

# MARGARET WOODING SCHOOL

EST. 1979

## Education Planning



2025-2026

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<https://margaretwooding.myprps.com/>

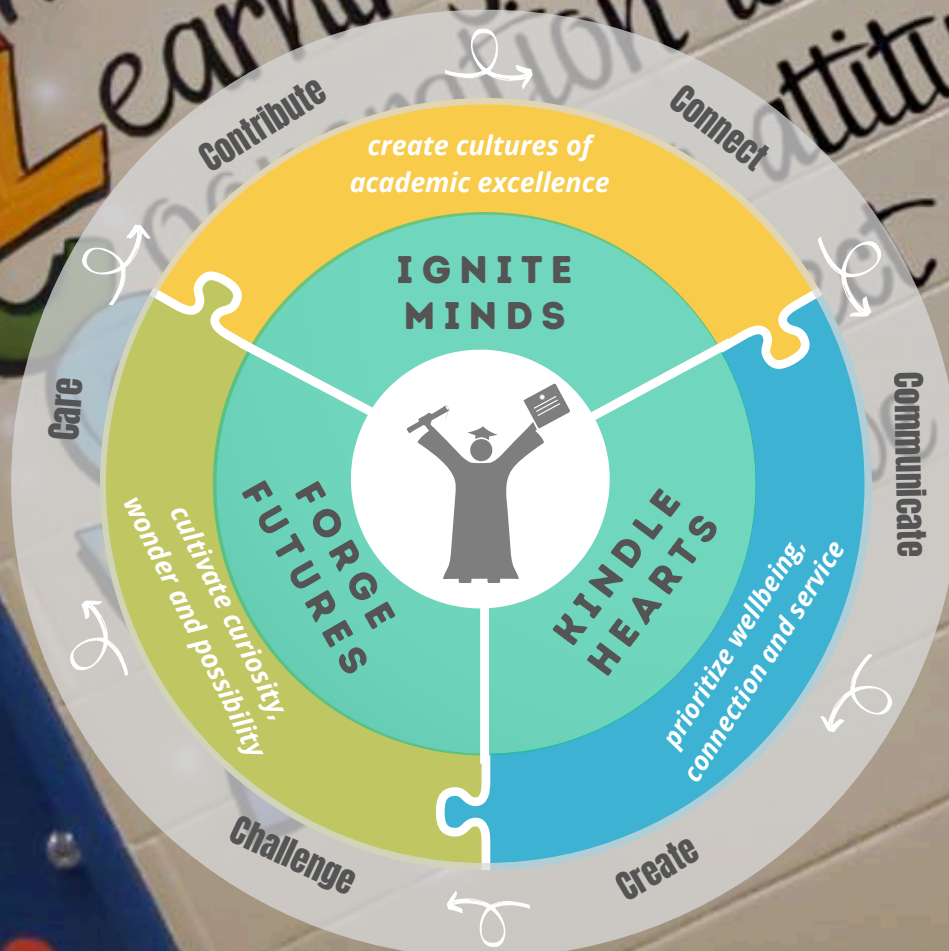
# Principal's Message

Margaret Wooding School is proud to present our 3-year Education plan for 2025-2028. A primary purpose of the education plan is to identify key outcomes and strategies that will be implemented to improve results in a variety of areas that impact student learning and well-being. Margaret Wooding School prides itself on excellent programming, a wide range of learning opportunities and a strong emphasis on student learnership.

At MWS, our students, parents, community and staff are all important elements in the successful development of a strong, student centred instructional program. Margaret Wooding School is one portion of a wider educational network in Redcliff and our continued collaboration with our Redcliff Community School partners will continue to inform and improve educational outcomes for Redcliff students.

Principal, Craig Corsie

*Craig Corsie*



# School Profile

School Address: 401 8 Avenue SE Redcliff, Alberta T0J 2P0

School Phone Number: 403-548-7516



**182**

Student enrollment  
Grades 4 - 6



**4**

Self identified First Nations Metis Inuit  
students



**6**

English language learners (ESL)



**11.61**

Full-time equivalent certified teachers



**9.5**

Full-time equivalent support staff



**4**

Number of buses to the school

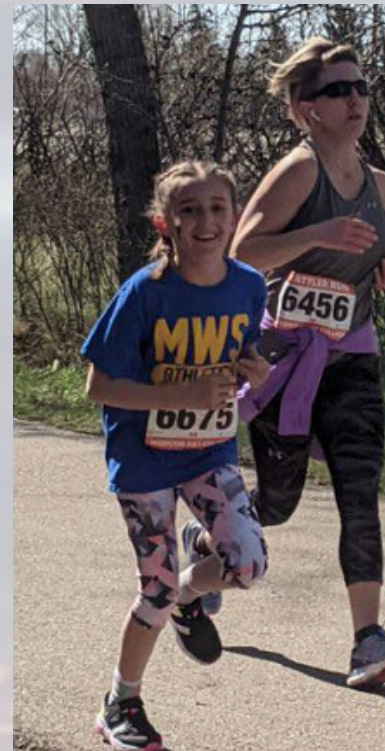
# Our Vision

- Inspiring every student to thrive academically, socially and emotionally in a nurturing environment that values connection.



