

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	429.500	Custodial	2.400000	Salaries	\$3,830,000	97.00%
Weighted	591.399	Exempt	0.000000	Supplies, Equip., Services	\$118,375	03.00%
Regular	459	Support	14.986000			
		Teacher	<u>23.983000</u>			
Year Opened	1983	Total	41.369000	Total	\$3,948,375	100.00%

School Philosophy

Weinlos School is dedicated to improving pathways for student success. Within our institution, we acknowledge, honour, and celebrate a culture that values diversity, equity, and inclusion. We promote the growth and achievement of each student by establishing a warm, nurturing, secure, and healthful learning atmosphere. Our commitment lies in crafting a vibrant, ever-evolving educational environment that nurtures self-motivated learners, preparing them with confidence for their future. Our collaboration with K-12 Catchment School Partners illustrates the significant influence of sharing our combined expertise in helping our students reach their global citizenship goals.

Community Profile

Weinlos School, located in southeast Edmonton, is a neighborhood institution dedicated to fostering strong community engagement and collaboration. We believe that education is a partnership, and Weinlos School is an integral part of the W.P. Wagner Catchment, encompassing ten schools, with seven dedicated to elementary education. Our collaborative efforts within the Catchment focus on building capacity and fostering a culture that recognizes and harnesses the strengths of all our staff. We are unwavering in our commitment to working alongside our families, offering support, services, and opportunities to actively participate in their child's education. This partnership involving the school, home, and community is designed to ensure that each student can reach their full potential emotionally, socially, and academically. Furthermore, we collaborate with numerous community organizations that provide valuable support for our students.

Programs and Organization

At Weinlos School, students employ a variety of resources, technologies, and competencies to establish foundational knowledge, skills, and attitudes in literacy, numeracy, and mental health. They showcase their engagement through academic pursuits, physical activity, overall wellness, self-awareness, discovery, and character development. We offer comprehensive academic programming, as well as Opportunity and Connections programs for students with special needs. In addition, we enhance our curriculum with French as a Second Language for students in Grades 4 to 6. Furthermore, we provide co-curricular opportunities for personal development through student clubs and activities.

School Community Relationships

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

Boys & Girls Big Brothers Big Sisters Edmonton Immigrant Services Association Study Buddy

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).

Through our cornerstone values, the WP Wagner Catchment creates high level learning opportunities for all students by prioritizing growth, utilizing the strengths of its staff members, and seeking to understand the backgrounds of individual students to differentiate programming, thereby implementing best practices. We will continue to draw on OECD priority practices for First Nations, Metis and Inuit students as universal strategies for all students to bring about positive change in achievement rates. By June 2023, students at Weinlos School will demonstrate measurable growth of learner outcomes in the areas of literacy and numeracy achievement. Weinlos staff will continue to engage in catchment collaborative work, developing effective high-impact instructional strategies, and professional learning targeted to improve the quality of instruction and provide opportunities for all students. We will assess student progress on an ongoing basis to inform instruction, identify and implement universal and targeted student interventions and support. Indicators of success will be measured by multiple evidence sources including the Alberta Education Assurance Survey and Division Survey, EYE-TA, PAT, HLAT, CAT4, and teacher professional judgment based on triangulation of evidence.

Results Achieved:

During the school year, Weinlos continued to advance best practices in literacy and numeracy. Teachers built on their approaches to literacy instruction in the classroom, which included phonemic awareness and Guided Reading. Targeted intervention time was allocated to support student growth in literacy and numeracy for students identified through the Provincial Learning Loss assessments. Reader Screeners and 5 Pillar Work continued across all classes, leading to overall school improvement in all 5 Pillars of Reading, particularly in the targeted area of comprehension where most students made progress exceeding a year's growth. The focus remained on word work, phonics, and reading comprehension. Collaboration with the EA Catchment and professional development efforts were ongoing to support literacy and numeracy. Self-directed professional learning was directly connected to Inquiry-based Professional Growth Plans. Teachers collaborated within grade groups to enhance instructional and assessment strategies, Essential Learning Outcomes, and responded to data to improve student learning and teaching practice. Students also utilized RazKids Reading, Mathletics, and Google ReadWrite both at school and at home for additional literacy and numeracy support. Results from the 2023 Provincial Achievement tests indicate that higher percentages of our students achieved acceptable standards and standards of excellence compared to the previous year's tests. Similar results were observed on the CAT 4. Students at Weinlos performed well in relation to Divisional and National Standards in the Spring administration of the exam, with a significant increase in the percentage of students reaching a stanine 4 at or above in the Spring compared to the Fall. Data from Provincial and Division surveys indicate that high percentages of students feel there are high expectations for their learning and that they can receive support when needed. Note: Brackets indicate % change from previous year result.

