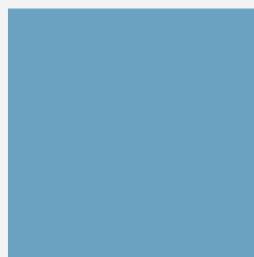
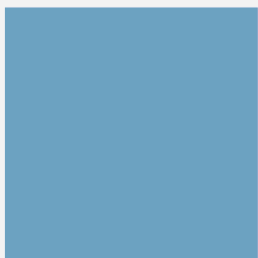




WRPS 2025-2028

Education Plan

“Inspiring students to be the best they can be.”



June 2025

www.wrps11.ca

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Powerful Learning Environments

Wetaskiwin Regional Public Schools (WRPS) is a learning organization that embraces a strength-based approach to student learning. We frame our work from an appreciative perspective, which poses an overarching question: “How can we ensure that every student in WRPS can learn in a powerful learning environment?” This approach does not ignore the many learning challenges that exist; rather, we choose to focus on what is right with the world as opposed to what is wrong. We inquire into our peak experiences and value the gifts each student and staff member brings to our schools.

Listed below is a brief explanation of the elements of our model:

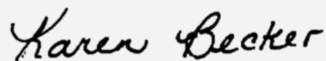
- **Success for all Students** - we believe that students will receive a quality education in an inclusive culture, supports mutual respect, celebrates diversity, and honours the dignity of those we serve and for those who serve.
- **Well-Being:** A priority for WRPS is to champion student and staff well-being.
- **Relationships:** We know the importance of fostering effective relationships with our students, parents, and community members through thoughtful and meaningful interactions.
- **Culturally Responsive:** WRPS acknowledges and honours the diverse lived experiences, beliefs, practices, customs, and rituals that reflect the diversity of our families and students
- **Medicine Wheel:** “The circle shape represents the interconnectivity of all aspects of one’s being, including the connection with the natural world” (Indigenous Corporate Teaching Inc., 2022)
- **Student Voice and Choice:** We recognize the importance of partnering with students and parents to engage in effective processes that allow our students’ voices to be heard. We provide students with meaningful opportunities to make choices related to their learning experiences.
- **High-Yield Instructional Strategies:** Research-based strategies that have the greatest positive effect on student achievement for all students, in all subject areas, at all grade levels (Marzano, 2001.)
- **Innovative and Creative Programming:** Innovative and creative programming creates learning opportunities that engage our students in a personalized, flexible, student-centered manner based on the needs of 21st-century students.
- **Rigorous and Relevant Curriculum** - Rigorous and relevant curriculum challenges students to integrate and apply their learning to real-world situations. Students are challenged to use higher-order thinking skills and demonstrate mastery of discipline-specific concepts and skills.
- **Purposeful Assessment** - Assessment is merely a means of gathering information about student learning (Black, 2013). Purposeful assessment is using that information to inform instruction, guide student learning, and provide feedback.
- **Personalised and Flexible Learning Environments** - Our staff recognizes that all learners are unique and have distinct interests, and this requires individualization in both programming and in the learning environment.

Accountability Statement

Under the direction of the School Board, the Education Plan for The Wetaskiwin School Division for the three years commencing September 1, 2025, has been prepared under the direction of the Board in accordance with the requirements of the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plans.

The Board utilized the division's performance results to develop the Education Plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Education Plan for the 2025-2028 school years was approved by the Board in **May 2025**.

A handwritten signature in black ink that reads "Karen Becker". The script is cursive and fluid.

Karen Becker, Board Chair

Message From Our Board Chair

The 2024-2025 school year has been one of continued growth through innovation, with many successes to celebrate. The alignment of practice throughout WRPS has led to improved results in our Annual Education Results Report (AERR), through consistent practice in pedagogy and student assessment.

We recognize the dedication of our staff and their commitment to the alignment of their practice with provincial guidelines and Board priorities, which are to:

- Demonstrate our commitment to Truth and Reconciliation and the spirit of the Calls to Action, both of which represent the beliefs and natural laws since time immemorial.
- Honor that parents/guardians/caregivers are essential partners and the primary voice in the lives of students.
- Demonstrate integrity and transparency in our stewardship of public education.
- Demonstrate a commitment to rural sustainability by providing innovative programming in modernized facilities that support 21st-century learning.
- Align our policies, processes, and practices to meet the needs of our community.
- Commit to learning about how Treaty language and the Truth and Reconciliation Calls to Action should guide our governance decisions, practices, and relationships.

