



Enrolment		Staff FTE		Budget		
Normalized	846.000	Custodial	3.625000	Salaries	\$4,530,755	91.26%
Weighted	917.749	Exempt	0.800000	Supplies, Equip., Services	\$433,922	08.74%
Regular	846	Support	4.750000			
		Teacher	33.474000			
Year Opened	1967	Total		42.649000	Total	\$4,964,677 100.00%

School Philosophy

At Vernon Barford we focus on Ensuring learning and Positive development of the whole child. We believe all students can learn and it is our moral and professional responsibility to ensure that they do. We value an educational process that is rigorous, relevant, and relational. We strive to employ effective research based systems designed to provide ever more effective answers to our Ensuring Learning Questions (Who are the learners?, What should be learned, What strategies promote maximal learning and retention?, How will we know what has been learned and to what level?, How will we respond if/ when students struggle to learn?, How will we respond if/ when students learn quickly or easily?, and How will we share information about the learning journey?). Our faculty culture is focused on Intention, Collaboration, Community, and Equity. With respect to positive development of the whole child we strive to have all members of our school community understand, model, and have opportunities to practice the habits of being BLUES (Big Hearted, Leaders, United, Engaged, and Successful).

Community Profile

Vernon Barford Junior High School was built in 1967 and is an optimal enrollment school located in southwest Edmonton. The legacy of Mr. Barford is celebrated by the school logo being a musical note and our approximately 800 students all being part of the BLUES community. Vernon Barford hosts students who qualify for the Regular program and the Gifted and Talented program. Just over one third of the school population qualifies as ELL and one third of school population has special needs coding. The school benefits from collaboration with schools in the Harry Ainlay catchment, is supported by active parent organizations (VB Parent Advisory Council, VB Parent Fundraising Society), and works with a variety of agencies and charitable organizations in Edmonton. The school community holds high expectations for student growth and achievement in all areas as reflected by the extensive array of academic and extracurricular involvement and enrichment activities normally available at the school.

Programs and Organization

Vernon Barford School is organized on a two day, six period per day schedule. This year the school has eighteen regular classes and six challenge classes for students in grades seven to nine. Normally complementary courses include French and Spanish as well as options such as art, drama, instrumental music, clothing/textiles/ fashions, food studies, construction, and other options aligned with CTF and Career Pathways. We continue to offer option program enhancements such as the inclusion of STEAM, film studies, learning to lead, etc. Special needs students are integrated into regular programming where appropriate.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Vernon Barford Parent Fundraising Society, Vernon Barford School Council

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 2024, Vernon Barford staff will work collaboratively to track and communicate information about "temporarily at risk" students to meet the needs of these complex and diverse learners to ensure continued growth.

Results Achieved:

- LEAP after school 5 days per week giving students the opportunity to get extra time/support for assignments.
- Sheltered EAL small group Language Arts classes were created for all 3 grades where students had the opportunity to be in smaller classes with targeted language instruction.
- Our departments continued to meet weekly to discuss student challenges and successes and were able to share best practices that worked in each other's classrooms. Staff continued to update Tracking sheets to make sure they were up to date with supports required for their students.
- Math support classes were added into the schedule so students, who were identified with learning needs in math, were able to take part in small group math instructional support classes.
- Adapted programming and assessments were done using Benchmarking and IPP information.
- Regular communication with parents/guardians about learning difficulties students are experiencing.
- Staff worked together to create common lessons and assessments, giving all students the same opportunities and also to build equity across all classrooms.
- Our students do not have homerooms, which gives them the opportunity to be with different students during their classes.
- We continued to tumble our timetable 3 times throughout the year (end of terms) so that students did not have the same class during the same period all year. (ie: they did not have the same class during period # 1 all year)
- We hired 3 new teachers in March to lower our Gr 9 class sizes in half! Our Gr 9 class sizes for the last 3 months of school went from 39 to 18. Staff, students and parents were incredibly grateful that we were able to do this.

CAT 4 Results

Gr 7 - 94.3% at Stanine 4 or above in reading (+.3%)
- 92.5% at Stanine 4 or above in Math (+.2%)

Gr 8 - 90.6% at Stanine 4 or above in reading (+ 2.6%)
- 92.1% at Stanine 4 or above in Math (+ 3.1%)

Gr 9 - 85.9% at Stanine 4 or above in reading (+.4%)
- 92.1% at Stanine 4 or above in Math (+ 1.7%)

Reading Achievement Levels

Gr 7 - 89.9% are at or above Gr Level

Gr 8 - 87.4% are at or above Gr Level

Gr 9 - 91.5% are at or above Gr Level

Division Feedback Survey Results

87% of students report that they know how to get help with their learning in school
75% of students agree that the feedback they receive about their learning is helpful
81% of students agree that the school staff have high expectations for them to be successful in their learning.