# Our Mission

- Empowering Bright Futures



# School Values

- Community of Learners
  - We celebrate diversity and work together to create an inclusive learning environment where everyone belongs.
- Resilience
  - We encourage a growth mindset, teaching our students to overcome challenges with confidence.
- Empathy
  - We foster kindness and understanding, ensuring everyone feels valued and heard.
- Wellness
  - We prioritize the physical, emotional, and mental well-being of our students, staff, and families.



# Stakeholder Engagement

Summary of how your school engaged stakeholders throughout the year.

## Parents and School Council

School Council is an integral part of our community and offers meaningful insight and input into school based decisions. Our School Council engages monthly in identifying goals and strategies through monthly meetings and through online surveys.

## Teachers

Teachers are continually engaged in the process of the development of our school plan through a number of different strategies. These include

- Staff and SI Day meetings as part of our division goals process.
- schoolwide grade level meetings addressing key goals, strategies, instructional and assessment practices

## Support Staff

Support staff input into our school plan is part of an ongoing discussion that takes place through our monthly EA meetings and through office meetings with the school secretary and librarian.

## Students

When engaging student input we seek to gain input through classroom meetings and through our student leadership program. We have also formed a MWS Student Council which meets regularly and advises on important matters in the school.

## Community Groups

Community engagement has been achieved through working collaboratively with community agencies including Redcliff Lions Club, Redcliff town Hall, and various Redcliff youth athletic programs. This year we were also able to gather community / parent input through the PRPS Assurance Survey, which has informed our goals and strategies.

# Assurance Framework

## *What is the Assurance Framework?*

In the Assurance Framework, all education stakeholders accept responsibility for building capacity of the education system – in classrooms, schools, school authorities and in government. Ensuring continuous improvement throughout the system necessitates a collective approach that recognizes diversity within Alberta, relies on evidence to make decisions, and is responsive to the needs of students in their local contexts.

## The Five Domains of Assurance

**Student Growth and Achievement**

**Teaching and Leading**

**Learning Supports**

**Governance**

**Local and Societal Context**

*Assurance in the education system happens when community members, system stakeholders and education partners engage across the five domains.*

Source: 2022 Funding Manual for School Authorities

# Result Driven Decision-Making

## DOMAIN 1: Student Growth and Achievement (3 yr avg)



84.7	Student Learning Engagement	72.63	PAT Acceptable
79.7	Citizenship	18.2	PAT Excellence
n/a	3-Yr High School Completion Rate	n/a	Diploma Acceptable
n/a	5-Yr High School Completion Rate	n/a	Diploma Excellence

## DOMAIN 2: Teaching and Leading (3 yr avg)



92.5 Education Quality

## DOMAIN 3: Learning Supports (3 yr avg)



88.9 Welcoming, Caring, Respectful and Safe Learning Environments  
90.4 Access to Supports and Services

## DOMAIN 4: Governance (3 yr avg)



80.0 Parental Involvement

## DOMAIN 5: Local and Societal Context



### Prairie Rose Possibilities

Margaret Wooding School is excited to offer a broad range of complementary courses for students, including photo editing, drama, robotics, digital skills, life skills, outdoor pursuits, and many more.

Students in Margaret Wooding School participate in a broad range of leadership and citizenship activities that support our school and our community.

*Numbers based on the Spring 2025 Accountability Pillar Results.*

# PRPS Core Principles

## **Connect**

School structures and traditions ensure that every student, staff and community member is known and cared for and contributions are celebrated.

## **Create**

Students and PRPS staff undertake tasks that require perseverance, craftsmanship, imagination and self-discipline to foster curiosity about the world.

## **Communicate**

Words have tremendous power and ours will be characterized by mutual respect, belonging, and community building. Students and PRPS staff use communication skills to advocate for themselves, understand their communities and tackle the world's biggest challenges.

## **Care**

Students and PRPS staff have the knowledge of how to care for their physical and mental health and support the well-being of others fostering a safe school environment.

