



2024 – 2025

**C. Ian
McLaren
School**

**ANNUAL
EDUCATION
RESULTS
REPORT**

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ANNUAL EDUCATION RESULTS REPORT 2024-2025

Welcome to our Annual Education Results Report (AERR) for 2024-2025.
This is our story of engagement, support, and success for each learner.

Our Annual Education Results Report provides stakeholders with accurate, accessible, and easy to understand information on the progress of achieving goals as outlined in our 2024-2029 Education Plan. As part of a continuous improvement cycle, we have analyzed data, considered local context, developed insights, drawn conclusions, and identified next steps in advancing student growth and achievement. These results are used to report on our performance and to determine strengths, areas for growth and next steps. We share this information on an ongoing basis and seek input from students, staff, parents, and community. Key insights from results analysis outlined in this Annual Education Results Report informs next steps in our education plans and provides assurance to our stakeholders that we are advancing our priorities of engagement, support, and success for each learner.

School Education Plan – Year 1

LAND ACKNOWLEDGEMENT

Foothills School Division's Truth and Reconciliation for Learner Success Toolkit

We acknowledge that we are on the traditional land of the Treaty 7 territory, which is the Blackfoot Nations including Siksika (Sick-sick-ah), Piikani (Pee-can-ee), and Kainai (Kigh-n-nigh), the Tsuut'ina (Soot-ina) Nation, and Stoney Nakoda First Nations, as well as the Metis Nation, region three. We recognize the stories of the land and the people who lived here before us. We respect and appreciate the history and stories of this land. We are grateful for and honour the ancestors who have lived here before us. As guests on this land, we commit to moving forward with reciprocity in our hearts as we continue to respect and learn from the land and the animals.

FSD: We honour the spirit, life, and lessons this land and its ancestors teach us. We acknowledge the traditional land and territories of the Siksika, Piikani, Kainai, Tsuut'ina, and îyârhe Nakoda as well as the Foothills District and the Rocky View District within the Battle River Territory of the Otipemisiwak Métis government of Alberta.



PURPOSE

Education at the centre of a flourishing community.



VISION

Engagement, Support, and Success for each learner.



MISSION

Each learner entrusted to our care, has unique gifts and abilities. It is our mission to find out what these are...Explore them...Develop them...Celebrate them!



PRIORITIES

Engagement: Ensure and maintain Division wide engagement that is timely, meaningful, and collaborative with all learners and communities.

Support: Ensure and maintain Division wide learning environments that are welcoming, caring, respectful, safe, and inclusive.

Success: Ensure and maintain Division wide excellence in teaching, learning and leadership.

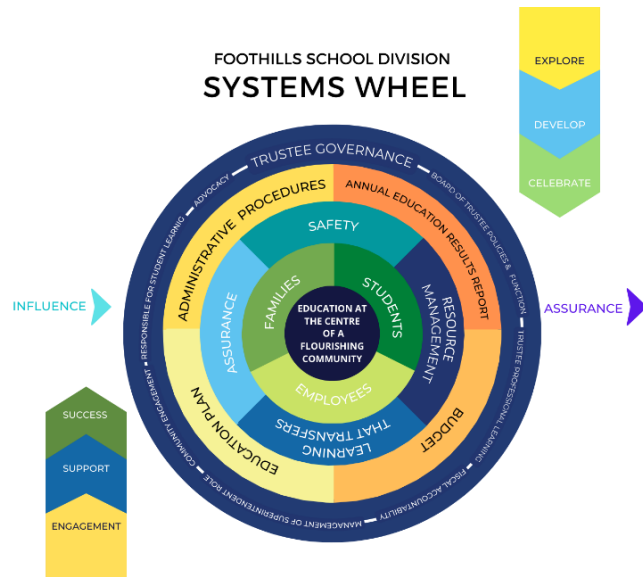
Board Policy 01: Division Foundational Statements

Board Policy 14: A Place for All



SYSTEM THINKING, ASSURANCE AND ACCOUNTABILITY

Our story of assurance starts with **systems thinking**. Systems thinking propels our assurance actions. We explore possibilities and opportunities in developing strategies in new and complex perspectives to positively drive system change. Through this we make sense of the complexity. We get excited and challenged by change and thrive in new situations. Innovation demands that we set aside what we *think* we know, adopt a curious stance, and commit to learning and continuous improvement. We strive to make change for the better and do whatever we can to make that happen by identifying and enhancing models of educational excellence.



Our journey begins with systems thinking, which drives our actions. We explore new strategies and perspectives to create positive change. This helps us understand complexity, embrace change, and thrive in new situations. Innovation requires us to be curious, learn continuously, and improve. We aim to make positive changes by enhancing educational excellence.

Systems thinking is key to how we view the world, recognizing interrelationships, cycles, connections, and patterns over time. This approach has helped us build a shared vision, address opportunities, focus on team learning, understand our strengths, and strive for continuous growth. It has led us to place education at the centre of a flourishing community, influencing our actions, strategies, structures, and systems. We are a very strong school division integrated within the community, making decisions with engagement, support, and success for all.

This approach helps us see patterns and connections, align our actions, and advance our goals. Our Foothills School Division Systems Wheel illustrates the interconnected pieces of our system. External factors like provincial funding, the Education Act, and

community voices, as well as internal influences like governance, procedures, and budgets, shape our system. Our outputs, such as the AERR, Capital Plan, and successful students, tell our story of interconnectedness.

Our approach to systems thinking and interconnectedness directly contributes to our flourishing learning community. This holistic approach allows us to build a shared vision and embrace opportunities together, fostering learning and continuous growth. By placing education at the heart of our community, we promote that our actions, strategies, and structures are aligned with our goal of creating a thriving educational environment.

Foothills School Division is responsible for providing **assurance** to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the education system. This is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Foothills School Division's Education Plan and **Annual Education Results Report** (AERR) are evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The Education Plan and AERR inform one another for continuous growth.

Our FSD strategic planning process is outlined in FSD **AP 100: Education Plan and Annual Education Results Report** and **AP 101: Annual Education Results Report**. Our five-year fixed education plan is aligned with **Alberta Education's Business Plan 2024-2027** and clearly identifies

priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve goals. Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. By analyzing the results, we develop insights, draw conclusions, and determine implications arising from the results. We use results to improve the quality and effectiveness of education programs and improve student learning and achievement. Areas that are identified as needing improvement, along with stakeholder engagement input and provincial direction, are reflected in the outcomes and strategies in the education plan. Division priorities and processes provide strategic direction to schools in the development of their plans and in engaging stakeholders on an ongoing basis to provide assurance in advancing goals. This is outlined in **AP 118: Annual Assurance Actions** and **AP 102: School Annual Education Plan Results Report**. Engaging with our stakeholders has been critical in the development and implementation of our education plan and annual education results report. Effectively engaging stakeholders in the development of our education plan and sharing results has contributed to shared governance, being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

SCHOOL COUNCILS REGULATION

Section 12(1) of the School Councils Regulation under the Education Act requires school boards to provide school councils with the opportunity to provide advice on the development of the school’s foundational statements (vision, principles, and beliefs); Education Plan; annual results report; and budget. Section 12(2) requires school boards to provide the school council with the results for the school from provincial assessments and an interpretation of those results as well as the information that the board disseminates through its reporting and accountability system per Section 67 of the *Education Act*.



ALIGNMENT OF PROVINCIAL OUTCOMES , ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS

ALBERTA EDUCATION OUTCOMES Education Ministry Business Plan 2024-27	FOOTHILLS SCHOOL DIVISION GOALS Foothills School Division Education Plan 2024-29	ASSURANCE DOMAINS Alberta Education Funding Manual 2024-25
<ul style="list-style-type: none"> Alberta’s students are successful First Nations, Métis, and Inuit students in Alberta are successful Alberta’s students have access to a variety of learning opportunities to enhance competitiveness in the modern economy Alberta’s K-12 education system and workforce are well-managed 	<ul style="list-style-type: none"> Learning that transfers Numeracy and literacy Wellness and wellbeing Continuum of supports First Nations, Métis, and Inuit student success Innovation and design Learning that transfers Excellence in teaching, learning, and leading Stakeholder engagement and communications Continuous improvement and assurance 	<ul style="list-style-type: none"> Student growth & achievement Learning support Student growth & achievement Learning support Student growth & achievement Teaching and leading Local and societal context Local and societal context Governance



OUR GOALS & ASSURANCE MEASURES

ENGAGEMENT	SUPPORT	SUCCESS
Local and Societal Context	Learning Supports	Student Growth and Achievement

Goal

- Advance Stakeholder Engagement and Communications

Assurance Measure

FSD provides trust and confidence that the education system responds proactively to local and societal contexts.

