



ASSURANCE PLAN
2023-2024

Wainwright High
School





Message from the Principal

At Wainwright High School, we foster an inclusive environment where every student is valued and supported in their individual journey towards personal and academic growth. By providing a comprehensive and innovative curriculum, coupled with engaging extracurricular activities, we strive to cultivate critical thinking, creativity, and a sense of social responsibility within our students. Together, as a united community, we will nurture their talents, inspire their ambitions, and prepare them to make a positive impact on the world.

ABOUT Wainwright High School

Mission:

Wainwright High School will be responsive to the individual needs of all learners in order to maximize student learning in a safe and caring environment for all.

Vision:

Wainwright High School will dynamically lead and empower students to be caring, responsible, and contributing global citizens with a passion for learning.

Values:

- Demonstrate integrity and transparency
- Encourage innovation and collaboration
- Embrace diversity and belonging
- Provide opportunity and choice
- Celebrate success and recognize excellence
- Take ownership and exhibit accountability

School Profile:

Wainwright High School is an active and vibrant Alberta school offering varied academic programming for students from Grade 7 to 12. This includes a variety of educational programming including Knowledge and Employability. Students are encouraged to access our wide range of academic and option offerings, counseling services and Wainwright on Wellness programming so that they may explore possible future careers and develop areas of interest by the time they graduate. Families are traditionally employed in agriculture including a canola processing plant. Oil and oil servicing is another area of active employment in and around Wainwright, as well as the Canadian Forces Base.

PRIORITY ONE: Supporting Learning Success for All Students



Outcome: Students are prepared for the life after K-12

<p>Strategies</p>	<p>Support and expand programming and robust learning experiences - in the classroom, online and in the community.</p> <hr/> <p>Facilitate the application of foundational knowledge about First Nations, Metis, and Inuit for all students.</p>
<p>School Actions</p>	<p>Support teacher understanding of using AI in the classroom by accessing the BTPS Student Services Innovation Coach.</p> <p>Support K&E Programming in grades 8 & 9.</p> <hr/> <p>Develop a School-based Staff Indigenous Committee to organize learning activities.</p> <p>Deepen the connection with Wing Smudge Foundation in Wainwright working to bring relevant community based experiences into our learning community.</p>
<p>Results and Key Insights</p>	<p>Many teachers indicated that they were more likely to include the use of AI into classroom practices including student work and teacher preparation.</p> <p>Conversations with staff to formulate a plan to support students by offering K&E programming in Grades 8 & 9.</p>

