

WIC

WEST ISLAND COLLEGE

3-Year Education Plan 2025 – 2028



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Message from Head of School & CEO, Erin Corbett

WIC is proud to be a part of the innovative and entrepreneurial fabric of Calgary and want our students to *Own Their Future*. We are proud to walk alongside them as they discover and explore the opportunities and challenges in front of them. Dedicated to our students, parents, and staff, we are a tight knit community of learners, committed to excellence, as learners, citizens, friends, and professionals.

Our intention is to practice continuous improvement as a school and we use a variety of **engagement strategies** including, but not limited to, student & staff surveys, webinars, parent and alumni events, and the data we receive from Alberta Education and CAIS (Canadian Accredited Independent Schools) to inform the strategies that allow us to continue to build upon our successes and address areas for growth or concern. In addition, reviewing and considering the [Alberta Education Business Plan](#) as an input in the College's 3 year Education Plan is essential.

A strong academic program, in both English and French Immersion, is balanced with ample opportunities for our students to engage in areas of passion and interest. There are extensive opportunities for our students from Pathway Grants, the Institutes, athletics, fine arts, leadership in clubs and councils, and international travel. Belonging, a key factor in our well-being as individuals, is at the heart of the WIC culture. We seek to find ample opportunities for our students to find their place here and to flourish as an individual, now and moving forward into their young adult lives.

I encourage you to explore our website for more information about the College, including a virtual tour of our incredible campus tucked away in South East Calgary off of Blackfoot Trail.

This report can be found on our website at <https://www.westislandcollege.ab.ca/discover/policies>

Accountability statement

The Education Plan for West Island College commencing May 2025 was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the *Private Schools Regulation* and the *Ministerial Grants Regulation*. This plan was developed in the context of the provincial government's business and fiscal plans. The operator and/or governing body has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The operator and/or governing body approved the 2022/2023 Education Plan on May 17, 2022. (Year 1)

The operator and/or governing body reviewed and approved the 2025/2026 Education Plan on May 20, 2025. (Annually after Year 1)



Sean O'Connor



Erin Corbett

Profile of the School Authority

West Island College is an independent day school for grades 7 – 12 students. Located in the southeast quadrant of the City of Calgary, we draw students from all city areas with students coming from areas including Bearspaw and Springbank. Since its founding in 1982, WIC has gained a reputation for its innovative academic and Institutes programming, strong French Immersion program, and outstanding preparation for post-secondary success. We have extensive athletics and co-curricular opportunities allowing WIC students to explore what fuels their passion and provides them with a sense of belonging. Our International Studies program opens students' minds to global perspectives and cultural diversity and our Pathway Grants provide students' with opportunities to start a business, add to the offerings for students at WIC or initiate a social impact project for the broader community.

A member of the Canadian Accredited Independent Schools (CAIS), CAIS holds WIC accountable to twelve standards of excellence. These standards are monitored through a rigorous peer review and accreditation process cycle. The CAIS National Standards and the accreditation process are congruent with the criteria and core standards adopted by the International Council Advancing Independent School Accreditation (ICAISA). The College's next accreditation review is in November 2026. WIC is also a member of the Association of Independent Schools and Colleges of Alberta (AISCA). Through CAIS and AISCA, WIC benefits from a strong network of professionals supporting the college in professional development, student leadership, and school choice advocacy.

In the past four years, the WIC community has been excited to have gained several new spaces; a 65 foot greenhouse supporting student options, science classes, business and entrepreneurial pursuits that operates year round; Wolves Den Hub, a state of the art fitness facility; Innovation Alley for numerous student passions from broadcasting, podcasting, music recording, printing, AI exploration, and more; Wolves Den Corner adding classroom and gathering spaces; and most recently a brand new elite, carbon capture turf field for rugby, soccer, field hockey, band practice, and PLAY. Students can apply for Pathway Grants to pursue small business ventures, social impact projects, or a school centered project for the students here at WIC.

Our community has been engaged in envisioning and shaping these new spaces every step of the way and they are currently engaging with us as we begin to develop our next strategic plan. It is always an exciting time at the college, where continuous improvement, responsive programming, and the needs of our students now and in the future guide each and every decision.

Vision, Mission, Values

Our Vision

Our students are curious, creative, innovative - able to impact the world.

