Profile

Enrolment		Staff FTE		Budget			
Normalized	1699.000	Custodial	10.500000	Salaries		$10,400,200	90.42%
Weighted	1909.151	Exempt	2.000000	Supplies, Equip., Services		$1,101,910	09.58%
Regular	1,699	Support	13.600000				
		Teacher	66.500000				
Year Opened		**Total**	**92.600000**		**Total**	**$11,502,110**	100.00%
				Internal Revenue		$33,812	

School Philosophy

Elder Dr. Whiskeyjack school was designed with 21st century learning in mind. The building has spaces that allow flexible, engaging and collaborative learning experiences. Our school will offer rigorous academic programming including Advanced Placement, and we will offer a variety of courses, extra curricular activities, athletic and arts experiences that allow students to become confident, resilient and empowered learners who are well prepared to handle the challenges of the future. Our innovative Career and Technology electives will include culinary arts and automotives in state of the art facilities.
Our school philosophy is grounded in the idea that high school should provide 'inspiration for student aspirations' and provide opportunities to explore various career pathways in a safe, inclusive, welcoming and healthy environment. Staff and students will commit themselves to acts of reconciliation and the development of foundational knowledge about First Nations, Metis and Inuit as well as Anti Racism.

Community Profile

Elder Dr. Francis Whiskeyjack School is a new high school located in the Meadows area in Southeast Edmonton. The school is named after an accomplished and respected Elder who has contributed his wisdom and guidance to Edmonton Public students and staff for more than twenty years. Elder Whiskeyjack is a residential school survivor and holds an honorary doctorate from the University of Alberta. Elder Dr. Whiskyjack's hope is that students can be encouraged and empowered in a spirit of inclusivity, kindness and strong relationships. In his own words, "be proud of who you are, but be gentle with one another".

Programs and Organization

Elder Dr. Francis Whiskeyjack offers Regular high school programming as well as Advanced Placement. We also offer Division Interactions programming for students with Autism Spectrum Disorder.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

© Edmonton Public Schools

Results and Implications

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 2025-2026, 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 2026, students will have multiple opportunities to engage in meaningful activities in support of their life beyond high school, including exploring possible career pathways. Achievement of this goal will be supported by individualized career and high school counseling sessions, focusing on graduation checks and post-secondary applications/planning. Staff will engage in professional learning and/or collaboration related to Career Pathways instruction with a goal to embed career connections in core and elective courses. Additionally, we will explore partnerships and activities to provide students with career exploration events and encourage student involvement in off-campus experiences related to Career preparation.

Results Achieved:

- As we reflect on our goal, specific to Work Preparation & Life Transition Confidence, the following results were obtained:
  - Alberta Education Assurance Measures (AEAM) - 88.3% agreed on Work Preparation
  - Division Feedback Survey (DFS) - 75% of students agreed that what they learn in school will help prepare them for their future and 65% felt supported to prepare for life after high school; 92% of families agreed that what their child learns in school will help prepare them for their future and 79% agreed that the school supports their child to transition to life after high school; 84% of teaching and support staff expressed confidence that their work is preparing students to transition to life after high school and 95% felt confident connecting curricular outcomes to future student competencies.
- In terms of Academic Achievement & Program Quality, on AEAM Education Quality: Overall satisfaction with the quality of basic education reached 90.8%. In terms of Diploma Exam Performance, 94.93% of students achieved an Acceptable Standard and 27.91% achieved Standard of Excellence when looking at an average of all results. Satisfaction with Program Access on the AEAM reached 90.7%, 91% of parents expressed satisfaction with access to academic and career counseling.
- Results were achieved through various post secondary sessions, including ELAA, lunch sessions from career pathways/campus EPSB, and resume writing. In addition, 7 teams of 4-5 students participated in APEGA Science Olympics (Engineering focus), other students went to Canadian Medical Hall of Fame Discovery Days at the University of Alberta, and our Announcements team toured the Rogers Place broadcast facilities.

