



Enrolment		Staff FTE		Budget		
Normalized	186.000	Custodial	2.000000	Salaries	\$1,951,722	95.36%
Weighted	264.663	Exempt	0.000000	Supplies, Equip., Services	\$94,883	04.64%
Regular	206	Support	6.000000			
		Teacher	12.171001			
Year Opened	1966	Total		20.171001	Total \$2,046,605	100.00%

School Philosophy

Waverley School aspires to provide high levels of learning in a supportive and inclusive environment for all of our students. We are committed to enhancing pathways for student success, encouraging professional collaboration and learning for all staff, and providing a structured environment encouraging attainable achievement results for every student. We envision a school that is responsive to the needs of our school community and challenges each child to develop skills to live a life of dignity, fulfilment, empathy and possibility in a safe, supportive, welcoming and motivating environment.

Community Profile

Waverley School is located in the Kenilworth community in South East Edmonton. The attendance area is bound by 75th Street on the West; on the North by 90th Avenue to Ottewell Road; North to 92nd Avenue and East to 50th Street, and on the South by the Sherwood Park Freeway. In addition, Waverley is the designated receiving school for students from the Oak Ridge/Maple Ridge Community. In September 2022, the Cogito Alternative Program was established as an alternative program for students, and currently offers the program in kindergarten to grade 2. Many students in the Cogito Program come from communities outside the Waverley School area. Our school benefits from parental involvement and support of the Waverley School Council and Waverley Parent Fundraising Committee.

- The school leases space to the following:
- Specialized Services Program (SSP)
  - Children's Autism Services Edmonton (CASE)
  - Waverley Daycare

Programs and Organization

Waverley School serves Kindergarten through Grade 6 students in an inclusive, Regular Program. The Cogito Alternative Program is offered to students in Kindergarten up to Grade 3. The Cogito Program is a knowledge-based program with clearly-defined standards of achievement and measurable learning objectives. Teacher specialists provide Music (Grade K-6) and French as a Second Language (Grades 4 - 6 in the Regular Program; Grades 1-3 in Cogito). Staff provide differentiation in class, utilizing educational assistants and teacher intervention, using small group and one on one support. A partnership with United for Literacy provides Reading Buddies to students in grades 4 to 6 to increase reading fluency, comprehension and confidence.

School Community Relationships

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

Frontier College, The Family Centre

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).

By June 2024, all students will demonstrate measured growth in reading, writing and mathematics.

Achievement of this goal will be supported by:

- A commitment by all division 1 teachers (Regular and Cogito programs) to use decodable books in their classrooms and home reading programs
- Division 1 staff implementation of an explicit and systematic reading program using Jolly Phonics & Grammar (Regular K-3) and Literacy MAP (Cogito K-3)
- Monitoring all students for growth and providing targeted literacy support in grades 1 - 6 intervention using the UFLI Foundations Program and Leveled Literacy Intervention (LLI)
- Implementing at least one "on demand" writing task per reporting term, followed by one to one teacher/student conferences to discuss the writing and provide meaningful feedback for writing improvement
- The continued use of Jump Math in the Cogito and Regular programs in grades K-6 and the use of common math language across all grades and programs
- Small group and one to one numeracy support for all students working below grade level in mathematics

Results Achieved:

Reading

CAT4 data indicated that in the Fall 62% of students were reading at national stanine 4 or above. This increased to 66% in the Spring, an improvement of 4%.

76% of students say they felt they got better at writing this year on the Division Feedback survey.

On the Letter Name-Sound (LeNS) assessment 59% of grade 1 students required additional support. Of that group of students there was an increase of 35% who no longer required additional assistance in September 2024.

On the Castles and Coltheart 3 (CC3) assessment 54% of grade 2 students required additional support in September 2024. Of that group of students there was an increase of 10% who no longer required additional supports in September 2024.