The Board is encouraged by the success of the innovative programming that has been implemented and looks forward to the expansion of programming to provide opportunities to our students.

We are also very pleased that the new Norwood School project is in the process of development and look forward to providing modern facilities to continue to provide 21st-century learning opportunities for our students.

The Education plan for 2025-2028 reflects the Board priorities, expanded opportunities for student learning and hope and optimism for the future.



Karen Becker

Karen Becker, Board Chair

Message From Our Superintendent

The Wetaskiwin Regional Public Schools (WRPS) Education Plan for 2025–2028 is a clear and purposeful declaration of our commitment to improving student achievement, cultivating a deep sense of belonging, and fostering culturally responsive education. As a school division, we are united in our vision of empowering every learner through high-quality, inclusive learning experiences that honor diversity and promote equity.

Central to this plan is our intentional focus on creating learning environments where every student feels valued, seen, and heard. A strong sense of belonging is the foundation for academic and personal success, and we are committed to nurturing that sense for every member of our school community. Our staff build authentic, positive relationships and create welcoming spaces where all students, regardless of background, can thrive.

In alignment with this vision, we are advancing culturally responsive teaching practices that affirm students' identities and integrate diverse perspectives, particularly those of Indigenous peoples, into all areas of learning. We recognize the importance of honouring Indigenous worldviews, histories, and contributions, and we are committed to building meaningful partnerships with Indigenous communities to support reconciliation and understanding.

Our focus on continuous improvement is supported by a collaborative, inquiry-based approach to professional learning. Grounded in collective efficacy, WRPS educators engage in ongoing, reflective dialogue to refine instructional practices and drive student achievement. Through targeted professional development, we strengthen our capacity to respond to the academic, emotional, and cultural needs of our learners.

This Education Plan is guided by the strategic priorities of our Board of Trustees and Leadership Team, who are steadfast in their commitment to equity, inclusion, and excellence. We actively engage students, caregivers, staff, and community partners in shared decision-making, empowering all voices to help shape a learning environment that promotes success for every student.

Together, we are cultivating an education system where achievement and belonging go hand in hand, and where each student's unique identity is recognized and celebrated. The WRPS Education Plan for 2025–2028 lays the foundation for a vibrant, inclusive future in which all students have the opportunity to flourish academically, socially, and culturally.



A handwritten signature in black ink, appearing to read "M. Wake".

Mr. Mike Wake, Superintendent of Schools

Our Division's Profile for 2024-2025

Wetaskiwin Regional Public Schools (WRPS) serves 3,287 students in 17 schools located in the City of Wetaskiwin, the County of Wetaskiwin, and the Town of Millet.



The schools range in size from approximately 12 students in one of the two Hutterite Colony schools to over 840 students in a high school in the City of Wetaskiwin. 951 of our students identify as Indigenous. By geographic area, seven schools are located in the City of Wetaskiwin, seven rural schools in the County of Wetaskiwin, two colony schools, and one school in the Town of Millet.

WRPS provides a high-quality education to its students within a safe and caring environment with various program supports. We have enhanced our services related to counseling services, special education, career counseling, and student mental health.

WRPS offers a broad range of programming options for students. These include, but are not limited to: Indigenous Education, Mental Health Capacity Building, and Outreach Programs. WRPS offers a range of fitness, health and wellness, art, drama, music, and sports options for students throughout the Division.

WRPS' extracurricular programming allows students opportunities to become involved in music and drama productions, special interest clubs, and athletic teams, contributing to a student's well-rounded education.

WRPS employs approximately 232 certificated teaching staff and 207 support staff. WRPS is governed by an elected Board of six trustees, and one Maskwacis First Nations Trustee who is appointed to the Board by the Maskwacis Four Bands. Each school is represented by a school council or parent advisory committee where parents and teachers work together to enhance student learning and well-being.



Alberta Education Business Plan

Our Education Plan is mindful of the [2025-28 Ministry Business Plan: Education](#).

Outcome 1: Alberta's students are successful.

Outcome 2: First Nations, Metis, and Inuit students in Alberta are successful.

Outcome 3: Alberta students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.

Outcome 4: Alberta's K-12 Education System and workforce are well managed.

High school completion is a critical metric for our students' success.

Experiential learning with links to employment opportunities after high school are pathways to the achievement of this goal.

Regulated staff and students set the stage for overall student success.

Our commitment to the success of Indigenous students requires Wahkohtowin (kinship) with continued support for families and students from all staff, knowledge keepers, and Elders.

