

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	1565.500	Custodial	11.313000	Salaries	\$9,170,131	93.04%
Weighted	1792.966	Exempt	1.000000	Supplies, Equip., Services	\$686,167	06.96%
Regular	1,569	Support	18.314000			
		Teacher	<u>61.300000</u>			
Year Opened	1968	Total 91.927000		Total	\$9,856,298	100.00%
				Internal Revenue	\$91,863	

School Philosophy

W. P. Wagner School strives to be an exemplary school, committed to creating a caring and respectful school community of learners and leaders that foster integrity, responsibility, and excellence.

Community Profile

W.P. Wagner School is located in an industrial area in the southeast quadrant of Edmonton. Most of our students come from Millwoods and Southeast Edmonton, but our programs attract students from all over Edmonton and surrounding areas. Local community partnerships provide a range of opportunities for students to explore career pathways, work with mentors, develop citizenship, and engage in volunteerism. International partnerships provide opportunities for students to develop a greater world view through collaboration, equity, accountability, and integrity.

Programs and Organization

WP. Wagner is a caring, and innovative high school that strives to prepare all students for post-secondary studies, the world of work, community living, and other creative pursuits through the provision of cross curricular programming in academics, the arts, athletics, international languages, student leadership and career and technology related studies. Our enrichment programs such as: Advanced Placement, Advanced Placement Capstone, the STEM Alternative Program, and the Career Cosmetology Program are all designed to enable students to explore new possibilities and pursue their passions. Our student-driven extracurricular programs such as: Student Senate, Connect Crew, intramurals, and school clubs and teams provide further opportunities for an enhanced school experience. We are also a Division site for the Interactions Program which provides supports for students with Autism Spectrum Disorder which reflects the inclusive and integrated nature of our school.

School Community Relationships

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

Alberta Health Services, Heather deKok - Growers Direct, Huma Restaurant, Steel Toed Productions, Terry Fox Foundation, The Cappies of Greater Edmonton, Theatre Network - Live at the Roxy, University of Alberta, Workshop West Theatre

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).

For the 2023-24 school year, the diverse learning needs of all students at W.P. Wagner High School will be recognized and supported while promoting the development of competencies in a changing society, workforce, and climate through:

- Prototype Wednesdays to include teacher collaboration time to enhance the quality of education delivered at WP Wagner
- Prototype Wednesdays to include access to instruction to allow students the opportunity to access any teacher for extra support for their classes and catch up on missed work or assignments
- The establishment for the 2023-24 school year of a sheltered ELL level 1/2 structured program to better support our new English as an Additional Language Learners to help these students to be more successful with a 4 to 5 year graduation plan
- Doubling the size of our special needs ("W Program") in grade 10 to provide additional support to our students with complex needs so that they may be more successful to graduating in three years
- Providing additional support in math and science at a grade 11 level in our "W Program" to assist with their three year graduation plan
- Using professional learning opportunities to build staff capacity around strategies and interventions for diverse assessment practices
- The integration of new technology to support student learning and achievement (eg. VR Headsets - Prisms)
- New STEM program prototype schedule including quarterly core focus as well as independent Wednesday project study

Results Achieved:

- **Success with Wednesday prototype**
 - Overwhelmingly positive feedback from staff, students, and parents
 - Request to continue from all groups
 - Increased collaboration within and between departments
- **Success with EAL & W program**
 - Increased numeracy and language proficiencies with students in the EAL program and increased chances of high school completion.
 - Furthered student graduation requirement supports by adding W sections in Math 20-3 and Science 24
 - Provided additional support to students in the W program to increase chances of high school completion by building staff capacity in having more teachers teach within this program, to help with continued capacity-building for next year
- **Success with whole school assessment by**
 - Using staff meeting to address triangulation of assessment
 - Presenting portfolio based assessment at PD days.
- **Assurance survey demonstrated an increase in education quality and student learning engagement**
- **Diploma Analysis:**
 - **Social Studies:** Diploma results are typically in alignment with the Province, however WPW class awarded marks are usually lower. As a department, we are analyzing our assessment standards and questioning if we are grading too hard compared to the province.
 - **Mathematics:** After analyzing January 2023 - January 2024 Math 30-1 Dip results, the department implemented a new strategy when teaching a specific concept (binomial theorem) and noted a 6% increase over the provincial average. Math 30-2 - discrepancy between school awarded mark and diploma mark is smaller than that of the province on a consistent basis. This speaks to course rigour and assessment practice aligning to the curricular standards.
 - **English:** A new focus on our writing instruction / process and assessment practice. We have noticed in one year, a 3%-5% improvement in 7 rubric categories.
 - **Science:** Science 30 area of concern with application / skills questions, Chemistry on par with province with blended mark but drop in standard of excellence, Physics exceeded provincial averages for blended and diploma performance, Biology showed a decrease this year being lower than the province in blended and diploma achievement (*no AP Bio was offered last year).