Goals

- Advance Wellness and Well-being
- Advance Continuum of Supports

Assurance Measure

FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Goals

- Advance Innovation and Design
- Advance Learning for Transfer
- Advance Literacy and Numeracy
- Advance First Nations, Métis, and Inuit student success

Assurance Measure

FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.

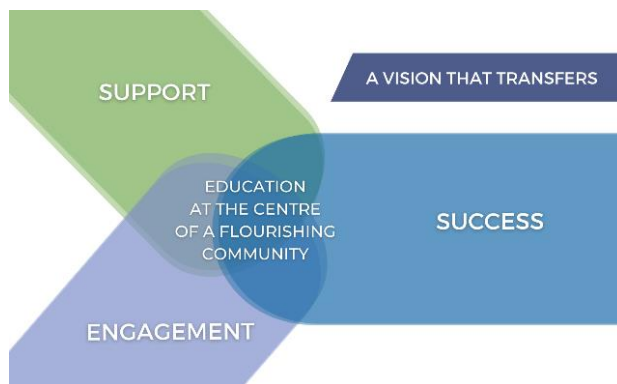
Governance

Goal:

- Advance Continuous Improvement and Assurance

Assurance Measure

FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.



Teaching and Leading

Goal

- Advance Excellence in teaching, learning and leading.

Assurance Measure

FSD provides trust and confidence that certified teachers and certified leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard).





OUR SCHOOL

Nestled within the breathtaking landscapes of the Diamond Valley, C. Ian McLaren School thrives amid vibrant communities. Our beautiful school caters to 170 students, supported by a dedicated team of 11 certified staff members and 9 invaluable support staff. Among them are specialists such as a part-time Family School Liaison Counsellor, a Wellness Coach, a Youth Development Coach, an Office Administrator, and a part-time Learning Commons Facilitator, all integral to our school's success. Situated across from Oilfield's High School, we serve as a vital feeder school, fostering a seamless educational transition for our students.

At the heart of our school is the Conscious Discipline program, a cornerstone of our character education initiatives, fostering a nurturing and inclusive environment. Conscious Discipline is a skill-based program that helps teachers, educational assistants and other adults who work in schools to strengthen children's social emotional skills. Conscious Discipline is based on connections. We use the model of a healthy school family to create a culture of support. Just as a family at home has routines and rituals, our school family has routines and rituals.

We also have a partnership with Minds Matter which represents an essential collaborative initiative between the Foothills School Division and Alberta Health Services Mental Health Capacity Building. This team diligently works to promote positive mental health across various demographics: children, youth, families, and individuals within our community who engage with children and youth. Over the past five years, their steadfast mantra has been to guide universal programming that champions mental health and wellness for all. Their efforts focus on enhancing essential skills, including stress management, cultivating positive relationships, raising awareness about mental health, and facilitating access to vital community supports.



HIGHLIGHTS AND CELEBRATIONS

C. Ian McLaren School continues to thrive as a vibrant learning community in Year 1 of our 2024–2029 Education Plan. We are proud of our strong focus on engagement, support, and success for every learner. This year, we celebrated the deep integration of Conscious Discipline as a cornerstone of our school culture, fostering social-emotional growth and a sense of belonging. Our partnership with Minds Matter has strengthened mental health and wellness initiatives, ensuring students and families have access to essential supports. We have advanced authentic learning through innovative practices such as maker-centered learning, design thinking, and digital portfolios, empowering students to take ownership of their learning. Community engagement remains a highlight, with active collaboration through School Council and partnerships with local organizations that enrich student experiences. Our staff's commitment to conceptual teaching and new curriculum implementation has elevated learning outcomes, while targeted literacy and numeracy interventions reflect our dedication to academic excellence. We are especially proud of our efforts to embed Indigenous perspectives and advance Truth and Reconciliation, creating inclusive learning environments that honor diversity. These celebrations reflect our unwavering mission to discover, develop, and celebrate the unique gifts and abilities of every learner.





EDUCATION ASSURANCE MEASURES REPORT SUMMARY

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

AEAM Summary by Stakeholder Group (Parents/Students/Staff)

Assurance Measures Overall	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2021-2022 (School)	83.6%	85.6%	85.9%	88.4%	80.2%	77.9%	60.7
2021-2022 (Prov)	85.1	81.4	89	86.1	81.6	78.8	74.2
2022-2023 (School)	74.2%	83.2%	83.7%	82.0%	81.5%	82.9%	67.9
59.62022-2023 (Prov)	84.4	80.3	88.1	84.7	80.6	79.1	75.2
2023-2024 (School)	64.9%	71.1%	79.6%	75.9%	71.4%	60.2%	59.6
2023-2024 (Prov)	83.7	79.4	87.6	84.0	79.9	79.5	75.8
2024-2025 (School)	76.2%	83.9%	97.5%	87.9%	91.1%	85.5%	76.8
2024-2025 (Prov)	83.9	79.8	87.7	84.4	80.1	80.0	76.6
Evaluation (Achievement)	Very Low	Very High	Very High	High	Very High	Very High	High
Evaluation (Improvement)	Maintained	Maintained	Improved Significantly	Improved	Improved Significantly	Maintained	Improved Significantly

FSD Assurance Survey (Parent): Parent attitudes to learning in the domains of student growth and achievement, teaching and leading, learning support and governance.

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2021-2022	94	86	94	85	79	65	53
2022-2023	90	66	89	56	59	52	46
2023-2024	91	87	83	89	74	50	71
2024-2025	91	86	82	89	75	74	61
Evaluation	Very High	Very High	High	Very High	High	High	Low

At C. Ian McLaren School, engagement is an essential part of how we build a flourishing, collaborative learning community. We are committed to fostering strong relationships with students, families, staff, and community partners through respectful, meaningful, and ongoing engagement opportunities.

Family and Community Engagement:

We continue to strengthen parent involvement through active collaboration with School Council and by expanding partnerships within our community, including McMan, Triple P Parenting, Senior Homes, the Griffin Center, and the Family Resource Network. These connections enhance the supports available to students and contribute to a positive and caring school environment. We celebrate our flourishing community by demonstrating how these partnerships lead to positive change and improved outcomes for our learners.

Student Engagement:

Student voice and participation remain central to our school culture. Through our schoolwide theme—*we are all on a journey together and can be powerful difference makers*—students engage in leadership, Student Matters, Cougar Family Teams, and other initiatives that foster belonging, agency, and shared responsibility.

Communication:

We continue to strengthen communication with education partners through consistent, multi-platform updates such as weekly teacher emails, school-wide email communication, Instagram, the outdoor sign, and School Council's independent communication channels. Surveys at both the school and system level further support transparent, two-way communication.

Evidence-Informed Continuous Improvement:

We use ongoing, triangulated evidence to guide decision-making and monitor progress. Stakeholder input is intentionally gathered at key points in the assurance process and used to identify areas for growth and determine next steps. Tools such as literacy data cards help inform instructional decisions and enhance communication with families.

Engagement Processes and Assurance:

We prioritize engagement processes that bring education partners together to support positive change. Engagement opportunities such as Student Matters, the Alberta Education Assurance Measures, FSD Assurance Surveys, School Councils, and COSC help ensure that stakeholders' perspectives guide school and system improvement.

Capacity Building:

Our engagement practices support capacity building by encouraging shared responsibility for student achievement, fostering commitment to continuous improvement, and highlighting the importance of consistent communication throughout the change process.



