

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	424.000	Custodial	2.500000	Salaries	\$3,687,194	96.85%
Weighted	567.783	Exempt	0.000000	Supplies, Equip., Services	\$119,879	03.15%
Regular	446	Support	11.300000			
		Teacher	<u>23.950902</u>			
Year Opened	1983	Total 37.750902		Total \$3,807,073		100.00%

School Philosophy

Weinlos School is committed to empowering every student to reach their full potential. We foster a welcoming, inclusive, and equitable learning environment that celebrates diversity and cultivates a sense of belonging. Our focus is on developing well-rounded individuals who are critical thinkers, problem solvers, and lifelong learners. We strive to create a supportive and engaging learning environment where students feel safe to take risks, be resilient, and grow. By collaborating with our K-12 Catchment School Partners, we are able to provide rich and diverse learning opportunities that prepare our students for a successful future.

Community Profile

Weinlos School, a diverse neighborhood school located in southeast Edmonton, is dedicated to fostering strong community engagement and collaboration. We believe in the power of commitment, continuous improvement, and community. As an integral part of the W.P. Wagner Catchment, Weinlos School collaborates with other schools to build capacity and foster a culture that recognizes and leverages the strengths of all staff. We are committed to working with 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. Additionally, we collaborate with numerous community organizations that provide valuable support and resources for our students.

Programs and Organization

Weinlos School is an inclusive and welcoming school that serves students from Kindergarten to Grade 6. At Weinlos School, we empower students to become confident, creative, and resilient learners. Our comprehensive academic program focuses on developing strong foundational skills in literacy and numeracy. We offer a variety of learning opportunities, including French as a Second Language for students in Grades 4 to 6. We also offer Opportunity and Connections programs to support students with diverse learning needs. We believe in the importance of well-rounded education and fostering a culture of belonging. Our students participate in a range of extracurricular activities, such as sports, clubs, and arts. Additionally, we partner with local organizations to provide students with enriching experiences, such as field trips, guest speakers, and volunteer opportunities.

School Community Relationships

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

Alberta Health Services, Boys & Girls Big Brothers Big Sisters, Edmonton Immigrant Services Association, University of Alberta

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).

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.

Results Achieved:

- Implemented a comprehensive literacy approach, incorporating phonemic awareness, Guided Reading, and targeted interventions
- Enhanced teacher capacity through ongoing professional development, collaborative learning, and participation in the Literacy Numeracy Achievement project
- Successfully implemented the UFLI program, leading to improvement in students' reading fluency and comprehension.
- Developed strong partnerships with parents and the wider community to support student learning through Literacy/Math nights and regular communication.
- Increased parent/caregiver engagement, with a significant rise in responses to the Division Feedback Survey (from 18 to 222 over two years).
- Fostered strong collaborative partnerships within the W.P. Wagner Catchment, leading to enhanced professional learning and student achievement. Key accomplishments include: successful implementation of the Warriors TREX initiative showcasing student artwork, collaborative HLAT marking sessions, and leadership development empowering staff to take on new roles and innovative projects

The data indicates a positive learning environment where students feel supported, engaged, and satisfied with the quality of education. High rates of student satisfaction, engagement, and access to support services suggest a strong foundation for student success. Additionally, the data highlights significant improvements in Social Studies performance, with a substantial increase in the percentage of students achieving acceptable and excellence standards. The high percentage of students achieving at or above stanine 4 in mathematics on the CAT4 is evidence of strong mathematical skills. Furthermore, the commitment of teachers to student success is evident in their thorough preparation for the HLAT. Staff continued to participate in catchment, school, and self-directed professional learning in alignment with school goals which supported the teaching and learning of literacy, numeracy, and assessment. Staff utilized the Division's Gradebook Pro for their evidence collection (observations, conversations, and products) which included baseline, formative, and final assessment data. Staff worked in grade-level collaborative teams to develop common assessments to guide instruction and learning. Essential learner outcomes, common assignments, and assessments with standards of quality continue to be aligned with the purpose of building efficacy throughout staff.