Our Mission

Empowering each student to thrive, contribute, and live a healthy, purposeful life.

Our Values

Empathy: We are curious and possess a desire to know and understand other peoples' needs and feelings.

Respect: We care about ourselves, others, and the world in which we live.

Integrity: We are reliable, trustworthy, and responsible.

Courage: We try new things, and we step out of our comfort zone; we stand up for what we believe in.

Honesty: We are true to ourselves; we are truthful and sincere.

WIC's Strategic Framework

WIC's education plan is connected to our 2020 – 2025 Strategic Framework which is based on four overarching pillars.

Pillar 1: Rigour – A future-focused learning environment of excellence

Pillar 2: Relevance – A mindset of innovation, entrepreneurship, and action

Pillar 3: Relationships – A vibrant, caring community

Pillar 4: Resilience – A strong and sustainable future

2020-2025 STRATEGIC FRAMEWORK



Alberta Education Assurance Measure Domains and the Four Pillars of WIC’s 2020 – 2025 Strategic Framework

2020-2025 STRATEGIC FRAMEWORK



Stakeholder Engagement

West Island College actively engages the community in providing feedback on the quality of education at the college. Examples of results include but are not limited to:

1. 2025 Coffee & Conversation parent meetings (Fall, Winter X2, Spring)
 - a. Each meeting incorporates a presentation on a specific topic and a town hall portion for open Q&A
2. May 2025 Future Design School 360 degree survey,
 - a. strategic planning survey to all students, staff, parents, alumni
3. Alberta Education Assurance Measures & Academic Results
4. Monthly Parent Guild meetings
 - a. Minutes from Guild meetings are a part of Board meeting pre-reads monthly
 - b. A member of the Board (Head of School and another Board Director) are present
5. Monthly Board of Directors meetings (minimum 60% of the Board are current parents)
 - a. Head of School report relays current data, trends, strategic progress
6. May 2024, WIC Climate Survey for all faculty and staff.
7. Annual range of surveys conducted with students, parents, and staff.
 - a. Results are analyzed, reported, and recommendations are made for inclusion in this report
8. Students regularly engage in discussions through homeroom, clubs, and various student councils to share concerns and ideas for school improvement.
 - a. Staff leaders are present in each of these forums to ensure student thoughts are heard
9. Regular staff meetings, professional learning communities, and weekly standing meeting to address issues in real time, share feedback, and make recommendations for the future.

Insights from AERR and Stakeholder Engagement Informing the Education Plan

Our insights informing the education plan fall into three main categories: Academic, Social Emotional Wellness, and Parental Engagement.

Required Alberta Education Assurance Measures - Overall Summary Fall 2024

Authority: 9140 West Island College Society of Alberta

Assurance Domain	Measure	West Island College			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	87.6	89.0	89.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	87.0	87.5	87.4	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	97.5	95.3	97.4	80.4	80.7	82.4	Very High	Maintained	Excellent
	5-year High School Completion	99.2	97.6	98.4	88.1	88.6	87.3	Very High	Maintained	Excellent
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	95.7	95.1	95.1	62.5	62.6	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	44.3	54.3	54.3	15.4	15.5	15.5	Very High	Declined	Good
	Diploma: Acceptable	97.5	98.5	98.5	81.5	80.3	80.3	Very High	Maintained	Excellent
Diploma: Excellence	58.8	49.9	49.9	22.6	21.2	21.2	Very High	Improved	Excellent	
Teaching & Leading	Education Quality	92.6	93.6	93.3	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.2	90.1	89.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	92.2	93.9	93.7	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	84.4	88.9	87.9	79.5	79.1	78.9	Very High	Maintained	Excellent

Academic Achievement

- Education Quality and Teaching Maintained at a very high level and well above provincial average (87.6%)
- Academic performance remains strong, particularly in diploma excellence
- Grade 9 PAT excellence dropped significantly (54.3% to 44.3%) despite maintaining very high acceptable rates
- Diploma excellence notably increased (49.9% to 58.8)

Social Emotional Wellness

- *Citizenship and Active Participation* Remains very high (87.0%) and stable. Student ratings on this dimension stayed strong.
- WIC performs exceedingly well in both *Learning Supports* measures (safe and caring schools, and learning supports)
- WIC's deliberate efforts to foster a positive, inclusive culture (such as WIC warriors and the wellness council) have clearly had a notable effect
- There is a clear indicator, beyond WIC, of continued post-pandemic challenges surrounding mental health and school connection

Access to Supports & Services

- WIC remains exceptionally strong in this area, with a 2024 score of 92.2%.
- The data reflects WIC's proactive investments in academic support, mental health programming, professional development, and expansion of the Student Success Centre.

