



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	731.000	Custodial	3.750000	Salaries	\$4,113,213	96%
Weighted	805.695	Exempt	0.000000	Supplies, Equip., Services	\$192,229	04%
Regular	731	Support	6.000000			
		Teacher	<u>32.042000</u>			
Year Opened	1969	Total	41.792000	Total	\$4,305,442	100%

School Philosophy

At Londonderry Junior High School we believe every child can be successful. Because of this belief, professional excellence is our standard. Complementing our very strong commitment to academic excellence, we also place a very high value on the importance of providing a caring, nurturing and supportive environment for learning. This environment also includes expectations which encourage personal responsibility as well as respect and tolerance for all individuals.

Community Profile

Londonderry is situated in the northeast part of Edmonton. It's northern boundary is 153 Avenue, it's southern boundary is 137 Avenue; it's western boundary is 82 Street and its eastern boundary is 66 Street. The immediate community consists of low through middle income single and multi-family dwellings with a mixture of semi-skilled, skilled and professional workers. Less than half of our student population originates in the neighborhood; the other students travel here from outside our school boundaries from many of the elementary schools in the greater northeast area of Edmonton. Our students have a broad mix of ethnic, cultural, religious, linguistic and national influences shaping who we are as a school community. These influences originate from many different regions of our world and help mold the character of our school in a manner that continually generates a very stimulating and rich learning and teaching environment.

Programs and Organization

We have 22 classes for 692 students. We are a district site for Pre-Advanced Placement, Opportunity and Mandarin Bilingual programs. We have an Academic Success Centre which is available for students requiring extra time to complete assessments or for those needing additional assistance. We provide an intramural program, numerous extra-curricular athletic and non-athletic programs. Students have access to over 300 portable netbook computers/Chromebooks and 35 networked computer stations. Complementary courses offered to students include: Art, Band, Construction, Drama, Fashion Studies, Food Studies, Guitar, Leadership, Mandarin Language for Beginners, Outdoor Education, Visual Communications, Dance and Science discovery.

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| Edmonton Mennonite Centre for Newcomers| The Family Centre

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 2021-2022, 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.

Londonderry Students will demonstrate growth and success and achieve a better understanding of the curriculum with a specific focus on Literacy and Numeracy(Math)

Strategies and Action Plan:

- The school will provide EA support for small group learning in Mathematics and Language Arts for students
- English Language Learners will be given extra support in Numeracy and Literacy within the timetable during the day
- Regular students having challenges will be grouped together for extra support in Numeracy and Literacy
- Staff and Student Literacy and Numeracy Teams have been created to bring attention to the importance of numeracy and literacy in all areas of life

Measures:

- Increase in School Improvement in the Assurance Survey
- Increase in Student Satisfaction as measured by the Division Survey and internal surveys
- Students will improve their learning as measured by the CAT4 in the Spring

Results Achieved:

- All plans proposed to achieve this goal were implemented with very successful outcomes for students at all levels
- ELL students were given extra supports and improved their understanding of the English Language
- School improvement improved from **80.3% to 85.8%** as measured by the Assurance Survey
- Educational Quality improved from **84.5% to 90.1%**
- Program of studies improved from **79.9% to 91.0%**
- HLAT results improved from **77.3%-80.2%**

Londonderry Staff are committed to creating learning and working environments in which every person in the building feels safe, welcomed, cared for and respected.

Strategies and Action Plan:

- Use the Youth Resiliency Survey results to identify students that are low in engagement and resiliency and create a plan to nurture and support these students
- Create a Diversity Team of staff and students to ensure everyone feels welcome & create a Health and Wellness Team for the mental and physical health of our students
- Hire a school counsellor to ensure students that are in need get the assistance that they require
- Collaboration and PD for staff focused on specific areas to increase staff capacity around diversity, and health and wellness

Measures:

- Staff will be more aware of the mental health supports as measured by Division Survey
- Students will show an increase in connection to the school as measured by the Resiliency Survey
- Students will show an increase in connection to other students as measured by the Division Survey
- Staff will find value in the professional development in the school as measured by the Division Survey and through observations and conversations

Results Achieved:

- Through our new "Teams" we have been able to create a healthier, more welcoming and inclusive school environment.
- Safe and Caring school improved from **82.7% to 90.5%** as measured by the Assurance Survey.
- Welcoming, Caring, Respectful and Safe Learning Environments improved from **80.1% to 88.4%** as measured by the Assurance Survey.
- PD from the Division improved this year from **76.5% to 100%**. Staff felt there was more targeted PD that met their learning needs.

Londonderry School will continue to foster growth and success of students and families by establishing community partnerships and to provide supports and services.

Strategies and Action Plan:

- Work with the cultural society to ensure our communication is getting to the families who are new to Canada
- Edmonton Immigrant Services Association staff who work with our Somalian students as well as the Family Center success coach for student support
- Work together with our transition schools to ensure a smooth transition from grade 6 to 7 and from grade 9 to grade 10
- Improve the knowledge of families in regards to career pathways by improving our yearly connections to our high school

Measures:

- Parents/Families will feel that there is a stronger connection to the teachers and the school as measured by the Division Survey
- Parents/Families will feel the school provided supports needed for their physical and mental well being as measured by the Division Survey
- Students feel safe, welcomed and connected in their school community as measured by the Resiliency Survey

Results Achieved:

- The new Business venture had a Londonderry Market to build the entrepreneurial spirit in our students. It raised money for students unable to pay for clubs/sports
- Parent involvement improved from the parent's perspective from **75% to 77%**.
- Having our Family Center support person as well as our Success coach has really improved the perception of the office.
- Parents, Students and Teachers all felt that the access to student supports and services has improved. Overall from **78.9% to 88.2%**
- Student Learning and Engagement also increased from **85.3% to 90.1%**

What were the biggest challenges encountered in 2021/22?