Provincial Achievement Test (PAT)

- 68% of students achieved acceptable and excellence standard in Science
- 68% of students achieved acceptable and excellence standard in Social Studies (+9%)

Student Reading Achievement Level

- 59% at or above grade level

Canadian Achievement Testing (CAT4)

- 64% of students achieved in reading at or above stanine 4
- 89% of students achieved in mathematics at or above stanine 4

Highest Level of Achievement Test (HLAT)

- 54% of students wrote at or above grade level
- 100% of teachers completed two practice HLATS in preparation for the Division HLAT

Division Feedback Survey

- 92% of students reported that at school they have an opportunity to be successful in their learning
- 91% of students reported that the feedback they receive from learning is helpful
- 90% of students reported feeling supported to try best even when learning is hard
- 95% of students reported that they know how to get help with their learning
- 90% of students reported that they are getting better at reading
- 100% of staff indicated that our school is a place where all students feel like they belong
- 93% of staff know how to access resources help meet the diverse learning needs of their students

- 100% of staff have the knowledge and skills to support English Language Learners
 - 93% of staff have the knowledge and skills to support student in their literacy & numeracy learning
 - 93% of families feel their child's learning needs are supported at their school
 - 95% of families responded to having a positive relationship with staff that support their child's learning
 - 97% of families responded that their child's IPP goals are appropriate for their development
- Alberta Education Assurance Measures
- 98% of students reported that they are satisfied with the overall quality of education
 - 81% of students reported that they have access to appropriate supports and services at school
 - 76% of students reported that they are engaged in their learning

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.

Results Achieved:

- Promoted diversity, equity, and inclusion through various initiatives, including: celebrating cultural events and heritage months, such as Latin and Islamic Heritage Month, Black History Month, Pink Shirt Day, Easter, Ramadan, Sikh Heritage Month, Asian Heritage Month, Indigenous Month, and the International Day for the Elimination of Racial Discrimination; participating in anti-racism initiatives, such as the Journey to Anti-Racism initiative, which led to the development and implementation of anti-racism lessons across grade levels and the creation of a more inclusive and equitable learning environment; fostering a sense of belonging for all students; initiating the incorporation of the Seven Sacred Teachings, fostering a sense of pride among Indigenous students.
- Enhanced staff capacity in anti-racism and equity through professional development and collaborative learning opportunities, such as the Journey to Anti-Racism initiative.
- Created a positive school climate where students feel safe, respected, and empowered to participate in school activities.
- Qualitative data from students indicated a desire to spend more class time engaging in activities and discussions related to anti-racism and fostering a sense of belonging.
- Staff have developed the knowledge and skills to create more inclusive and equitable learning environments. The Journey to Anti-Racism initiative has significantly impacted staff's understanding and capacity to address anti-racism.

The data collected through the Division Survey and Alberta Education Assurance Survey indicated a strong commitment to creating a positive, inclusive, and equitable learning environment. Students and staff reported feeling a strong sense of belonging, safety, and respect. Efforts to promote diversity, equity, and inclusion were highly valued. These factors, combined with high levels of student engagement and teacher commitment, contributed to a positive climate where students felt empowered to participate in school activities and contribute to their community.

Division Feedback Survey

- 93% of students reported that their school takes active actions that support truth and reconciliation
- 94% of student reported that they are aware of the work their school is doing to support anti-racism and belonging
- 84% of students reported that many diverse cultures are represented in the books and materials used
- 91% 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
- 88% of students reported that they would feel safe going to an adult for help if they felt something racist or discriminatory happened
- 91% of students reported that at their school,, they have opportunities to be involved in activities that support their sense of belonging
- 100% of staff reported that our school is a place where all students feel like they belong
- 93% of staff reported that their school supports a sense of belonging and inclusion for everyone
- 83% of staff reported that their school reflects the diversity of the students they teach
- 100% of staff are aware of the work the division/school is doing to support anti-racism & equity
- 95% of families reported that they feel like they belong at their school
- 95% of families feel welcome in their child's school community
- 96% of families reported that many diverse cultures are represented in the events, activities and environment of their child's school
- 83/89% of families reported that their child's school keeps them informed of steps they are taking to support anti-racism and belonging/ anti truth and reconciliation