Teacher reported reading levels indicated that 63% of students were reading at or above grade level in June 2024. This is an increase from 61% in June 2023. 17% of students who were not reading at grade level the previous school year are now reading at grade level.

Writing

HLAT results indicated that 61% of Waverley students in grades 1-6 wrote at or above grade level on their tests in April 2024.

80% of students say they felt they got better at writing this year on the Division Feedback survey.

Mathematics

CAT4 data indicated that in the Fall 83% of students were achieving at national stanine 4 or above. This increased to 93% in the Spring, an improvement 10%.

84% of students say they felt they got better at writing this year on the Division Feedback survey.

On the Provincial Numeracy Screening assessment, in the last school year 59% of grade 1 students and 38% of grade 2 students required additional support. In September 2024, 45% more of those grade 1 students and 7% more of those grade 2 students no longer required additional support.

By June 2024, we will provide students, staff and families engagement opportunities that will grow our school culture and increase a sense of belonging and connection to Waverley School by all rightsholders. Students will demonstrate growth in their sense of belonging and connection to Waverley School.

Achievement of this goal will be supported by:

- developing and implementing a school wide plan to support meaningful relationship building between staff, students and families to support an increased sense of community and belonging that is responsive to culture, diversity and equity
- dedicating monthly collaboration time to develop and facilitate engagement opportunities, gather evidence of improvement and identify and implement strategies aligned with our goals
- providing professional development opportunities for all staff in the areas of anti-racism, equity and reconciliation to increase efficacy in collaboration and capacity in leadership

#### Results Achieved:

##### Assurance Survey

- Overall, Waverley maintained a high overall amount of parents (85%), teachers (91%) and students (75%) agree the learning environment is welcoming, caring, respectful and safe.
- 91% of students agree that students care about each other and that students treat each other well
- 100% of parents feel teachers care about their child and fee their child is safe at school, too and from school and that the school is a welcoming place to be
- 91% of parents feel students are treated fairly by adults at school

##### Division survey

- 100% of parents feel their child is safe and school and the adults at the school care about their child
- 100% of parents feel they have a positive relationship with the school. 83% feel connected to the school
- 78% of students who feel the school is taking steps towards truth and reconciliation, as well as 75% of parents
- 76% of students and 100% of parents feel their child is safe at school

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

- Increasing levels of support required for students and families.
- Despite the professional learning staff did around resiliency with Dr. Unger, limited access to mental health support as the levels of support required increased further stretched resources.
- Cogito program retention due to school location not near their homes continues.
- Upon program entry, some Cogito students required a higher level of support to ensure success in the unique program.
- Continued impact of staffing shortages during absences for all staffing groups.
- Cogito staff continues to find a grammar program that fits well with the Literacy Map used in the Cogito program.
- While staff participated in professional development opportunities lead to increase in staff knowledge about First Nation Metis and Inuit history and culture, they need more time and support to fully implement this understanding into their classroom practices.
- Although school-wide writing tasks were implemented, staff indicated they they would like more time to collaborate on instructional practices.
- Staff felt they could have used more resources and professional learning to implement the curriculum effectively.

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

Staff have indicated they would like to continue to focus writing, specifically

- implementing more common writing tasks
- a commitment to consistently provide students more individual and small-group feedback sessions on their writing
- more time for staff to collaborate on writing strategies and research-based practices

Continue interventions in literacy and numeracy while:

- collaborating to align literacy and numeracy classroom practices and strategies with interventions
- literacy and numeracy leaders modelling best practices in classes
- increasing the use of the BAS to measure student grade level of reading comprehension consistently across classes as staff thought this was an important piece of data that could be used to show reading growth
- building common math terminology use for alignment between grades

