2024 – 2025

Cayley School

ANNUAL EDUCATION RESULTS REPORT

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Foothills
SCHOOL DIVISION

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
Cayley School

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.

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

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.

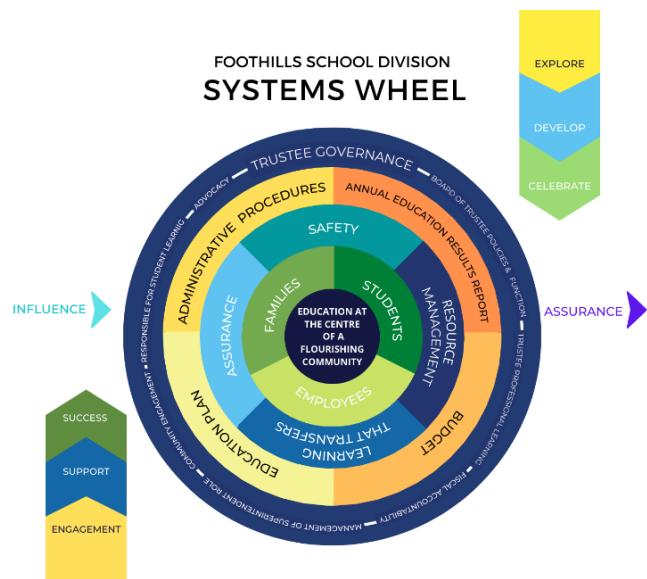**Success:** Ensure and maintain Division wide excellence in teaching, learning and leadership.

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.

FOOTHILLS SCHOOL DIVISION
SYSTEMS WHEEL

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
• Alberta's students are successful	• Learning that transfers • Numeracy and literacy • Wellness and wellbeing • Continuum of supports	• Student growth & achievement • Learning support
• First Nations, Métis, and Inuit students in Alberta are successful	• First Nations, Métis, and Inuit student success	• Student growth & achievement • Learning support
• Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy	• Innovation and design • Learning that transfers • Excellence in teaching, learning, and leading	• Student growth & achievement • Teaching and leading • Local and societal context
• Alberta's K-12 education system and workforce are well-managed	• Stakeholder engagement and communications • Continuous improvement and assurance	• Local and societal context • Governance

OUR GOALS & ASSURANCE MEASURES

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

ENGAGEMENT — Local and Societal Context

Goal
- Advance Stakeholder Engagement and Communications

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

SUPPORT — Learning Supports

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.

SUCCESS — Student Growth and Achievement

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.
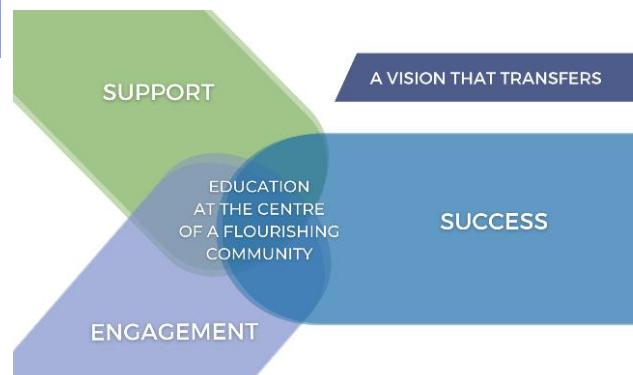
Teaching and Leading

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).

SUPPORT

A VISION THAT TRANSFERS

EDUCATION AT THE CENTRE OF A FLOURISHING COMMUNITY

SUCCESS

ENGAGEMENT

OUR SCHOOL

Cayley School is a rural K-8 school located at the southern end of Foothills School Division. It has an annual student population that has fluctuated between 100 to 120 students in recent years. The school has a staff that consists of one administrator, five teachers, a regional middle school band teacher, a part time family school liaison counsellor, a learning commons facilitator, learning coach and two educational assistants.

We are also comprised of three Colony Schools: Cayley Colony, MacMillan Colony and High River Colony. Our Colony schools have three lead teachers and 1 teacher. The colony schools together have a current student population of approximately 65 students enrolled in grades K-12.

HIGHLIGHTS AND CELEBRATIONS

Cayley School continues to thrive as a vibrant learning community, where student achievement and well-being are at the heart of everything we do. This year, we celebrated the success of our monthly assemblies, which recognize individual and collective accomplishments and foster a sense of belonging. Our Cobra Club and Cobra Family initiatives have strengthened student engagement and well-being, while our commitment to inclusive learning ensures every student feels welcomed and supported. We are proud of our students' resilience, positive peer relationships, and active participation in school life. Staff, families, and community partners have played a vital role in these successes, and together, we look forward to building on these achievements in the coming year.

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.