By June 2024, Vernon Barford staff will indicate increased competency in anti-racism, equity, inclusion and reconciliation practices as we continue our "Creating Schools that Listen" journey.

Results Achieved:

- Our Diversity Club and Maskwa Club supported students in taking an active role in supporting an inclusive school community.
- Blues SAGA (Sexuality and Gender Alliance) Club continued to meet throughout the year giving studnets a safe space and a voice.
- Through the "Creating Schools that Listen" PD Days, the staff had time dedicated to conversation about what a "school that listened" looked like and felt like.
- Kids were able to connect with our Wellness Coach during "Club Connect" at lunch time and get to know her and the other students in a more informal setting again this year.
- Staff and students were able to collaborate around school-wide days such as Multicultural Day, Blues Days, Orange Shirt Day, Black History Month and Indigenous Day activities.

Division Feedback Survey

79.8% of students stated they are aware of the work the school is doing to support anti-racism and belonging in school.
83% of students agree that the school takes actions that support Truth and Reconciliation.
82% of students agree they have an opportunity to be involved in activities that support their sense of belonging.
91% of students say they have the opportunity to learn about the contributions of Indigenous peoples and 90.3% say they have learned about Indigenous perspectives.
95% of parents believe their child feels like they belong at school.
100% of parents say they feel welcome in their child's school.
89% of parents say the school keeps them informed of the steps taken to support anti-racism and belonging.
83% of parents say the school keeps them informed of steps taken to support Truth and reconciliation.

Alberta Education Assurance Survey

78.8% of students agree their learning environments are welcoming, caring, respectful and safe. (+ 3.5%)
80% of students feel they belong at school. (+ 9%)
84% of students feel safe at school. (+ 3%)
87% of students feel welcome at school. (+ 4%)
84% of students say their teachers care about them (+ 4%)

We will continue to build on our ability to ensure that students and staff experience a greater sense of belonging and social, emotional and physical well-being.

Results Achieved:

For Students:

- Again this year, our Leadership class ran fun events/activities throughout the year. Examples would be our Blues Day assemblies, Halloween Spooktacular event, our spring and winter dances and Monthly assemblies celebrating students.
- Club Connect weekly with our Wellness Coach and Maskwa Club for our Indigenous kids and supporters of Indigenous students.
- Safe spaces for lunch - classrooms open for students who need quiet spaces or opportunities to meet in small groups or play games with their friends.
- Increased social media presence, celebrating students and school wide events.
- We continue with our open campus so kids can leave school property during lunch time.

For Staff:

- Monthly ILT meetings to touch base as a Leadership Team and then having the leaders meet weekly with their departments
- Movember bonding and fundraising activity. (100% of the males on staff took part)
- Parent Council monthly staff appreciation events
- Celebrations during the year for - World teacher Day, Custodial and Support staff appreciation day.
- Staff activities planned for outside of school - Golf tournament, mini golf and bowling nights.

Division Feedback Survey

- 70% of our students feel they belong at school.
- 95% of parents feel their child belongs at school.
- 74% of students feel they have at least one adult at the school they could go get help from.
- 89% of parents feel their child has built relationships that support their wellness.
- 89% of parents feel their child has a positive relationship with one or more adults at the school.
- 93% of staff feel safe at work.
- 93% of staff feel a sense of belonging at my workplace.
- 97% of staff feel confident helping students build skills that support their wellness.

Youth Resilience Survey

- 76% of students feel their teachers care about them.
- 70% of students feel safe at school.
- 81% of students are proud to be a part of their community.
- 73% of students know where to get help if they need it.

What were the biggest challenges encountered in 2023-2024?

- Increase in the number of students arriving with limited or no English or with trauma.
- Teacher workload and diversity of learning needs continue to contribute negatively to staff mental health.
- Class sizes were still over 36 and sometimes 39-40 in our CTF classes.