97.5%

**of students, staff and
parents indicate the
education quality is very
high.**

(Alberta Education Assurance Survey)

85.5%

**of students, staff and
parents indicate parental
involvement is very high.**

(Alberta Education Assurance Survey)

76.8%

**of students, staff and
parents indicate that
school improvement is
high.**

(Alberta Education Assurance Survey)

ENGAGEMENT

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance stakeholder engagement and communications</p> <p>Advancing stakeholder engagement practices and communication strategies will ensure FSD is responsive to local needs, it increases stakeholder understanding of education matters and improves decision-making. It will provide stakeholders with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and division priorities of engagement, support, and success for each learner.</p>	<ul style="list-style-type: none"> Actively engage stakeholders to inform the development of local priorities and plans drawing upon a variety of sources to measure engagement: <ul style="list-style-type: none"> What stakeholders were involved? How were they engaged? How their input informed local priorities? School board's actions to meet its obligations under section 12 of the School Councils Regulation to provide opportunity for School Councils to be involved in developing School Education Plans. Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding. 	<ul style="list-style-type: none"> Measures demonstrate stakeholder engagement informs policies, procedures, priorities, education plans, annual education results reports and budget decisions in support of student growth and achievement. Measures demonstrate that stakeholders actively participate in engagement opportunities provided by Foothills School Division. 	<ul style="list-style-type: none"> Parent Involvement (AEAM): Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. School Improvement (AEAM): Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. Quality of Education (AEAM): Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education. Stakeholder Engagement: Increase/maintain participation of stakeholders to inform decisions.
<p>Advance evidence-based continuous improvement and assurance</p> <p>Learners will communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<ul style="list-style-type: none"> Establish a system of accountability practices which include guiding principles for assurance at a division and school level. Use results to improve the quality and effectiveness of education programs provided to students and to improve student learning and achievement. Sustained culture of continuous improvement and collective responsibility. A cycle of evidence-based continuous improvement that informs ongoing planning and priority setting, builds capacity. Governors engage students and their families, staff and community 	<ul style="list-style-type: none"> Measures indicate learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement (explore, develop, take action, and evaluate). The Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. FSD provides accountability to the Department of Education that we are fulfilling our responsibilities of providing education programs for K-12 students. 	<p>FSD Assurance Survey:</p> <p>Increase/maintain percentage of parents satisfied with Assurance Measures.</p>

ENGAGEMENT			
GOALS	OUTCOMES	INDICATORS	MEASURES
	<p>members in the creation and ongoing implementation of a shared vision for student success.</p> <ul style="list-style-type: none"> • Legislation, policy, and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance. • Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. • Governors in school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity. • Engagement of parents, students, staff, and other key stakeholders on board matters and plans contribute to shared governance. 	<ul style="list-style-type: none"> • FSD provides assurance to local stakeholders and the public that we are fulfilling our responsibilities and that students are successful. • AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans. • Governance responsibilities reflect a student-centered focus and principles of inclusiveness, fairness, diversity, and excellence. 	

RESULTS ANALYSIS FOR ENGAGEMENT

 Previous Results (4-Year Data Trends and Key Insights)

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measure	Education Quality	Parental Involvement	School Improvement
2024-2025 (School)	97.5	85.5	76.8
2024-2025 (Prov)	87.7	80.0	76.8
Evaluation (Achievement)	Very High	Very High	High

Evaluation (Improvement)	Improved Significantly	Maintained	Improved Significantly
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FSD Assurance Survey (Parent): Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Assurance Measures	Education Quality	Parental Involvement	School Improvement
2024-2025	82%	74%	61%
Evaluation	Very High	High	High

OUTCOMES TO CONSIDER

Education Quality

Your child clearly understands what they are expected to learn at school

Your child finds schoolwork challenging

Your child finds schoolwork interesting

Your child is learning what they need to know

The quality of education your child is receiving at school

Parental Involvement

To what extent are you involved in decisions about your child's overall education

To what extent are you involved in decisions about your child's school

Your input into decisions about your child's school is considered

The opportunities to be involved in decisions about your child's overall education

The opportunities to be involved in decisions about your child's school

School Improvement

Has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years

STRATEGY ANALYSIS

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

STAKEHOLDER ENGAGEMENT AND COMMUNICATIONS	EVALUATION
<p>Strategy 1: Advance stakeholder engagement and communications by:</p> <p>Facilitate ongoing engagement opportunities with education partners in respectful, meaningful ways.</p> <ul style="list-style-type: none">• Parent Engagement through our work in School Council.• Community Engagement through developing partnerships within the community. (Mcman, Triple P parenting, Senior Homes, Griffin Center, Family Resource Network) <p>Strategy 2: Celebrate our Flourishing Community: Provide assurance that engagements with partners in education are contributing to positive change in our learning community.</p> <ul style="list-style-type: none">• Student Engagement through schoolwide theme: we are all on a journey together and can be powerful difference makers and influencers. (Student matters, Leadership, Family Cougar teams, etc.)• Continue to develop our communication plan. (weekly teacher emails, weekly emails, Instagram, my blueprint sign, school council has separate emails and Facebook, my blueprint and regular surveys).	<p>High</p> <p>High</p> <p>High</p>
Continuous Improvement and Assurance	EVALUATION
<p>Strategy 1: Evidence-informed decision-making: Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.</p> <ul style="list-style-type: none">• Incorporating stakeholder input based on engagement at various points throughout the process.• Using results to identify areas for improvement and to develop strategies for the next plan.	<p>Ongoing</p>

DATA ANALYSIS

In telling our story of engagement we looked at the progress we made in advancing our goals of stakeholder engagement and continuous improvement. We looked at the data we gathered from both the Alberta Education and FSD Assurance Surveys in the specific areas of education quality, parental involvement, and continuous improvement as well as opportunities for stakeholder engagement in Foothills School Division. The data told us that

- Very High Quality of Education
- Increased Parental Involvement
- School Improvement continues to be strong

Strategy 2: Engagement: Develop effective engagement processes that rely on education partners working together for the purpose of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.

- Continue to promote opportunities for engagement at the system and school levels and show how these engagements have informed growth and action. This includes but not limited to:
- Student Matters
- Alberta Education Assurance Survey and Measures
- FSD Assurance Survey
- School Councils

COSC (The FSD Council of School Councils)

Ongoing

Strategy 3: Learning and Capacity Building: Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.

- Shared responsibility for student growth and achievement.
- Build capacity and a commitment to continuous improvement.
- Acknowledge that communication must be constant throughout the engagement process.

Ongoing



Advancing Wellness and Well-Being: A Story of Support

- Our school community continues to prioritize wellness by fostering a culture where students and staff feel a deep sense of **belonging**. For students, this means creating inclusive environments grounded in trauma-informed practices and social-emotional learning. Through initiatives like **Students' Matters** and the **SOS-Q**, we listen to student voices, identify areas for growth, and implement creative solutions. Regular gatherings of Students' Matters teams strengthen these efforts, while programs like **Minds Matter** build essential competencies—self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. Partnerships with community organizations such as McMann, local libraries, and senior homes further enrich these supports.
- For staff, wellness is equally central. We nurture healthy workplace cultures through open communication, collaborative problem-solving, and professional learning. Our **HEART Care book study** and trauma-informed training sessions provide tools for resilience and empathy. Staff input drives decisions through the **Comprehensive School Health framework**, supported by advisory leads and system-wide learning days.

To ensure every learner thrives, we continue to **advance a robust continuum of supports**. This includes embedded collaboration time, access to specialists, and weekly team meetings to address challenges proactively. Universal SEL instruction remains a cornerstone, complemented by targeted interventions and strong partnerships with parents through ILPs, BSPs, and ongoing communication. Together, these strategies create a responsive, caring environment where students and staff can grow academically, socially, and emotionally

Support Opportunities & Resources

- Policy 14: A Place for All
- AP 309 Safe, Caring, Respectful, and Inclusive Learning Environments that Foster a Place for All
- A Flourishing Community
- Celebrating our Flourishing Community
- Parent and Community Connect
- Inclusive Learning
- Student Learning Support for Parents
- Truth and Reconciliation for Learner Success Toolkit



87%

of parents indicate a safe and caring environment as very high.

(FSD Parent Assurance Survey)

92%

of students indicate a safe and caring environment as very high.

(FSD SOS-Q Survey)

96%

of students indicate their internal resilience as very high.