For the 2023-24 school year, students, staff, families, and our greater W.P. Wagner community will collaborate to enhance educational experiences through anti-racism, equity, and reconciliation initiatives through:

- Further support Indigenous students through improved graduation rates
- Intentional amplification of racialized voices through school wide visuals, learning commons resources and increased representations in texts and resources
- Increased embedding of Indigenous ways of knowing into classroom practices and further decolonizing school processes
- Building capacity in staff through growth of catchment anti-racism project including monthly staff PL, catchment wide lesson plan development and student symposia
- Connect stakeholders and increase opportunities to participate in cultural initiatives such as clubs, committees, and educational opportunities
- Shifting from European History to World History in our Advanced Placement Program

Results Achieved:

- Chief of Thunderchild First Nation spoke at commencement ceremony, along with live Indigenous honor song and drummers
- Increased Indigenous ways of knowing through staff meeting table talk conversation and exploration of the Truth and Reconciliation Calls to Action
- Implementation of AP World History in Social Studies
- Continuation of Anti Racism work embedded in classrooms, staff meetings, and catchment collaboration
- Development of Black Student Association with 16 student participation, participating in Muslim Student Association conference with 4 students, and increased visuals around BSA and Indigenous leaders from all disciplines
- Staff participation of Land acknowledgements at staff meetings
- Diversity audit of Learning Commons books and resources and increased access to diverse resources
- 40 Student Senators acted as leaders in anti-racism catchment initiative and building capacity in Div 1-3 students
- Over 400 students participated in National Indigenous Peoples Day Celebration activities, including 8 Indigenous students leading sessions
- World History retention was maintained from grade 10 to 11 as in the previous year.
- Student and staff capacity building through Wahkohtowin Night
- 79% of catchment student ambassadors (Student Senate) found a positive impact on school culture through anti-racism efforts
- 90% of catchment student ambassadors increased their ability to be active anti-racists
- 95% of catchment student ambassadors increased their anti-racism knowledge
- 84% of staff and 78% of students increased capacity to be active anti-racists through staff PL sessions
- 77% of staff and 65% of students found a positive impact on school culture through catchment AR project

For the 2023-24 school year, students and staff at W.P. Wagner High School will work together to build positive relationships with each other to enhance a sense of belonging, mental, and physical well-being through:

- Providing opportunities for staff regarding personal wellness and resilience, including wellness activities and targeted professional learning
- Supporting our students with diverse learning needs in developing a sense of belonging to our school and connection to at least one caring adult
- Aligning responses for inappropriate actions by students with restorative practices and approaches that allow students to repair harm and learn from their mistakes
- Providing PL opportunities for staff to develop professional capacity and increasing engagement within their own subject areas
- Wednesday prototype to support intentional staff collaboration and wellness
- Wednesday prototype to support student mental health and well-being through a later start in the morning
- Offering students enhanced personal, academic and post-secondary support through the implementation of Alpha teams

Results Achieved:

- Providing year long professional development that focused on queer and trans students on PD days and on Wednesday's collaborative time, averaging 16 staff per session
- Provided all staff with professional development in understanding and responding to students with ADHD
- Provide resources to staff on supporting students with ADHD
- Providing professional development opportunities for all staff around consent with a presentation from SACE.
- Digital Black Belt presentation for over 200 students about the impact of social media in their lives, as well as to 10 School Council parents
- Pride week celebration activities
- Two staff wellness focused PD half Days
- Staff contest and team building activities
- The school assurance survey increased in the area of citizenship and access to support in services for students
- Over 400 students participated in the return of the 24 hour bikeathon to build school culture and contribute \$80,000 to a local charity
- Increased empathy within the Wagner community through Rotary, fund raising, and SWAT initiatives, with over 100 students participating in these efforts

What were the biggest challenges encountered in 2023-2024?