Alberta Education Assurance Measures

- 86% of student reported that they feel safe and welcome at their school
- 100% of teachers reported that students model the characteristics of active citizenship
- 97% of teachers reported that their learning environments are welcoming, caring, respectful and safe

What were the biggest challenges encountered in 2023-2024? Last year, as we continued to implement the Division Strategic Plan, our school community demonstrated a strong commitment to growth and improvement. Encouragingly, data indicated progress in fostering student identity and inclusion. Students are increasingly adept at recognizing and addressing inequitable or discriminatory practices. The school has prioritized building a strong sense of belonging, recognizing its critical role in student success. To address educational challenges, a data-driven approach is being implemented to identify and support students' individual needs. By prioritizing social-emotional learning and fostering open communication, the school aims to create a safe and welcoming space for all students. Additionally, efforts are being made to engage students in decision-making processes and to strengthen partnerships with the community to enhance support systems. Balancing academic achievement with students' social-emotional well-being has been a key focus, especially as we navigate increased enrollment and resource allocation as an overflow school. Addressing systemic barriers and providing ongoing professional development, particularly in anti-racism and equity, have been crucial for staff growth and ensuring equitable outcomes for all students. Implementing the new curriculum, particularly in language arts and mathematics, has required significant adjustments and professional learning. Key areas to emphasize include:

- Prioritizing data-driven, responsive, and equitable interventions to address student learning gaps and achieve academic success.
- Implementing new curriculum effectively, providing ongoing professional learning and resources, and making necessary adjustments to support the use of new resources.
- Navigating increased enrollment as an overflow school, balancing classroom composition to ensure equitable support for all students.
- An analysis of the Canadian Achievement test results indicated that our students experienced strong relative growth from our programming over the course of the year. However, in spite of this growth, they still started and finished the year at grade level equivalent norms that were lower than the Canadian standards.
- While significant progress has been made, developing and implementing effective strategies for targeted support and differentiated instruction remains a priority to address diverse student needs.
- Students facing challenges in social-emotional well-being, interpersonal communication, and conflict resolution.

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

To enhance student achievement and growth, we will continue to refine the implementation of the new curriculum, particularly in language arts and mathematics. Targeted support and interventions will be provided for diverse learners, including English Language Learners and students requiring additional support in literacy and numeracy. Professional learning opportunities will be prioritized, especially in areas such as literacy, numeracy, and anti-racism, to enhance teacher capacity. Data-driven decisions will be used to inform instruction and monitor student progress. Effective assessment practices will be developed and implemented to measure student learning and inform instruction. We will prioritize social-emotional learning initiatives to foster positive relationships, build resilience, and promote inclusive practices that celebrate diversity and foster a sense of belonging. Collaboration with mental health professionals will be essential to provide timely and appropriate support for students. Strong partnerships with families and community organizations will be fostered to enhance student learning and well-being. We will continue to create opportunities for student voice and agency through student leadership roles and co-curricular activities. We will continue to foster a strong sense of community among all 18 schools in the W.P. Wagner Catchment. Enhanced communication and collaboration will be prioritized, as well as the development of a shared identity. To further advance anti-racism, equity, and inclusion, we will expand the scope of the Journey to Anti-Racism initiative to include all schools in the catchment, deepening the focus on practical applications and measurable impact. We will revisit key topics and ideas, increase connections to curricular outcomes and competencies, and prioritize actions towards Truth and Reconciliation. By creating opportunities to interweave catchment initiatives, such as anti-racism themed TREX exhibits, we can strengthen our collective impact. The school's commitment to supporting the needs of students, staff, and families will be evident in the following key actions and strategies:

- 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.
- School staff will continue to 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 align our Essential Learning Outcomes and common assessments with provincial curriculum expectations. Collaborative teacher teams will focus on effective instructional and assessment strategies, using data to inform practice and enhance student learning.
- Implement targeted interventions to support students identified as below grade level or at risk in literacy, aligning with the Learning Loss Program.
- Enhance instructional practices by developing and implementing high-impact strategies and triangulated assessments to address the diverse learning needs of all students.
- 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 2024

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	84.4	86.4	86.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	80.5	93.3	91.8	79.4	80.3	80.9	High	Declined	Acceptable
	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	67.7	59.3	59.3	68.5	66.2	66.2	Low	Improved	Acceptable
	PAT6: Excellence	21.9	5.1	5.1	19.8	18.0	18.0	High	Improved Significantly	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	97.4	97.6	96.3	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.9	94.6	93.6	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	74.0	86.8	89.9	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	80.0	80.9	78.3	79.5	79.1	78.9	High	Maintained	Good

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, students at Weinlos School will demonstrate one year's reading growth and improved confidence and ability in math.