Parental Engagement

- Results for the parental involvement measure in the fall 2024 AEAM are still strong but fell 4.5% compared with fall 2023 report.
- Despite the drop, WIC retained a "Very High" achievement and "Maintained" improvement rating

Education Plan Outcomes, Measures, and Strategies

2020-2025 STRATEGIC FRAMEWORK



WIC's education plan is aligned with our 2020 – 2025 strategic plan. In this education plan we are focussing on three priorities:

1. Aligning our education program with our mission.
2. Increasing connection and engagement in our community.
3. First Nations, Métis, and Inuit children success.

Overview of Outcomes and Measures

Below is a summary of the measures related to these three priorities. Full details are provided on pages 11 – 15.

OUTCOME	MEASURES
<p>Priority #1 WIC's education program is aligned with our mission.</p> <p><i>Empowering each student to thrive, contribute and live a healthy, purposeful life.</i></p>	<ul style="list-style-type: none"> ✓ Assessment practices have been reviewed and revised to better support each student to thrive and contribute in meaningful ways ✓ Increase the percentage of Grade 9 students achieving the Standard of Excellence on PATs by 10 percentage points over the next 3 years. ✓ The academic program has been reviewed and streamlined to provide clear pathways to post-secondary success ✓ Co-curricular programming is streamlined to foster wellness and purpose. ✓ Emotional well-being is improved year on year.
<p>Priority #2 WIC is a connected, engaged community.</p>	<ul style="list-style-type: none"> ✓ Parents are more engaged and connected to the school. ✓ Students are more engaged and connected
<p>Priority #3 First Nations, Métis, and Inuit children success.</p>	<ul style="list-style-type: none"> ✓ WIC supports the implementation of Truth & Reconciliation Commission recommendations.

Education Plan Outcomes, Measures, and Strategies

ASSESSMENT PRACTICES to better align with vision, mission, and values	
Strategic Priority Pillars Context	<p>Rigour: A future-focused learning environment of excellence Relevance: Purposeful, student-driven learning that reflects the real world Resilience: A balanced, wellness-oriented approach to challenge</p> <p>In the 2024–2025 school year, WIC launched a school-wide initiative to better align assessment practices with its mission, vision, and values. This began in 2023 - 2024 with extensive professional learning in best practices in modern assessment.</p> <p>In October 2024, WIC’s Learning Leaders attended the Alberta Assessment Consortium Conference, further deepening their understanding of leading frameworks and strategies. Building on this foundation, the Learning Leaders collaboratively developed a WIC-specific assessment framework, which now serves as the foundation for a school-wide shift in practice.</p> <p>The next phase of this work involves applying the framework’s principles to real classroom practices, informed by emerging research, including insights from the Future Design School’s <i>Future of Education Report 2025/26</i>. This research underscores the importance of:</p> <ul style="list-style-type: none"> • designing assessments that build resilience and deep thinking, • emphasizing learning as a process and using feedback and iteration to empower students with agency and purpose. <p>This phase will ensure that our assessment framework moves beyond a document into lived student experience.</p>
Outcome	WIC’s education program is aligned with our mission.
Assurance Domain	<ul style="list-style-type: none"> ✓ Student growth and achievement ✓ Learning Support
Measures	<ul style="list-style-type: none"> ○ Assessment framework is created and understood ○ Assessment practices are adjusted to align with the new framework ○ Communication and Feedback is timely and actionable for students in determining next steps in their learning ○ Critical thinking, creativity, and resilience are evident through lesson observations and assessment practices
Strategy	<ol style="list-style-type: none"> 1. Each department engages in a review and adjustment of assessment practices in light of the research and new assessment framework 2. Ongoing professional development
Resources	Alberta Assessment Consortium conferences Vince Bustamante – educational consultant and author Kyle Webb – math specialist educational consultant Cheryl Babin – consultant for the Calgary Regional Assessment Consortium Professional development funding