## **Contribute**

Students and PRPS staff are strengthened by acts of consequential service to others, actively ensure all belong, and participate and celebrate their rural communities.

## **Challenge**

Students and PRPS staff develop an internal drive and desire to overcome obstacles and maximize performance through personal responsibility, resilience and initiative.



## PRPS OUTCOME 1: IGNITE MINDS

We will ignite minds by creating cultures of academic excellence

- Vertical Curriculum Mapping using student work samples
- Use case study method to examine & drive instructional practice
- Instructional rounds will be used to improve student academic outcomes
- PRPS Core Principles are evident in the intellectual and academic pursuits of students and staff

## PRPS GOAL 2: KINDLE HEARTS

We will kindle hearts by prioritizing wellbeing, belonging and service.

- School staff will intentionally design classroom experiences to include positive childhood experiences
- We will cultivate executive functioning skills from JK to grade twelve
- Environments are cultivated that inspire people to show up as their best selves
- PRPS Core Principles are evident in our culture

## PRPS GOAL 3: FORGE FUTURES

Background: Futures will be forged by cultivating wonder and possibilities.

- Aerospace, agriculture, trades, and community services and health career pathways will be refined and enhanced through program design
- Develop a portrait of a graduate that includes the PRPS 6C's identifying skills that assist students with securing future prospects

# PRPS GOAL 1: IGNITE MINDS

Background: We will ignite minds by creating cultures of academic excellence

## SCHOOL BASED STRATEGIES

- Teachers will utilize Learning Targets with students to help focus student learning towards key outcomes and encourage students to be partners in their own learning.
- Staff will use case studies as part of our ongoing PD process to develop deeper understandings and improve practice in supporting students with diverse and complex needs.
- Teachers will use high yield strategies to promote learning, including Interleaving, retrieval practice, meta-cognitive monitoring and spacing instruction to allow for greater retention and practice.
- Facilitate further training and implementation of common grade level assessment and schoolwide writing program
- Targeted interventions strategies to support student development in literacy and numeracy
- Use of instructional rounds to model and learn from fellow teachers
- Use of research supported literacy and numeracy resources based on the science of reading
- PRPS staff undertake professional development (virtual, elbow to elbow, instructional rounds, conference, etc)
- 5 in - 5 Out Collaboration amongst Redcliff Community Schools
- Use of instructional leads to enhance teacher instructional practice
- Small group implementation of UFLI strategies and resources to develop phonetic awareness and skills for students

## SCHOOL BASED PERFORMANCE MEASURES

- MAP testing (Literacy)
- HLAT writing assessments
- Student portfolios
- Provincial Achievement test results
- MIPI assessments (Numeracy)
- Classroom assessments
- Curriculum based performance tasks
- Goals achieved in ISP / IPPs
- Report card results
- Professional growth plans, learning opportunities and participation rates

“

It is important to educate children in academics so that they are leaving our schools with literacy and numeracy skills. No subject is exempt from this responsibility.

”

Source: 2022 PRPS Engagement Survey

“

I want my PRPS students to be empowered by the skills they learn at school; socially, academically, and physically. To have an overall preparedness for strong futures stemming from a solid foundation.

”

Source: 2022 PRPS Engagement Survey

## PRPS GOAL 2: KINDLE HEARTS

Background: We will kindle hearts by prioritizing wellbeing, belonging and service.

### SCHOOL BASED STRATEGIES

- Engage our School Wellness Coordinator to facilitate classroom programming that encourages students to communicate and channel their emotions and addresses concerns.
- Embed CREW strategies to build connections between students and staff to develop relationships and foster a sense of belonging within our school community.
- Incorporating First Nations, Metis and Inuit perspectives into instruction
- Mental wellness partnership with AHS (Second Step)
- School Student Leadership Teams
- Character education programming
- Prioritization of student leadership roles to promote positive school cultures
- Introduce targeted strategies to develop student executive functioning and metacognitive skills
- Integrate 2x10 strategies into our daily practice of fostering relationships with students
- Create physical spaces that are welcoming that inspire our core principles
- Multi-graded CREW programming to build a sense of community and engagement
- Incorporate PCEs into classroom practice and TPGPs

### SCHOOL BASED PERFORMANCE MEASURES

- FSLW referrals and wait times
- Student participation in leadership opportunities
- Student misconduct and suspension rates
- MWS and PRPS surveys
- Alberta Assurance School Survey
- Professional learning feedback and implementation

“

I want our students to walk away from their school day feeling like they can handle anything. They can be anything, do anything and set goals for themselves knowing that they are attainable.