Weinlos School will create high-level learning opportunities by prioritizing growth, leveraging staff strengths, and understanding students' backgrounds to differentiate programming and implement best practices. We will adopt OECD priority practices for First Nations, Métis, and Inuit students as universal strategies to enhance achievement for all. Rooted in our cornerstone values, staff will collaborate on high-impact instructional strategies and engage in professional learning to improve instructional quality. Ongoing assessment of student progress will inform instruction and targeted interventions. Teachers will regularly analyze data using common assessment tools, prioritize engaging learning experiences, and focus on authentic classroom assessments. Staff will participate in evidence-based literacy training to better support students below grade level. We will aim for an increase in students reporting improvements in reading and math, as well as those finding math learning useful and interesting.

What data will you use to track continuous improvement?

Indicators of success will be measured using various evidence sources, including provincial screening assessments, literacy intervention results, the Canadian Achievement Test 4 (CAT4), the Division Feedback Survey (DFS), the Alberta Education Assurance Measures (AEAM), the Provincial Achievement Test (PAT), and teacher professional judgment based on triangulated evidence.

Division Priority 2

By June 2025, Weinlos School will advance anti-racism, equity, inclusion, and reconciliation through restorative practices, culturally responsive pedagogy, and authentic professional learning. Students and staff will engage in meaningful learning activities and collaborative work to increase their confidence and sense of belonging.

To achieve this, we will prioritize professional learning and collaborative work to build capacity in anti-racism, equity, inclusion, and reconciliation. We will implement restorative practices and culturally responsive pedagogy, incorporate Indigenous perspectives and knowledge, and monitor and evaluate progress through various data sources. We are committed to aligning with the Division's Anti-Racism and Equity Plan by providing ongoing professional learning for staff, followed by dedicated collaboration time for reflection, sharing, and planning. To foster a more inclusive school culture, we will incorporate the 7 Sacred Teachings, develop personalized land acknowledgements, update resources, examine bias, and emphasize the 9 Things Children Need by Dr. Ungar.

What data will you use to track continuous improvement?

Indicators of success will be measured through a variety of qualitative and quantitative data, including the Alberta Education Assurance Measures (AEAM), Youth Resilience Survey, and the Division Feedback Survey.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		4,094,258		3,807,073
Internal Revenue		0		0
REVENUE TOTAL		4,094,258		3,807,073
Classroom	22.809000	2,465,038	21.257040	2,297,313
Leadership	2.500000	336,290	2.693862	354,578
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	90,000	.000000	95,000
TOTAL TEACHER	25.309000	2,891,328	23.950903	2,746,891
(% of Budget)		70.62%		72.15%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	31,171	.000000	48,800
Support	14.000000	851,865	11.300000	693,135
Support (Supply/OT)	.000000	8,500	.000000	15,000
Custodial	2.500000	179,368	2.500000	179,368
Custodial (Supply/OT)	.000000	4,000	.000000	4,000
TOTAL NON-TEACHER	16.500000	1,074,904	13.800000	940,303
(% of Budget)		26.25%		24.7%
TOTAL STAFF	41.809000	3,966,232	37.750903	3,687,194
(% of Budget)		96.87%		96.85%
SUPPLIES, EQUIPMENT AND SERVICES		61,500		51,230
INTERNAL SERVICES		65,526		68,149
OTHER INTEREST AND CHARGES		1,000		500
TOTAL SES		128,026		119,879
(% of Budget)		3.13%		3.15%
TOTAL AMOUNT BUDGETED		4,094,258		3,807,073