(FSD SOS-Q Survey)

91%

of students indicate their peer relations as very high.

(FSD SOS-Q Survey)

CREATE WELCOMING, SAFE, CARING, INCLUSIVE AND RESPECTFUL ENVIRONMENTS THAT ARE TRAUMA INFORMED AND RESPONSIVE TO THE NEEDS OF STUDENTS AND SUPPORT

GOALS	OUTCOMES	INDICATORS	MEASURES
Advance wellness and well-being Collaboratively promote and advance healthy school environments for all, based upon a strong foundation of wellness and well-being.	<ul style="list-style-type: none"> All stakeholders contribute to a welcoming, caring, respectful and safe school environment. Wrap around services and supports enhance healthy school environments for student well-being and staff wellness. Students and staff better understand mental health and resilience and the role they play in their own positive mental health and resilience. Schools continue to implement and advance trauma-informed practices to contribute to healthy school environments. 	<ul style="list-style-type: none"> Measures indicate that students and staff have a sense of belonging at school, resulting in higher attendance and engagement. Measures indicate that students and staff respect one another and take responsibility for their own actions. Measures indicate that students and staff have choice and strive for excellence within a healthy school environment. Measures indicate that students and staff are generous to one another and recognize the positive contributions everyone makes to the healthy school environment. 	<ul style="list-style-type: none"> Safe & Caring (AEAM): Increase/maintain the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school. Program Access (AEAM): Increase/maintain the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
Advance our Continuum of Supports Collaboratively engage all stakeholders in creatively expanding and implementing the continuum of supports within each local context.	<ul style="list-style-type: none"> A robust continuum of supports ensures student success. Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. Learners demonstrate understanding and respect for the uniqueness of all learners. Learning environments are welcoming, caring, respectful and safe. Structures and systems support learning and meet the needs of students, families, staff, and communities. Learners access continuum of supports. Wrap around services and supports enhance conditions required for optimal learning. Education partners fulfil their respective roles for a shared understanding of an inclusive education system. All stakeholders work collaboratively to support student learning. 	<ul style="list-style-type: none"> Measures indicate that each learner has access to programs, services, and strategies within the continuum of supports that are consistent with the principles of inclusive learning. Continuum of Supports is visible and accessible. Measures indicate that teachers, parents, and students report that learning environments are welcoming, caring, respectful, and safe. 	<ul style="list-style-type: none"> Students at Risk (AEAM): Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely. SOS-Q (Student Orientation to School Questionnaire): Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Safe and Caring	Access to Supports and Services (students 'at risk')
2024-2025 (School)	87%	75%
2024-2025 (Prov)	77.3%	71.4%
Evaluation (Achievement)	Very High	High
Evaluation (Improvement)	Maintained	Improved Significantly

FSD Assurance Survey (Parent): Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Safe and Caring	Access to Supports and Services (students 'at risk')
2024-2025	87%	75%
Evaluation	Very High	High

FSD SOS-Q Survey (Student) (Student Orientation to School Questionnaire): This survey is used to identify student's degrees of connectivity to school in a variety of dimensions and assist with initiating strategies to re-connect students that may be disengaging from school. The survey results allow schools to look at trends across the school and grades as well as dig into individual student responses.

above national norm					
	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations
2024-2025	92	81	81	96	91
Evaluation	Very High	High	High	Very High	Very High

OUTCOMES TO CONSIDER

Access to Supports and Services

At school, there are appropriate supports and services available to your child to help with their learning

When your child needs it, teachers at your child's school are available to help them

You can get the support you need from the school to help your child be successful in their learning

Your child can get help at school with problems that are not related to

Your child can easily access programs and services at school to get help with

Program of Studies: At-Risk Students

When your child needs it, teachers at your child's school are available to help them

Your child can easily access programs and services at school to get help with schoolwork

Your child can get help at school with problems that are not related to schoolwork

STRATEGY ANALYSIS

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

WELLNESS AND WELL-BEING		EVALUATION
<p>Strategy 1: Advance wellness and well-being by:</p> <p>Continue to promote healthy school cultures through student well-being using the lens of Belonging, Independence, Mastery and</p> <p>Generosity.</p> <ul style="list-style-type: none">• Leverage Students’ Matters and Student Orientation to School Questionnaire (SOS-Q) data to identify areas for growth and development and implement creative solutions to address these areas of growth.• Gather Students’ Matters school teams together in person three times throughout the year.• Continue to emphasize the building of a trauma-informed culture for students as part of creating healthy school cultures and inclusive learning environments.• Continued focus on social emotional learning to support student well-being.• Leverage Minds Matter to support social and emotional learning through the 5 competencies: (self-awareness, self-management, responsible decision making, relationship skills and social awareness.)• Leverage Community Support (McMann, Senior home, Triple P parenting, Local library etc.) <p>Strategy 2: Continue to promote healthy school cultures through staff wellness using the lens of Belonging, Independence, Mastery and Generosity.</p> <ul style="list-style-type: none">• Parent communication (Instagram, weekly emails, Counsellor tidbits etc.)• Continue with our Book study: HEART care to support staff wellness.• Leverage staff input to identify growth areas and develop and implement creative solutions to address them through the Comprehensive School Health framework.• leverage our staff advisory lead to support our work.	<p>High</p>	
		<p>High</p>

<ul style="list-style-type: none"> Continue to emphasize the building of a trauma-informed culture for staff as part of creating healthy workplace cultures and inclusive learning environments. Continued learning with School and Divisional leaders on building a trauma-informed culture. System days focused on trauma-informed cultures. 	
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CONTINUUM OF SUPPORTS	EVALUATION
<p>Strategy 1: Advance a continuum of supports by:</p> <p>Continue to implement, refine, and expand the continuum of supports based on current student profiles to address social, emotional, physical, and academic growth for students.</p> <ul style="list-style-type: none"> Continue to develop and implement a robust continuum of support. Continued development and implementation of structures to support staff. (Embedded LC time, embedded planning time, embedded time to meet with our behavior strategist and psychologist Support staff have weekly meetings to discuss problems of practice). <p>Strategy 2: Continued collaboration with all stakeholders to support student success.</p> <ul style="list-style-type: none"> Minds Matter: Continue to focus on the 5 competencies of Social Emotional Learning at the universal level. (Self-Awareness, Self-Management, Social Awareness, Relationship skills, Responsible Decision making) Access divisional learning coaches to support teachers with their complex classrooms. Continued partnership with parents through our communication meetings, ILP's, BSP's etc. 	<p>High</p> <p>High</p>

OUTCOMES TO CONSIDER

Students at your child's school care about each other

Students at your child's school respect each other

Students treat each other well at your child's school

Teachers care about your child

Your child is safe at school

Your child is safe on the way to and from school

Your child is treated fairly by adults at school at school

Welcoming, Caring, Respectful and Safe Learning Environments

DATA ANALYSIS

In telling our story of support we look at the progress we made in advancing our goals of wellness and well-being and continuum of supports. We looked at the data from both the Alberta Education(All students grades 4-12, parents grades 4, 7, and 10, and all teachers) and FSD Assurance Surveys (All parents) in the specific areas of safe and caring and access to supports as well as SOS-Q measures of safe and caring, external resilience, self-confidence, internal resilience, and peer relations for our students in grades 4 through 12. This data told us that:

- Access to Supports improved significantly
- Maintaining our high scores with the Safe and Caring category
- Very High Internal Resilience

» OUR STORY OF SUCCESS: INNOVATION AND DESIGN LEARNING THAT TRANSFERS

This year, our school embraced the challenge of preparing students for a future that demands creativity, adaptability, and deep understanding. Through the **Framework for Innovation and Design: Learning that Transfers**, we empowered both staff and students to think beyond traditional boundaries.

Teachers advanced their capacity to design learning that is **maker-centered and career-connected**, integrating **CTF and CTS opportunities** that exposed students to a wide range of career pathways. Classrooms became hubs of innovation, where design thinking guided projects and real-world experiences allowed learners to explore passions and prepare for future possibilities. Our learning commons facilitator, support staff, and divisional experts collaborated to provide resources and expertise, ensuring every student had access to authentic, hands-on learning.