By June 2026, students at our school will feel more connected and a greater sense of belonging to their school community.
Achievement of this goal will be supported by the establishment and refinement of student voice and citizenship opportunities through Leadership classes and activities, clubs and student associations, as well as the establishment of a Student Council and a Graduation Council. Students will also be provided with opportunities for participation in school-wide events, intramurals, and athletic pursuits, as well as opportunities to take part in events that showcase the Arts. We will build a strong sense of community, safety and belonging by implementing consistent routines such as daily greetings, family engagement opportunities and celebrations, as well as enhancing supports related to student safety and well-being. We will provide experiences that encourage all students to feel valued and a sense of belonging by showcasing individual identities, cultures and experiences.

Results Achieved:

- When evaluating measures related to Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE), our AEAM Overall increased significantly to 85.0% (up from 78.8% in the previous year), AEAM Safe and Caring Measure was 86.9%. According to Division Feedback Survey, 74% of students felt safe at school, 71% felt a sense of belonging, and 76% reported having at least one adult at school they would go to for help. Among families, 86% agreed their child is safe at school and 92% felt staff care about their child. 92% of staff felt safe at their workplace and 96% felt a sense of belonging.
- In terms of measuring Active Citizenship & Belonging, our AEAM Citizenship rose to 82.8% (Improved Significantly). In our Division Feedback Survey, 80% of students felt they have opportunities to participate in activities that support their sense of belonging, 81% of students felt they can be themselves at school, and 89% reported having friends to hang out with at school. 81% of families felt their child belonged at school and 81% felt welcome in the school community.
- Under Anti-Racism, Diversity, and Reconciliation DFS measures, 81% of students and 92% of families agreed that many diverse cultures are represented in school events, activities, and environment. 87% of staff agreed that diverse cultures are represented in books and materials. 86% of students agreed the school takes actions supporting Truth and Reconciliation. Over 90% of students confirmed having opportunities at school to learn about Indigenous contributions , perspectives, treaties, and residential schools and their legacy. 77.1% of students and 100% of staff were aware of Division anti-racism initiatives. 74% of students and 66% of staff felt safe seeking help if they experienced racism or discrimination.

© Edmonton Public Schools

Results and Implications

- Results were achieved through establishment of a School News crew, Student Council, and Grad Council; numerous school-wide events including two fine arts showcases, Intramurals, World of Whiskeyjack, weekly events for students to participate in with Leadership, 6 tournaments including 3 jr high tournaments which also connected us to our feeder schools and community, as well as our first ever mini film festival; increasing belonging through: BAM Summit - safety in schools, specific clubs to represent our diversity, ABEEL event, Iftar dinner for students and staff, and Unified Sports; connecting to our community through our Cultural and Indigenous Liaisons.

What were the biggest challenges encountered in 2025-2026?

- One of our biggest challenges remains the fact that we are a new school and have only been open two years. Each of those years, we have increased student and staff number significantly. While this is exciting work, we are still creating baseline data so that we can look for reliable and valid patterns.
- Student Academic Confidence in Foundational Areas: While overall engagement and quality measures were strong, student confidence in specific core skill progression showed areas for growth on the Division Feedback Survey—specifically in Math, where 35% of students disagreed or strongly disagreed that they were getting better at math this year (despite 91.7% in Math 30-1 and 86% in Math 30-2 receiving acceptable standard on Diploma).
- Staff Wellness & Systemic Support Navigation: On the staff DFS check-in, 46% of staff reported doing "So-so" (38%) or "Not well" (8%). We need to factor in a disruption through labour action last year.
- Navigating Discrimination & Reporting Safety: While 74% of students felt safe reporting racist or discriminatory incidents to an adult, 19% indicated they would not feel safe doing so. Similarly, 21% of staff disagreed that they would feel safe seeking Division help if experiencing workplace racism or discrimination, indicating the need for continued trust-building.