The development of meaningful programming and support for First Nation, Metis, and Inuit students is paramount to experience success and engagement in our school division.

We recognize that teacher learning is inexorably linked to student learning. Our strategies focus on the professional learning of our teachers, school, and school authority leaders.

Alberta Education Assurance Model Required Measures

Alberta Education assesses performance broadly and consistently across all school authorities. School authorities report their performance on the AEAMs in their AERR and use the results to develop their education plan.

In addition to the AEAMs, school authorities provide results from local measures and descriptive information aligned with the assurance areas. This local component complements the provincial measures, enabling a balanced assessment of school authority progress and performance.

<p>Student Growth and Achievement</p> <p><i>(The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate competencies.)</i></p>	<ul style="list-style-type: none"> • Provincial Achievement Test results • Diploma Exam results • Early Literacy and Numeracy Results • High School Completion Results • Citizenship • Student Learning Engagement
<p>Teaching and Leading (Education Quality)</p>	<ul style="list-style-type: none"> • Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, resulting in quality teaching, leading, and optimum learning for all students. • Professional Learning, Supervision, and Evaluation
<p>Learning Support</p>	<ul style="list-style-type: none"> • Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized, and all students are welcomed, cared for, respected, and safe. This will be evident through: <ul style="list-style-type: none"> • Welcoming, Caring, Respectful, and Safe Learning Environments • Consistent Access to Continuum of Supports and Services • First Nations, Métis, and Inuit Student Success
<p>Governance</p>	<ul style="list-style-type: none"> • Processes that determine strategic direction, establish policy, and manage fiscal resources • Parental Involvement
<p>Local and Societal Context</p>	<ul style="list-style-type: none"> • Meaningful engagement with all stakeholders to proactively respond to the learning needs and diverse circumstances of all students.

Measures and Stakeholder Voice

Engagements and Measures Influencing this Plan (2025 - 2028)

The following provincial and local measures, along with survey and engagement feedback, were utilized to support the development of this education plan. Detailed results can be found in the 2023/24 Annual Education Results Report (AERR).

Provincial

Survey - Alberta Education Assurance Measures (AEAM)

Results - Provincial Achievement Tests and Diploma Exams

Results - High School Completion, Drop Out, and Rutherford Rates

Local Division and School

School Level Surveys

Survey - Parent and Guardian

Youth Forum with students in Grades 5-12

In-Person - Local Community and Parent Engagement Sessions

Scheduled Counsel of School Council/Parent Advisory Committee meetings (COSC)

In-Person, Student-Led Engagement Conversations in Schools

In-Person - Student Advisory Committee

Survey - Ongoing PLC Staff Professional Learning Survey

Review - School Success Story Plans

Feedback and Review of focused measures and data as reported in the 2023/24 AERR with System Leadership Team Members (Principals, Vice-Principals, & Central Administration).

Feedback and review of focused measures and data as reported in the 2023/2024 AERR with the Board of Trustees & Central Administration

Monthly Standing Committee Meetings with the Board of Trustees.

Engagements and Measures Planned for 2025 - 2026

Assurance is achieved through relationship building, engagement with all education partners, and by creating and sustaining a culture of continuous improvement and collective responsibility. In the coming year, Wetaskiwin Regional Schools will track the following measures and will continue to strengthen relationships with stakeholders through the following events and provide the following opportunities for direct feedback to refine the Education Plan.

Provincial

Continue all required surveys, provincial assessments, and statistics.

Local Division and School

Review measures of success as outlined for each specific priority area in this plan.

School Level Surveys

Survey - Parent and Guardian

Youth Forum with students in Grades 5-9

Survey - Student

Scheduled Counsel of School Council/Parent Advisory Committee meetings (COSC)

Quarterly reviews with all school administrators (School Success Plans, School Survey Data, Collaborative Response Meeting Data, Student Supports, Teacher Professional Growth Plans, Learning Letters, Attendance Reviews)

In-Person - School Council Meetings

In-Person - Business and Community Engagement

Survey - Ongoing PLC Staff Professional Learning Survey

Review - School Success Story Plans

Feedback and review of focused measures and data as reported in the 2023/24 AERR with System Leadership Team Members (Principals, Vice-Principals, & Central Administration)

Feedback and review of focused measures and data as reported in the 2023/24 AERR with the Board of Trustees & Central Administration.

Monthly Standing Committee Meetings with the Board of Trustees.