At the heart of this success was our commitment to **Deep and Transferable Learning**. Educators intentionally designed tasks that fostered **conceptual understanding**, inviting students to connect big ideas to life beyond school.

We also prioritized **student agency**, creating learning experiences where voice and choice mattered. Finally, we embraced **complex problems over time**, challenging students to reflect, revise, and extend their thinking through tools like Thoughtbooks and Learning Launches. Rich tasks and critical challenges invited learners to solve authentic problems using design thinking and problem-based learning.

82%

of students, parents, and staff indicate the quality of education is very high.

(Alberta Education Assurance Survey)

91%

of students, parents, and staff indicate that student learning is engaging.

(Alberta Education Assurance Survey)

94%

of students indicate that teachers have very high expectations of them.

(FSD Intellectual Engagement Survey)

89%

of students indicate that additional academic support is available when needed.

(FSD Intellectual Engagement Survey)

STUDENT GROWTH AND ACHIEVEMENT
INNOVATION AND DESIGN AND LEARNING THAT TRANSFERS

- Innovation and Design
- Learning that Transfers

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance innovation and design</p> <p>Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and learning competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<ul style="list-style-type: none"> Students have access to a variety of learning opportunities to enhance competitiveness in the modern economy. Provide innovative learning opportunities to ensure a variety of career pathways for students to enter post-secondary education or their chosen fields in the workforce. Provide career education programming that enables students to explore and experience various occupations. Explore strategies to enhance the apprenticeship system for students interested in pursuing training in the skilled trades, in partnership with other ministries. Continue to support collegiate school opportunities including Dual Credit to create more pathways for students to post-secondary education and the workforce. Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations. Student experiences are designed for deep and transferrable learning. Schools K-12 advance a culture of innovation and design where learners leverage design thinking and creativity while exploring career futures. Learners demonstrate the competencies to prepare them for their future. Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners. 	<ul style="list-style-type: none"> Measures indicate learners are successful in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. FSD collaborates with community, industry, and education partners to support student success. Learners demonstrate transfer of learning through a variety of off campus and learning opportunities including Work Experience, Registered Apprenticeship Program, Green Certificate, Skilled Trades opportunities and Post-Secondary Dual Credit partnerships. Measures indicate that learners are intellectually engaged in their learning. 	<ul style="list-style-type: none"> Student Learning Engagement (AEAM): Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school. Program of Studies (AEAM): Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies. Work Preparation (AEAM): Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. Citizenship (AEAM): Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

<p>Advance learning for transfer</p> <ul style="list-style-type: none"> Designing for and advancing learning for transfer where students engage with complex problems and have the opportunity to apply knowledge, skills and understandings in authentic situations and contexts over time. 	<ul style="list-style-type: none"> Learners will be able to explore and develop their skills and passions and achieve their highest potential through the curriculum. Learners form conceptual understandings. Learners are agents of their learning. Learners are allowed to live with complex problems over time. Learners will have high quality learning experiences. Students will be well prepared for their future while remaining current and relevant in the local and global contexts. Learners apply knowledge, understanding and skills in authentic contexts and situations. Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. Curriculum is relevant, clearly articulated and designed for implementation within local contexts. Students demonstrate understanding and respect for the uniqueness of all learners. Students demonstrate the combination of knowledge, skills and attitudes of learner competencies to learn, live and work as they face new challenges and develop solutions to the problems of today, while imagining and creating a new tomorrow. 	<ul style="list-style-type: none"> Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement. Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts. Improvement in student agency using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals. Learners demonstrate transfer of learning. High quality learning opportunities and experiences. Measures indicate parents, teachers, and students see improved student learning engagement at school. Measures indicate that learners are intellectually engaged in subject area learning. Measures indicate that students demonstrate learning competencies and the knowledge, skills, and attitudes necessary for lifelong learning. 	<ul style="list-style-type: none"> Overall Quality of Education (AEAM): Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education. Lifelong Learning (AEAM): Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AEAM): Growth and Improvement shown in each area. FSD Assurance Survey: Increase/maintain percentage of parents satisfied with Assurance Measures. Student Intellectual Engagement Survey: Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
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RESULTS ANALYSIS FOR INNOVATION & DESIGN AND LEARNING THAT TRANSFERS

 Previous Results (4-Year Data Trends and Key Insights)

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2024-2025 (School)	87	68	86	82	82	91
2024-2025 (Prov)	83	83.7	79.8	87.7	80.8	83.9
Evaluation (Achievement)	Very High	Low	High	Very High	High	Very High
Evaluation (Improvement)	Improved	Improved Significantly	Maintained	Improved Significantly	Improved	Maintained

FSD Assurance Survey: Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2024-2025	87	68	86	82	82	91
Evaluation	Very High	Intermediate	Very High	High	High	Very High

Alberta Education Assurance Measures Report

Provincial Performance Measures	Drop-out rate	High School Completion		Transition Rate (6 years)	Rutherford Scholarship	Exam Participation (4 or more Diploma)
		3-Year	5-Year			
2023-2024 (School)	n/a	n/a	n/a	n/a	n/a	n/a
2023-2024 (Prov)	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation (Achievement)	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation (Improvement)	n/a	n/a	n/a	n/a	n/a	n/a

FSD Intellectual Engagement Survey: Measures student intellectual engagement (engagement in the act of learning) and flow (the appropriate balance of learning challenge with student skill). Measures domains of High Expectations for student success, Relevance of learning experiences, Academic Rigor, Student Effort, and Flow.

Students responding Agree or Strongly Agree to at least half of the questions each factor below						Students responding Agree or Strongly Agree to "I often lose track of time because I am engaged in the learning"		
Performance Measures	High Expectations	Relevance	Rigor	Effort	Support	ELA/FLA/SS	Math/Science	CTS/CTF
2024-2025	94	69	82	82	89	56.5	67	66

Evaluation	Very High	Intermediate	High	High	Very High	Low	Intermediate	Intermediate
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STRATEGY ANALYSIS

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

INNOVATION AND DESIGN	EVALUATION
<p>Strategy 1: Advance innovation and design by: Advance staff capacity for continued implementation of the Framework for Innovation and Design: Learning that Transfers</p> <ul style="list-style-type: none">• Implementation of Maker-centered Learning (MCL), Career and Technology Foundations (CTF), and Career and Technology Studies (CTS) within Foothills School Division to support Deep and Transferrable Learning through design thinking while exposing students to a greater breadth of possible career.• Leveraging our experts within our building teachers, support staff, learning commons facilitator and divisional experts to help facilitate and provide resources to enhance design thinking activities/ maker centered opportunities within the classrooms.• Providing real world experiences that allow learners to explore interests and passions.• Provide learning experiences that empower students to prepare, investigate, explore, innovate, and experience various career futures. <p>Advance learning that transfers by:</p> <p>Strategy 1: Advance system wide understanding of how the 3 Principles of Deep and Transferable Learning (FSD Guide to Success) including conceptual understanding, student agency, and living with complex problems over time provide meaningful, intellectually engaging learning experiences for each learner by <u>choosing to design learning through one of the following principles.</u></p>	<p>High</p>

Conceptual understanding

- **Develop rich tasks that are meaningful to students and allow for a range of thoughtful responses that connect curricular concepts to life beyond school.**

- **Make use of a range of instructional strategies that help students to develop deep conceptual understanding. (ie concept attainment)**

Use of tools, resources and strategies that support student thinking and develop literacy and

- **numeracy skills. (ie thinking routines)**

• Student Agency

- **Design learning tasks that allow students to apply conceptual learning in a meaningful and authentic context.**

- **Create an effective balance between student voice and choice and teacher guidance to support student engagement and deep learning.**

- **Select the most suitable tools to ensure all students can achieve success in the development of competencies, skills, and dispositions that allow them to be actively involved in driving their own learning.**

• Complex problems over time

- **Routinely invite students to reflect on how their new learning affirms or helps them to revise or extend their response to the rich task by using items such as Thoughtbooks, and Learning Launches,**

- **Carefully sequence learning segments to ensure learning is effectively scaffolded in support of deep learning,**

- **Design assessment tasks (critical challenges) to involve students in solving authentic, real world or novel problems.**