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

- We are continuing with our cell phone policy and have added "No Tech" Tuesday's. Students will not be able to use any device between 8:00 am and 3:00 pm including lunch time, inside the school unless authorized by their teacher.
- EAL support classes at all 3 grade levels will support our EAL learners in smaller classes.
- Math support classes have been added this year to support our students struggling in Math. These classes run during their second language or complimentary course times.
- The school continues to be involved in the Harry Ainlay Catchment "Responsive Schools" PD and this year students will get involved so we can hear their voice.
- Intramurals will run 4 days a week during lunchtime to give students the opportunity to "play" at lunch.
- Continuing to organize school-wide events to promote a sense of community and belonging.
- Google Sheets Transitions form that allows staff the opportunity to see and contribute to gathering information about how to best support students.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7557 Vernon Barford School

Assurance Domain	Measure	Vernon Barford 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	85.0	85.6	85.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	82.8	79.7	79.5	79.4	80.3	80.9	Very High	Improved	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	81.5	80.0	80.0	62.5	62.6	62.6	High	Maintained	Good
	PAT9: Excellence	40.0	34.0	34.0	15.4	15.5	15.5	Very High	Improved	Excellent
	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	89.4	88.3	88.1	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.6	84.7	83.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	85.5	85.4	79.6	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	80.7	70.5	74.6	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 will demonstrate one year's growth in reading. Achievement of this goal will be supported by:

- Teachers collaborating around student reading data to identify and support the implementation of high impact strategies to support student growth in literacy using the STARS reading resource (Strategies to Achieve Reading Success)
- Allocation of dedicated class time where teachers engage directly with students to discuss learning outcomes, emphasizing areas of strength and areas of growth. (Extra Support - small group pullout classes at all three grade levels)
- Creation of sheltered EAL small group Language Arts classes at all three grade levels.

What data will you use to track continuous improvement?

Informal (formative) reading inventories/assessments in class; Teacher observations; Teacher awarded grades and teacher determined reading achievement data (year-end); PAT results (number of students below acceptable level decreases) and CAT 5 results (Fall and Spring).

Division Priority 2

By June 2025, students and staff will have engaged in meaningful learning activities, collaborative work and professional learning that will support advancing actions towards anti-racism and reconciliation. As a result of these activities, all students will feel more connected and have a greater sense of belonging to their school community. Achievement of this goal will be supported by:

- Teacher PD Day time dedicated to conversation and creation of action plan to address ways to connect with kids on different levels to build relationships in all subject areas and increase student sense of belonging
- Students feel more connected to staff and there is a greater culture of equity. (YRS)
- Responsive Schools Professional learning in areas of anti-racism, reconciliation and equity, followed by intentional collaboration time to reflect, share, plan and implement relevant next steps
- Diversity Club, where all students work together to celebrate and acknowledge the diverse cultures that make up our community
- Maskwa Club, where Indigenous students and allies celebrate and acknowledge Indigenous traditions and history
- Student participation rates in clubs/enrichment opportunities will continue to grow
- Staff and Students will continue to collaborate around school-wide days like multicultural day, BLUES Days, Orange Shirt Day, Black History Month, Indigenous Day
- Weekly SAGA (Sexuality and Gender Alliance) meetings
- Wellness Coach support available to all students 4 days a week. Wellness Coach is also part of the Maskwa and the Diversity Club teacher teams
- Continued focus to ensure that library resources support a range of student representation
- Support as needed from our SLS Mental Health therapist

What data will you use to track continuous improvement?

The following indicators will serve as targets to help monitor for progress: Youth Resilience Survey (YRS) results; Division Feedback Survey (DFS); increase in students sense of feeling of belonging; Attendance data; Responsive Schools survey

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		4,709,970		4,964,677
Internal Revenue		0		0
REVENUE TOTAL		4,709,970		4,964,677
Classroom	29.976000	3,239,597	29.976000	3,239,597
Leadership	3.498000	505,282	3.498000	506,670
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	120,000	.000000	150,000
TOTAL TEACHER	33.473999	3,864,879	33.473999	3,896,267
(% of Budget)		82.06%		78.48%
Exempt	.800000	63,212	.800000	63,212
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	4.750000	296,893	4.750000	296,893
Support (Supply/OT)	.000000	5,000	.000000	5,000
Custodial	3.625000	262,883	3.625000	262,883
Custodial (Supply/OT)	.000000	6,500	.000000	6,500
TOTAL NON-TEACHER	9.175000	634,488	9.175000	634,488
(% of Budget)		13.47%		12.78%
TOTAL STAFF	42.648999	4,499,367	42.648999	4,530,755
(% of Budget)		95.53%		91.26%
SUPPLIES, EQUIPMENT AND SERVICES		151,353		306,375
INTERNAL SERVICES		59,250		127,547
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		210,603		433,922
(% of Budget)		4.47%		8.74%
TOTAL AMOUNT BUDGETED		4,709,970		4,964,677