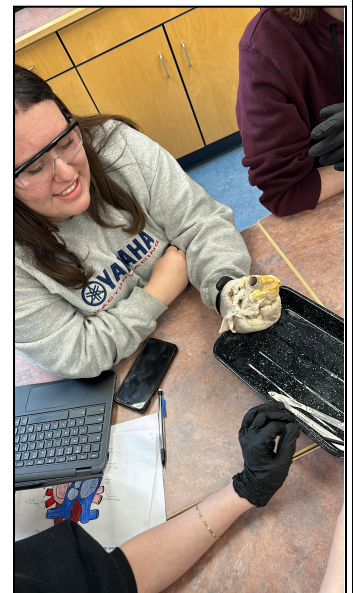
Measures

Provincial

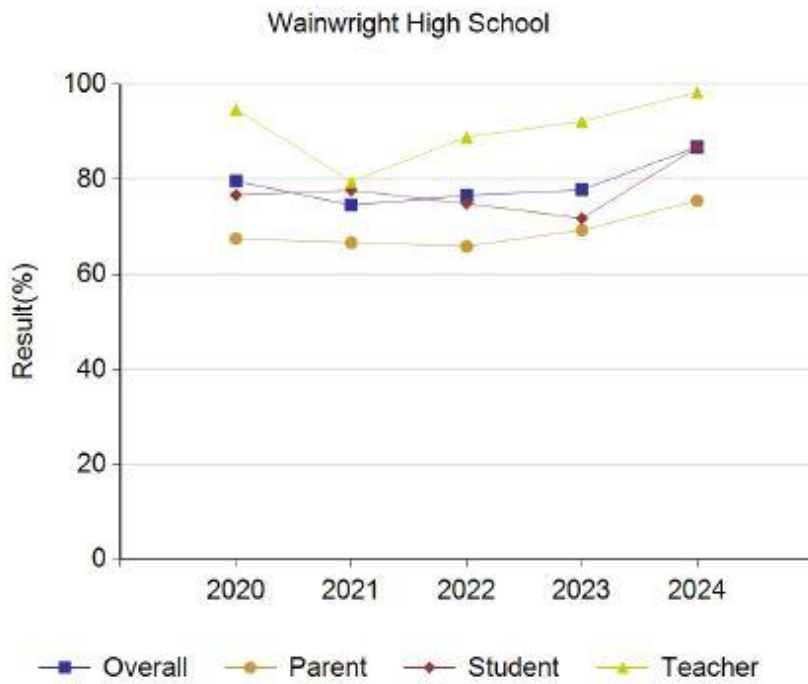
- PAT Results
- High School Completion
- Citizenship
- Student Learning Engagement
- Education Quality

Local

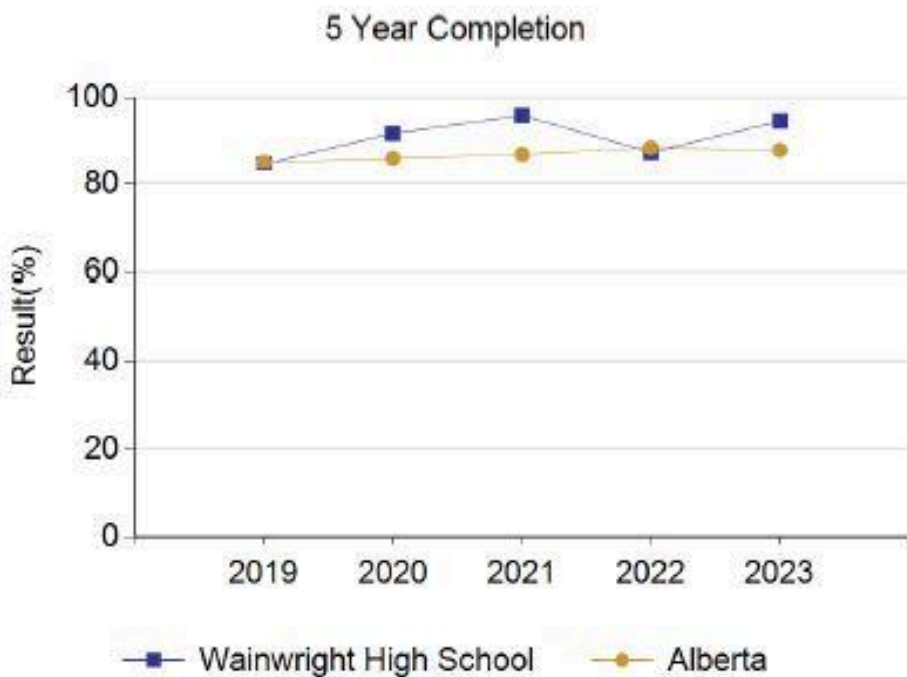
- OurSchool Survey:
 - o Student Engagement
 - o Subject Scores
 - o Intellectual Engagement
 - o Quality of Instruction
- Literacy Screening
- Numeracy Testing
- Division PD activities
- School Learning Plans
- Anecdotal Evidence



Percentage of teachers, parents and students satisfied with the overall quality of basic education.