Provincial Achievement Test (PAT)

- 91.5% of students achieved acceptable and excellence standard in English Language Arts (+15%)
- 72.9% of students achieved acceptable and excellence standard in Math (+ 8)
- 76.1% of students achieved acceptable and excellence standard in Social Studies (+2%)

Student Reading Levels

- 59.1% at or above grade level (+5%)
- EAL population increased from 186 students to 235 (+5%)
- 59 % of our EAL students at or above grade level (+1.6)
- 50% of First Nation, Metis and Inuit students at or above grade level (+10%)

Canadian Achievement Testing (CAT4)

- 70% of students achieved in reading at or above stanine 4 (+13%)
- 75% of students achieved in mathematics at or above stanine 4 (+9)

Highest Level of Achievement (HLAT)

- 61.4% of students wrote 'at' or 'above' grade level (+5)
- 62.4 % of our EAL students at or above grade level (-0.8)
- 46.9% of First Nation, Metis and Inuit students at or above grade level (+11%)
- 100% of teachers completed two practice HLATS in preparation for the Division HLAT

Division Survey Results

- Number of parents responses increase from 18 to 187
- 99% of students reported that at school they have an opportunity to be successful in their learning
- 96% of students reported that the feedback they receive from learning is helpful

- 97% of students reported that learning will help in their future
- 88% of staff reported that they know how to access resources to help them meet the diverse learning needs of their students
- 100% of staff reported they have the knowledge and skills to support student in their literacy & numeracy learning
- 100% of staff indicated that they have the knowledge and skills to support students in need of specialized supports
- 94% of families responded to having a positive relationship with staff that support their child's learning
- 95% of families responded that feel that their child's learning needs are supported at their school
- 96% of families responded that what their child learns in school will help prepare them for their future

Alberta Assurance Survey

- 99% of students reported that they are satisfied with the overall quality of education
- 100% of students reported that they have access to appropriate supports and services at school
- 79% of students reported that they are engaged in their learning

Through our cornerstone values, the WP Wagner Catchment is committed to advancing action towards anti-racist and reconciliatory education by prioritizing school and catchment-wide professional learning and developing an understanding of common language by providing opportunities for students and staff to engage in collective and collaborative learning and action. Growth will be facilitated through our continued commitment to the Division's Anti-Racism and Equity Plan, Division professional learning for all staff, and targeted Catchment collaborative professional learning and experiences for students and staff. By June 2023, in alignment with the TQS and LQS, Weinlos School will demonstrate evidence of action, create a collective understanding by engaging in targeted action to advance anti-racism, equity, inclusion and reconciliation through restorative practices, culturally responsive pedagogy, learning opportunities, resources and through authentic professional learning. Qualitative and quantitative data will be collected from both internal and external sources, including using the Alberta Education Assurance Survey and the Division Survey.

Results Achieved:

Diverse cultural groups were acknowledged and celebrated in morning announcements and on special event days as outlined in the school's plan. Weinlos School participated in a joint catchment initiative to promote the 'unlearning' of practices and paradigms that contribute to racism, and to teach and promote knowledge, tolerance, acceptance, and celebration of our diverse cultural demographic. Based on the Alberta System's Assurance Survey, the school achieved an evaluation of excellence with respect to its students learning the importance of caring, respect, and fair treatment for others. Highlights include our students being aware of the work that Weinlos School and our Catchment are doing to support anti-racism and a sense of belonging in school. Our students feel that they have the opportunity to be involved in activities that support their sense of belonging. Qualitative data from students indicate a desire by many students to spend more class time engaging in activities and discussions related to anti-racism and fostering a sense of belonging. We initiated the incorporation of the Seven Sacred Teachings, fostering a sense of pride among our indigenous students. Although there is still room for improvement in terms of achievement, attendance, and overall sense of belonging, these initiatives underscored the importance of our indigenous students to us and our school community. Recognition of a wide array of cultural celebrations, heritage and history months through the reading of our Division's Multifaith Calendar in daily announcements, the creation of bulletin boards and classroom learning. Staff and students also participated in activities centered around inclusivity, diversity, and equity including: Wakohtowin Family Nights, Latin and Islamic Heritage Month, Black History Month, Pink Shirt Day, Christmas, Easter, Ramadan, Sikh Heritage Month, Asian Heritage Month, Indigenous Month, and the International Day for the Elimination of Racial Discrimination.