Assurance Measures Overall	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2021-2022 (School)	89.7%	91.6%	95.7%	95.0%	88.0%	84.2%	63.8
2021-2022 (Prov)	85.1	81.4	89	86.1	81.6	78.8	74.2
2022-2023 (School)	88.3%	79.4%	90.5%	84.0%	84.8%	89.3%	87.2
2022-2023 (Prov)	84.4	80.3	88.1	84.7	80.6	79.1	75.2
2023-2024 (School)	84.9%	77.6%	90.1%	80.3%	90.6%	88.5%	78.6
2023-2024 (Prov)	83.7	79.4	87.6	84.0	79.9	79.5	75.8
2024-2025 (School)	75.4%	69.9%	83.1%	77.8%	58.5%	N/A	44.2
2024-2025 (Prov)	83.9	79.8	87.7	84.4	80.1	80.0	76.6
Evaluation (Achievement)	Very Low	Low	Low	Very Low	Very Low	n/a	Very Low
Evaluation (Improvement)	Declined	Declined	Declined	Declined	Declined	n/a	Declined 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	98	91	100	92	97	74	68
2022-2023	90	89	98	88	89	77	76
2023-2024	92	98	90	92	93	78	74
2024-2025	98	100	95	100	97	79	82
Evaluation	**High**	**Very High**	**High**	**Very High**	**Very High**	**Low**	**Low**

OUR STORY OF ENGAGEMENT

Cayley School's engagement efforts in 2024-2025 focused on strengthening stakeholder involvement and continuous improvement. Data from both the Alberta Education Assurance Survey and the FSD Assurance Survey indicate that while parental involvement and education quality remain high according to parents (95% and 79% respectively), school improvement perceptions have declined (44.2% school, 82% parent). Strategies such as improving school council educational opportunities and monthly assemblies have been rated highly effective. However, overall engagement measures have declined compared to previous years, highlighting a need for renewed focus on collaborative decision-making and transparent communication with all stakeholders.

Engagement Opportunities & Resources

- **Policy 1: Divisional Foundation Statements**
- **Advocacy**
- **A Shared Responsibility: Safety for All**
- **Celebrations for All**
- **Celebrating our Flourishing Community**
- **Engagement Opportunities**

95%
of **parents** indicate **Education Quality** is high.
Source: FSD Assurance Survey (Parent, 2024–2025)

75.4%
of **students** report **Student Learning Engagement** is strong.
Source: AEAM (School, 2024–2025)

79%
of **parents** feel their input is considered in school decisions (**Parental Involvement**).
Source: FSD Assurance Survey (Parent, 2024–2025)

100%
of **parents** indicate **Safe Caring and Welcoming** is high.
Source: FSD Assurance Survey (Parent, 2024–2025)

ENGAGEMENT

GOALS	OUTCOMES	INDICATORS	MEASURES

Advance stakeholder engagement and communications
 	
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.
	• Actively engage stakeholders to inform the development of local priorities and plans drawing upon a variety of sources to measure engagement:
	  o What stakeholders were involved?
	  o How they were engaged?
	  o How their input informed local priorities?
	  o School boards 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.
		• 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.
			• **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.

Advance evidence-based continuous improvement and assurance			
Learners will communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.	• 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 members in the creation and ongoing implementation of a shared vision for student success. • 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.	• 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. • 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.	• **Stakeholder Engagement:** Increase/maintain participation of stakeholders to inform decisions. • **FSD Assurance Survey:** Increase/maintain

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)	83.1	n/a	44.2
2024-2025 (Prov)	87.7	80.0	76.6
Evaluation (Achievement)	Low	n/a	Very Low
Evaluation (Improvement)	Declined	n/a	Declined Significantly

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	95	79	82
Evaluation	High	Low	Low

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
Strategy 1: Improve school council educational opportunities around school education plan, improvement plans.	**High**
Strategy 2: Create an opportunity to have parents come in for conversation/coffee and be part of our community	**n/a**
Strategy 3: Establish a monthly assembly structure that recognizes student achievement and celebrates Cayley School.	**High**

CONTINUOUS IMPROVEMENT AND ASSURANCE	EVALUATION
Strategy 1: Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.	**High**
Strategy 2: Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.	**High**
Strategy 3: Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.	**High**

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

- Our engagement results show a mixed picture that calls for renewed focus. On the Alberta Education Assurance Survey, Education Quality at Cayley is 83.1% (provincial 87.7%, evaluated *Low* and *Declined*), and School Improvement is 44.2% (provincial 76.6%, evaluated *Very Low* and *Declined Significantly*). While provincial comparators remain stronger, FSD Parent Assurance results are more positive: Education Quality (95), Parental Involvement (79), and School Improvement (82). Together, these data suggest parents feel welcome and well-informed at the school level, yet broader perceptions of improvement—particularly in provincial reporting have slipped.

⟫ OUR STORY OF SUPPORT

Support at Cayley School centers on creating welcoming, safe, caring, and inclusive environments. Survey results show that 91% of parents and 89% of students feel the school is safe and caring, and 84% of parents report students have access to supports. However, the provincial measure for access to supports and services is notably lower (58.5% school vs. 80.1% province), and this area is evaluated as "very low" and "declined significantly." Strategies such as expanding Cobra Club structures and improving trauma-informed practices are underway, with high ratings for their impact. The school continues to identify gaps in social-emotional learning and restorative practices, aiming to improve support for all learners.