- Parental Involvement in our school was a concern last year. Both parents and teachers felt there was less engagement during the year.
- Career Pathways needs to be improved upon as students need to know their options and find their flow and passion.
- Student engagement went up, however it was not as high from the students as it was for the parents and teachers
- Student conduct last year was a challenge with many suspensions, in school and out of school.

What are the implications from 2021/22 that will impact your current year plan?

- Information campaign to parents to improve communication
- In school events for families
- Parental Survey to gain feedback on how they would like to be more involved
- Continue with ELL Class, however with integration into our regular program
- Continue to have extra support classes for numeracy and literacy
- Continue to have push in Math support with our EA

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 7534 Londonderry School

Assurance Domain	Measure	Londonderry 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	90.1	85.3	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	86.9	75.3	80.2	81.4	83.2	83.1	Very High	Improved Significantly	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	67.3	n/a	72.6	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	23.0	n/a	23.7	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.1	84.5	90.9	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.4	80.1	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	88.2	78.9	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	82.2	83.9	84.0	78.8	79.5	81.5	High	Maintained	Good

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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).
- 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.
- 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.

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.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). All Schools will set at least two goals; one goal must be in support of Priority 1 of the 2022-2026 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central DU's will set at least two goals in support of any of the priorities of the 2022-2026 Strategic Plan, and can choose to set a third goal if desired.

Goal 1- Through a strong curricular focus on Literacy and Numeracy, all students will continue to show growth in their learning and experience continued academic success

Strategies and Action Plan:

- Small group EA support for Mathematics and Language arts
- Targeted intervention classes for students that are having challenges in Numeracy and Literacy
- Literacy and Numeracy team activities during LION time
- English Language Learner Class to scaffold their individual learning needs as well as a transition plan into the regular program

Measures:

- Increased PAT results
- Increase in School Improvement as measured by the Assurance survey
- Increased connections to the school as measured by the resilience survey
- Improved student learning as measured by the CAT4/5

Division Priority 1

Goal 2: Fostering a safe, welcoming, caring and respectful school atmosphere, will continue to be a priority for all students and staff

Strategies and Action Plan:

- The development of a Diversity Team to highlight significant days as well as bring students together to celebrate our schools diversity
- The establishment of a Culture Club to bring students together from different cultural and religious backgrounds to learn from each other
- Maintaining a school counselor
- Catchment and Division PD around inclusion and diversity

Measures:

- Staff will be increasingly aware of the different needs of our diverse population
- Students will show an increased in connection to the school
- Assurance survey will indicate a positive increase in Citizenship and welcoming, caring, respectful and safe learning environments

Division Priority 2

Goal 3: Understanding the complexity of our student and family needs, we will continue to offer essential supports and services, rooted in strong community partnerships with a focus on mental health and wellness.

Strategies and Action Plans:

- Improve our students understanding of career pathways through career day(s)
- Continue the strong relationship with the Family Center and Cultural association
- Improve our transition plans from Elementary-Junior High-High School.
- Identify students in a timely manner that need interventions

Measures:

- Increased in students understanding that they can get non-academic supports in the school
- Parents will feel more included in the school as measured by the Assurance Survey
- Work Preparation will increase as measured by the Assurance Survey
- School improvement will increase as measured by the Assurance Survey

Division Priority 3

Budget Summary Report

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		4,247,057		4,305,442
Internal Revenue		0		0
REVENUE TOTAL		4,247,057		4,305,442
Classroom	27.636000	2,841,865	27.542000	2,832,199
Leadership	3.090000	403,974	4.000000	499,295
Teaching - Other	.500000	51,416	.500000	51,416
Teacher Supply	.000000	125,000	.000000	120,000
TOTAL TEACHER	31.226000	3,422,255	32.042000	3,502,910
(% of Budget)		80.58%		81.36%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	7.000000	417,829	6.000000	360,814
Support (Supply/OT)	.000000	6,500	.000000	6,500
Custodial	3.625000	225,769	3.750000	231,989
Custodial (Supply/OT)	.000000	11,000	.000000	11,000
TOTAL NON-TEACHER	10.625000	661,098	9.750000	610,303
(% of Budget)		15.57%		14.18%
TOTAL STAFF	41.851000	4,083,353	41.792000	4,113,213
(% of Budget)		96.15%		95.54%
SUPPLIES, EQUIPMENT AND SERVICES		126,904		145,229
INTERNAL SERVICES		36,800		47,000
TOTAL SES		163,704		192,229
(% of Budget)		3.85%		4.46%
TOTAL AMOUNT BUDGETED		4,247,057		4,305,442
Carry Forward Included		0		0
Carry Forward to Future		0		0