Student Advisory - Senior High (Gr. 10-12)

[Parents As Partners](#)

Local Measures - Student Achievement / Student Engagement

Early Years (K-4)

- Early Years literacy & numeracy assessments
- Grade level of achievement in literacy
- Grade level of achievement in numeracy
- WRPS Writing Assessment - twice annually
- Annual audit of students on Individual Program Plans
- Student attendance and absence rates
- The percentage of students who feel their school is a safe, welcoming, and caring place

Middle Years (Gr 5-9)

- Grade level of achievement in literacy
- Grade level of achievement in numeracy
- WRPS Writing Assessment - twice annually
- Course pass/fail results
- Annual audit of students on Individual Program Plans
- Student attendance and absence rates
- The percentage of students who feel their school is a safe, welcoming, and caring place

Senior High (Gr 10-12)

- Course pass/fail results
- Grade level of achievement in English
- Grade level of achievement in Math
- Percent of students achieving the acceptable standard on diploma examinations in English
- The percentage of students achieving the acceptable standard on diploma examinations in Math.
- Number of credits per student achieved in Senior High School
- High School completion rates of Indigenous students
- Student attendance and absence rates.
- Annual audit of students on Individual Program Plans.
- The percentage of students who feel their school is a safe, welcoming, and caring place

Our Trends and Challenges

Declining Enrollment

Wetaskiwin Regional Public Schools (WRPS) is experiencing a decline in student enrollment, primarily due to decreasing birth rates within the division and across Canada. Data from the Canada Revenue Agency and Statistics Canada, analyzed through Barager planning software, projects a reduction of 216 students from the current enrollment of 3,287 by 2028. This projection reflects a 30 percent decline in birth rates between 2017 and 2020. The ongoing decline in student enrollment poses significant challenges for the equitable allocation of resources and the long-term sustainability of schools throughout the division.

Attendance

Attendance is a challenge in WRPS. Most students attend school regularly and are engaged in learning; however, the division has an overall absentee rate of 15.5%, with several schools reporting an absentee rate over 23%. Grade 9 -12 students lack engagement when they arrive at school, as they do not attend class or attend sporadically.

Complexity of Student Need

Increasing Complexity of Student Needs in Wetaskiwin Public Schools

Wetaskiwin Public Schools has consistently been experiencing an increase in the complexity and diversity of student needs. This encompasses a wide spectrum, including heightened social-emotional challenges, difficulties with self-regulation, a greater understanding and identification of neurodiversity, and more prevalent mental health concerns among our student population. WRPS is working to ensure a strong sense of belonging for all students, particularly those with diverse needs.

Addressing these challenges is a priority for Wetaskiwin Public Schools. We are committed to working collaboratively with all of our stakeholders to build capacity, secure necessary resources, and implement innovative strategies to ensure all students have the opportunity to thrive academically, socially, and emotionally. Recognizing and understanding the increasing complexity of student needs is the first step toward creating a truly inclusive and supportive learning environment for every child in our community.

Transportation

Wetaskiwin Regional Public Schools (WRPS) is committed to ensuring that every student has access to safe, equitable, and reliable transportation services. Our geographically diverse region presents unique transportation challenges, particularly as we serve students from rural and urban communities.

Recent changes to provincial transportation policy—specifically, the shift in eligibility for elementary transportation from 1.0 km to 1.6 km—present significant barriers for families and impact the long-term sustainability of our services. This policy change is projected to affect over 179 students who currently rely on WRPS busing to access their education, and could result in a funding shortfall exceeding \$150,000. Without sustainable funding, WRPS may be forced to introduce transportation fees or reduce service levels, which disproportionately affect vulnerable families.

Additionally, misalignment between the School Transportation Regulation (Alta Reg 96/2019) and the Funding Manual exacerbates the challenge. While the funding manual outlines eligibility at 1.0 km for K–6 and 2.0 km for Grades 7–12, the regulation still stipulates a 2.4 km threshold. This disconnect leads to a loss of nearly \$380,000 in transportation funding for WRPS, which limits our ability to serve all eligible students and maintain strong service agreements with our transportation providers.

Despite these fiscal pressures, WRPS continues to prioritize student safety and equitable access. Our transportation system supports the broader goals of student attendance, engagement, and family-school connection. We advocate for ongoing collaboration with Alberta Education to address inconsistencies in regulations and funding to ensure our students and families are not left behind.