Timeline / Implementation Plan	2024-5 creation of new assessment framework 2025-6 creation of assessment practices that align with the framework 2026-7 ongoing professional development and monitoring the impact of the new practices
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Provincial Achievement Tests Grade 9	
Strategic Priority Pillars	Rigour: A future-focused learning environment of excellence
Context	<p>The percentage of students at WIC achieving the acceptable standard is considered “excellent” as reported in the AEAM. The percentage of students at WIC achieving the standard of excellence has declined over the past three years. Note this is a shrinking top tier, not a broad academic issue.</p> <p>Results from the Fall 2024 AEAM Report:</p> <ul style="list-style-type: none"> • ELA 9 – Standard of Excellence: 44.3% (WIC), 15.4% (Alberta) • Math 9 – Standard of Excellence: 41.8% (WIC), 14.0% (Alberta) • Science 9 – Standard of Excellence: 60.9% (WIC), 20.8% (Alberta) • Social Studies 9 – Standard of Excellence: 43.6% (WIC), 15.8% (Alberta)
Outcome	<p>WIC’s education program is aligned with our mission.</p> <p>Increase the percentage of Grade 9 students achieving the Standard of Excellence compared to the 2024 results on PATs over the next 3 years.</p>
Assurance Domain	<ul style="list-style-type: none"> ✓ Student growth and achievement ✓ Learning Support
Measures	June PAT results and 3-year rolling average comparison (APORI data)
Strategies	<p>Instructional Support</p> <ul style="list-style-type: none"> ○ Data-informed intervention: Use item analysis from PATs to identify weak curricular areas. ○ Differentiated instruction: provide opportunities to challenge high-achieving students. <p>Assessment Practices</p> <ul style="list-style-type: none"> ○ Frequent formative assessments: Align with PAT standards to increase familiarity and skills. ○ Encourage mastery learning: Focus on depth over breadth in core areas. <p>Faculty Development</p> <ul style="list-style-type: none"> • Collaborative planning: Subject teams analyze PAT blueprints and outcomes together. • Assessment PD: Continued support around assessing higher-order skills and critical thinking. <p>Enrichment & Acceleration</p> <ul style="list-style-type: none"> ○ PAT prep workshops: Run after-school or in-school skill-building sessions. ○ Peer tutoring/mentorship: Use older students to support Grade 9s.

Resources	<ul style="list-style-type: none"> ○ Professional Development Funding: Provide access to workshops and resources on advanced assessment design, differentiated instruction, and high-impact teaching strategies especially around mastery learning and AI-resilient assessments. ○ Data Analysis Tools: Use tools like item analysis software or PAT blueprint alignment trackers to identify gaps, monitor progress, and inform instruction. ○ Student Support Programming: tutoring, peer mentoring 												
Timeline / Implementation Plan	<table border="1"> <thead> <tr> <th>Year</th> <th>Focus Area</th> <th>Action</th> </tr> </thead> <tbody> <tr> <td>2025-2026</td> <td>Baseline & goal setting</td> <td>Analyze PAT results by item, set subject-specific targets</td> </tr> <tr> <td>2026-2027</td> <td>Expand & Deepen</td> <td>Implement supports schoolwide for all Grade 9 core subjects, measure progress mid-year</td> </tr> <tr> <td>2027-2028</td> <td>Sustain & Evaluate</td> <td>Compare data, adjust strategies, prepare full report on results and next steps</td> </tr> </tbody> </table>	Year	Focus Area	Action	2025-2026	Baseline & goal setting	Analyze PAT results by item, set subject-specific targets	2026-2027	Expand & Deepen	Implement supports schoolwide for all Grade 9 core subjects, measure progress mid-year	2027-2028	Sustain & Evaluate	Compare data, adjust strategies, prepare full report on results and next steps
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ACADEMIC PROGRAM REVIEW WIC’s Institute Program and Academic Courses	
Strategic Priority Pillars	Rigour: A future-focused learning environment of excellence
Context	<p>Global trends in education and employment call for greater resilience, interdisciplinary thinking, digital fluency, and deeper skill development. WIC’s academic program must reflect these demands while continuing to uphold academic excellence and wellness.</p> <p>WIC’s Institute Program was introduced in 2009 to provide real-world experiences for post-secondary success. By connecting students with industry professionals, learning about the local and global business-world, and engaging with real-world learning experiences, WIC students are armed with the knowledge and connections to give them a competitive advantage in their post-secondary applications. In the fall of 2023, the Institute Program was expanded to include grades 7 – 12 students. In recent years, WIC has strengthened curricular connections with the Institute program and emphasized that the institute program is a component of the academic program.</p> <p>As we embark on the creation of a new strategic plan in Spring 2025, this is an opportunity to review and refine all aspects of our academic program and create a vision that reflects global trends in education and employment.</p>
Outcome	WIC’s education program is aligned with our mission.
Assurance Domain	<ul style="list-style-type: none"> ✓ Student Growth and Achievement ✓ Local and Societal Context
Measures	<ul style="list-style-type: none"> ○ The relationship between WIC’s Institute Program, academic courses and post secondary pathways is clearly defined and understood by all ○ Students understand the value of the Institute Program