What are the opportunities for improvement from 2025-2026 that will inform your plan for 2026-2027?

- Build targeted interventions and instructional strategies in mathematics to boost student skill confidence and address the gap observed in DFS math progression data, as well as improve acceptable standard results on diplomas.
- Streamline access to mental health resources for both staff and students, strengthening school-level collaboration which staff identified as most impactful. This includes adding an additional counsellor and increasing time for our mental health therapist.
- Continue expanding transparent anti-racism and restorative practices to ensure 100% of students and staff feel safe, supported, and protected when reporting or addressing instances of discrimination.
- Capitalize on high student interest in post-secondary and work preparation by formalizing community partnerships, expanding career exploration events, and increasing enrollment in off-campus career experiences.
- Increase opportunities for parent involvement and engagement through school-wide events and communication.

© Edmonton Public Schools

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2026

School: 2566 Elder Dr. Francis Whiskeyjack School

Assurance Domain	Measure	Elder Dr. Francis Whiskeyjack			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	**88.5**	83.0	83.0	**84.2**	83.9	84.0	Very High	Improved Significantly	Excellent
	Citizenship	**82.8**	77.6	77.6	**81.2**	79.8	79.8	Very High	Improved Significantly	Excellent
	3-year High School Completion	**n/a**	n/a	n/a	**82.1**	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**86.7**	87.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	**n/a**	n/a	n/a	**60.8**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	n/a	n/a	**15.5**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**75.8**	86.2	86.2	**80.2**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**22.3**	55.2	55.2	**22.9**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**90.8**	84.8	84.8	**87.8**	87.7	87.8	Very High	Improved Significantly	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**85.0**	78.8	78.8	**85.8**	84.4	84.4	Intermediate	Improved Significantly	Good
	Access to Supports and Services	**90.0**	80.8	80.8	**79.5**	80.1	80.2	Very High	Improved Significantly	Excellent
Governance	Parental Involvement	**76.4**	77.8	77.8	**79.9**	80.0	79.5	Intermediate	Maintained	Acceptable

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 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 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 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).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic in 2021/22. School year 2021/22 is not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and cancellation of the January 2026 sitting. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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. Participation in the 2025/26 Diploma Exams was impacted by the January 2026 exam administration cancellation. School year 2025/26 is not compared with previous years' results and will not be included in the rolling 3-year average. Caution should be used when interpreting trends over time.

For Information Only

Plans

Division Priorities 2026-2030

1. Expand upon impactful and innovative learning for all students.
2. Advance anti-racism, Truth and Reconciliation, and inclusion to support student learning.
3. Centre good relationships to enhance belonging, safety and well-being for students and staff.

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 the development of school plans: School plans must align with the 2026-2030 Strategic Plan. 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 DUs are to set two or three goals in alignment with the Strategic Plan.

Priority 1, goal 1

By June 2027, students at our school will demonstrate measurable growth in their learning through engaging, evidence-based learning opportunities.

Achievement Measures
- **By June 2027, there will be an increase of 2% of students meeting the Acceptable Standard on Diploma Examinations**
- **By June 2027, there will be an increase of 2% in student awarded marks in all subjects**

Division Feedback Survey (DFS) Results
- **By June 2027, there will be a 3% increase in measures “At school I have the opportunity to be successful in my learning “ and “At school, I feel supported to try my best, even when learning is hard” (this will be measured for all students, as well as for self-identified First Nations, Métis and Inuit students)**

Alberta Education Assurance Measures (AEAM) Survey Results:
- **By June 2027, there will be a 3% increase in “Student Learning Engagement” and “Program of Studies - programs for students at risk”**

Achievement of this goal will be supported by
- **Analyzing assessment item analysis and teacher awarded marks to target specific areas of growth in each department (department plans)**
- **Staff PD and collaboration on high quality teaching and provision of tailored support as outlined in the OECD report**
- **Add in intervention time (tutorials) on Friday mornings**
- **Improving access and support through Success Centre, LearnWrite, Top Up, Peer Tutoring and Cultural Liaison**
- **Creating more opportunities and access for parent involvement through parent sessions and communication, specific to their child’s learning**
- **Attendance tracking and intervention to support successful course completion**.