Division Survey Results

- 98% of students reported that their school takes active actions that support truth and reconciliation
- 95% of students reported that they are aware of work the school is doing on anti-racism & belonging
- 97% of students reported that many diverse cultures are represented in the books and materials used
- 94% of students reported that they have opportunities to be involved at their school
- 98% of students reported that they have an opportunity to learn about indigenous contributions and perspectives
- 96% of students reported that school helps them develop skills that support their wellness
- 91% of students reported that they feel like they belong at their school
- 95% of staff reported that their school supports a sense of belonging and inclusion for everyone
- 91% of staff reported that their school reflects the diversity of the students they teach
- 92% of families reported that they feel like they belong at their school
- 93% of families feel welcome in their child's school community
- 94% of families reported that many diverse cultures are represented in the events, activities and environment of their child's school

Alberta Assurance Survey

- 96% of students, 86% of families and 94% of staff reported that they feel safe at school, learning the importance of caring for others, learning respect for others and are treated fairly in school

Through our cornerstone values, the WP Wagner Catchment will continue to engage in a comprehensive approach to focus on staff and student well-being by fostering a strong sense of community and belonging. By June 2023, students and staff at Weinlos School will have opportunities to build relationships, and engage in experiences that

contribute to resilience and enhance their wellness through targeted initiatives designed to enhance both understanding of mental health as well as engage in activities to support comprehensive health and promote a positive school culture. This work will be supported through Social Emotional Learning, staff participation in our Catchment Understanding the Brain series, and by our school-based Student and Staff Wellness Leadership Team. Measurements will include the number of opportunities to participate in mental health school and Catchment events/activities, ongoing communication and feedback between staff and families, community partnerships and initiatives, one on one conversations, and results from Alberta Education Assurance, Resilience, school and Division Surveys.

Results Achieved:

During the 2022-23 school year, significant efforts were made to ensure that students and staff felt a strong sense of belonging and engagement within the Weinlos School Community. To kick off the school year, teachers prepared welcome messages to help students know what to expect on the first day of school upon their arrival in their new classes. Daily announcements in classrooms were used to celebrate and acknowledge student birthdays, special events, and community connections. School-wide activities aimed at promoting inclusivity, a sense of belonging, and engagement included events such as Meet the Staff, Celebration of Music, Conferences, Concerts, Choir performances, Career Day, Le Carnaval, Orange Shirt Day, Mental Health Week, Pink Shirt Day, Indigenous Games, and a variety of clubs and activities. These clubs included School Council, Running Club, Art Club, Chess Club, Girls in STEM, Grade 6 Farewell, as well as a Choir and Handbell Club. Student-led initiatives involved promoting messages of kindness and inclusivity throughout school-wide activities. Buddy class connections played a crucial role in building relationships among students, while explicit coaching of interpersonal skills was provided through the introduction of the Big Brothers Big Sisters Mentoring Club.

Division Survey Highlights

- 93% of students reported that they feel safe at school
- 96% of students reported that their school helps them when things are hard
- 93% of students feel the adults at their school care about them
- 96% of students reported that school helps them develop skills that support their wellness
- 96% of families feel that their child is safe at school
- 95% of families reported that the school has helped their child develop skills that support their child's wellness
- 90% of families feel connected to their child's school
- 95% of families reported that their child has a positive relationship with an adult in the school
- 96% of families feel that the staff in their child's school care
- 100% of staff feel confident helping students build skills that support their wellness

Alberta Assurance Survey

- 96% of students reported that they model the characteristics of active citizenship
- 98% of students reported that their learning environment is welcoming, caring, respectful and safe
- 92% of staff reported their learning environment is welcoming, caring, respectful and safe
- 91% of students reported that they model the characteristics of active citizenship

What were the biggest challenges encountered in 2022-2023?

- Staff members, students and families were genuinely excited about the new Division Strategic Plan and have developed a framework to grow and build upon. Some of our qualitative data points to areas of growth with respect to fostering student identity and inclusion. This acknowledgment shows that our students are better able to identify non-equitable or discriminatory practices and that they feel comfortable addressing them.
- Absenteeism due to illness impacted the consistency in teaching and learning.
- As an overflow designated school, increased enrollment throughout the year caused challenges in balancing classroom composition, complexities, and supports.
- Adjustments and professional learning needs to support the use of new resources and the implementation of new curriculum.
- Developing a process to deliver interventions and differentiated instruction when there was a lack in educational services to support teaching and learning, such as accessing mental health and wellness supports.
- Students experiencing challenges in social emotional wellbeing, interpersonal communication skills and challenges in conflict resolution strategies.

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

- School staff will participate in the Literacy Numeracy Achievement project to build capacity in researched-based classroom instructional processes in mathematics and literacy. In addition, to apply common instructional processes and routines that support students to develop literacy skills and mathematical reasoning, leading to improved academic outcomes.
- We will continue to review our Essential Learning Outcomes and common assessments to ensure that they are aligned with the expectations outlined in the provincial curriculum. Our collaborative teacher teams will continue to focus on effective instructional and assessment strategies while responding to data to enhance both student learning and teaching practices. We will ensure that all teaching staff work within a collaboration team centered around Inquiry-Based Professional Growth Plans.
- Develop an intervention plan to support students identified as below grade level expectations or identified as at risk through the Learning Loss Program for literacy. Continuing to develop high-impact instructional and triangulated assessment strategies that recognize and support the diverse learning needs of all students.

