

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	828.000	Custodial	3.625000	Salaries	\$4,526,261	94.00%
Weighted	894.214	Exempt	1.000000	Supplies, Equip., Services	\$289,068	06.00%
Regular	828	Support	5.714000			
		Teacher	<u>33.114000</u>			
Year Opened	1967	Total	43.453000	Total	\$4,815,329	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 (Covid adjustments continue to impact this reality).

Programs and Organization

Vernon Barford School is organized on a two day, six period per day schedule. The school typically offers approximately twenty one regular classes plus 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. Recent additions include transfer skills (eg, Growth mindset, Internet safety, Personal organization, etc.) and option program enhancements such as the inclusion of financial literacy, 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 Advisory Committee Vernon Barford Parent Fundraising Society

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).

By June 2023, Vernon Barford staff will expand their ability to meet the needs of complex and diverse learners in the areas of literacy and numeracy so as to ensure success for every student. This will be achieved through:

- Professional learning for staff and targeted in class interventions put in place to support student success
- ESL Language Arts classes and Math Help class for students identified with learning needs in those areas
- Adapted programming and assessments to meet kids where they are at
- CAT4, HLAT and PAT results shared and discussed with staff to inform programming and decisions regarding support needed
- Common assessments used in all subjects and each grade level to compare student understanding and inform next steps
- Benchmarks, IPPs, teacher strategy meetings to share celebrations and areas of growth for students with special needs
- ILT team meets monthly and department collaborative teams meet weekly

Results Achieved:

- Targeted interventions put into place in order to support students in literacy and numeracy.
 - LEAP after school 5 days per week with the number of students increasing throughout the year.
 - EAL classes set up for grade 7 and 8 students. This allowed for smaller class sizes and targeted language instruction.
 - Math support class was implemented for grade 9 students who struggled in math. They attended the class instead of one of their options.
- Staff worked together to create common lessons and assessments, giving all of the students the same opportunities and build equity across all classrooms.
- Adapted programming and assessments were done using Benchmarking and IPP information.
- Our Departments continued to meet weekly in support of students and our ILT met monthly.

CAT 4 Results

Gr 7 - 94% of students at a Stanine of 4 or above in reading **(+2.3%)**
- 92.3% of students at a Stanine of 4 or above in Math **(+4.1%)**

Gr 8 - 88% of students at a Stanine of 4 or above in reading level **(+2.5%)**
- 88% of students at a Stanine of 4 or above in Math **(-1%)**

Gr 9 - 85.5% of students at a Stanine of 4 or above in reading level **(Stayed the same)**
- 90.4% of students at a Stanine of 4 or above in Math **(+0.7%)**

Reading Achievement Level in Gr 7 increased **1.3%** from 81.8% in 2021-2022 to 83.1% in 2022-2023.

Division Feedback Survey Results

76% of students agree or strongly agree that they are getting better at reading
74% of students agree or strongly agree that they are getting better at writing
68% of students agree or strongly agree that they are getting better at Math

PAT Results

The Acceptable Standard increased in each of our 4 core subject areas and the amount of students at Below Acceptable decreased in 3 of our 4 core subject areas. (Math, LA and Science)

By June 2023, Vernon Barford staff will indicate increased competency in anti-racism, equity, inclusion and reconciliation practices as measured by the Safe and Caring and Citizenship pillars in the Assurance Survey, and our HAC year end survey. This will be achieved through professional learning opportunities:

- Catchment PD Days: "Creating Schools that Listen"
- Staff meeting throughout the year with EPSB diversity consultant to work on anti-racism capacity building
- School based FNMI coordinator facilitating weekly meetings of student group to celebrate Indigenous culture (Maskwa Club), honouring and observing Orange Shirt Day and regularly sharing PD opportunities with all staff around building understanding of Indigenous culture, history and needs.
- VB Wellness coach will provide opportunities for students and interested staff to become part of the Community Helpers Program
- BLUES SAGA (Sexuality and Gender Alliance) club will continue to meet weekly. Staff continue to offer Safe and Caring classrooms for all students.

Results Achieved:

- 100% of staff attended the "Creating Schools that Listen" PD with the Harry Ainlay Catchment.
- We took part in the Social Innovation Lab led by BAM - We brought both students and staff to the Lab and 2 of our students were even part of the discussion panel at Harry Ainlay during the PD Day.
- One of our Division's Diversity Consultants, Gail Anne Wilson, presented at a couple of our staff meetings. She spoke on Biases, conscious and unconscious, that people have and also shared the historical significance behind the changes in language that we are expected to use or avoid.
- We continued to run our BLUES SAGA (Sexuality and Gender Alliance) Club and started the Maskwa Club

Division Feedback Survey Results

81.9% of our students are aware of the work our school is doing to support anti-racism and belonging in school.

80% of our students agree or strongly agree that they have opportunities to be involved in activities that support their sense of belonging.

94% of parents feel their child belongs at school.

90% of parents feel welcome in our school.

72% of parents say the school keeps them informed of steps taken to support anti-racism and belonging.

82% of parents say the school keeps them informed of steps taken to support truth and reconciliation.

91% of staff believe the school is a place where all students belong.

95.5 % of staff believe the school is taking steps to support a sense of belonging and inclusion for everyone.

