

Profile



Enrolment		Staff FTE		Budget		
Normalized	1309.500	Custodial	7.500000	Salaries	\$8,147,050	95.71%
Weighted	1562.442	Exempt	2.000000	Supplies, Equip., Services	\$365,102	04.29%
Regular	1,310	Support	21.199000			
		Teacher	52.800000			
Year Opened	1984	Total		83.499000	Total \$8,512,152	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 curriculum, 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 a Second Language (*we are a district site*), 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 late PM 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 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).

Building 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, marginalized student groups and our regular program students to play a central part in achieving their academic goals. By June 2023, our goal will be to maintain and/or increase the Alberta Education Assurance Measures and Division Survey Measures in the areas of Education Quality and Student Learning Engagement.

Results Achieved:

- 90% of students surveyed indicated that they had the opportunity to be successful in their learning at J. Percy Page. (Division Feedback Survey 2023)
- 76% of students surveyed indicated that they felt supported at school even when learning is hard. (Division Feedback Survey 2023)
- 80% of students surveyed indicated that they know how to access help at the school in regards to their learning. (Division Feedback Survey 2023)
- 88% of teaching staff surveyed indicated that they knew how to access resources to help them meet the diverse needs of their students. (Division Feedback Survey 2023)
- 83% of teaching staff surveyed indicated that they had the knowledge and skills to support students in need of specialized supports while only 67% said they knew how to program for students in need of special supports. (Division Feedback Survey 2023)
- There has been a steady decline over the last three years in parents satisfaction in the overall quality of Education at J. Percy Page. While student satisfaction has remained almost unchanged.
 - 83.2% in 2021 to 74.9% in 2023 of parents surveyed decline of 7.3% (Alberta Assurance Measure Spring 2023)
 - 80.0% in 2021 to 80.6% in 2023 of students surveyed increase of 0.6% (Alberta Assurance Measure Spring 2023)
- 79% of parents surveyed felt that their child clearly understands what they are expected to learn at school this is down 3% from the previous school year. While 86% of students felt that they clearly understand what is expected to be learned at school, this is also down 4% from the previous school year. (Alberta Assurance Measure Spring 2023)
- Students did agree that the quality of teaching at the school is good to very good with a 92% in agreement which is up 1% from the previous year. (Alberta Assurance Measure Spring 2023)
- Diploma Results:
 - English 30-1
 - June 2023
 - Acceptable Standard 80.8% Standard of Excellence 9.0%.
 - English 30-2
 - June 2023
 - Acceptable Standard 79.3% Standard of Excellence 12.1%..
 - Math 30-1
 - June 2023
 - Acceptable Standard 80.6% Standard of Excellence 38.9%.
 - Math 30-2
 - June 2023
 - Acceptable Standard 63.3% Standard of Excellence 5.0%.
 - Social 30-1
 - June 2023
 - Acceptable Standard 64.5% Standard of Excellence 2.6%.
 - Social 30-2
 - June 2023
 - Acceptable Standard 80.0% Standard of Excellence 12.9%.
 - Science 30
 - June 2023
 - Acceptable Standard 86.2% Standard of Excellence 29.3%.
 - Biology 30

- June 2023
 - Acceptable Standard 87.8% Standard of Excellence 26.5%.
- Chemistry 30
 - June 2023
 - Acceptable Standard 77.1% Standard of Excellence 33.3%.
- Physics 30
 - June 2023
 - Acceptable Standard 100.0% Standard of Excellence 54.5%

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 many culturally diverse events with the goal of creating a safe and friendly learning environment for all J. Percy Page students. By June 2023, our goal will be to 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).

Results Achieved:

- Staff indicated that the formal Anti-Racism PD training with Gail Wilson was very beneficial. (Staff Survey 2023)
- Indigenous V-Stole for Graduation
- Indigenous leaders promoted on School Social Media.
- Staff have targeted a diverse selection of texts to use in the classroom with students. (Staff Survey 2023)
- J. Percy Page took part in the Schools that Listen project which is continuing into this school year.'
- Data from the Alberta Assurance Measure 2023 indicated large drop in results from students
 - When asked if students cared about each other at school 54% agreed which is down 11% from the previous school year.
 - When asked if students respected each other at school 61% agreed which is down 10% from the previous school year.
 - When asked if students feel welcome at school 82% agreed which is down 6% from the previous school year.
- When looking at the same questions responses from parents results had slight increases.
 - When asked if students cared about each other at school 67% of parents agreed up 7% from the previous school year.
 - When asked if students respected each other at school 61% of parents agreed up 1% from the previous school year.
 - When asked if students feel welcome at school 76% of parents agreed up 3% from the previous school year.
- 60% of students surveyed feel they belong at J. Percy Page. (Division Feedback Survey 2023)
- 79% of students surveyed agree that there are many diverse cultural resources represented in their learning material. (Division Feedback Survey 2023)
- 77.8% of students surveyed know what the school is doing to support anti-racism and belonging in schools. (Division Feedback Survey 2023)
- 81% of students surveyed said they have the opportunity to be involved in activities that support their sense of belonging. (Division Feedback Survey 2023)

"Promote a comprehensive approach to student and staff well-being and mental health

Goal #2: Support students and staff so they experience a greater sense of belonging and social, emotional and physical well being.