- **Develop skills and knowledge that ensure student success in responding to the challenge.**

Use a planning approach such as design thinking, problem-based learning or learning cascades for a coherent and connected set of learning

High

DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goals of innovation and design and learning that transfers. We looked at the data we gathered from both the Alberta Education and FSD Assurance Surveys in the specific areas of programs of studies, work preparation, quality of education, life-long learning, and student learning engagement and the Intellectual Engagement Survey in the areas of High Expectations, Relevance, Rigor, Effort, Support, and Intellectual Engagement in ELA/FLA/SS, Math/Science, and CTS/CTF. This data told us that:

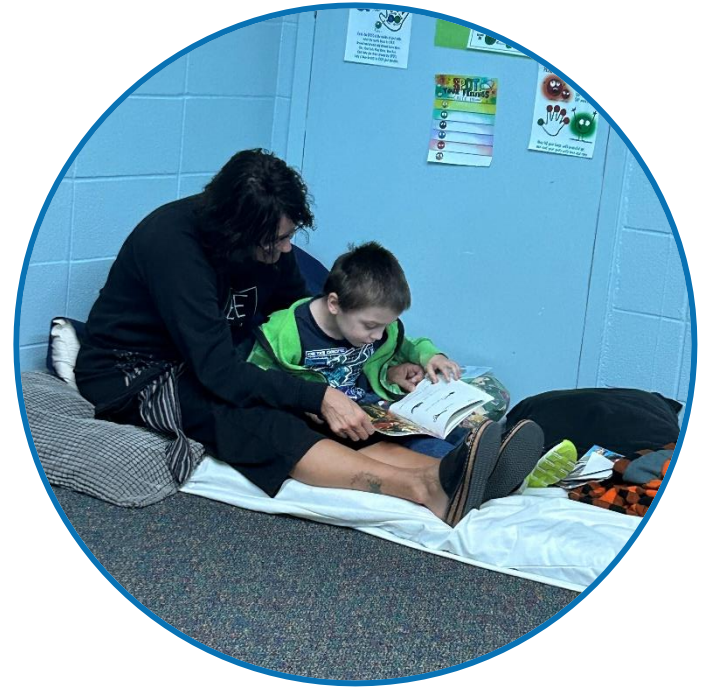
- Improved Significantly work preparation and quality of education
- Decreased scores in the area of ELA
- Improved in the area of Life Long Learning



» OUR STORY OF SUCCESS: LITERACY AND NUMERACY

This year, we committed to ensuring every student grows as a confident reader, writer, and mathematician. Our focus was on high-yield principles and practices that make learning stick—not just in one subject, but across all areas of study. Through system-wide professional development, teachers deepened their understanding of research-based strategies and applied them in ways that fostered transferable skills.

Our commitment to literacy and numeracy is shaping futures, one skill at a time.



Evidence of Success & Resources

- Principles of Practice for French Immersion
- Principles of Practice for Literacy
- Principles of Practice for Numeracy and Mathematics

STUDENT GROWTH AND ACHIEVEMENT LITERACY AND NUMERACY

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance literacy and numeracy</p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<ul style="list-style-type: none"> • Learners are literate and numerate. • Learners develop literacy and numeracy competency through curriculum to form the foundation for successful and fulfilling lives. • Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy. • Continue to offer curriculum that provides students with literacy, numeracy, citizenship, and practical skills. • Leverage comprehensive provincial assessments, including early years literacy and numeracy screening, to assess progress, identify learning challenges and monitor student success. • Balanced literacy and numeracy programming advances student growth and achievement. • Learners have high quality learning experiences in literacy and numeracy. • Learners apply knowledge, understanding and skills in authentic contexts and situations for deep and transferrable learning. 	<ul style="list-style-type: none"> • Measures indicate that students demonstrate knowledge, skills, and attitudes of a literate and numerate learner. • Measures indicate improvement in learner's ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. • Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement in literacy and numeracy. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences support literacy and numeracy. 	<ul style="list-style-type: none"> • Learning Outcomes (PAT & Diploma): <ul style="list-style-type: none"> • Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science. • Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams. • Provincial Literacy and Numeracy Assessments: <ul style="list-style-type: none"> • Assessment (Literacy): Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments) • Common Literacy Assessment (4-9): Increase percentage of students who are at or above grade level expectations. • Common Numeracy Assessment (4-9): Increase percentage of students who are at or above grade level expectations. • DELf (Speaking, Listening, Reading, and Writing assessment in French): Increase number of students completing the DELf exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.

OUTCOMES TO CONSIDER

Life-Long Learning

High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime

Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime

Satisfaction with Program Access

The specialized supports and services your child is receiving enables them to be a successful learner

Your child can access the following services in a timely manner at school when needed: Services (beyond regular instruction) that help students to read and write

Your child can access the following services in a timely manner at school when needed: Academic counselling (Grades 7 and 10)

Your child can access the following services in a timely manner at school when needed: Career Counselling (Grades 7 and 10)

Your child can access the following services in a timely manner at school when needed: School Library services

RESULTS ANALYSIS FOR LITERACY AND NUMERACY

[Previous Results \(4-Year Data Trends and Key Insights\)](#)

Provincial Learning Outcomes: Grade 12 Diploma Exams

Diploma Exams	English Language Arts				Math				Social Studies				Sciences							
Course	30-1		30-2		30-1		30-2		30-1		30-2		Bio 30		Chem 30		Physics 30		Science 30	
Level (%)	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
2024-25 (School)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2024-25 (Prov)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation (Achievement)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation (Improvement)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Diploma Exams	Français / French Language Arts		Etudes Sociales	
Course	30-1		30-1	
Achievement (%)	Acceptable	Excellence	Acceptable	Excellence
2024-25 (School)	n/a	n/a	n/a	n/a
2024-25 (Prov)	n/a	n/a	n/a	n/a

Evaluation (Achievement)	n/a	n/a	n/a	n/a
Evaluation (Improvement)	n/a	n/a	n/a	n/a

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 9)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
Achievement (%)	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2024-25 (School)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2024-25 (Prov)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation (Achievement)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation (Improvement)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
Achievement	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2024-25 (School)	n/a	n/a	n/a	n/a	34.8	4.3	n/a	n/a	n/a	n/a
2024-25 (Prov)	n/a	n/a	n/a	n/a	20.2	18.5	n/a	n/a	n/a	n/a
Evaluation (Achievement)	n/a	n/a	n/a	n/a	Very Low	Very Low	n/a	n/a	n/a	n/a
Evaluation (Improvement)	n/a	n/a	n/a	n/a	Declined	Maintained	n/a	n/a	n/a	n/a

Provincial Literacy/Numeracy Assessments: Grade 1 Literacy (LeNS), Grade 2 and 3 Literacy (CC3), Grade 1-3 Numeracy Screening Assessments

Provincial Literacy Assessment: Kindergarten to Grade 3 (CC3) Students at risk	Kindergarten	Grade 1	Grade 2	Grade 3
2024-2025		2	7	3

Provincial Numeracy Assessment: Kindergarten to Grade 3 (KTT) Students at risk	Kindergarten	Grade 1	Grade 2	Grade 3
2024-2025		1	4	4

Common Literacy/Numeracy Assessments: Local Measures						
Common Numeracy Assessment: Grade 4 – 9 EICS	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2021-2024	n/a	n/a	n/a	n/a	n/a	n/a
2024-2025	48	62	20	n/a	n/a	n/a
Evaluation	low	intermediate	low			