	<ul style="list-style-type: none"> ○ Student participation in the senior high institute program is increased and tracked more effectively ○ Evidence of increased interdisciplinary and applied learning options ○ Evidence of curricular alignment in the Institute Program ○ Inclusion of digital fluency and AI literacy outcomes in curriculum documents ○ Survey data indicating improved student resilience and engagement ○ Audit data confirming vertical and horizontal alignment of the academic program with WIC’s mission and strategic priorities ○ Student access to leadership, citizenship, and global competencies pathways 															
Strategy	<ul style="list-style-type: none"> ○ Strategic plan stakeholder engagement ○ The Strategic plan provides the vision for the academic program ○ Connect the institute program to Powerschool ○ Create a structure for each institute that allows for students to gain consistency and depth of experience 															
Resources	<ul style="list-style-type: none"> ○ Future Design School (to facilitate stakeholder engagement and creation of strategic plan) ○ World Economic Forum and Alberta curriculum resources ○ Guest speakers, industry mentors, post-secondary partners ○ PD for faculty on inquiry, interdisciplinary curriculum, assessment, and AI literacy 															
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Education Plan Outcomes, Measures, and Strategies

LEARNING SUPPORTS Student Success Centre, tutorial, homeroom, academic improvement plans	
Strategic Priority Pillars	Rigour: a future-focused learning environment of excellence
Context	Parents and students continue to express a need for targeted training in organization, study skills, and time management. Preparedness regarding executive functioning skills was a noteworthy finding on survey results. Results from the bi-yearly Student Life survey suggest students appreciated and utilized the new schedule which includes tutorial blocks designed for extra help and study. Next year, these blocks will be designed with additional programming to enhance psychoeducation and skill building around executive functioning.
Outcome	WIC's education program is aligned with our mission.
Assurance Domain	<ul style="list-style-type: none"> ✓ Student growth and achievement ✓ Learning Support
Measures	<ol style="list-style-type: none"> 1. All students have age-appropriate study skills training. 2. All students have age-appropriate organizational and time management skills training.
Strategy	<ul style="list-style-type: none"> • Students will be offered training sessions in executive functioning skills from our learning support strategist and from those teachers interested in offering workshops on the topic. • Lessons will extend into topics such as perfectionism, self-esteem and setting boundaries • Students in both Jr and Sr high will be offered blocks of time for study and schoolwork completion • Jr. Students will be offered Wrap it Up Wednesdays during lunch block, to have the opportunity to complete outstanding work • Students who continue to struggle in executive functioning will be offered a specific block of time with learning strategist for more intensive and targeted training
Resources	Informational PowerPoints and videos, resource handouts such as checklists and pictographs, special guest presenters such as Sam Demma, use of the Performance Centre space
Timeline / Implementation Plan	Weekly in Tutorial, homeroom, and assembly Annual, ongoing programming

