

**Profile**



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	1312.000	Custodial	7.876000	Salaries	\$8,188,906	95.83%
Weighted	1577.261	Exempt	2.000000	Supplies, Equip., Services	\$355,940	04.17%
Regular	1,312	Support	19.128000			
		Teacher	<u>53.856000</u>			
Year Opened	1984	<b>Total 82.860000</b>		<b>Total \$8,544,846</b>		100.00%

**School Philosophy**

J. Percy Page is a community high school that fosters an environment of excellence for every student. By building respectful relationships, utilizing rigorous and relevant curricula, supporting mastery learning in a personalized and flexible school environment, we are committed to improving student achievement and high school completion. Collaboration within our K-12 Catchment area demonstrates that sharing our collective expertise will be of the greatest benefit to our students. We enjoy a uniquely multicultural environment where our strengths and differences enrich each individual as an important and valued member of our community. We believe that teachers, students, and our extensive network of school partners, working cooperatively, will have a positive impact on student growth.

**Community Profile**

J. Percy Page High School proudly serves the families in the Mill Woods and Southeast Edmonton area. We provide a diversity of educational programs to our multicultural school community. The school is located next to the Mill Woods Recreation Center, which is available for educational programs such as physical education, and service opportunities, including seniors programs. Our students are highly involved in the community and support a variety of local and global initiatives.

**Programs and Organization**

The academic programs that we offer include Advanced Placement (AP), Career and Technology Studies, English as an additional Second Language, Fine Arts, International Languages of French and Spanish, the Work Experience and Registered Apprenticeship Programs (RAP) and Sports Performance. We are also a Division special needs site for the Individual Support Program (ISP) and Interactions which is a program for students with Autism. In terms of co-curricular opportunities, we offer athletics in various sports, musical and drama productions, social action initiatives, as well as a nationally recognized student leadership program. To support our extensive programming, we provide both semestered and full-year courses in an eight-period, Day A/Day B alternating schedule over the course of the school year. In order to provide more flexible programming options, we also offer early AM and after school classes in certain subjects. We are also proud to serve as a host site for our Division's Campus EPSB Aviation Program.

**School Community Relationships**

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

Brian Gaida Memorial Scholarship, Edmonton Immigrant Services Association, Loonie Toons Cafeteria Vendor, Southside Athletic Club Alumni, YMCA

**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).

**Goal #1 Recognize and support the diverse learning needs of all students.**

At J. Percy Page High School, we pride ourselves on building outstanding learning opportunities for all students, recognizing their diverse learning needs and ensuring that they feel supported in the process. We will actively engage all of our English Language Learners, students with Individual Program Plans, marginalized student groups and our regular program students to play a central part in achieving their academic goals. Staff will be apart of monthly collaborative discussions and PL around assessment and their curricular outcomes in order to support this goal.

**Results Achieved:**

- 85.5% of students, families and students surveyed were satisfied with the overall quality of education at J. Percy Page. Up 7.5% from previous school year. (Alberta Assurance Survey Spring 2024)
- 93.0% of families surveyed had confidence in the quality of teaching offered at J. Percy Page, up 14% from 2023. (Alberta Assurance Survey Spring 2024)
- 92.0% of the teaching staff compared to 74% of students at J. Percy Page feel confident in providing connections to curricular outcomes for the development of competencies that students will need in their future. (Division Survey 2024)
- 84% of students surveyed know that if they need it, their teachers are available to help them should they need it. Up 1% from the previous year. (Alberta Assurance Survey Spring 2024)
- 83% of families surveyed feel informed about their child's learning so that it helps them in supporting their child while at J. Percy Page. (Division Survey 2024)
- 85% of students and 90% of staff at J. Percy Page feel they are represented through curricular materials presented in their classroom. (Division Survey 2024)
- Differentiated instruction for new to Canada students - led by our Department Head for EAL offering support to students and teachers. Is seen as a huge support by students and staff. (Interschool department survey May 2024)
- Our -2 classes saw consistent learning gains over the school year.

**Diploma Results:**

- English 30-1
  - January 2024
    - Acceptable Standard 70.2% Standard of Excellence 9.1%.
  - June 2024
    - Acceptable Standard 77.0% Standard of Excellence 4.6%.
- English 30-2
  - January 2024
    - Acceptable Standard 74.8% Standard of Excellence 8.1%
  - June 2024
    - Acceptable Standard 86.1% Standard of Excellence 15.3%.
- Math 30-1
  - January 2024
    - Acceptable Standard 70.1% Standard of Excellence 36.8%.
  - June 2024
    - Acceptable Standard 80.0% Standard of Excellence 42.0%.
- Math 30-2
  - January 2024
    - Acceptable Standard 71.4% Standard of Excellence 7.1%.
  - June 2024
    - Acceptable Standard 70.0% Standard of Excellence 10.0%.
- Social 30-1
  - January 2024
    - Acceptable Standard 70.1% Standard of Excellence 14.0%.
  - June 2024
    - Acceptable Standard 67.7% Standard of Excellence 8.1%.