<p>Prioritize mental well being with:</p> <ul style="list-style-type: none"><li>- in-class programs with the McNally Catchment Mental Health Coaches</li><li>- consistent use of restorative justice practices</li><li>- engaging the services of a School Success Coach to support students in developing strategies for anxiety, stress and relationships</li></ul> <p>Increasing administrative time to allow</p> <ul style="list-style-type: none"><li>- reduce lost instructional time when students are out of class</li><li>- less time that classroom teachers are dealing with learning disruptions</li><li>- development of student plans that are consistent and using common language and strategies, supported by the learning team and administration</li></ul> <p>Working on our commitment to anti-racism and increasing student and family feelings of acceptance and belonging by:</p> <ul style="list-style-type: none"><li>- increasing diversity of cultural celebrations of significance to Waverley students and families</li><li>- continue to implement best practices outlined in the OECD report to ensure we are doing our best to support all students and to ensure all feel safe, connected and welcome.</li></ul> <p>Restructuring staff collaboration groups and sessions based on Division priorities to fit individual classroom needs.</p>	
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# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7189 Waverley School

Assurance Domain	Measure	Waverley 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	79.1	80.0	80.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	79.4	81.9	81.0	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	86.4	72.7	72.7	68.5	66.2	66.2	Very High	Improved	Excellent
	PAT6: Excellence	13.6	4.5	4.5	19.8	18.0	18.0	Intermediate	Improved	Good
	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	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.6	90.0	90.3	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.4	85.5	85.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	75.3	74.3	77.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	83.3	77.0	75.8	79.5	79.1	78.9	Very High	Maintained	Excellent

## 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

By June 2025, all students will demonstrate measured growth in reading, writing and mathematics of at least one year or grade level.

Achievement of this goal will be supported by:

- Increasing teacher FTE for individual and small group literacy and numeracy interventions
- Monitoring all students for growth and providing targeted literacy support in grades 1 - 6 intervention using the UFLI Foundations Program and Leveled Literacy Interventions
- Collaborating to align literacy and numeracy classroom practices and strategies with interventions
- Literacy and numeracy leaders modelling best practices in classes
- Increasing the use of the BAS to measure student grade level of reading comprehension consistently across classes
- Division 1 staff implementation of an explicit and systematic reading program using Jolly Phonics & Grammar (Regular K-3) and Literacy MAP (Cogito K-3)
- A commitment by all division 1 teachers (Regular and Cogito programs) to use decodable books in their classrooms and home reading programs
- Teachers will use school-based measures to assess and track student's reading growth. including informal reading assessments, screeners and CAT4 diagnostic data to create individualized plans for students below grade level
- Increasing common writing tasks across the classes, followed by one to one teacher/student conferences to discuss the writing and provide meaningful feedback for writing improvement and teacher collaboration around strategies for individual students
- The continued use of Jump Math in all classes
- Math professional learning opportunities to support learning aligned with the new curricular expectations
- Staff working together to select common numeracy practices such as journals, common vocabulary across all grades and programs
- Small group and one to one numeracy support for all students working below grade level in mathematics
- Reading Buddies for division 2 students who recently completed division 1 intervention with trained United for Literacy volunteers to build fluency, reading for enjoyment and reading comprehension
- Increasing staffing of educational assistants for student support in small groups and individual tutoring
- Dedicated collaboration for Division 1 and 2 teachers to collaborate and engage in professional learning in areas they identify as a need, such as how plan for all parts of the new English Language Arts and Literacy curriculum
- Increased administration FTE to deal with student conduct issues and limit lost class time

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

Assessment measures such as HLAT writing, PATs, Alberta Education Numeracy and Literacy Screening Assessments assessments, Fontas and and Pinnell BAS assessments, teacher professional judgement (informed by observation, conversation and student products). Data from Division survey and Provincial Provincial Assurance survey and regular monitoring of other relevant data sources.

### Division Priority 2

By June 2025, all students will show growth in their understanding of diversity and feel that their cultures are represented at Waverly School. As a school, we will offer more engagement opportunities for students, staff, and families that promote a strong sense of belonging and connection.