At J. Percy Page High School, we are focused on establishing an inclusive learning community that serves to meet the emotional, physical and social well being of our students and staff. Our comprehensive Student Services support team is highly trained and is focused on meeting the emotional needs of our students and staff to create an environment of trust and support when needed. Our staff is also committed to ensuring that the division's OH&S monthly protocols are acted on and adhered to so that the physical well being of all staff and students is maintained in a safe and caring workplace. In terms of providing support to improve the social well being of staff, this year we have removed noon hour supervision from teacher assignments so that they can spend quality time at lunch interacting with their colleagues in a relaxed atmosphere. As well, for 2022-2023 we have changed our weekly schedule to include a late start Friday so that staff have dedicated collaboration time each Friday morning to connect with and share meaningful professional conversations with their colleagues. Finally, we will continue to start each monthly staff meeting with our acknowledgments/celebrations agenda item to recognize individual members and/or departments for the great things that they are doing in our school community. By June 2023, our goal will be to maintain and/or increase the Alberta Education Assurance Measures and Division Survey Measures in the areas of Access to Supports and Services and Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE).

Results Achieved:

- Student Services have been able to connect and share various mental health supports for students and staff.
- Student Services looked at ways of making connection with students a simple process ex. QR code for making appointments.
- 73% of students surveyed felt they had an adult in the school they could go to for help should they need to. (Division Feedback Survey 2023)
- 69% of students surveyed felt their teachers cared about them. (Alberta Assurance Measure Spring 2023)
- Strong Leadership program to continue to build school culture and community involvement.
- 100% of non leadership staff appreciated the removal of lunch hour supervision. Comments made; it allowed time to discuss teaching with colleagues and time to recharge and focus on their classroom preparation.
- Staff have indicated that there has been a noticeable focus on staff recognition and their well being.
- Staff commented on Friday morning collaboration time as a huge benefit for their professional growth.
- New to Page staff check in meetings to support staff and connect them to resources should they require it.
- 93% of staff surveyed indicated that they feel safe while at work. (Division Feedback Survey 2023)
- 83% of staff surveyed indicated that there are community services available to support students' mental health. (Division Feedback Survey 2023)

What were the biggest challenges encountered in 2022-2023?

- Support for the Mental Health and Well Being of our students is a continued concern raised by staff.
- 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.
- Student attendance since coming out of the pandemic continues to be an issue.
- A higher number of late student registrations became a serious issue and applied class size pressure on subject sections.
- Number of students that are in need of extra support and how to make sure that support is available is becoming a challenge.
- Transition work between our High School and Junior High Schools needs to improve.
- High number of staff have indicated that the current teacher assignment model (8 out of 8) is a struggle.
- ESL specific class sizes have doubled in the last 2 years.

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

- Work on promoting our school pillars with a focus on Communication, Clarity and Caring working environment.
- Determining how to close the achievement gap and maintain curricular expectations for the next level course.
- Work on improving school relationships and transition work with feeder Junior High Schools.
- Focus on improving student mental health with supports available in Student Services and within AHS.
- Opportunity to do a deeper dive into classroom assessment practices PD with other EPSB High Schools.
- Working with community partners to improve school/community relationship and social capital.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	71.0	82.0	82.0	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	Citizenship	64.3	78.1	79.7	80.3	81.4	82.3	Very Low	Declined Significantly	Concern
	3-year High School Completion	69.4	71.1	69.5	80.7	83.2	82.3	Low	Maintained	Issue
	5-year High School Completion	79.7	84.0	79.4	88.6	87.1	86.2	Low	Maintained	Issue
	PAT: Acceptable	*	**	n/a	63.3	64.3	n/a	*	n/a	n/a
	PAT: Excellence	*	**	n/a	16.0	17.7	n/a	*	n/a	n/a
	Diploma: Acceptable	81.2	74.2	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	19.6	16.2	n/a	21.2	18.2	n/a	High	n/a	n/a
Teaching & Leading	Education Quality	77.7	84.9	87.2	88.1	89.0	89.7	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	72.6	80.3	80.3	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	68.8	77.9	77.9	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	63.2	68.9	68.6	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

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.

What data will you use to track continuous improvement?

By June 2024, 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 1

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.

What data will you use to track continuous improvement?

By June 2024 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 and the Youth Resiliency Survey on student connectedness.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		7,955,960		8,512,152
Internal Revenue		5,000		0
REVENUE TOTAL		7,960,960		8,512,152
Classroom	41.000000	4,414,596	44.000000	4,737,616
Leadership	7.625000	1,044,522	6.625000	927,799
Teaching - Other	2.050000	220,730	2.175000	234,189
Teacher Supply	.000000	140,000	.000000	170,000
TOTAL TEACHER	50.674999	5,819,848	52.799999	6,069,604
(% of Budget)		73.1%		71.31%
Exempt	2.000000	216,709	2.000000	216,709
Exempt (Hourly/OT)	.000000	3,000	.000000	3,000
Support	19.199000	1,156,221	21.199000	1,279,332
Support (Supply/OT)	.000000	9,500	.000000	22,000
Custodial	7.500000	529,408	7.500000	529,408
Custodial (Supply/OT)	.000000	17,000	.000000	27,000
TOTAL NON-TEACHER	28.698999	1,931,838	30.698999	2,077,449
(% of Budget)		24.27%		24.41%
TOTAL STAFF	79.373999	7,751,686	83.498999	8,147,053
(% of Budget)		97.37%		95.71%
SUPPLIES, EQUIPMENT AND SERVICES		96,664		186,372
INTERNAL SERVICES		98,110		164,230
OTHER INTEREST AND CHARGES		14,500		14,500
TOTAL SES		209,274		365,102
(% of Budget)		2.63%		4.29%
TOTAL AMOUNT BUDGETED		7,960,960		8,512,155
Carry Forward Included		0		0
Carry Forward to Future		0		0