Goal #1 Challenges:

- Timetable concern - 2 15 minute breaks on Wednesdays turned into 1 30 minute break
- Math DH left Division - needed to do retraining and reworking of portfolios
- Students accessing information about access to teacher time and tracking data - used Division resources
- EA support shortages and HR hiring delays for both EAL and W
- Class size and increase in enrolment for EAL resulted in additional timetabling and hiring
- STEM quarters resulted in some logistical challenges around collaboration and assessment
- Diploma results are not where we would like them. Soft measures on Assurance Survey are strong but Academic results need to be reflected upon and analyzed

Goal #2 Challenges:

- Increasing visible supports for the Indigenous and LGBTQ+ community
- Identifying student generated areas of concern for our Indigenous population
- Increasing and encouraging visibility of Indigenous staff

Goal #3 Challenges:

- Continued homophobia and transphobia within the student population
- Increasing visible supports for the LGBTQ+ community
- Identifying student generated areas of concern for our Queer population
- Increasing and encouraging visibility of LGBTQ staff

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

- **Continuation and improvement of the Wednesday schedule by**
 - Implementing changes based on student feedback
 - Increasing the collaboration time allotted to teachers
 - More deeply embedding time during teacher collaboration toward the STEM team
 - Continue to track data
 - Deeper dive into Diploma analysis on Wednesday collaboration time
- **Continue to develop the EAL program by**
 - Increasing student capacity
 - Further development of our isolated EAL program through year 3 and year 4 (4 year high school graduation plan)
 - Providing professional development opportunities to EAL teachers
 - Invest in resources to support teaching and learning
 - Identify a lead teacher and providing time toward planning and implementing best practices
- **Continue to improve the W program by**
 - Maintain access to the Success Centre
 - Scheduling EA support
 - Scaffold K&E opportunities in the W classes
- **Continue to build student capacity to continue to be leaders in Indigenous learning and ways of knowing**
- **Celebrate Indigenous Cultures throughout the school year as opposed to only specific dates on the calendar**
- **Continue to build anti-racism work through catchment connections and building capacity in new catchment schools**
- **Build student capacity to develop leaders in understanding Queer culture**
- **Provide PL opportunities through school PD days and Wednesday mornings for staff related to Indigenous ways of knowing and the history of residential schools, the Indian Act, etc.**
- **Continuation of PD opportunities for staff throughout the school year in supporting queer and trans students, at risk student groups, and racialized groups**
- **Intentional hiring practices with a focus on diverse and racialized populations**
- **Build more capacity with student groups that include GSA and BSA**
- **Create more staff wellness opportunities throughout the year to promote healthy living and team building**

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7057 W P Wagner School

Assurance Domain	Measure	W P Wagner 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	84.1	79.2	80.8	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	77.2	75.3	76.3	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	3-year High School Completion	77.0	85.5	85.6	80.4	80.7	82.4	Intermediate	Declined Significantly	Issue
	5-year High School Completion	89.2	92.7	91.2	88.1	88.6	87.3	High	Declined	Acceptable
	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	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	78.1	81.9	81.9	81.5	80.3	80.3	Low	Declined	Issue
	Diploma: Excellence	18.4	21.6	21.6	22.6	21.2	21.2	Intermediate	Declined	Issue
Teaching & Leading	Education Quality	86.6	84.1	84.6	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.6	78.7	79.0	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	86.9	80.6	83.1	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	77.6	77.4	77.4	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

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

For the 2024-25 school year, the diverse learning needs of all students at W.P. Wagner High School will be recognized and supported while promoting the development of competencies in a changing society, workforce, and climate. Achievement of this goal will be supported by:

- **Modified Wednesdays**
 - Increased collaboration time for teachers (90 minutes)
 - Access to Instruction time (50 minutes each Wednesday for Students)
 - Intentional built in time to support 30 Level AP students
 - Embed STEM and Design Thinking principles and assessment across all departments.
- **Continue to explore portfolio assessment and other varied assessment practices across all departments**
- **Continue to expand a sheltered ELL program by introducing new courses - (level 3, Canadian Studies, CALM ELL, Reading 25 & Expository English 25)**
 - Introducing an extra support class for ELL students who are integrated into regular programming but need additional language support
 - Working with our Division to build and develop an International Student Program beyond the classroom (cultural experiences, graduation and post secondary planning, etc.).
- **Differentiating our W program to incorporate K & E programming as required**
- **STEM grade 10 program to revert back to semester system instead of quarterly system to better promote collaboration within departments as well as interdisciplinary projects**

What data will you use to track continuous improvement?

