

ANNUAL EDUCATION RESULTS REPORT SCHOOL KEY INSIGHTS NOV 2024 ÉCOLE SECONDAIRE HIGHWOOD HIGH SCHOOL

Key Insights for Engagement	
Advance Stakeholder Engagement and Communications Advance Continuous Improvement and Assurance	
Areas of Strength <ul style="list-style-type: none">Assurance is a large focus of what we are doing to incorporate every stakeholder voice in decisions we make at the school level.Surveys at the student, staff, parent, and community level to gather input.Strong engagement and connection between the school and communityStaff engagement and decision-making to create and implement school directionCollecting and using student voice to set and advance school goalsIncreased opportunities for parent and stakeholder connection and decision making	Areas for Growth <ul style="list-style-type: none">Continue with the focus on assurance, look at available opportunities to communicate out on a regular basis.Continue building stakeholder connectionContinue to build on regular communication with stakeholders Next Steps <ul style="list-style-type: none">Continue with the focus on assurance, look at available opportunities to communicate out on a regular basis.Continue building stakeholder connectionContinue to build on regular communication with stakeholders through alternative meansContinue to collect and use student voice to enhance school and community connection and direction
Key Insights for Support	
Advance Wellness and Wellbeing Advance our Continuum of Supports	
Areas of Strength <ul style="list-style-type: none">Continuum of Supports.Mustang Support team weekly meetings.Student intervention plans/individual plans.PLT work on teaching for transfer, student agency and assessment is leading the way for all the other pieces in student support.Relationship building focus through a trauma informed lens as part of our continuum of supports.	Areas for Growth <ul style="list-style-type: none">Encompass Collaborative Response Team.Continue to work with divisional Learning Coach lead.Behavioural support planning.Universal support and targeted interventions require diligent focus to keep the work moving forward.Involve student voice and choice wherever possible.improvement in community results for supporting students at risk, continuum of supports, safe and caring schools, and programming access.

<ul style="list-style-type: none"> • Defining, cocreating and building capacity for universal supports and actions through our continuum of supports. • Advancing structure to support the learning and academic gaps for learning. • Rebuilding CRT with staff voice to advance student supports. • Continued progress for designing and assessing meaningful and relevant learning for transfer. 	<ul style="list-style-type: none"> • Continue to build and advance our continuum of supports. • Continue to communicate continuum of supports with all stakeholders. • Continue to advance learning for transfer and innovation and design to connect to real world challenges and relevance. • Redesign support block for Junior High students. • Build a strong junior high team focused on providing supports to close the academic gaps. <div> <p>Next Steps</p> <ul style="list-style-type: none"> • Improve Mustang Support Team process and procedures. • Continue to work with divisional Learning Coach lead. • Behavioural support planning – staff communication and implementation. • Socio-emotional literacy focus and skill development – Restorative Practice • Literacy and numeracy focus throughout. • Communicate and apply continuum of supports with all stakeholders. • Continue designing and assessing learning for transfer. • Continue to build a safe and caring school through a Trauma informed lens (Care for visitors, parents, and students). • Work collaboratively with community services and members to develop a safe, caring and welcoming community. </div>
<p>Key Insights for Success</p>	
<p>Advance Innovation and Design</p>	
<p>Areas of Strength</p> <ul style="list-style-type: none"> • High expectations, support, rigor, effort, and skill are all positive and increasing. • Continue with design work for engagement and transfer. • Cross curricular planning through CTS Professional Learning Team. • Grades 9 receive training using My Blueprint that is designed by School Counselor. • CTF / CTS working to design critical challenges for learning. • Progress in designing and assessing for transfer. 	<p>Areas for Growth</p> <ul style="list-style-type: none"> • Individual subject reports show decreased engagement in CTS/Fine arts. • Core courses show some growth but there still needs to be focus on transfer and engagement. • Increase instruction that supports the attitudes and behaviors necessary to ensure students are prepared for work and lives beyond school. • Increase stakeholder satisfaction that students model the characteristics of active citizenship. • Increase the number of students who are engaged intellectually in their learning.

<ul style="list-style-type: none"> • PLT structure working to design critical challenges. • Carrer connections and pathways through in school and off campus training. 	<ul style="list-style-type: none"> • Consistent use of My Blueprint as a portfolio for all students to track their growth. <div> Next Steps <ul style="list-style-type: none"> • Focus on innovation and design work as well as continue with PD focus in this area. • Utilize MyBlueprint as a learning portfolio where relevant, as well as other digital forms to show student learning. • Increase instruction that supports the attitudes and behaviors necessary to ensure students are prepared for work and lives beyond school. • Increase stakeholder satisfaction that students model the characteristics of active citizenship. • Increase the number of students who are engaged intellectually in their learning. • Consistent use of My Blueprint as a portfolio for all students to track their growth. </div>
Advance Learning that Transfers	
<div> Areas of Strength <ul style="list-style-type: none"> • Collaboration with Professional Learning Team assignments, Divisional teams, and PD focus. • Professional learning time with PLT structure and leads to focus on advancing goals and strategies. • Opportunities and support for cross-curricular opportunities. • Sharing and celebrations of design process. • Building timetable with consistency to support design process. </div>	<div> Areas for Growth <ul style="list-style-type: none"> • Layering in innovation and design and connections to learning for transfer. • Building consistency of focus in three principles that lead to conceptual learning for deep and transfer of learning. • Improve overall Quality of Education and Lifelong Learning through programming opportunities. • Increase student engagement (ELA, Math, Social Studies, Science, CTF/CTS). </div> <div> Next Steps <ul style="list-style-type: none"> • Continue to design for deep and transferable learning in support of student success now and in the future. • Design relevant, purposeful, meaningful, and authentic learning that engages students, builds connections and is applicable. • Design learning that supports conceptual understanding, increases challenge, deepens thinking and develops agency. • continue to develop competencies for successful learners. • Continue to embed PLT time for consistent staff collaboration. </div>