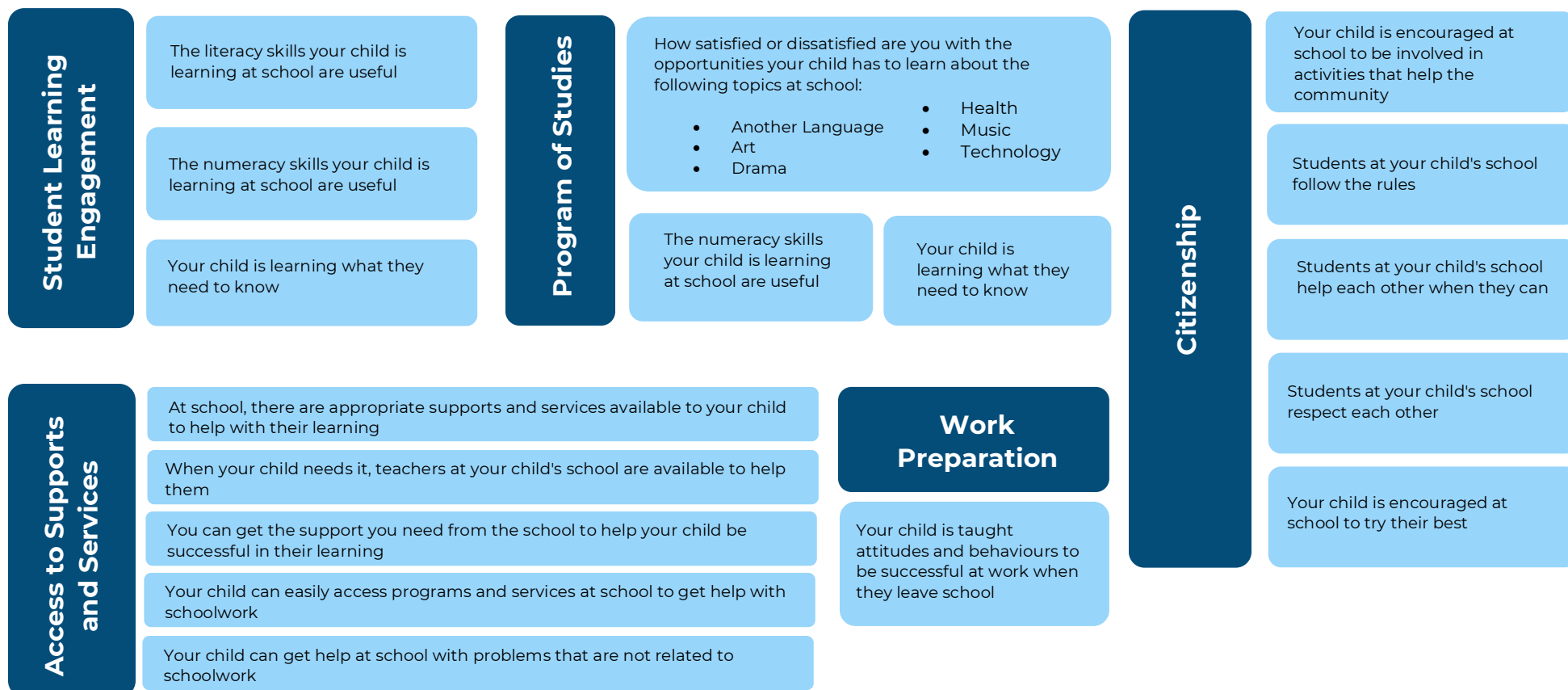
Common Literacy Assessment: Grade 4 – 9 EICS	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2021-2024	n/a	n/a	n/a	n/a	n/a	n/a
2024-2025	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation	n/a	n/a	n/a	n/a	n/a	n/a

Common French Immersion Language Assessment: Grade 9 & 12 DELF		
	Grade 9	Grade 12
2021-2024	n/a	n/a
2024-2025	n/a	n/a
Evaluation	n/a	n/a

AEA Measures for English Language Learners

Performance Measure	High School Completion		Diploma Examinations		Provincial Achievement Tests	
	3-year Completion	5-Year Completion	Acceptable	Excellence	Acceptable	Excellence
2024-25 (School)	n/a	n/a	n/a	n/a	n/a	n/a
2024-25 (Prov)	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation (Achievement)	n/a	n/a	n/a	n/a		
Evaluation (Improvement)	n/a	n/a	n/a	n/a		

OUTCOMES TO CONSIDER



STRATEGY ANALYSIS

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

LITERACY AND NUMERACY	EVALUATION
<p>Advance literacy and numeracy by:</p> <p>Strategy 1: Advance system-wide use of high-yield principles and practices within English literacy and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.</p> <ul style="list-style-type: none">• Ensure that all students continuously develop skills in literacy and numeracy.• Leverage the professional development at the system level to support in the development and application of high yield documents and strategies.• Ensuring that the implementation and advancement of literacy and numeracy programming is based on current research and evidence.• Revisiting structures and systems to support programming	<p>High</p>

DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing literacy and numeracy which includes looking at results of provincial literacy and numeracy assessments for grades 1 to 3, analyzing results from the Grade literacy assessment and the MIPI numeracy assessment. We also analyze results of Grade 6 and Grade 9 Provincial Achievement Tests and Grade 12 Diploma Exams. This data told us that literacy continues to be an area of focus.

- Low scores in literacy and numeracy



» OUR STORY OF SUCCESS: FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

Advancing Truth and Reconciliation: A Story of Commitment

Our school community continues to walk the path of reconciliation with purpose and respect. We begin by ensuring **land acknowledgements** are a meaningful part of our daily practices—woven into assemblies, morning announcements, and Cougar Time—so that every learner understands the importance of place and history.

Partnerships have been central to this work. Collaborating with **Millarville, Turner Valley, Oilfields, Stoney Nakoda, and Chief Jacob Bears paw** has enriched our understanding and strengthened connections. Teachers access resources like the **FNMI Toolkit** to design learning that honors Indigenous perspectives, while staff remain deeply committed to advancing reconciliation and responding to the **Calls to Action**.

We embed **Two-Eyed Seeing principles** in our units of study, blending Indigenous and Western ways of knowing. Land-based education and Indigenous knowledge guide our approach to sustainability, holistic learning, and community engagement—ensuring students experience learning that is physical, mental, emotional, and spiritual. Through these efforts, we create spaces where Indigenous voices are heard, respected, and celebrated, shaping a future rooted in understanding and shared responsibility.

Evidence of Success & Resources

- Innovation and Design
- Learning that Transfers
- Truth and Reconciliation for Learner Success
- Indigenous Learning
- Principles of Practice for French Immersion
- Principles of Practice for Literacy
- Principles of Practice for Numeracy and Mathematics



100%

of students indicate
positive peer
relationships.

(SOS-Q Survey)

88%

Of students indicate a
high level of engagement
in ELA and Social Studies

(Intellectual Engagement Survey)

100%

of students agree that
teachers share
Indigenous perspectives.

(Cultural Perspectives Survey)

82%

of students agree that
there is a high level of
cultural infusion across
all subject areas.

(Cultural Perspectives Survey)

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance First Nations, Métis, and Inuit student success</p> <p>Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<ul style="list-style-type: none"> First Nations, Métis and Inuit learners are successful. Engagement of First Nations, Métis and Inuit families in education and active participation in decision making to support student success and Truth and Reconciliation. Learners advance Truth and Reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. Enhance relationship-building between Indigenous communities and schools through community-based supports. Strengthen education programs, policies and initiatives for First Nations, Métis, and Inuit students. Support partners to gather, analyze and share Indigenous education data to monitor student success. The school community applies the resources needed to support First Nations, Métis, and Inuit student achievement. 	<ul style="list-style-type: none"> Evidence of programs, services, and strategies that support First Nations, Métis, and Inuit student success. Measures indicate all learners deepen their understanding of First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools. Implementation of the FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success. Measures indicate improvements in attendance, achievement, and high school completion. Learners share positive experiences and conditions for success. Learners experience respectful and reciprocal relationships with their school community. 	<ul style="list-style-type: none"> Learning Outcomes (PAT & Diploma): <ul style="list-style-type: none"> Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students. Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students. High School Completion Rate (AEAM): Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10. Cultural Perspectives Survey: As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self-identifying as First Nations, Métis, and Inuit peoples. SOS-Q (Student Orientation to School Questionnaire): Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities. Student Intellectual Engagement Survey: Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS). Common Literacy and Numeracy Assessments (4-9): Increase percentage of students who are at or above grade level expectations.

