
École Leduc Junior High School École Leduc Junior High School Assurance Plan - 2025-2026



École Leduc Junior High School - 3213 - 2025-2026



School Profile: *Inspiring Success for Every Student*

École Leduc Junior High School is a dual track junior high school nestled in the heart of the City of Leduc. We serve a large portion of our community and grade 6 students from Willow Park, East Elementary, Linsford Park, École Corinthia Park and École Leduc Estates all move to ÉLJHS in their grade 7 year. Our current enrollment is 548 students and we continue to experience growth, much like the community of Leduc.

École Leduc Junior High is a bustling and dynamic place that highlights the diversity and energy in our community. ÉLJHS welcomes students and their families from diverse backgrounds and we believe that all students should be supported equally and encouraged to reach their potential academically, socially, and physically.

At École Leduc Junior High School we believe that Black Gold School Division's core values guide our practice. These include:

Student Centered Learning

- Provide instruction in both French and English
- Provide education opportunities for students in both core classes and options
- Provide a wide variety of extra curricular opportunities
- Provide programming for students with diverse needs in an inclusive learning environment
- Provide targeted literacy and numeracy supports
- Provide programming for students with complex needs

Relationships

- Work with both students and parents to share the responsibility for student achievement
- Ensure that school staff identifies that relationships are the basis of productive and effective schooling
- Ensure that all school administrators are visible and approachable within the school
- Engage in various types of character education, social emotional coaching, and leadership opportunities for students
- Build cross-grade culture and leadership through the school "House System"

Safe, Supportive Environments

- Provide safe and clean learning environments for students
- Provide access to a school counselor, family-school liaison, and community resources to support student wellness
- Ensure that there is adequate supervision both inside and outside of the school
- Ensure that school staff engages positively with students and that they act as positive role-models within the school

Passion

- Offer a variety of programming for students both curricular and non-curricular
- Offer programs in the arts including music, drama, and various other forms of art
- Provide students the opportunity to engage in a variety school sports and competitions
- Engage students in STEM activities within the school and at school division events

Responsible Resource Management

- Ensure that students have access to current learning technologies
- Ensure that school staffing is optimized to provide the best possible services to all students
- Work cooperatively with the school Parent Association to develop and build projects that enhance the learning opportunities for all students.
- Planned budgeting to ensure school funding is spent within the current fiscal year

Mission:

Our education team at École Leduc Junior High School is committed and responsible for providing high quality learning opportunities in alignment with Alberta Education and Black Gold School Division, that responds to student learning needs and enables them to reach their potential.

We are committed to working together as a team with all stakeholders to provide a stimulating, safe and nurturing school environment conducive to learning and personal growth as engaged learners and ethical citizens with an entrepreneurial spirit.

Our school values reflect the fundamental principles of our school:

Panther P.R.I.D.E.

- | | |
|-----------------|--------------------------|
| <i>P</i> | Positive Attitude |
| <i>R</i> | Respect |
| <i>I</i> | Integrity |
| <i>D</i> | Dedication |
| <i>E</i> | Effort |

School Council Message

ÉLJHS School Council holds meetings six times a year to discuss business related to enhancing student learning and supporting the school community. This advisory role provides valuable parent perspective to the school administration and board that otherwise may be overlooked.

A formal goal of the ÉLJHS School Council, as laid out in the Operating Procedures is to: Support an approach to education in which decisions are made collaboratively and, wherever possible, at the School and classroom level. I feel our relationship with the ÉLJHS administration team exemplifies this goal. Mr Chomlak (or his representative) brings highly valuable information to the council meetings. At this venue, we are able

to learn about issues such as enrollment, staffing and budget and how these issues impact our community. We also get notice of presentations such as anti-bullying or racism being planned for the student body. Thanks to our positive relationship and open communication, questions and concerns are acknowledged and rapidly addressed.

School Councils across Black Gold are presented with many opportunities to collaborate. The Council of School Councils has played a pivotal role in addressing issues which impact staff and students in the Division. Virtual meetings have addressed issues such as bullying, which then leads to valuable discussion at our individual School Council meetings.

As School Council Chair, I had the pleasure of participating in events over the school year. I was very proud to present an award at the ÉLJHS Celebration of Success. It was very rewarding to see the success of our students and I feel that the discussions and activities of the School Council contributed to their success in a small way. I also participated in the wreath laying ceremony for Remembrance Day.

A significant supporter of the ÉLJHS School Council is the Black Gold Board of Trustees. Trustee Hansen attended our June meeting to bring awareness of Division items. We appreciate this face-to-face time with the Division decision makers.

Our work to encourage parental involvement is supported by the annual Alberta School Council Engagement Grant. Funding is for “each school council to fulfill their legislated responsibilities in the education system and enhance parent involvement and engagement”. Funds were allocated to a very informative presentation by Paul Davis on Social Networking and Internet Safety.