Outcomes:

- All eligible students will have access to safe, efficient transportation to and from school.
- Families may face transportation fees that serve as a barrier to equitable education access.
- WRPS will continue to collaborate with government and transportation partners to advocate for sustainable funding and regulation alignment.

Strategies:

- Advocate for alignment between the School Transportation Regulation and the Funding Manual.
- Monitor the impact of the distance eligibility change and communicate with stakeholders.
- Plan transportation routes and contracts to ensure maximum efficiency and student safety.
- Provide feedback to Alberta Education regarding the impacts of regulatory changes.

Middle Years Engagement & Achievement

WRPS has noted a decline in middle years achievement as indicated by survey and anecdotal data. We believe this is due in part to a lack of student engagement. Our education plan prioritizes student voice and choice, balanced by a holistic and strength-based approach to equip students with the knowledge and skills to fully engage and achieve success in all domains of the school experience. We are committed to working with all stakeholders to optimize experiential learning and the social and emotional development of middle years students.

Equity

Being responsive and supporting the needs of all students continues to be an area of focus for our school division. Our education plan on equity prioritizes support to schools based on their needs and strives to provide access to a diverse range of programming across our geographically large division. We are committed to addressing Truth and Reconciliation calls to action and aim for culturally responsive programs that honour Indigenous cultures and traditions. We recognize that the ability to provide support is dependent on available resources, and we will continue to advocate for additional resources to ensure that all students have the support they need to succeed.

Alberta Education's New Curriculum Implementation

In the Fall of 2023, Alberta Education implemented three new curriculums. The new curriculums implemented were English Language Arts and Literature and Mathematics in Grades Four to Six. New Science Curriculum in Kindergarten to Grade Three was also implemented.

In the Fall of 2024 New Science curriculum for Grades Four to Six were implemented. Additionally, a number of WRPS staff participated in the pilot for New Social Studies Curriculum.

In the Fall of 2025, the New Social Studies Curriculum for Grades K-3 will be implemented. Additionally, WRPS will be piloting the New Grade 7 and 8 Math Curriculum to ensure a cohesive scope and sequence for our students.

Staff will review the released drafts of Grade 7-9 Physical Education and Wellness Curriculum as well as the released draft of the NEW Course Curriculum, and may pilot in the 25-26 school year.

WRPS staff will be fully supported in these new curriculum areas in a variety of ways, with consultative services and professional learning opportunities aided by Alberta Regional Consortia Consultants.

Over the 2025-2026 school year, administrators and teachers will be provided multiple opportunities to enhance competence and confidence with the instruction and assessment of the new curriculums that have already been implemented and those that will be implemented in the fall of 2025.

Our Collaborative Inquiry

Wetaskiwin Regional Public Schools administrators and teachers have worked to successfully implement and establish a culture of Professional Learning Communities along with structures to Response to Intervention, which has now evolved into the Collaborative Response Model to meet students' needs. Our district-wide focus builds on quality classroom instruction and teacher expertise. Through Collaborative Planning Time, Collaborative Team Meetings, School Support Teams, and Professional Learning Days, staff are engaged in an inquiry process that positively impacts student achievement and soundly addresses the priorities of the Board.

We know that together we are better learners and teachers and that all staff in WRPS work in the best interest of every student. At the heart of that work are four core beliefs of the Collaborative Response:

- All students can succeed.
- Teachers make the greatest impact on student learning.
- Schools cannot achieve high levels of success when adults work in isolation.
- Leadership is responsible for ensuring structures for collaboration.

Our education plan builds upon previous plans and leans on educational research, which identifies best and promising practices. Framing our goal as a question invites our staff to participate in action research and to be fully engaged in their learning.

Instructional Leadership

Each Wetaskiwin school administration team is responsible for setting goals and implementing strategies that strive to meet the targeted outcomes for the priorities and outcomes identified in the Three-Year Education plan. Each school's success story will be focused on local outcomes, strategies, and measures aligned with the divisional priorities.

School administrators affirm and are accountable to division-wide collaborative commitments to support best practices in bringing the curriculum to life for all students. Our skilled, caring, and committed teachers and administrators strive to ensure that quality, research-based, and evidence-informed high-yield instructional strategies alongside targeted intervention practices are provided daily to all students. All staff strive to understand the strengths and interests of our students and use this information to plan and deliver a rigorous and relevant curriculum that embodies student voice and choice.

Outcome:

Leaders in WRPS will ensure that every student has access to quality teaching and optimum learning experiences as indicated by the Leadership Quality Standard.