RESULTS ANALYSIS

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

Previous Results (4-Year Data Trends and Key Insights)

AEA Measures for FNMI Students

Performance Measure	High School Completion		Diploma Examinations		Provincial Achievement Tests	
	3-year Completion	5-Year Completion	Acceptable	Excellence	Acceptable	Excellence
2024-2025 (School)	n/a	n/a	n/a	n/a	n/a	n/a
2024-2025 (Prov)	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation (Achievement)	n/a	n/a	n/a	n/a		
Evaluation (Improvement)	n/a	n/a	n/a	n/a		

SOS-Q Student Survey (Student Orientation to School Questionnaire): First Nations, Métis, and Inuit Students

Above National Norm					
Performance Measure	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations
2024-2025	75	50	50	75	100
Evaluation	Intermediate	Low	Low	Intermediate	Very High

Intellectual Engagement Survey: First Nations, Métis, and Inuit Students

Students responding Agree or Strongly Agree to at least half of the questions each factor below					Students responding Agree or Strongly Agree to "I often lose track of time because I am engaged in the learning"		
Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS
2024-2025	75%	50%	74%	67%	88%	75%	50%
Evaluation	Intermediate	Low	Intermediate	Intermediate	High	Intermediate	Low

Common Literacy/Numeracy Assessments: Local Measures						
Common Numeracy Assessment: Grade 4 – 9 EICS	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2021-2024	n/a	n/a	n/a	n/a	n/a	n/a
2024-2025	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation	n/a	n/a	n/a	n/a	n/a	n/a

Common Literacy Assessment: Grade 4 – 9 EICS	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2021-2024	n/a	n/a	n/a	n/a	n/a	n/a
2024-2025	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation	n/a	n/a	n/a	n/a	n/a	n/a

Cultural Perspectives Survey																		
% Students (4-12) Reporting Agree or Strongly Agree																		
Performance Measures	Cultural Belonging		Comfortable Sharing Culture		Encouraged and Accepted Sharing Culture		School Priority of Truth and Reconciliation		Personal Importance of Truth and Reconciliation		Cultural Infusion Across All Subject Areas		Understand Multiple Perspectives		Understand Truth and Reconciliation		Teachers Share Indigenous Perspectives	
All Students (All) vs. Self-Identified Indigenous (SI)	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
2024-2025	81%	50%	76%	50%	69%	75%	67%	50%	78%	75%	82%	75%	75%	50%	75%	50%	91%	100%
Evaluation	H	L	H	L	I	H	I	L	H	H	H	H	H	L	H	L	VH	VH
VL – Very Low L – Low I – Intermediate H – High VH – Very High																		

STRATEGY ANALYSIS

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS	EVALUATION
<ul style="list-style-type: none"> • Support the implementation of Truth and Reconciliation Commission recommendations. • ensure land acknowledgements are integrated in our celebrations. (Assemblies, morning announcements, cougar time etc.) • Partnership with Millarville, Turner Valley, Oilfields, Stoney Nakoda, and Chief Jacob Bears paw. • Access resources such as the toolkit to support teachers design work. • Staff are committed to advancing Reconciliation and responding to the Calls to Action. • Imbed the two eyed seeing principles as a school and within our units of study. • Incorporate indigenous knowledge and perspectives in teaching and learning and recognize the importance of Indigenous voices in land-based education. (Sustainability, holistic learning –physical mental, emotional and spiritual, experiential learning and community engagement are some principles to guide our teaching). 	<p>High</p>

DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goal of First Nations, Métis, and Inuit Student Success. We looked at the data from the SOS-Q Survey, Intellectual Engagement Survey, Math Intervention Programming Instrument, the Grade Literacy Assessment, the Cultural Perspectives Student Survey, and AEA Measures for First Nation, Metis and Inuit students. This data told us that:

- High scores with Cultural Belonging
- Intermediate scores with School priority of Truth and Reconciliation and Sharing Cultures.
- High Scores with infusion of culture in all subject areas.



TEACHING, LEARNING & LEADING

TEACHING, LEARNING AND LEADING GOALS

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance excellence in teaching, learning, and leading</p> <p>Advancing student growth and achievement through a sustained focus on optimizing teaching, learning and leading where teachers and leaders are committed to; professional collaboration, reflective practice, and continual improvement of instruction and assessment within dynamic and complex learning environments and contexts.</p>	<ul style="list-style-type: none"> • Cultivating a culture of high expectations for all students and staff to optimize student learning and achievement. • Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. • Collaboration and reflective practice amongst teachers, leaders, students and their families, and other professionals enables optimum learning. • Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation. • Collaborating with other teachers and leaders to build personal and professional capacities and expertise. • Professional learning is aligned to standards of professional conduct and standards of professional practice and leadership. • Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous improvement. • Improved systemic use of foundational principles of instruction, assessment and a common language of pedagogy. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. • Build professional capacity and a commitment to continuous improvement. • Teachers grow their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice resulting in deep and transferable learning. • Building the capacity of teachers to respond to the learning needs of all students. • Teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. 	<p>Advance excellence in teaching, learning, and leading</p> <p>Advancing student growth and achievement through a sustained focus on optimizing teaching, learning and leading where teachers and leaders are committed to; professional collaboration, reflective practice, and continual improvement of instruction and assessment within dynamic and complex learning environments and contexts.</p>	<ul style="list-style-type: none"> • In-service jurisdiction needs (AEAM): Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. • FSD Teacher Survey: teachers and leaders indicate growth in their professional practice to ensure optimum student learning and continuous improvement.

RESULTS ANALYSIS FOR TEACHING AND LEADING					Previous Results (4-Year Data Trends and Key Insights)	
New FSD Professional Learning Survey (2024): Teacher survey to measure impact of professional learning and collaborative structures in schools and across the system.					In-service jurisdiction needs Provincial Measure	
	Clarity of Vision, Mission, and Values	Professional Learning and Collaborative Culture	Professional Learning Communities	Professional Body of Knowledge	School	Prov
2024-2025	75	79	69	83	78.8%	81.7%
Evaluation	High	High	Intermediate	High	Maintained	

Story of Success: Advancing Excellence in Teaching, Learning, and Leading

At the start of the year, our team committed to advancing excellence by focusing on two key strategies: professional growth and inclusive learning environments.

Professional Growth in Action

Teachers and leaders embraced career-long learning through collaborative professional development sessions. These weren't just meetings—they became spaces for critical reflection and shared problem-solving. For example, during our monthly learning communities, teachers explored new approaches to differentiated instruction, ensuring all student's strengths and challenges were addressed. One highlight was seeing a grade-level team design a math intervention plan that improved student confidence and achievement within weeks.

Inclusive Environments that Flourish

We also prioritized creating classrooms where every child feels valued and engaged. Through training in restorative practices and trauma-informed strategies, teachers built stronger relationships with students. The impact was clear: discipline referrals decreased, and student engagement soared. One teacher shared how a simple shift—starting each day with a relationship-building circle—transformed her classroom culture.

Together, these efforts tell a powerful story: when educators commit to growth and inclusion, students thrive. Our school is not just a place of learning—it's a community where excellence is lived every day.

83%

of teachers indicate that they have a high level of professional knowledge.
(FSD Professional Learning Survey)

79%

of teachers agree there is a collaborative culture of professional learning.
(FSD Professional Learning Survey)

STRATEGY ANALYSIS

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

TEACHING AND LEADING	EVALUATION
<p>Strategy 1: Teachers and leaders engage in career long professional learning and ongoing critical reflection to improve teaching leading, and learning.</p> <ul style="list-style-type: none">• Providing professional learning opportunities for teachers and leaders to collaborate, build personal and collective capacities and expertise.• Building the capacity of teachers to respond to the learning needs of all students and advancing understanding of effective pedagogy and curriculum.• Use appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth.	High
<p>Strategy 2: Create inclusive learning environments where high quality teaching, learning, and leading occur.</p> <ul style="list-style-type: none">• Build teacher and leader capacity to develop engaging learning environments; and employ the use of positive behaviour supports, restorative practices, and trauma informed practice• Employ relationship building strategies that promote positive, engaging learning environments where all students can flourish.	High

DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goal of Teaching, Learning, and Leading. We looked at the data from the AEAM and our FSD Professional Learning Survey. This data told us that:

- High Scores with Professional Body of Knowledge
- Maintained Inservice Jurisdiction Needs
- High Profession Learning and Collaborative Culture.