	<ul style="list-style-type: none"> • Continue the advancement of meaningful and relevant learning for transfer based on the three principles. • Continue to share and celebrate the great work of our staff. • Continue to build opportunities and structures for meaningful collaboration and sharing to advance student and teacher excellence. • Continue to support and celebrate staff learning by making it visible to everyone. • Short, medium and long-range plans are visible and show intention of application of strategies. • Build common standards for mastery of outcomes and provide opportunities to share strategies to reach those outcomes. • Continue to partner with learning services and schools to design professional development.
Advance Literacy and Numeracy	
<p>Areas of Strength</p> <ul style="list-style-type: none"> • Literacy/Numeracy strategies incorporated into design for Transfer. • Lead teacher work at the divisional and school levels. • PLT focus • Literacy and Numeracy work with grade 9 students 	<p>Areas for Growth</p> <ul style="list-style-type: none"> • Listening, and Shape and Space. • Improve outcomes on Provincial Assessments. • Build a strong foundation for literacy and numeracy in grade 9. • Improve focus and application of strategies school wide. • Ensure literacy and numeracy strategies are visible across the school with intentional professional development to advance this work.
	<p>Next Steps</p> <ul style="list-style-type: none"> • Design learning that transfers within and beyond the discipline. • Design learning for improved conceptual understanding and common language of instruction. • Expand repertoire of universal and targeted interventions in mathematics, numeracy, literacy, and French literacy. • Continue to broaden analysis of numeracy and mathematics, literacy, and French literacy data to improve instruction and student learning. • Intentional professional learning and application of literacy and numeracy strategies school wide. • Embedded sharing and celebration of evidence displayed from best practice.

	<ul style="list-style-type: none"> • Build common standards and support for Literacy and Numeracy school wide. • Opportunities for shared evidence of practice and intentional design work. • Continue to work with divisional support to advance goals and strategies. • Content/Academic Language, Cognitive Strategies.
Advance First Nations, Métis, and Inuit Student Success	
<p>Areas of Strength</p> <ul style="list-style-type: none"> • Building and maintaining relationships with Indigenous communities and families. • Opportunities and engagement for Indigenous voice, participation, and guidance. • Incorporation of cultural events and teachings throughout subject areas. • Truth and Reconciliation toolkit in supporting student success. • Continue to build a safe and caring school culture and structure with staff and students. • Continuing working on our continuum of support for academic and wellbeing needs. • Developing a welcoming front entrance that connects all students to ESHHS (mural and artifacts). • Building relationships with community agencies. • Designing learning for deep understanding that transfers. • Opportunities for land-based education throughout the school. • Cross-curricular connections embedded throughout the school with critical challenges (ribbon skirts, Land Acknowledgement, foods, CTF land education, embedded perspective). 	<p>Areas for Growth</p> <ul style="list-style-type: none"> • Understanding the importance of Truth and Reconciliation • Nurturing reciprocal relationships with Indigenous communities. • Engaging in collaborative, whole school approaches to advancing First Nations, Metis, and Inuit education. • Providing consistent support for students across the school. • Celebrate practices and work of staff supporting. <p>Next Steps</p> <ul style="list-style-type: none"> • Continue to advance First Nations, Metis, and Inuit student success through expanding current areas of focus. • Deepening understanding of First Nations, Metis, and Inuit cultures. • Prioritize Truth and Reconciliation. • Providing consistent and flexible support for students across the school. • Continue design thinking embedded across all programs. • Continue to offer flexible programming for students in High School that includes off campus, online, and special projects. • Continue to support our Indigenous Lead. • Deploy circle strategies school wide to build community and culture. • Continue to recognize and celebrate student success.
Advance Teaching, Learning and Leading	
<p>Areas of Strength</p> <ul style="list-style-type: none"> • Staff commitment to professional learning for learning that transfers. • Staff commitment to leadership opportunities within the school and at the divisional level. • Professional learning team collaboration to advance instructional practice and student learning. 	<p>Areas for Growth</p> <ul style="list-style-type: none"> • Using student success criteria more consistently across grades and subject areas. • Cross discipline professional learning and collaborative opportunities focusing on learning competencies. • Share evidence of practice. • Evidence of principles and practice in action made visible across the school.

<ul style="list-style-type: none"> • Strong engagement and connection between the school and community for Real-Real learning experiences 	<ul style="list-style-type: none"> • Increase collective efficacy and belief. <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Continued focus on learning that transfers. • Continued focus on wellness and well-being for all. • Focus on trauma informed practices including restorative practices and positive behaviour supports. • Continue to create culturally responsive classrooms and teaching practices that acknowledge and respect students’ cultural backgrounds with a focus on Indigenous student success and Truth and Reconciliation. • Collaborative learning and support to advance practice and leadership. • Align PLT work to survey expectations to advance excellence in teaching and learning. • Support staff individual professional goals. • Continue with embedded PLT time. • Well-developed and visible structure and plan for advancing goals and strategies. • Continue to provide digital resources and tools (staff learning link, playlists, guides, learning services) to staff to guide professional growth.
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