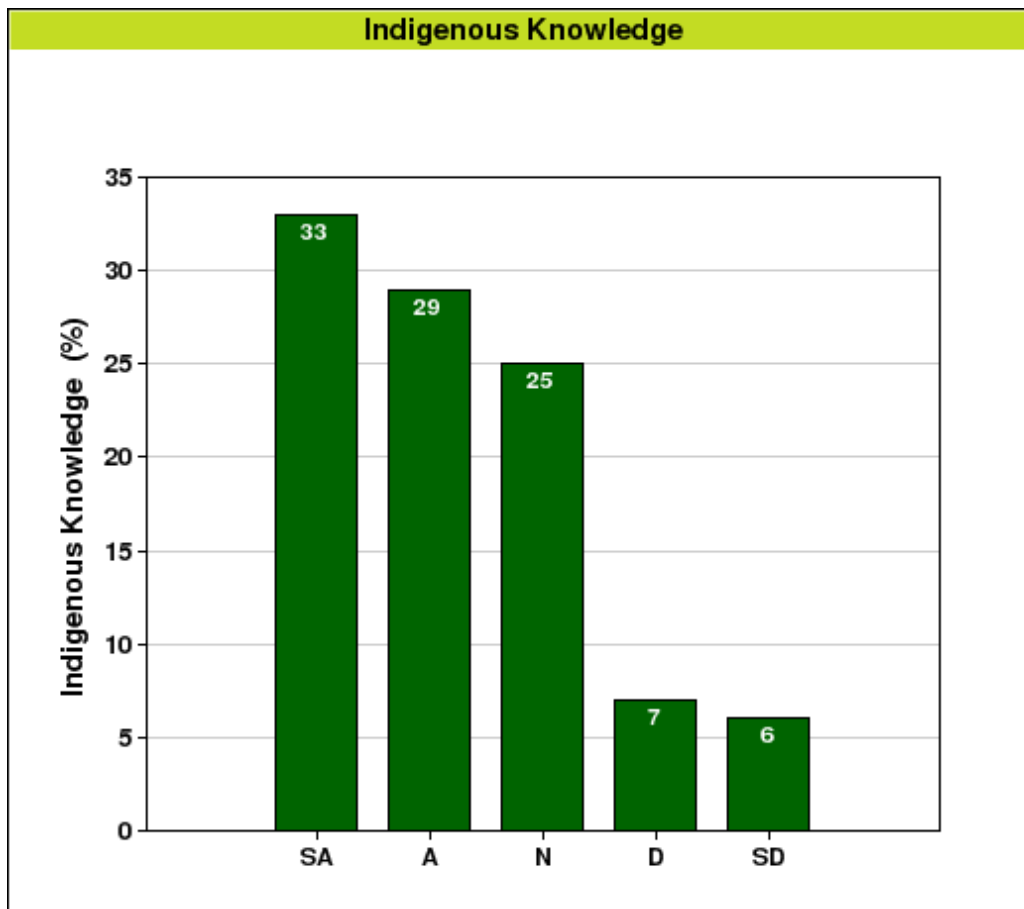
High School Completion Rates.



We have formed a Staff Indigenous Committee to support the development of Indigenous learning experiences across the school. One of the members of the committee is part of the Wing Smudge Foundation.

The WHS Indigenous Committee organized a whole school activity of learning and sharing for National Day for Truth and Reconciliation. Engaged staff and students in learning that was experiential and accessible. It created a visual reminder of the lives affected by residential schools in Canada.

Students were asked: "I appreciate and understand Canada's First Nations, Metis and Inuit cultures and traditions."



***Outcome: Students demonstrate strong numeracy and literacy skills.**



Strategies

Support strong assessment and instructional practices to improve foundational literacy and numeracy skills.

Develop a data rich culture to support teachers in building students' literacy and numeracy skills across the curriculum.

School Actions

Focus on instructional practices that support scope and sequence.

Focus on instructional practices to improve students' mental math skills.

Continue with the use of Renaissance STAR reading programs to guide instruction.

Review PAT/Diploma Results with staff in August and January.

Results and Key Insights

Teachers formed PLCs in subject-like groups. The initial planning had teachers develop a purpose for the group with an emphasis on instructional practices. Throughout the year, teachers reflected upon the instructional strategies they are using in their classrooms, working to increase student engagement in learning.

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
The literacy skills your child is learning at school are useful	2021	19	0	74	21	5	0	74
	2022	22	5	64	23	5	5	68
	2023	22	27	59	9	5	0	86
	2024	17	18	53	12	18	0	71
The numeracy skills your child is learning at school are useful	2021	18	11	61	22	6	0	72
	2022	21	5	81	5	5	5	86
	2023	23	22	70	0	9	0	91
	2024	16	13	63	13	13	0	75
Your child is learning what they need to know	2021	19	0	53	32	5	11	53
	2022	22	5	41	55	0	0	45
	2023	23	9	39	48	4	0	48
	2024	17	6	65	24	6	0	71

Outcome: Students have opportunities for rich learning experiences from highly effective staff.