CONNECTED COMMUNITY

Strategic Priority Pillars	<p>Relationships: a vibrant, caring community</p>
Context	<p>Lookout Management Survey results in 2022/23, AERR results, and student and staff feedback indicated a need for increased connection and belonging and attention to mental health strategies. In July 2024, prior to the government policy, WIC announced Project Here and Now, an initiative <i>which aimed</i> to build community and strengthen relationships through positive action and reinforcement. We raised awareness and allowed students to recognize the importance of being present and connected with each other, without the excessive use of technology and devices.</p> <p>Results from our bi-yearly Student Life survey suggest most students find the Cell Phone policy helpful in controlling their phone habits. Additionally, nearly all students agree that Wellness education and implementation should be part of WIC curriculum. We will continue to build and broaden this initiative with <i>Project Here and Now 2.0: PLUG-IN</i>. This next iteration will emphasize the need for personal, community, and global wellness.</p>
Outcome	<p>WIC’s education program is aligned with our mission. WIC is a connected, engaged community.</p>
Assurance Domain	<p>✓ Student Growth and Achievement</p>
Measures	<ol style="list-style-type: none"> 1. Students know each person in their class 2. Co-curricular programming is streamlined to foster wellness and purpose. 3. Students will continue to nominate each other for exemplifying school values and will be celebrated during assembly 4. There will be an increase in council and leadership participation
Strategy	<ul style="list-style-type: none"> • More intentional communication to our community regarding who people are on staff and what their role is • Re-structuring of councils to take place during tutorial to leave lunch for socializing • Administer surveys throughout the year to gauge sense of belonging and connection from students. • Homeroom and tutorial plans will include team building and leadership training, social emotional lessons, peer speeches, and alumni interviews • Assemblies will include interviews with faculty to connect and “get to know” our community. • Teachers wear shirts during first week of school and on special occasions that say “I’m Listening”

Resources	Communication via WIC Weekly, TV screens, during homeroom, assembly, etc. FORMS for surveying students. Future Design School (to facilitate stakeholder engagement and creation of strategic plan)
Timeline / Implementation Plan	September 2025 students will be introduced to the new organizational structure of co-curriculars and the parameters around participation. Year long communication regarding how/who/when to connect with at the school from the Student Success Centre. Surveys in October ('25), June ('26)

PARENTAL INVOLVEMENT	
Strategic Priority Pillars	Relationships: a vibrant, caring community Resilience: A strong and sustainable future
Context	Results for the <i>parental involvement</i> measure in the fall 2024 AEAM are strong but have dropped 4.5% from 88.9 % to 84.4 % WIC has increased the number and type of parent engagement opportunities in the past year. This decline may warrant a relook at engagement strategies and parent satisfaction with the type and frequency of opportunities.
Outcome	WIC is a connected, engaged community.
Assurance Domain	<ul style="list-style-type: none"> ✓ Student Growth and Achievement ✓ Local and Societal Context
Measures	As evident in annual school surveys: <ul style="list-style-type: none"> ○ Parents are more engaged and connected to the school.
Strategy	<ul style="list-style-type: none"> ○ Survey parents on the type of engagement opportunities they would like to see ○ The parent committee will organize monthly events that feature a parent's expertise, with the intention of parents helping parents. ○ More in-person events will be held on campus for parents. ○ The Head of School and principals will create more opportunities for parents to connect with them in person (monthly Coffee and Conversation) ○ Parent lunch and learn webinars led by Student Success Centre
Resources	Parent committee. Time dedicated to increased connections between school and parents. Financial resources may be necessary for refreshments at parent events.
Timeline / Implementation Plan	Meet with the Parent Auxiliary Committee to discuss the survey results and subsequent desired outcomes. Obtain data on the number of parents that are actively involved with the PAC.

	<p>With the PAC, set goals to increase parental connections and share these with the community.</p> <p>Monitor the planning of events.</p> <p>Track the number and type of engagement opportunities.</p>
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FIRST NATIONS, MÉTIS, and INUIT STUDENT SUCCESS	
Strategic Priority Pillars	Relationships: a vibrant, caring community
Context	<p>As required by Alberta Education, all students, teachers, and school leaders must learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. Additionally, School authorities are responsible for:</p> <ul style="list-style-type: none"> • improving education outcomes for First Nations, Métis and Inuit students through system, program, and instructional supports. • addressing the systemic education gap for self-identified First Nations, Métis and Inuit students. • supporting the implementation of Truth and Reconciliation Commission recommendations.
Outcome	First Nations, Métis, and Inuit children success.
Assurance Domain	<p>Student Growth and Achievement</p> <p>Teaching and Leading</p> <p>Local and Societal Context</p>
Measures	WIC supports the implementation of Truth & Reconciliation Commission recommendations.
Strategy	<ul style="list-style-type: none"> • Continue to offer Aboriginal Studies 30 at senior high. 2024-5 enrollment was two sections with a total of 42 students enrolled. • Continue to strengthen our existing relationship with Indigenous Elders and knowledge keepers: Elder Charlotte Saachinaminakee McLeod Short Gun Women has been a guest in the Aboriginal Studies class regularly and spoke at our Truth & Reconciliation Assembly in fall 2024 • Implement initiatives such as the Missing and Murdered Indigenous Women Red Dress Installation and the Moose Hide Campaign Awareness Walk • Continue to strengthen our existing relationship with Indigenous artists. <ul style="list-style-type: none"> ○ Chantelle MacIntosh – Anishinabe beading artist ○ Patricia Lortie & Elder Harley Crowshoe – tall feathers art workshop • In 2024 WIC band director created a Commissioned music piece with CADME (Calgary Association for the Development of Music Education), reimagining a piece of music (Bear Love) by Cree musician and Composer Walter MacDonald White Bear.