- Social 30-2
  - January 2024
    - Acceptable Standard 74.8% Standard of Excellence 12.1%.
  - June 2024
    - Acceptable Standard 80.0% Standard of Excellence 12.9%.
- Science 30
  - January 2024
    - Acceptable Standard 95.6% Standard of Excellence 40.0%.
  - June 2024
    - Acceptable Standard 82.7% Standard of Excellence 34.5%.
- Biology 30
  - January 2024
    - Acceptable Standard 92.7% Standard of Excellence 47.6%.
  - June 2024
    - Acceptable Standard 85.5% Standard of Excellence 35.5%.
- Chemistry 30
  - January 2024
    - Acceptable Standard 78.9% Standard of Excellence 35.5%.
  - June 2024
    - Acceptable Standard 70.3% Standard of Excellence 25.9%.
- Physics 30
  - January 2024
    - Acceptable Standard 81.9% Standard of Excellence 45.5%.
  - June 2024
    - Acceptable Standard 88.5% Standard of Excellence 38.5%

Goal #1 Work with students, staff, families and communities to update and advance the Division's Anti-Racism and Equity Action Plan each year, so it serves as the catalyst for meaningful, long-term systemic change.

At J. Percy Page High School, we have made it a priority to provide staff with professional learning led by the Division's Diversity Team. We will engage all stakeholders in the practice of this work, which can be measured by Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) and access to Supports and Services in the Alberta Education Assurance Measures. To support this, we will focus on Truth and Reconciliation throughout the school year, fostering and developing our student leaders to host cultural diverse events with the goal of creating a safe and friendly learning environment for all J. Percy Page students.

**Results Achieved:**

- Student Leadership is vital to supporting this goal. They have led numerous activities and events to support the work done on Anti-Racism and Reconciliation. Work done based on school goals and student voice. (Staff and student internal feedback)
- Cultural Celebration Events at school have been a huge success - Staff and student internal feedback . "One Page Many Worlds" Which is J. Percy Page's version of Heritage Days, was an amazing day spent celebrating the diverse cultures in the school.
- Use of School Social Media to support school initiatives and cultural awareness and events was seen as a positive way to reach and inform our extended community.
- 80% of students at J. Percy Page feel that their school takes action for Truth and Reconciliation. (Division Survey 2024)
- 84% of students at J. Percy Page are aware of the anti racism work being supported at the school. (Division Survey 2024)
- 80% of students at J. Percy Page feel welcome at school. Down 2% from the previous year. (Alberta Assurance Survey Spring 2024)
- 86% of families surveyed at J. Percy Page feel that their child's school is a welcoming place to be. Up 10% from the previous year. (Alberta Assurance Survey Spring 2024)
- 85% of families surveyed at J. Percy Page believe that diverse cultures are represented in events, activities and the environment of the school. (Division Survey 2024)
- 100% of staff surveyed at J. Percy Page believe that the school is taking steps to support a sense of belonging and inclusion for everyone. (Division Survey 2024)
- 100% of staff surveyed at J. Percy Page feel that students care about each other. Up 6% from 2 years ago. (Alberta Assurance Survey Spring 2024)

**What were the biggest challenges encountered in 2023-2024?**

- High number of students that are in need of extra support and figuring out how to make sure support is available is becoming a challenge.
- EAL specific class sizes have doubled in the last 3 years.
- Improvement regarding transition work between High School and Junior High Schools.
- Staff continue to note learning losses and gaps in social and emotional development of our students.
- Student absenteeism since coming out of the pandemic continues to be an issue.

- Student Services Department noted a drastic increase in requests for counseling support but lacked the ability to meet the need.
  - Community supports are becoming a challenge to connect with.
  - Support for the Mental Health and Well Being of our students is a continued concern raised by staff.
- Interactions program - student regulation and aggression was a struggle this past year.
- High number of staff have indicated that the current teacher assignment model (8 out of 8) is a challenge on their mental health.
- Parental involvement continues to be an area for improvement.
- 96.2% of staff surveyed felt that their learning environments were welcoming, caring, respectful and safe as compared to only 72.3% of students who felt the same. (Alberta Assurance Survey 2024)

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

- Work on promoting our school pillars with a focus on Communication, Clarity and Caring working environment.
- While current results are showing strong improvement in the area of Welcoming, Caring, Respectful, and Safe Learning Environments student results are down from previous years. This will be an area to focus on.
- Determining how to close the achievement gap and maintain curricular expectations for the next level course.
- Opportunity to do a deeper dive into classroom assessment practices PD with other EPSB High Schools.
  - team discussions around assessment triangulation (observations, conversations and products)
  - timely conversations around missed assessments - student & family
- Focus on improving student mental health with supports available in Student Services and within AHS.
- Work on improving school relationships and transition work with feeder Junior High Schools.
- Working with community partners to improve school/community relationship and social capital.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7075 J Percy Page School