Outcome:

Leaders in WRPS will nurture and sustain cultures that support evidence-informed responsive teaching and learning.

Strategies:

1. Dedicated time at monthly system leadership team meetings will be focused on consistently and incrementally supporting and enhancing administrators' confidence and competence to meet the competencies in the Leadership Quality Standard.
2. Dedicated financial resources have been allocated to support this priority.

Measures:

1. Scheduled reviews of qualitative and quantitative evidence will be shared by and collected from 100% of WRPS school leaders, indicating progress made in elements of the outlined areas of focus.
2. Scheduled updates will be demonstrated through the Our Learning Success Story (Strategic Plan)

Collaborative Response:

Mâdawohkamâtowin - working cooperatively and collectively to serve our students; realizing the vision will require everyone's efforts to achieve.

Collaborative Response (CR) is a school framework that values collaborative, action-focused responses, data-informed discussions, and timely support to ensure all students can experience success. It is a natural extension of the Professional Learning Community work that WRPS has been working on for several years. School teams dedicated time, established in our Learning Calendar, which is approved by our Board of Trustees, to learn about and focus on the structures of CR. The dedicated time allows our teams to also focus on the related topics to support CR, such as professional learning communities, response to intervention, universal design for learning, differentiated instruction, and formative assessment. Collaboration among teachers must be purposeful and structured; these structures and processes allow staff members to come together to develop a layered approach to responding to the needs of students, as well as ensuring collaborative time for teams. The structures that will be utilized are: Collaborative Team Meetings, Collaborative Planning, School Support Team Meetings, and Case Consult Team Meetings.

Outcome:

All Schools will utilize the structures and practices of Collaborative Response to enhance the pedagogical effectiveness of teaching and learning.

Outcome:

The Cycles of improvement will be tracked, and effective strategies will become the division's consistent best practices that will be universally implemented (Universal Continuum of Supports).

Strategies:

1. Continued partnership with [Jigsaw Learning](#) to provide professional learning to leadership and schools on Collaborative Response, August 2025 and continuing through to June 2026.
2. All School Teams create a School Learning Success Plan, which dovetails with Collaborative Response and the School Divisions' 3-Year Education Plan.
3. All School Teams follow our Division-Wide Collaborative Response Implementation Strategic Plan.
4. All School Administration will be involved in an Instructional Leader group, which provides support and collaboration for the continued success of Collaborative Response.
5. All Schools utilize WeCollab, which ensures every student has a comprehensive profile, every teacher has actions and supports for students, and every leader has a tool to coordinate the supports needed to actualize success for all.
6. Schools establish a schedule of collaborative team meetings, collaborative planning meetings, case consult meetings, and school support team meetings.

7. All schools will utilize various Jigsaw Learning templates to track team information and student data. All schools will use Jigsaw templates to support school-wide efforts supporting evidence literacy to determine the effectiveness of improvement strategies and identify areas that are of concern that will be focused through the School Learning Success Plan.
8. Division Office and schools will inform their respective communities of the Collaborative Response approach for the school.
9. Dedicated financial resources have been allocated to support this priority.

Measures:

1. School staff will complete the CR Questionnaire by September 30, 2025, to measure growth in collective teacher efficacy. All Schools will participate in the Questionnaire.
2. School Administration will address key areas that impact particular identified conditions that support Collective Teacher Efficacy.
3. Quarterly qualitative and quantitative evidence will be shared by and collected from school Leaders, indicating progress made in elements of Collaborative response.

Sense of Belonging, Well Being, Relationships and Engagement

A sense of belonging is an essential element for student success and engagement. Students, families, and staff need to be acknowledged, validated, respected, and valued members of the school community. Welcoming, caring, respectful, and safe learning environments are required for a sense of belonging to be nurtured.

Well-being of staff and students nourishes a sense of belonging, respect, trust, and healthy choices. Well-being is supported at each school within WRPS through intentional planning.

Fostering supportive and caring relationships is critical to support the well-being and engagement of students and staff. Relationships are built with every interaction, professional and personal.

Engagement requires our students and staff to know and believe what they have to share is worthwhile and valued. Individuals engage readily when they experience success through overcoming challenges and find their passion.

Outcome:

All spaces and places within Wetaskiwin Regional Public Schools will foster a sense of belonging.