Strategies

Align professional learning with educational research focused on building instructional leadership capacity and employing sound pedagogical practices.

Support strong digital citizenship through a technological rich infrastructure.

School Actions

Model effective instructional practices during staff meetings and School PL Days.

Share and discuss educational literature related to instructional strategies and how they can be utilized effectively with the classroom.

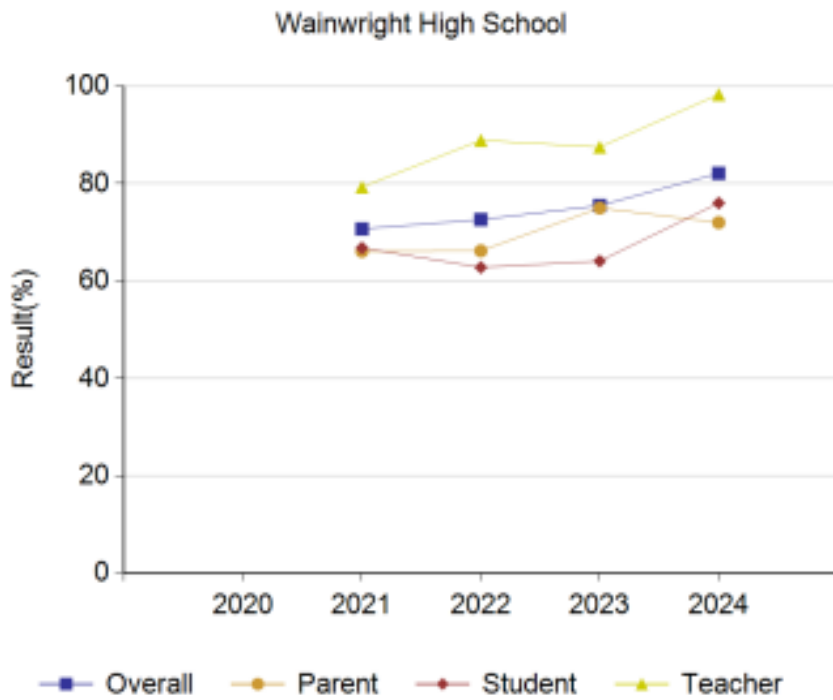
Use the Instructional Practices Inventory model to develop common language about student engagement.

Continue using technology as an instructional tool. Examples include: Hapara workspaces, Google Classroom, Google Apps, science based Gizmos, Quizizz, Kahoot, Blooket, Seesaw.

Results and Key Insights



The percentage of teachers, parents and students who agree that students are engaged in their learning at school.



Assurance Domains: Student Growth and Achievement, Teaching and Leading, Learning Supports, Governance.

PRIORITY TWO: Fostering Safe and Caring Learning Environments



Outcome: Students learn in inclusive spaces that are welcoming and caring.


<p>Strategies</p>	<p>Ensure all students are valued, safe, and have their diverse needs met.</p>
<p>School Action</p>	<p>Continue with inclusive extracurricular programs which give all students an opportunity to participate.</p> <p>Secure alternative funding opportunities for student food programs that incur no cost for students.</p> <p>Plan for the addition of a sensory room for student use.</p> <p>Continue working to creating a safe and caring environment for all.</p>
<p>Results and Key Insights</p>	<p>Working to prepare athlete and coaching information packages that clearly outline the school's athletic philosophy and procedures.</p> <p>After submitting a request, we received \$2000 from Vision Credit Union to support the Food for Thought Program. We also received over \$900 from the Cornerstone Co-op as part of the Bags for Breakfast program.</p>