Assurance Domain	Measure	J Percy Page 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	82.8	71.0	76.5	83.7	84.4	84.8	n/a	Improved Significantly	n/a
	Citizenship	77.8	64.3	71.2	79.4	80.3	80.9	High	Improved Significantly	Good
	3-year High School Completion	70.5	69.4	69.3	80.4	80.7	82.4	Low	Maintained	Issue
	5-year High School Completion	81.4	79.7	81.7	88.1	88.6	87.3	Intermediate	Maintained	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	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	*	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	77.8	81.2	81.2	81.5	80.3	80.3	Low	Declined	Issue
	Diploma: Excellence	20.8	19.6	19.6	22.6	21.2	21.2	High	Maintained	Good
Teaching & Leading	Education Quality	85.2	77.7	81.3	87.6	88.1	88.6	Intermediate	Improved	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.3	72.6	76.4	84.0	84.7	85.4	n/a	Improved Significantly	n/a
	Access to Supports and Services	81.3	68.8	73.4	79.9	80.6	81.1	n/a	Improved Significantly	n/a
Governance	Parental Involvement	74.1	63.2	66.0	79.5	79.1	78.9	Low	Maintained	Issue

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****Build on outstanding learning opportunities for all students - Goal #1 Recognize and support the diverse learning needs of all students.**

At J. Percy Page High School, we pride ourselves on building outstanding learning opportunities for all students, recognizing their diverse learning needs and ensuring that they feel supported in the process. We will actively engage all of our English Language Learners, students with Individual Program Plans, marginalised student groups and our regular program students to play a central part in achieving their academic goals. Staff will be a part of monthly collaborative discussions and PL around assessment and their curricular outcomes in order to support this goal.

- Administrators, counsellors, and teachers will work together with students to ensure correct course placement for both academic success and post-secondary requirements and use course completion rates to measure success.
- Teacher professional learning will examine high quality assessment and professional judgement practices.
- Departments will examine common assessment practices and explore those that are shown to be highly effective.
- Communication with students and families regarding course progress will be a monthly focus.
- High School Completion data will be tracked for improvement.
- Student attendance data will be tracked for improvement.
- Supporting students through Career Directions.

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

By June 2025, our goal will be to maintain and/or increase the Alberta Education Assurance Measures and Division Survey Measures in the area of Education Quality. Diploma Results will also be used to track improvement for all students. We will also use data collected from our Student Services on accommodations and supports in place to support students.

**Division Priority 2****Advance action towards anti-racism and reconciliation - Goal #1 Work with students, staff, families and communities to update and advance the Division's Anti-Racism and Equity Action Plan each year, so it serves as the catalyst for meaningful, long-term systemic change.**

At J. Percy Page High School, we have made it a priority to provide staff with professional learning led by the Division's Diversity Team. We will engage all stakeholders in the practice of this work, which can be measured by Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) and access to Supports and Services in the Alberta Education Assurance Measures. To support this, we will focus on Truth and Reconciliation throughout the school year, fostering and developing our student leaders to host culturally diverse events with the goal of creating a safe and friendly learning environment for all J. Percy Page students.

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

By June 2025 students and staff will engage in meaningful learning activities focused on collaborative work related to anti-racism and reconciliation. We will maintain and/or increase the Alberta Education Assurance Measures and Division Survey Measures in the areas of Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) and the Youth Resiliency Survey on student connectedness.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		8,408,858		8,544,846
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>8,408,858</b>		<b>8,544,846</b>
Classroom	43.803000	4,733,925	44.681000	4,828,813
Leadership	6.875000	968,499	6.875000	968,499
Teaching - Other	2.175000	235,059	2.300000	248,568
Teacher Supply	.000000	155,000	.000000	150,000
<b>TOTAL TEACHER</b>	<b>52.853001</b>	<b>6,092,483</b>	<b>53.855999</b>	<b>6,195,880</b>
<b>(% of Budget)</b>		<b>72.45%</b>		<b>72.51%</b>
Exempt	2.000000	222,582	2.000000	222,582
Exempt (Hourly/OT)	.000000	3,000	.000000	5,700
Support	19.414000	1,181,404	19.128000	1,160,379
Support (Supply/OT)	.000000	20,000	.000000	21,000
Custodial	7.500000	536,573	7.876000	556,365
Custodial (Supply/OT)	.000000	27,000	.000000	27,000
<b>TOTAL NON-TEACHER</b>	<b>28.914000</b>	<b>1,990,559</b>	<b>29.004000</b>	<b>1,993,026</b>
<b>(% of Budget)</b>		<b>23.67%</b>		<b>23.32%</b>
<b>TOTAL STAFF</b>	<b>81.767000</b>	<b>8,083,042</b>	<b>82.859999</b>	<b>8,188,906</b>
<b>(% of Budget)</b>		<b>96.13%</b>		<b>95.83%</b>
SUPPLIES, EQUIPMENT AND SERVICES		189,686		216,285
INTERNAL SERVICES		126,130		133,155
OTHER INTEREST AND CHARGES		10,000		6,500
<b>TOTAL SES</b>		<b>325,816</b>		<b>355,940</b>
<b>(% of Budget)</b>		<b>3.87%</b>		<b>4.17%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>8,408,858</b>		<b>8,544,846</b>