Achievement of this goal will be supported by:

- increasing diversity of cultural celebrations of significance to Waverley students and families
- continue to implement best practices outlined in the OECD report to ensure we are doing our best to support all students and to ensure all feel safe, connected and welcome
- developing and implementing increased sense of representation and belonging that represents our cultures and diversity through honouring, acknowledgement and sharing of a variety of cultures, through representation in school events, daily reminders and activities and library and classroom resources
- continuing welcoming practices that have lead to student, staff and family connections through student recognition events, monthly communications of events, inviting families to cultural events, daily staff and family interactions
- increasing parent and student voice in planning school activities

- continuing work to honour truth and reconciliation by integration of First Nations, Metis and Inuit culture into curricular activities and school events
- providing professional development opportunities for all staff in the areas of anti-racism, equity and reconciliation to increase efficacy in collaboration and capacity in leadership
- review of library resources to ensure diverse representation
- use Division resources, as well as Elders and Knowledge keepers, to support honouring diversity and moving towards Truth and Reconciliation
- Focus on the Seven sacred teachings in dealing with behavioural choices

What data will you use to track continuous improvement?

Data from Division survey and Provincial Provincial Assurance survey, Youth Resiliency survey and regular monitoring of other relevant data sources.

Division Priority 3

By June 2025, all students will show an improved sense of belonging, mental well-being, dignity, and personal achievement. Our focus will be on supporting their emotional, social, physical, and mental health. We will offer engagement opportunities for students, staff, and families that promote student self-efficacy, resilience, and well-being.

Achievement of this goal will be supported by:

- daily nutrition support in the form of snacks to supplement student lunches
- in-class programs with the McNally Catchment Mental Health Coaches on topics of empathy, anxiety, community and positive self-image
- consistent use of restorative justice practices
- engaging the services of a School Success Coach to support students in developing strategies for anxiety, stress and relationships
- increasing administrative time to reduce time students are out of class to limit isolation
- development of student behavioural plans that are consistent and using common language and strategies, supported by the learning team and administration
- continuing welcoming practices that have lead to student, staff and family connections through student recognition events, monthly communications of events, inviting families to cultural events, daily staff and family interactions
- increasing student leadership opportunities that foster positive self-image and sense of dignity
- tracking of student engagement and leadership opportunities
- working with the data from Youth Resiliency survey and targeting areas using Dr. Unger's PL and resources to engage in collaboration around areas of growth for individual students at risk

What data will you use to track continuous improvement?

Data from Division survey and Provincial Provincial Assurance survey, Youth Resiliency survey and regular monitoring of other relevant data sources.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		1,809,303		2,046,605
Internal Revenue		0		0
REVENUE TOTAL		1,809,303		2,046,605
Classroom	10.100000	1,091,538	10.771001	1,164,054
Leadership	1.000000	139,410	1.400000	199,300
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	31,845	.000000	31,845
TOTAL TEACHER	11.100000	1,262,793	12.171000	1,395,199
(% of Budget)		69.79%		68.17%
Exempt (Hourly/OT)	.000000	4,000	.000000	14,000
Support	5.000000	310,782	6.000000	371,473
Support (Supply/OT)	.000000	6,000	.000000	9,000
Custodial	2.000000	153,050	2.000000	153,050
Custodial (Supply/OT)	.000000	9,000	.000000	9,000
TOTAL NON-TEACHER	7.000000	482,832	8.000000	556,523
(% of Budget)		26.69%		27.19%
TOTAL STAFF	18.100000	1,745,625	20.171000	1,951,722
(% of Budget)		96.48%		95.36%
SUPPLIES, EQUIPMENT AND SERVICES		41,800		77,283
INTERNAL SERVICES		21,878		17,600
TOTAL SES		63,678		94,883
(% of Budget)		3.52%		4.64%
TOTAL AMOUNT BUDGETED		1,809,303		2,046,605