By June 2023, we will work to ensure that students and staff experience a greater sense of belonging and social, emotional and physical well-being. This will be accomplished through:

For students:

- Return of clubs and sports/teams, band (concerts and trips), intramurals
- Blues Day, Terry Fox Day, Spooktacular/Monthly assemblies celebrating students
- No cohorts, freedom to move around at lunch
- Club Connect weekly with our Wellness Coach and the 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
- Illness tracking, masks available, air purifiers, encouraging kids to stay home when sick, diabetes support from the office
- Increased social media presence, celebrating students and school wide events

For Staff:

- ILT leads check in with their team members regularly
- Movember bonding and fundraising activity
- World Teacher Day celebration for all staff and Celebration of Custodial Appreciation and Support Staff days
- Parent Council monthly staff appreciation events
- Increased opportunities and encouragement for staff to get together outside of school

Results Achieved:**For Students**

- Kids were able to connect with our Wellness Coach during Club Connect at lunch time and get to know her and other kids in a more informal setting.
- They were able to make appointments to see our Wellness Coach if they felt they needed to talk.
- Our Leadership class ran fun events/activities throughout the year. Examples would be our Halloween Spooktacular event, our Blues Day assemblies and even our Winter and Spring Dances.
- We tracked attendance to monitor students who were ill during the year and reached out to them to see if they needed any support.
- 76% of our students feel safe at school.
- 75% of our students feel they have at least one adult at the school they could go get help from.
- 97% of parents feel their children are safe at school

- 79% of parents feel their child has built relationships that support their wellness.

For Staff

- Having such a large staff helps everyone feel part of a team. Each department meets weekly to support each other with both planning and assessment.
- We celebrated World Teacher day, Support Staff day and Custodian Appreciation day - everyone felt appreciated.
- Every month our School Council organizes "Snacks for Staff"! They bring in treats for the staff to enjoy.
- Our staff met after work and played golf together. Fun prizes were handed out to the winners.
- 100% of staff feel safe at work
- 100% of staff feel a sense of belonging at work.
- 100% of staff feel their work[place is respectful.
- 89% of staff feel confident helping students build skills that support their wellness.
- 74% of staff believe that there are community services available to support the mental health needs of our students.

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

During the 2022-2023 school year we thought that our biggest challenges were:

- Rebuilding community after COVID! This included re-establishing BLUES expectations and behaviors. Kids had to relearn how to behave in an assembly or while watching extra-curricular activities.
- Continuing to fill in the academic gaps left behind by COVID.
- Increase in the number of students who came with limited or no English or with trauma.
- Teacher workload and diversity of learning needs continue to contribute negatively to staff mental health. Staff feel overwhelmed at times with the degree and number of students who require significant support because of a variety of different academic, social or emotional needs.

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

- We have implemented a new cell phone policy at the school that has been working extremely well. It has kept our students more "present" during class time.
- EAL support at all 3 grade levels
- Math support class at all 3 grade levels implemented this year. Just grade 9 last year.
- Literacy intervention has been added to the schedule this year at the gr 7 and 8 levels.
- We are continuing with the "Creating Schools that Listen" PD for both staff and students.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	85.6	84.6	84.6	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	79.7	79.3	81.5	80.3	81.4	82.3	High	Maintained	Good
	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	80.0	80*	n/a	63.3	64.3	n/a	High	n/a	n/a
	PAT: Excellence	34.0	38.9*	n/a	16.0	17.7	n/a	Very High	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	88.3	87.8	88.8	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.7	82.6	82.6	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	85.4	73.7	73.7	80.6	81.6	81.6	n/a	Improved Significantly	n/a
Governance	Parental Involvement	70.5	78.7	76.9	79.1	78.8	80.3	Very Low	Maintained	Concern

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

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.

What data will you use to track continuous improvement?

We will measure our progress through anecdotal conversations with staff, students and families. Data used will include: teacher assessments, PAT's, HLAT's, Division Feedback survey, the Resiliency survey and the Alberta Education Assurance Survey. Our departments meet weekly to discuss student challenges and successes. Tracking sheets will be updated regularly by staff.

Division Priority 1

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.

What data will you use to track continuous improvement?

We will measure our success through our Resiliency survey, Alberta Education Assurance survey, Division Feedback survey, anecdotal conversations and stakeholder feedback as indicators of improvement.

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.

What data will you use to track continuous improvement?

We will measure success through our weekly department meeting data, illness tracking, Wellness coach referrals, monthly ILT meetings, Resiliency survey data and our Division Feedback survey data.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		4,818,451		4,815,329
Internal Revenue		0		0
REVENUE TOTAL		4,818,451		4,815,329
Classroom	29.736000	3,201,763	29.616000	3,188,843
Leadership	3.498000	503,098	3.498000	503,130
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	150,000	.000000	128,000
TOTAL TEACHER	33.234001	3,854,861	33.113998	3,819,973
(% of Budget)		80%		79.33%
Exempt	.800000	61,582	1.000000	76,977
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	5.714000	355,998	5.714000	355,998
Support (Supply/OT)	.000000	7,000	.000000	6,000
Custodial	3.625000	259,815	3.625000	259,815
Custodial (Supply/OT)	.000000	7,500	.000000	7,500
TOTAL NON-TEACHER	10.139000	691,895	10.339001	706,290
(% of Budget)		14.36%		14.67%
TOTAL STAFF	43.373001	4,546,756	43.452999	4,526,263
(% of Budget)		94.36%		94%
SUPPLIES, EQUIPMENT AND SERVICES		182,097		212,768
INTERNAL SERVICES		89,600		76,300
TOTAL SES		271,697		289,068
(% of Budget)		5.64%		6%
TOTAL AMOUNT BUDGETED		4,818,453		4,815,331
Carry Forward Included		0		0
Carry Forward to Future		0		0