

**Profile**



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	725.000	Custodial	3.750000	Salaries	\$4,245,422	96.98%
Weighted	807.682	Exempt	0.000000	Supplies, Equip., Services	\$132,089	03.02%
Regular	725	Support	6.000000			
		Teacher	<u>31.511000</u>			
Year Opened	1969	<b>Total 41.261000</b>		<b>Total \$4,377,511</b>		100.00%

**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 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 SMART goals that were established for 2022-2023, 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).

**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

**Results Achieved:**

- Targeted interventions for our ELL population increased learning in both Literacy and Numeracy as shown by our F&P and CAT 4 results
- Monthly Literacy and Numeracy activities ensured that all teachers were responsible for improving student learning in these areas
- 12 out of 50 students from our ELL classes were moved to the regular program for the following year
- School Improvement improved from 85.8% to 86.3% as measured by the Assurance Survey
- Educational Quality increased from 90.1% to 91.4% as measured by the Assurance Survey
- 87% of our students felt that they had an opportunity to be successful in their learning as measured by the Division Survey
- 77% of our students felt that they were getting better at reading this year as measured by the Division Survey
- 86% of our families felt that their child's needs were supported by their school as measured by the Division Survey

**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 increase in connection to the school
- Assurance survey will indicate a positive increase in Citizenship and welcoming, caring, respectful and safe learning environments

**Results Achieved:**

- Culture Club created a safe space for students to engage in conversations around difficult topics and to learn from each other
- Taste of Londonderry allowed many students to celebrate the diversity in our school
- Catchment PD engaged staff in conversations around Diversity and inclusion
- Students feeling safe and welcomed increased from 82.4% to 85.1% as measured by the Assurance Survey
- Students feeling our school is a safe and caring place increased from 86.5% to 90% as measured by the Assurance Survey
- 90% of our families felt that many diverse cultures are represented in the events, activities in the school (Division Survey)
- 86% of our families felt welcomed in our school community (Division Survey)
- 94% of our Staff felt that our school took steps to support a sense of belonging and inclusion for everyone (Division Survey)

**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

**Results Achieved:**

- Blueprints were used with our grade 9 students to better prepare them for High School and beyond
- Our cultural liaison and success coach gave students access to extra supports within the school
- Parental Involvement increased from 82.2% to 84.2% (Assurance Survey)
- School improvement increased from 85.8% to 86.3% (Assurance Survey)
- Transition plans were much smoother with timely meetings with students from our Elementary schools as well as our students going to High Schools
- 81% of our families felt that the school has helped their child develop skills that support their wellness (Division Survey)
- 91% of the the families felt that their child has built relationships that support their wellness (Division Survey)
- 73% of our students have at least 1 adult who they would go to for help if needed (Division Survey)
- 93% of our staff felt that the school provided Community Services to support the mental health needs of our students

**What were the biggest challenges encountered in 2022-2023?**

- The number of students with learning gaps is increasing
- The number of students not connected to the school as measured by the Resilience Survey
- The building of relationships between students and the high number of suspensions on the rise
- 41% of students felt that the teachers did not know them as a person
- 57% of the students felt they belonged at school (Division Survey)
- 59% felt that they could be themselves at school (Division Survey)

**What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?**

- Students not connected to each other or the school. We will be emphasizing relationship and community building for the next school year
- Tiered support structure with teachers and Educational Assistants to support our students facing challenges in literacy and numeracy
- Increase the sense of community and belonging at school

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	90.2	90.1	90.1	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	82.4	86.9	83.5	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	58.7	67.3 *	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	16.1	23.0 *	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.4	90.1	90.5	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.6	88.4	88.4	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	84.7	88.2	88.2	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	84.2	82.2	83.2	79.1	78.8	80.3	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. 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 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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.

\*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.

- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

**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, five reflective questions have been included in the Budget 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**

**Through a schoolwide collaborative approach, all students will engage in essential learning outcomes in all subject areas with a specific emphasis on Literacy and Numeracy Skills**

Strategies and Action Plan:

1. Numeracy and Literacy support classes for students that are facing challenges.
2. Literacy and Numeracy teams to engage students in all subject areas
3. Push in and Pull out program with EA and ELL teacher support within an inclusive setting.
4. Focusing on the learning process as opposed to covering units
5. English Language Learners classroom within an inclusion intervention model

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

In order to track improvements and effectiveness of the support programs we will be analyzing the CAT 4, PAT, F&P and school awarded assessments of our students.

**Division Priority 1**

***Our school community will build strong and positive relationships in order to create safe, caring, and welcoming environments for all students and staff***

**Strategies and Action Plan:**

1. Continue with our Diversity team to highlight significant days throughout the year
2. Develop monthly activities to build stronger relationships to within the school community
3. Catchment PD on Schools that Listen to ensure that we meet the needs of our entire school community
4. The continuation of the Culture Club, GSA and other community gatherings

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

Measures: Alberta Education Assurance Measures- Welcoming, Caring, Respectful and Safe Learning environments, Citizenship, student learning engagement and school improvement. An increase in students feeling they belong as measured by Division Survey.

# Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		4,370,421		4,377,511
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>4,370,421</b>		<b>4,377,511</b>
Classroom	27.402000	2,950,457	28.426000	3,060,713
Leadership	4.000000	521,670	3.085000	423,317
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	120,000	.000000	130,000
<b>TOTAL TEACHER</b>	<b>31.402000</b>	<b>3,592,127</b>	<b>31.511000</b>	<b>3,614,030</b>
<b>(% of Budget)</b>		<b>82.19%</b>		<b>82.56%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	6.000000	366,781	6.000000	371,721
Support (Supply/OT)	.000000	6,500	.000000	6,500
Custodial	3.750000	242,171	3.750000	242,171
Custodial (Supply/OT)	.000000	11,000	.000000	11,000
<b>TOTAL NON-TEACHER</b>	<b>9.750000</b>	<b>626,452</b>	<b>9.750000</b>	<b>631,392</b>
<b>(% of Budget)</b>		<b>14.33%</b>		<b>14.42%</b>
<b>TOTAL STAFF</b>	<b>41.152000</b>	<b>4,218,579</b>	<b>41.261000</b>	<b>4,245,422</b>
<b>(% of Budget)</b>		<b>96.53%</b>		<b>96.98%</b>
SUPPLIES, EQUIPMENT AND SERVICES		115,542		88,659
INTERNAL SERVICES		36,300		43,430
<b>TOTAL SES</b>		<b>151,842</b>		<b>132,089</b>
<b>(% of Budget)</b>		<b>3.47%</b>		<b>3.02%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>4,370,421</b>		<b>4,377,511</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0