- Collaborative teacher groups have been established within school, catchment and division groups to create assessment projects for the new curriculum and to create strategies, scaffolding, and consistency in language to support student growth.
- In alignment with the 2022-2026 Division Strategic Plan, staff are committed to ensuring that our school is a welcoming, safe and caring place for all members of the community and that everyone feels an authentic sense of belonging. We will invest time engaging in professional learning around diversity while furthering our understanding of Indigenous foundational knowledge.
- Staff and students will continue work with the Catchment Anti-racism Committee to engage in school and catchment wide initiatives that address the promotion of anti-racism and Truth and Reconciliation.
- Foster relationship-building opportunities to enhance the well-being of both staff and students, ensuring they feel safe and connected within the school community. This effort includes fostering resilience through the Division's R2 Framework and cultivating the traits of active citizenship.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7265 Weinlos School

Assurance Domain	Measure	Weinlos 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	86.4	86.8	86.8	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	93.3	90.3	89.6	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	59.3	61.3 *	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	5.1	19.4 *	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	97.6	95.0	95.4	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	welcoming, Caring, Respectful and Safe Learning Environments (W/CRS/SAFE)	94.6	92.6	92.6	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	86.8	93.0	93.0	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	80.9	75.6	81.8	79.1	78.8	80.3	High	Maintained	Good

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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

Through our cornerstone values, Weinlos School creates high level learning opportunities for all students by prioritizing growth, utilizing the strengths of its staff members, and seeking to understand the backgrounds of individual students to differentiate programming, thereby implementing best practices. We will continue to draw on OECD priority practices for First Nations, Metis and Inuit students as universal strategies for all students to bring about positive change in achievement rates.

By June 2024, students at Weinlos School will demonstrate measurable growth of learner outcomes in the areas of literacy and numeracy achievement. Weinlos staff will continue to engage in catchment collaborative work, developing effective high-impact instructional strategies, and professional learning targeted to improve the quality of instruction and provide opportunities for all students. We will assess student progress on an ongoing basis to inform instruction, identify and implement universal and targeted student interventions and support.

What data will you use to track continuous improvement?

Indicators of success will be measured by multiple evidence sources including Provincial Assessments, the Alberta Education Assurance Survey and Division Survey, PAT, HLAT, CAT4, and teacher professional judgment based on the triangulation of evidence.

Division Priority 1

Through our cornerstone values, Weinlos School is committed to advancing action towards anti-racist and reconciliatory education by prioritizing school and catchment-wide professional learning and developing an understanding of common language by providing opportunities for students and staff to engage in collective and collaborative learning and action. Growth will be facilitated through our continued commitment to the Division's Anti-Racism and Equity Plan, Division professional learning for all staff, and targeted Catchment collaborative professional learning and experiences for students and staff.

By June 2024, in alignment with the TQS and LQS, Weinlos School will demonstrate evidence of action, create a collective understanding by engaging in targeted action to advance anti-racism, equity, inclusion and reconciliation through restorative practices, culturally responsive pedagogy, learning opportunities, resources and through authentic professional learning.

What data will you use to track continuous improvement?

Indicators of success will include qualitative and quantitative data collected from both internal and external sources, including using the Alberta Education Assurance Survey and the Division Survey.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,730,495		3,948,375
Internal Revenue		0		0
REVENUE TOTAL		3,730,495		3,948,375
Classroom	21.000000	2,261,135	21.758000	2,342,750
Leadership	2.250000	305,678	2.225000	303,220
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	100,500	.000000	70,168
TOTAL TEACHER	23.250000	2,667,313	23.983000	2,716,138
(% of Budget)		71.5%		68.79%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	31,171	.000000	31,171
Support	12.286000	718,465	14.986000	894,172
Support (Supply/OT)	.000000	12,500	.000000	12,500
Custodial	2.500000	177,215	2.400000	172,019
Custodial (Supply/OT)	.000000	4,000	.000000	4,000
TOTAL NON-TEACHER	14.786000	943,351	17.386000	1,113,862
(% of Budget)		25.29%		28.21%
TOTAL STAFF	38.036000	3,610,664	41.368999	3,830,000
(% of Budget)		96.79%		97%
SUPPLIES, EQUIPMENT AND SERVICES		40,381		55,045
INTERNAL SERVICES		78,200		62,080
OTHER INTEREST AND CHARGES		1,250		1,250
TOTAL SES		119,831		118,375
(% of Budget)		3.21%		3%
TOTAL AMOUNT BUDGETED		3,730,495		3,948,375
Carry Forward Included		0		0
Carry Forward to Future		0		0