”

Source: 2022 PRPS Engagement Survey

“

I want Prairie Rose to have an impact on not only their educational needs but also their emotional wellbeing. This world we live in is changing so fast and there seems to be so much upheaval, I feel they need our support in many different ways.

”

Source: 2022 PRPS Engagement Survey

## PRPS GOAL 3: FORGE FUTURES

Background: Futures will be forged by cultivating wonder and possibilities.

### SCHOOL BASED STRATEGIES

- Students will participate in a diverse group of complementary courses to develop their interests and provide them an opportunity to demonstrate learning in a variety of ways.
- Challenge based task development
- Enhance digital literacy and citizenship skills
- Integration of Growth Mindset strategies into instructional and wellness programming
- Capitalize on skill sets of PRPS staff through multi-school professional development and planning opportunities
- Community partnerships to provide expertise and venues for learning
- Complementary course offerings utilizing staff and / or community expertise
- Sharing of student work through a variety of means (social media, news outlets, learning exhibitions, Kaleidoscope, etc)
- Prairie Rose Possibilities Project - Vex Robotics
- Establish partnerships with local agencies to promote financial literacy and foster lifelong learning attitudes

### SCHOOL BASED PERFORMANCE MEASURES

- MWS and PRPS surveys
- Participation in complementary courses and Possibilities programming
- Community engagement in supporting learning opportunities for students
- Partnerships with business and community members
- Challenge based rubrics and assessment strategies
- Student access to technology and instructional tools
- Development of digital learner portfolios

“

To provide the best education for all students by having programs that reach a broad range of abilities and passions/talents.

”

Source: 2022 PRPS Engagement Survey

“

I want Prairie Rose students to leave high school as confident learners who think critically and are able to problem solve independently.

”

Source: 2022 PRPS Engagement Survey

# Supporting First Nations, Métis, Inuit Learning



## SCHOOL BASED STRATEGIES



- Teachers will integrate Indigenous content into learning outcomes in their daily teaching
- Partnerships with First Nations, Metis, and Inuit organizations
- Dedicated professional learning to increase the understanding of Indigenous history and current perspectives
- Participation in celebrations that honour Indigenous cultures
- Build and sustain relationships with parents/caregivers of Indigenous learners
- Acquisition of resources that promote understanding and integration of indigenous perspectives
- Participation in local and national events that foster understanding and reconciliation

# Budgeting Priorities

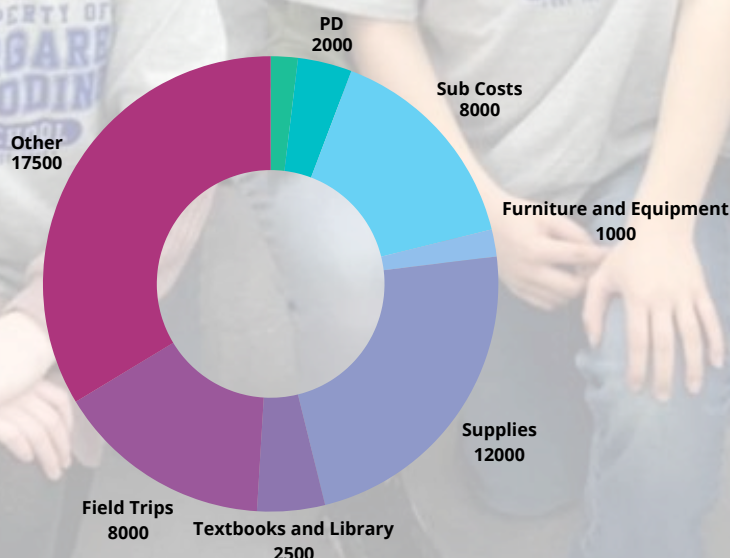
## 2025-2026 Budget Summary

Margaret Wooding School creates a budget in alignment with division priorities to drive academic excellence, social and emotional wellbeing and deeper learning, while addressing the operational needs of the school. Teaching and Learning is the area the majority of our resources are utilized with the following priorities guiding our budgetary process:

- ✓ Classroom supports
- ✓ Student, staff and community wellbeing
- ✓ Educational opportunities

## Margaret Wooding School Budget 2025-2026

	Total Amount
New curriculum materials	\$1000
Professional Development	\$2000
Sub Costs	\$6000
Furniture and Equipment	\$1000
Supplies	\$12000
Text Books and Library Books	\$2500
Field Trips	\$8000
Other	\$17500
Total Expenses Budgeted	\$50000



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Margaret Wooding School - PRSD 8



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