What data will you use to track continuous improvement?

Diploma Exam results, Teacher Awarded marks, Division Feedback Survey, and Alberta Education Assurance Measures (AEAM) Survey.

Priority 3, goal 1

By June 2027, we will foster a greater sense of identity and school culture centered on belonging, safety and well-being for students, families and staff.

Division Feedback Survey (DFS) Results
- **A 3% increase in students and staff reporting "Very Well" or "Well" on the general well-being check-in.**
- **A 3% increase in students reporting “my school is a place where all students feel they belong” and “staff at my school know me as a person” (this will be measured for all students, as well as for self-identified First Nations, Métis and Inuit students)**

Alberta Education Assurance Measures (AEAM) Survey Results:
- **A 3% increase on the Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) combined measure.**
- **A 3% increase on Parental Involvement**

Achievement of this goal will be supported by:
- **Targeted and coordinated student check-ins through Student Services**
- **Expanding active student leadership—including Leadership classes, Student Council, Grad Council, and identity-based clubs—to build traditions, identity, and belonging.**
- **PD and dedicated collaboration time focused on mental well-being and staff connection**
- **Enlist families' active involvement (as outlined in the OECD report) through family engagement evenings, cultural celebrations, and student showcase events (Arts, CTS, Leadership) to deepen authentic home-school connections.**
- **Expanding school-wide opportunities—such as fundraising bike-a-thons, lunchtime events, and student dances—to foster community engagement and school spirit**
- **Use of partners and supports such as School Resource Officer, Cultural Liaison , Mental Health Therapist and Indigenous Liaison.**
- **Implementing a Student Voice group that meets with Principal monthly**.

© Edmonton Public Schools

Plans

What data will you use to track continuous improvement?

Division Feedback Survey, Alberta Education Assurance Measures (AEAM) Survey

© Edmonton Public Schools

School: Elder Dr. Francis Whiskeyjack [2566]
Address: 2410 17 Street NW

2026-2027 Budget - Revised Budget

Budget Summary Report

Principal: Sheri Tchir
Ward Trustee: Saadiq Sumar

	2026-27 Spring Proposed		2026-27 Fall Revised	
Resources		10,721,524		11,468,298
Internal Revenue		33,812		33,812
REVENUE TOTAL		**10,755,336**		**11,502,110**
Classroom	49.875000	5,951,786	54.625000	6,518,622
Leadership	9.625000	1,369,694	9.125000	1,323,687
Teaching - Other	3.000000	358,002	2.750000	328,169
Teacher Supply	.000000	190,000	.000000	190,000
TOTAL TEACHER	**62.500000**	**7,869,482**	**66.500000**	**8,360,478**
(% of Budget)		**73.17%**		**72.69%**
Exempt	2.000000	240,113	2.000000	240,113
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	13.600000	898,565	13.600000	898,565
Support (Supply/OT)	.000000	18,000	.000000	25,000
Custodial	10.500000	842,650	10.500000	821,044
Custodial (Supply/OT)	.000000	50,000	.000000	55,000
TOTAL NON-TEACHER	**26.100000**	**2,049,328**	**26.100000**	**2,039,722**
(% of Budget)		**19.05%**		**17.73%**
TOTAL STAFF	**88.600000**	**9,918,810**	**92.600000**	**10,400,200**
(% of Budget)		**92.22%**		**90.42%**
SUPPLIES, EQUIPMENT AND SERVICES		639,931		933,122
INTERNAL SERVICES		196,595		168,788
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		**836,526**		**1,101,910**
(% of Budget)		**7.78%**		**9.58%**
TOTAL AMOUNT BUDGETED		**10,755,336**		**11,502,110**

© Edmonton Public Schools