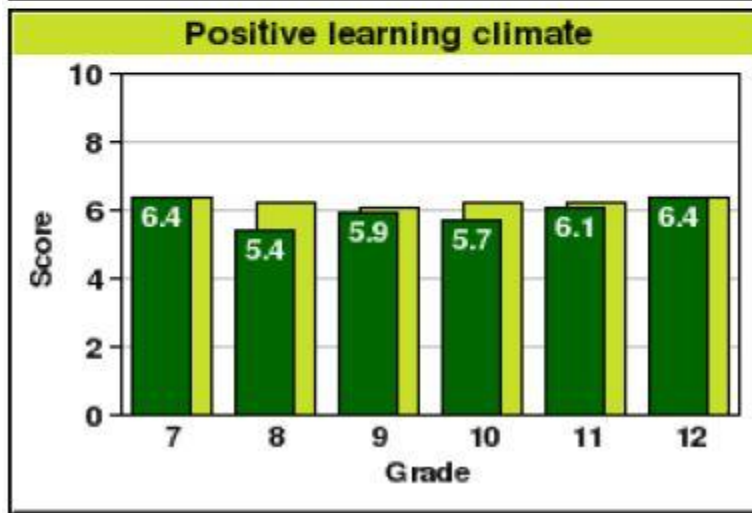
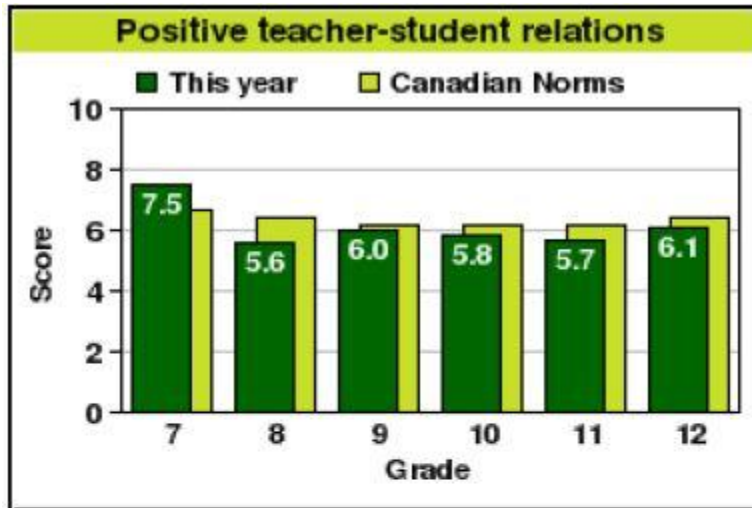
- Measures**
- Provincial**
- Welcoming, Caring, Respectful, and Safe Environments
 - Access to Support and Services
- Local**
- OurSchool Survey:
 - o Social-Emotional
 - o Classroom Context
 - Anecdotal Evidence



***Outcome: Students and staff health and wellness are supported.**

<p>Strategies</p>	<p>Build staff and student capacity for engaging in healthy, respectful relationships, and interactions with others.</p> <hr/>
--------------------------	--

	<p>Provide student health and wellness support through a continuum of support model.</p>	
<p>School Actions</p>	<p>Integrate health and wellness opportunities within events such as assemblies or communications like monthly newsletter or morning announcements.</p> <p>Consider working with a consultant on embracing and respecting diversity.</p> <hr/> <p>Consider ways to increase student access to wellness supports - counseling, SEC, WOW, Outside Agencies</p> <p>Continue monthly meetings with WOW facilitators to ensure effective communications.</p> <p>Create and share classroom resources increasing the opportunity for relevant cross curricular presentations.</p>	
<p>Results and Key Insights</p>	<p>WHS Nations are teams of multigrade students and staff that compete in frequent challenges to build camaraderie and inclusion. In addition to whole school assemblies that utilize team building activities there are organized lunch time activities and spirit week activities.</p> <p>Ryan Straschnitzki, former Humboldt Bronco, has been invited to speak at our school Feb 12th regarding mental wellness and resilience. There are grade 5 and 6 students from WES joining us.</p> 	



Monthly meetings with WOW continue to keep our conversations and information flowing. There have been connections made with extra-curricular opportunities and ways to integrate WOW services into classroom discussions and instruction. Extra curricular programming includes:

Lunchtime

Lunchtime Lego Club - Dec 5 to Jan 30

Readers Club - Feb 6 to Mar 26

Afterschool

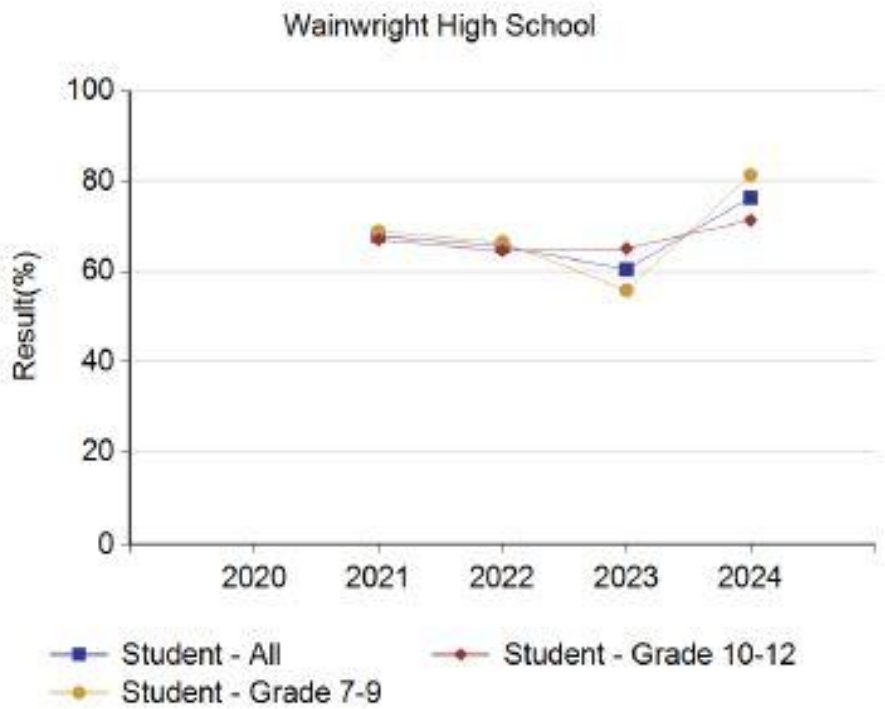
Lego Club - Sept to Nov 28

Movie & Mood - Dec 5 to Jan 30

Body Positivity Yoga - Feb 6 to Mar 26

Art Club - Apr 9 to May 28

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.



Assurance Domains: Learning Supports, Local and Societal Context, Governance.

PRIORITY THREE: Building Strong Collaborations



***Outcome:** Students benefit from strong collaborations with families, our rural communities, and external partners.

Strategies

*Support and foster learning partnerships that enhance and strengthen learning opportunities.

Continue to enhance collaboration across the division, with communities and with parents/guardians.

School Action

Continue school community partnership through open use of facilities.

Deepen the connection with Wing Smudge Foundation in Wainwright working to bring relevant community based experiences into our learning community.

Build capacity for organizing and hosting multi school athletics days such as track and field.

Create a shared database for community resources (community experts) in order for teachers to access spokespersons or guests to facilitate learning.

Increase use of distance learning by delivering synchronous learning opportunities for remote schools and accessing asynchronous learning opportunities for local students.

Continue partnerships with many organizations in our community, with leadership students participating in mentorship programs.

Results and Key Insights

Outside organizations and clubs such as club volleyball, men's basketball, adult volleyball, and 4-H continue to use our facilities.

Measures

Provincial

- Parental Involvement

Local

- School Council Yearly Reports



An ELAA post secondary fair was held in our gym with multiple schools attending. Following this, local business owners and professionals from our area presented to WHS students in a rotating, small group Career Day format.

Five students participated in Dual Credit courses offered in partnership with Lakeland College in Semester 2.

Next year, we will deliver Physics 30 to students from other schools in BTPS.

High School Leadership students joined WES students for mentorship programs. Quarter 1 - Grade 12 and Grade 5, Quarter 2 - Grade 11 and Grade 3, Quarter 3 - Grade 8-9 and Grade 5, Quarter 4 - Grade 10 and Kindergarten. At the end of the semester, Grade 7's will host the Grade 6 class from WES for orientation.

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

