills, enhance relationships and create positive connections for improved mental health and well-being. We will achieve this by providing learning opportunities on mental health topics throughout the year, promoting peer group supports, promoting opportunities for students to participate in a variety of school events, and opportunities for student voice in school matters. Staff members will receive training on recognizing and addressing mental health issues and trauma informed best practices. As a staff we will work to provide wrap around supports to students to increase their sense of belonging within our school

community.  
Measurements may include student participation in school events and activities, student and staff attendance rates, and our results from school surveys, the Assurance Survey, Resiliency Survey, and the Division Survey results.

**Results Achieved:**  
Allendale School, in partnership with the South Side Catchment group, worked to create a welcoming and inclusive learning environment that fosters opportunities for students and staff to build skills, develop strategies, and strengthen positive relationships. These results still have room to grow, but these efforts have contributed to a greater sense of belonging and well-being across the school, resulting in positive growth for our school community.

**Division Survey Results:**  
Student:  
I feel like I can be myself at my school: 69% (up 6%)  
I see my identity/culture reflected in the materials used in class: 51% (up 11%)  
My school is a place where all students feel like they belong: 56% (+1%)  
  
Teacher:  
I feel that my workplace is respectful: 90%  
I feel a sense of belonging at my workplace: 85%

**Assurance Survey:**  
Student:  
At school I feel like I belong: 81% (up 9%)  
I feel welcome at my school: 87% (up 7%)  
My teachers care about me: 80% (up 15%)  
At school, students respect each other: 63% (up 14%)  
  
Parents:  
Satisfaction with the quality of education your child is receiving at school: 100%  
Satisfaction with the quality of teaching at your school: 100%  
Students at your school care about each other: 60% (down 30%)  
  
Teacher:  
Teachers who agree that their learning environments are welcoming, caring, respectful and safe: 94.4% (up 2%)  
The quality of education has improved over the past 3 years: 57% (down 19%)

**What were the biggest challenges encountered in 2023-2024?**  
The student population at Allendale grew significantly by around 45 students over the 2023-2024 school year. These students trickled in throughout the entire school year, so we constantly needed to adjust or come up with creative solutions to support our bursting population. These new students were often newcomers to Canada with limited English language skills or previous formal schooling experiences. These changes impacted our plans for intervention and long-term planning.  
  
In addition to a growing population, Allendale also saw a significant change in staffing this year. Several new staff joined the school community which meant that new relationships, routines, and expectations took time to grow and develop.

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?  
  
In the 2024-2025 school year, structural changes such as timetable adjustments were made to better support student and staff success and well-being. Included in this was a change to our intervention strategies, moving away from the flex block model and instead scheduling set intervention times.  
  
To better provide wrap-around support for all students, we will focus professional learning opportunities on best practices for differentiating programming to meet the diverse needs of our classrooms.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7500 Allendale School

Assurance Domain	Measure	Allendale 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	88.0	86.5	88.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	81.1	81.1	84.1	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	68.5	73.1	73.1	62.5	62.6	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	26.8	34.6	34.6	15.4	15.5	15.5	Very High	Declined	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	91.1	84.5	87.7	87.6	88.1	88.6	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.0	83.1	86.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	82.6	80.1	82.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	82.2	80.9	81.7	79.5	79.1	78.9	High	Maintained	Good

## 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

By June 2025, all students who have been at our school for the 2024-25 school year, will demonstrate growth in their ability and confidence to engage in mathematics.

All students who participate in the Canadian Achievement Test (CAT4) will improve by at least one stanine toward average or above average scores. We will see a 5%-10% increase of students achieving acceptable standard on the Provincial Achievement Test (PAT) for mathematics. Targeted instruction on mental math strategies and skills will lead to an increase of 5% on Part A of the PAT. There will be a 5% increase in the percentage of students who agree that they are improving in their math learning on the Division Feedback Survey (DFS) and a 5% increase in the percentage of students who agree that the math they are learning is useful and interesting on the Assurance Survey.

#### What data will you use to track continuous improvement?

We will measure this data by tracking: CAT4, PATs, staff awarded marks, student feedback, intervention programming, Division Feedback Surveys and Assurance Surveys.

### Division Priority 2

In the 2024-25 school year, Allendale staff and students will engage in targeted action to advance positive change toward anti-racism and reconciliation utilizing the Division's Anti-Racism and Equity Action Plan as a framework for our work. Achievement of this goal will be supported by the following strategies: Orange Shirt Day, Multicultural Day, Cree language club, Diwali celebrations, and other school-wide initiatives. In addition, an Indigenous Studies 7 & 8 option course have been added to our option class offerings to further engage our school community in learning about and advancing this work. Staff professional learning in the areas of anti-racism and reconciliation will also continue and contribute to positive results.

As a result of these activities, staff and students will have increased confidence and an enhanced sense of belonging. The following indicators will serve as targets and help monitor progress:

#### Assurance Survey:

At school, students care about each other will improve by 5% (2023-24 school year: 67%)

I feel welcome at my school will improve 3% (2023-24 school year: 87%)

#### Division Feedback Survey

My school is a place where all students feel they belong will improve by 10% (2023-24 school year: 56%)

I feel safe going to an adult at my school for help if I feel something racist or discriminatory happened will improve 10% ((2023-24 school year: 68%)

I am aware of the work my school is doing to support anti-racism and belonging in schools will improve 5% (2023-24 school year: 77%)

Staff at my school know me as a person will improve 10% (2023-24 school year: 60%)

#### What data will you use to track continuous improvement?

We will measure this data by tracking: Assurance Survey, Division Feedback Survey, staff & student participation in school events.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,528,712		3,831,626
Internal Revenue		0		0
REVENUE TOTAL		3,528,712		3,831,626
Classroom	21.611000	2,335,564	22.850000	2,469,468
Leadership	2.000000	272,768	2.000000	274,053
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	74,000	.000000	110,000
TOTAL TEACHER	23.611000	2,682,332	24.850000	2,853,521
(% of Budget)		76.01%		74.47%
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	7.000000	432,164	7.000000	432,164
Support (Supply/OT)	.000000	15,000	.000000	33,000
Custodial	2.938000	202,423	2.938000	202,423
Custodial (Supply/OT)	.000000	21,000	.000000	36,000
TOTAL NON-TEACHER	9.938000	670,587	9.938000	703,587
(% of Budget)		19%		18.36%
TOTAL STAFF	33.549000	3,352,919	34.788000	3,557,108
(% of Budget)		95.02%		92.84%
SUPPLIES, EQUIPMENT AND SERVICES		134,957		212,182
INTERNAL SERVICES		40,836		62,336
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		175,793		274,518
(% of Budget)		4.98%		7.16%
TOTAL AMOUNT BUDGETED		3,528,712		3,831,626