Strategies:

1. Development and implementation of strategies identified by school teams to support their school community's sense of belonging.
2. Analyze and use data to develop strategies and plans to intentionally nourish a sense of belonging in WRPS, including meeting with students and staff from across the division to garner what is a priority and how to address it.
3. Professional learning for staff to support a sense of belonging, such as Brain Basics and Regulatory Strategies (for students and staff).
4. Dedicated financial resources have been allocated to support this priority.
5. Provide/develop programming that supports and highlights students' and staff's passions.

Measures:

1. Data collected from students, parents, and staff across our school division (for example: Student/parent forums, School-based surveys, Suspension data).
2. Attendance of students and staff as per the strategies.
3. Accountability Pillar results in the area of WCRSLE.

Indigenous Programming, Perspectives, and Ways of Knowing

A deep understanding of the “Calls to Action” of the Truth and Reconciliation Commission will be our guide. The work of truth begins with an understanding of the history of our Indigenous population, Indigenous perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. Reconciliation is building and strengthening our relationship with each other. Each person has a role to play in understanding our collective past, in moving forward together, as we are all Treaty people. We acknowledge there are layers of complexity in local, provincial, and national contexts.

Our relationship with the Maskwacis community has a rich history, which continues to be collaborative. As a school division, we continue to engage with families and the community, focused on what has been helpful and what else we need to consider.

Outcome: To support the success and identity of Indigenous students in WRPS.

Outcome: To continue our learning journey towards respecting and understanding Indigenous perspectives.

Strategies:

1. Wahkohtowin: focused on supporting and connecting with our families and students.
2. Cultural Experiences: Providing space and place to engage in and honour being culturally responsive to support students and their identity.
3. Attunement to foundational knowledge and understanding - teachings, learnings, and sessions available for staff and students (learning the truth, Elder teachings, ceremony). Professional learning offerings to all staff in WRPS in the areas of:
 - a. Curriculum;
 - b. Context and conditions to support and honour the challenges and successes of all students;
 - c. Ways forward together.
4. Connection to curriculum: Honouring the curricular connections to the program of studies and furthering the connection to be meaningful to our students, which includes understanding the barriers for our students and removing those barriers.
5. Dedicated financial resources have been allocated to support this priority.

Measures:

1. Increased engagement which is meaningful for families.
2. Space provided for all to be culturally responsive - smudging rooms, learning on the land.
3. Increased attendance and success for Indigenous students. Schools have increased attendance and success of Indigenous students based on the 2023-2024 baseline.
4. Staff engagement in professional learning and application of learning.

Curriculum, Instruction, and Assessment:

In WRPS, we believe in creating powerful learning environments in all schools and classrooms that are flexible and personalized for students, providing a rigorous and relevant curriculum that is both innovative and creative. Our expectation is that these elements are visible and vibrant throughout each day and across all subject areas.

We believe that a strong connection between curriculum, instruction, and assessment is the key driver at the core of our work as educators.

Communication of student learning to all stakeholders is key to an effective learning experience for our students. WRPS continues to focus on improving the quality of assessment practices to inform students, parents, and teachers about the strengths of students and areas requiring more support and to strategically design instructional plans to ensure that each student is making continuous progress. Assessment information is available on an ongoing basis to allow students and families to understand expected outcomes and achievement towards them.

We acknowledge that literacy and numeracy are the foundational building blocks of all learning. Literacy is the great enabler and the foundation for all other learning to occur, allowing students to understand the world around them, create meaning, and engage in lifelong learning opportunities. Strong literacy and numeracy skills allow students to participate fully, responsibly, and meaningfully in a democratic society. We are committed to relentlessly pursuing a solid foundation in literacy and numeracy skills. We recognize that these skills are integral to a successful trajectory for current and future learning.

In WRPS, we believe that nurturing the identity development of our students as readers, writers, speakers, and viewers is an overarching goal of literacy instruction encompassing skill development, intellectual development, critical thinking, and joy. We believe that a 'literate' and 'numerate' graduate will possess a wide range of literacy and numeracy competencies that will allow them to think critically, communicate effectively, and solve problems in a variety of contexts to pursue and achieve their personal goals. Literacy and numeracy are developed daily across all subjects.

We view student learning and success in school as a community endeavour, and as such, we foster effective relationships with parents and community stakeholders as integral partners in pursuit of each student's success.

Outcomes:

1. All students will be able to successfully engage with text for pleasure and meaning across all subject areas.
2. All students will be able to express themselves clearly, critically, and with creativity through writing.
3. All students will achieve proficiency in numeracy and mathematics to be successful in school and life.