- Wednesday data collected weekly / monthly; - Parent, student and staff survey data collected regarding Wednesday; - Department plans with intentional focus on Wednesday collaboration; - Staff IBPGP's; - Comparing the results of the "W Program" students as well as our new sheltered EAL program students to previous years; - Division and Gov't metrics and student voice

Division Priority 2

For the 2024-25 school year, students, staff, families, and our greater W.P. Wagner community will collaborate to enhance educational experiences through anti-racism, equity and reconciliation. Achievement of this goal will be supported by:

- **Further support Indigenous students through improved graduation rates**
- **Intentional amplification of racialized voices through school wide visuals, learning commons resources and increased representations in texts and resources**
- **Increased embedding of Indigenous ways of knowing into classroom practices and throughout the greater school community and further decolonizing school processes**
- **Building capacity in staff through growth of catchment anti-racism project**
- **Connect stakeholders and increase opportunities to participate in cultural initiatives such as clubs, committees, and educational opportunities**
- **Continue to develop our World History Advanced Placement Program**
- **Continue to build our International Student Program and grow our community to support our International Students**

What data will you use to track continuous improvement?

- Assurance Survey; - Catchment project student & staff data; - Resource tracking for Learning Commons and Dept. specific resources; - Student Senate voice / input / feedback; - Tracking membership in clubs and opportunities; - AP World History retention rates; - Tracking the type of resources used in our Learning Commons related to this priority

Division Priority 3

For the 2024-25 school year, students and staff at W.P. Wagner High School will work together to build positive relationships with each other to enhance a sense of belonging, mental and physical well-being. Achievement of this goal will be supported by:

Plans

- **Providing opportunities for staff regarding personal wellness and resilience, including wellness activities and targeted professional learning**
- **Providing PL opportunities for staff in supporting our diverse student needs**
- **Aligning responses for inappropriate actions by students with restorative practices and approaches that allow students to repair harm and learn from their mistakes**
- **Providing PL opportunities for staff to develop professional capacity and increasing engagement within their own subject areas**
- **Extending Wednesday collaboration time to support intentional staff collaboration and wellness**
- **Later start Wednesday morning to help in supporting student mental health and well-being**

What data will you use to track continuous improvement?

- Wednesday data collection; - Feedback Surveys from staff, students and parents; - Resiliency Survey Data; - Division Survey Data; - Tracking self-engagement in PL opportunities provided throughout the year; - Attendance Reports and graduation requirements data

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		9,520,083		9,764,435
Internal Revenue		91,863		91,863
REVENUE TOTAL		9,611,946		9,856,298
Classroom	46.500000	5,025,400	50.425000	5,449,586
Leadership	9.500000	1,261,325	9.875000	1,301,854
Teaching - Other	1.750000	194,128	1.000000	113,073
Teacher Supply	.000000	215,000	.000000	227,000
TOTAL TEACHER	57.750000	6,695,853	61.299999	7,091,513
(% of Budget)		69.66%		71.95%
Exempt	1.000000	128,665	1.000000	128,665
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	16.714000	1,033,313	18.314000	1,130,419
Support (Supply/OT)	.000000	16,500	.000000	14,500
Custodial	10.500000	714,206	11.313000	773,034
Custodial (Supply/OT)	.000000	22,500	.000000	32,000
TOTAL NON-TEACHER	28.214001	1,915,184	30.626999	2,078,618
(% of Budget)		19.93%		21.09%
TOTAL STAFF	85.964001	8,611,037	91.926998	9,170,131
(% of Budget)		89.59%		93.04%
SUPPLIES, EQUIPMENT AND SERVICES		327,570		519,507
INTERNAL SERVICES		132,000		166,660
OTHER INTEREST AND CHARGES		1,500		0
TOTAL SES		461,070		686,167
(% of Budget)		4.8%		6.96%
TOTAL AMOUNT BUDGETED		9,072,107		9,856,298