

**OUR ANNUAL EDUCATION RESULTS REPORT SCHOOL KEY INSIGHTS (AERR 2022-23)**  
**ÉCOLE SECONDAIRE HIGHWOOD HIGH SCHOOL**

**Key Insights for Engagement**

**Advance Stakeholder Engagement and Communications**  
**Advance Continuous Improvement and Assurance**

**Areas of Strength**

**Areas of Strength:**

- 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.

**Areas for Growth**

- Continue with the focus on assurance, look at available opportunities to communicate out on a regular basis.

**Next Steps**

- Continue with the focus on assurance, look at available opportunities to communicate out on a regular basis.

**Key Insights for Support**

**Advance Wellness and Wellbeing**  
**Advance our Continuum of Supports**

**Areas of Strength**

- 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.

**Areas for Growth**

- 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.

	<p style="text-align: center;"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Improve Mustang Support Team process and procedures.</li> <li>• Continue to work with divisional Learning Coach lead.</li> <li>• Behavioural support planning – staff communication and implementation.</li> <li>• Socio-emotional literacy focus and skill development – Restorative Practice</li> <li>• Literacy and numeracy focus throughout.</li> </ul>
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<b>Key Insights for Success</b>
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<b>Advance Innovation and Design</b>
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<p style="text-align: center;"><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• High expectations, support, rigor, effort, and skill are all positive and increasing.</li> <li>• Continue with design work for engagement and transfer.</li> <li>• Cross curricular planning through CTS Professional Learning Team.</li> </ul>	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Individual subject reports show decreased engagement in CTS/Fine arts.</li> <li>• Core courses show some growth but there still needs to be focus on transfer and engagement.</li> </ul>
	<p style="text-align: center;"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Focus on innovation and design work as well as continue with PD focus in this area.</li> <li>• Utilize MyBlueprint as a learning portfolio where relevant, as well as other digital forms to show student learning.</li> </ul>

<b>Advance Learning that Transfers</b>
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<p style="text-align: center;"><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Collaboration with Professional Learning Team assignments, Divisional teams, and PD focus.</li> </ul>	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Layering in innovation and design and connections to learning for transfer.</li> </ul>
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	<p style="text-align: center;"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Continue to design for deep and transferable learning in support of student success now and in the future.</li> <li>• Design relevant, purposeful, meaningful, and authentic learning that engages students, builds connections and is applicable.</li> <li>• Design learning that supports conceptual understanding, increases challenge, deepens thinking and develops agency.</li> <li>• continue to develop competencies for successful learners.</li> </ul>
<b>Advance Literacy and Numeracy</b>	
<p style="text-align: center;"><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Literacy/Numeracy strategies incorporated into design for Transfer.</li> <li>• Lead teacher work at the divisional and school levels.</li> </ul>	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Listening, and Shape and Space.</li> </ul> <p style="text-align: center;"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Design learning that transfers within and beyond the discipline.</li> <li>• Design learning for improved conceptual understanding and common language of instruction.</li> <li>• Expand repertoire of universal and targeted interventions in mathematics, numeracy, literacy, and French literacy.</li> <li>• Continue to broaden analysis of numeracy and mathematics, literacy, and French literacy data to improve instruction and student learning.</li> </ul>

<b>Advance First Nations, Métis, and Inuit Student Success</b>	
<p style="text-align: center;"><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Building and maintaining relationships with Indigenous communities and families.</li> <li>• Opportunities and engagement for Indigenous voice, participation, and guidance.</li> <li>• Incorporation of cultural events and teachings throughout subject areas.</li> <li>• Truth and Reconciliation toolkit in supporting student success.</li> </ul>	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Understanding the importance of Truth and Reconciliation</li> <li>• Nurturing reciprocal relationships with Indigenous communities.</li> <li>• Engaging in collaborative, whole school approaches to advancing First Nations, Metis, and Inuit education.</li> </ul>
	<p style="text-align: center;"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Continue to advance First Nations, Metis, and Inuit student success through expanding current areas of focus.</li> <li>• Deepening understanding of First Nations, Metis, and Inuit cultures.</li> <li>• Prioritize Truth and Reconciliation.</li> </ul>
<b>Advance Teaching, Learning and Leading</b>	
<p style="text-align: center;"><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Staff commitment to professional learning for learning that transfers.</li> <li>• Staff commitment to leadership opportunities within the school and at the divisional level.</li> <li>• Professional learning team collaboration to advance instructional practice and student learning.</li> </ul>	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Using student success criteria more consistently across grades and subject areas.</li> <li>• Cross discipline professional learning and collaborative opportunities focusing on learning competencies.</li> </ul>
	<b>Next Steps</b>

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|  | <ul style="list-style-type: none"><li>• Continued focus on learning that transfers.</li><li>• Continued focus on wellness and well-being for all.</li><li>• Focus on trauma informed practices including restorative practices and positive behaviour supports.</li><li>• 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.</li></ul> |
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