Strategies:

1. Provide targeted professional learning and resources to support teachers in implementing the provincial curriculum.

2. Provide ongoing literacy and numeracy professional learning for school administrators to enhance instructional leadership capacity.
3. Provide ongoing quality professional learning opportunities focused on sound planning, assessment practices, and high-yield instructional strategies for best results.
4. Maintain a consistent divisional schedule for literacy and numeracy assessments and use this data strategically for the benefit of student learning.
5. Support and enhance the administrator and staff understanding of data generated for specific instructional and intervention planning.
6. Enhance staff understanding of evidence-informed practices that support greater success for students in the middle years (Gr. 4-9)
7. Maintain integrity of our Assessment and Reporting Administrative Procedures to strengthen our teachers' ability to apply a current and comprehensive repertoire of assessment practices to meet the learning needs of every student. ([AP 360 Classroom Assessment](#) and [AP 361 Reporting Student Progress](#)) ([Reporting Student Progress - Parents](#) and [Reporting Student Progress - Administrators](#))
8. Provide opportunities for teachers to access professional learning related to assessment practices to meet the learning needs of their students.
9. Develop a WRPS Numeracy Framework to guide sound pedagogical practices in all WRPS schools and classrooms.
10. Dedicated financial resources have been allocated to support this priority.

Measures:

1. Quarterly Qualitative and quantitative evidence will be shared by and collected from school Leaders, indicating progress made on key measures indicated on a school results template.

Innovative Education: Explore and develop innovative programming opportunities

Innovative education is about creativity at all levels of the system. Innovative classrooms, schools and districts provide flexible structures and support for all students to succeed. Using student interests and backgrounds as a catalyst for maximum engagement, innovative teachers will strive to personalize each learner's journey. Instructional practices in our schools are personalized, flexible, student-centred, and aligned with the needs of 21st-century students.

Schools will strive to create powerful learning environments that cultivate a growth mindset for our students.

Outcome:

1. Students complete high school programming and are connected to future post-secondary pathways.
2. Students will have increased opportunities through new course offerings and dedicated FTE in the realms of Physical Literacy and Fine Arts programming.

Strategies:

1. Provide a dedicated FTE focused primarily on Career Engagement for high school students.
2. Provide a dedicated FTE focused on Physical Education and Fine Arts programming opportunities.
3. Expansion of Dual Credit Opportunities in WPRS.
4. With the partnership with Black Gold School Division, WRPS students will be involved in the Calmar Collegiate Programming.
5. Offer technology CTF courses that develop robust student skills in grades 7 and 8 to bridge into high school CTS and future technology careers.
6. Organize collaborative PLC discussions with same-grade teachers and subject areas to share best practices, strategies, and creative ideas.

Measures:

1. Through quarterly instructional reviews, principals will provide qualitative and quantitative evidence that indicate progress made in the provision of innovative educational opportunities.
2. High School Completion Results (AERR)
3. Student Learning Engagement Results (AERR)
4. School Dropout Rate (AERR)
5. Number of students participating in off-campus and alternative programming such as Work Experience and Registered Apprenticeship Programs, Green Certificate, and Dual Credit Programming.

Our Budget

The 2025–2026 budget approved by the Board on May 21, 2025 strategically supports rural sustainability, small class sizes, and specialized student services while navigating significant funding pressures. Despite reductions in provincial and federal funding—including the loss of \$3.5 million from Jordan’s Principle and a \$647,681 provincial shortfall—WRPS continues to invest in key priorities. These include maintaining a pupil-teacher ratio of 16.65, avoiding triple grading, and supporting enhanced programming in areas such as arts, trades, dual credit, diploma preparation, and physical literacy. The budget also reinforces a commitment to student nutrition and equitable transportation, with service provided to students beginning at 1 km. A projected \$2.4 million deficit is offset by operating reserve funds, leaving a forecasted operating reserve balance of \$1.2 million.

Overall, the approved 2025-2026 budget reflects a strong commitment to sustaining quality education and comprehensive student support across the Division. Visit the [link](#) to view the Budget 2025–2026.

Our Capital Plan

The Board of Trustees approved the list of capital priorities to be included in the [2026-2029 Three Year Capital Plan](#) as follows:

Priority

- K-8 Replacement new build in the North-East area of the City of Wetaskiwin
- K-12 Ward 4 Solution (Alder Flats, Buck Mountain Central, Winfield)
- Modernization of Pigeon Lake Regional School
- Modernization of CTS spaces at Wetaskiwin Composite High School
- Clear Vista Sprinkler System Replacement