I appreciate the opportunity to be a part of the ÉLJHS School Council in 2025-2026 and look forward to a successful year to come.

Marlee Gerbrandt
Chair - ELJHS School Council



Required Alberta Education Assurance Measures - Overall Summary Spring 2025

School: 3213 Ecole Leduc Junior High School

Assurance Domain	Measure	Ecole Leduc Junior High 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	83.0	83.0	80.9	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	70.4	60.0	64.4	79.8	79.4	80.4	Low	Improved	Acceptable
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	63.3	63.5	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	13.6	12.8	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a	
Teaching & Leading	Education Quality	86.8	81.7	81.2	87.7	87.6	88.2	Intermediate	Improved	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.0	72.3	72.6	84.4	84.0	84.9	Low	Improved Significantly	Good
	Access to Supports and Services	81.5	77.5	80.6	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	71.2	66.9	71.3	80.0	79.5	79.1	Low	Maintained	Issue



School Goal 1: Support students to be positive citizens within our school and community and to promote a safe and caring learning environment for everyone.

Alignment with Division Priorities - Wellness: *Build safe, positive, healthy environments for learning and working and to nurture student and staff wellbeing. ([Safe, Supportive Environment](#))*

Timeline: 2025-2028

Rationale:

- *Division Core Value*
- *Assurance Survey Results*

Timeline	Strategies	Supporting Data
2025-2028	<ul style="list-style-type: none"> ● Integrate student learning opportunities regarding the impact of rude behaviour and language, and racism. ● Integrate student learning opportunities regarding diversity, inclusion, equity, and belonging ● Utilize restorative practice in conflict resolution when appropriate ● Recognition and celebration of school and community extra-curricular activities. ● Support inclusion for all students through recognition of culturally significant events ● Community Support booths at Parent Teacher Interviews to increase awareness of available resources for parents ● Recognition of academic achievement and leadership at Awards Night 	<ul style="list-style-type: none"> ● Assurance survey results ● Staff qualitative feedback ● Student qualitative feedback ● Parent/Caregiver qualitative feedback ● Types of office referrals ● Number of office referrals

	<ul style="list-style-type: none">• Diversity and inclusion guest speakers• House System - multi grade mixed groupings incorporating leadership and teambuilding events	
--	--	--

School Goal 1:

School Goal 1 Reflection

Review, Reflection and Progress Update:

This is the first year of this school goal, thus, a reflection on the review and progress will occur in the 2026-2027 school year.

School Goal 2: Support student learning and effective teaching by implementing Visible Learning strategies in the classroom.

Alignment with Division Priorities ([Success](#))

Timeline: 2023-2026

Rationale:

- Improved Student Learning
- Improved Assessment Results
- Success Criteria
- Learning Intentions

Timeline	Strategies	Supporting Data
2023-2024	<ul style="list-style-type: none"> ● October 4-5. Build foundational knowledge and awareness of Visible Learning concepts. ● Focus on “Student Feedback” 	All administrators can identify the Ten Mind Frames along with researched evidenced high-yielding practices for student achievement.
2024-2025	<ul style="list-style-type: none"> ● October 11 - Division PD for all staff on Visual Learning ● Identify two visible learning goals for staff to focus on during the school year. Success Criteria and Learning Intentions ● Form a "Visible Learning Team" at ÉLJHS to lead and support colleagues ● Observe and collect visual data of Success Criteria and Learning Intentions in the classrooms ● Create a shared web document for staff to post ideas and pictorial evidence of Success Criteria and Learning Intentions 	<ul style="list-style-type: none"> ● Visual evidence of Learning Intentions and Success Criteria in classrooms ● Students are able to verbalize what Learning Intentions are and the Success Criteria associated with them. ● Improved academic performance as measured by division screeners and PATs.

<p>2025-2026</p>	<ul style="list-style-type: none"> ● Access Directors of Curriculum and Instruction to support Professional Development in the school regarding Visible Learning on PD days throughout the year ● Continue with Visible Learning reports at staff meetings to support discussion regarding this goal. ● Continue to focus on implementing Success Criteria and Learning Intentions in the classroom. ● Continue to focus on incorporating visible learning strategies into French Immersion classrooms. 	<ul style="list-style-type: none"> ● Visual evidence of Learning Intentions and Success Criteria in classrooms ● Students are able to verbalize what Learning Intentions are and the Success Criteria associated with them.
------------------	---	---

School Goal 2:
School Goal 2 Reflection

Review, Reflection and Progress Update:

During the 2024-2025 school year, we continued to work towards implementation of Visible Learning strategies, specifically Success Criteria and Learning intentions, in our classrooms. The teacher adoption rate of these practices is slowly increasing and through regular discussion of Visible Learning at our school staff meetings and PD days, there is evidence that staff are beginning to embrace these concepts. This school year, we will continue to explore visible learning with the help of the expertise in our school division, specifically through the use of our Directors of Curriculum and Instruction for our PD activities.