	<ul style="list-style-type: none"> • This piece served as a vehicle for students in concert band to perform with Walter in a live music setting, creating unique artistic, genuine and collaborative learning environment. • This piece has been made available free, through the support of CADME to all schools and organizations across Canada to perform with Walter in the future
Resources	<p>Alberta Education grant funding of \$4158.00, allocated towards:</p> <ul style="list-style-type: none"> - Truth and Reconciliation Commission recommendations (see above) - Honorariums and offerings for visiting Elders <p>Operational budget support for appropriate remuneration of learning firsthand from Indigenous Peoples.</p>
Timeline / Implementation Plan	<p>Multiple times a year, engage in discussions with the indigenous elders, artists, and knowledge keepers that WIC has begun a relationship with to obtain their perspective on our progress.</p>

Financial Information, Budget 2025-26

West Island College	2025-26 Budget
Revenue	
Tuition and student fees	\$ 16,410,447
Government grant funding	4,086,796
School program participation fees	224,260
Other	1,641,350
	<hr/>
	22,362,853
Expenses	
Employee compensation, benefits and other	14,342,753
Operating supplies and services	6,588,443
School programs	305,009
Interest	145,000
Amortization of capital assets	-
	<hr/>
	21,381,205
Surplus (deficit) of revenue over expenses	<hr/>
	\$ 981,649

Alberta Education Grants:	
AB Ed - Base Instruction K-9	1,409,123.95
AB Ed - Base Instruction 10-12	1,815,368.06
AB Ed - O&M	407,517.48
AB Ed - Transportation	114,390.00
AB Ed - Community Based Funding	59,851.17
AB Ed - System Admin	196,528.89
Federal - FNMI	5,400.36
AB Ed - Classroom Complexity	50,345.82
AB Ed - Severe Disabilities	5,670.69
AB Ed - Dual Credit	-
Federal - OLEP French Funding	10,000.00
Other Funding	
Grant - Canada Summer Job Grants	12,600.00
Grant - Other	-
	<hr/>
Total Grant Funding Received	<hr/>
	4,086,796.42

2025-26 Key Financial Information

WIC is anticipating continued enrollment growth for the 2025-26 school year with an anticipated count of 671 funded students. With the opening of our new athletic field, we anticipate additional rental revenue to help support operations. With the upcoming ratification of the ATA grid, we also expect to have to adjust our compensation for faculty to remain competitive in today's employment market.

Alberta Education grants continue to play an important role in our efforts to implement the Alberta program of studies curriculum to our growing student population. The addition of the transportation funding and the classroom complexity grant allows us to keep tuition fees at a reasonable rate and provide exceptional educational experiences to our families. With only partial funding and the lack of access to capital funding grants, WIC must rely on tuition, student fees, and philanthropy to fund our capital, maintenance, programming and other operational needs.

WIC dedicates its funds towards the progress of our Strategic Framework 2020-2025. The Strategic Framework is focused on ensuring excellence in teaching and learning, enhancing our facilities, wellness, and well-being of all community members, promoting a philanthropic culture and ensuring financial sustainability. The College was able to use the reserve built up over years of financial stewardship to buy land in the summer of 2022 in order to begin the development of a full-sized field and new parking lot that opened in October 2024.

More information about WIC Financials can be accessed by contacting the College at info@mywic.ca
 The most recent summary of WIC's Audited Financial Statements can be found in the AERR on our website <https://www.westislandcollege.ab.ca/who-we-are/policies-reports>