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**

91%
of **parents** agree our school is safe, caring, and welcoming.
Source: FSD Assurance Survey (Parent, 2024–2025)

87%
of **students** report positive peer relationships at school.
Source: SOS-Q (Student Orientation to School *Questionnaire, 2024–2025)*

58%
of **parents, students and teachers** are satisfied with Access to Supports and Services.
Source: AEAM (School, 2024–2025)

97%
of **parents** agree supports are easy to access and timely.
Source: FSD Assurance Survey (Parent, 2024–2025)

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.	• 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.	• 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.	• **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. • **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.
Advance our Continuum of Supports Collaboratively engage all stakeholders in creatively expanding and implementing the continuum of supports within each local context.	• 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.	• 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.	

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)	86.0	58.5
2024-2025 (Prov)	87.3	80.1
Evaluation (Achievement)	**High**	**Very Low**
Evaluation (Improvement)	**Maintained**	**Declined 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	100	97
Evaluation	**Very High**	**Very High**

FSD SOS-Q Survey (Student) (**S**tudent **O**rientation to **S**chool **Q**uestionnaire)**:** 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	89	76	71	84	84
Evaluation	**High**	**Intermediate**	**Intermediate**	**High**	**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
Strategy 1: Continue and expand upon Cobra Club/Cobra Family structures to support student engagement and well-being.	**High**
Strategy 2: Improve our understanding of trauma-informed culture through targeted staff and student learning opportunities.	**Adequate**

CONTINUUM OF SUPPORTS	EVALUATION
Strategy 1: Continue to identify the gaps in our continuum, especially as it relates to social-emotional learning, and implement meaningful staff learning in these areas	**Adequate**
Strategy 2: Establish a culture of restorative practices as it relates to student discipline	**High**

OUTCOMES TO CONSIDER

Welcoming, Caring, Respectful and Safe Learning Environments

- 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

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:

- Creating welcoming, caring, respectful, and safe environments remains a priority and an area of comparative strength. Cayley's Safe & Caring result is 86.0 (provincial 87.3, evaluated *High* and *Maintained*). Parents and students echo this: 91% of parents and 89% of students report safe/caring schools, with positive peer relations (87%). However, Access to Supports and Services is 58.5 (provincial 80.1), evaluated *Very Low* and *Declined Significantly* our most urgent support gap.

OUR STORY OF SUCCESS:
Innovation and Design
Learning that Transfers

Cayley School is committed to advancing innovation and design, and fostering learning that transfers across contexts. While students have access to a variety of learning opportunities, engagement and achievement measures have declined in some areas. For example, student learning engagement is rated "very low" (75.4% school vs. 83.9% province), and program of studies achievement is "very low" (58.2% school vs. 83.0% province). However, work preparation and lifelong learning measures remain high. Strategies include developing staff capacity for maker-space, building CTF time into daily practice, and designing rich tasks for multi-grade instruction. The school is focused on improving conceptual understanding and practical application of learning.

Evidence of Success & Resources

- Innovation and Design
- Learning that Transfers

58.2%
of
teachers/parents/students
are satisfied with the
Program of Studies breadth.
Source: AEAM (School, 2024–2025)

83.3%
of **students** and **82%** of
parents are satisfied with
Work Preparation.
Source: AEAM (School, 2024–2025) & FSD Assurance Survey (Parent, 2024–2025)

69.9%
of
teachers/parents/students
agree students model active
citizenship.
Source: AEAM (School, 2024–2025)

93%
of **students** report high
expectations and effort in
learning.
Source: Intellectual Engagement Survey (2024–2025)

STUDENT GROWTH AND ACHIEVEMENT
INNOVATION AND DESIGN AND LEARNING THAT TRANSFERS

GOALS	OUTCOMES	INDICATORS	MEASURES
Advance innovation and design 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.	• 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.	• 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.	• **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. • **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

Advance learning for transfer			
• 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.	• 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.	• 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.	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).

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)	58.2	83.3	69.9	83.1	88.9	75.4
2024-2025 (Prov)	83.0	83.7	79.8	87.7	80.8	83.9
Evaluation (Achievement)	Very Low	High	Low	Low	Very High	Very Low
Evaluation (Improvement)	Declined Significantly	Maintained	Declined	Declined	Maintained	Declined

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	85	82	100	95	69	98
Evaluation	**High**	**Adequate**	**Very High**	**Very High**	**Low**	**Very High**

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	93	69	81	93	83	43/60	55/63	53
Evaluation	**Very High**	**Low**	**Adequate**	**High**	**Adequate**	**Low**	**Low**	**Low**

STRATEGY ANALYSIS

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

INNOVATION AND DESIGN	EVALUATION
Strategy 1: Advance maker-space by developing staff capacity to offer this subject more authentically.	Adequate
Strategy 2: Building CTF time into daily practice to advance kids passion and knowledge	Adequate

LEARNING THAT TRANSFERS	EVALUATION
Strategy 1: Develop rich tasks for learners that will help improve multi-grade instruction in mathematics.	High
Strategy 2: Design learning tasks that allow students to apply large concepts in practical, real-life contexts.	High
Strategy 3: Advance conceptual understanding of numeracy and literacy through targeted staff learning opportunities that better support student thinking routines and problem solving.	Adequate

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:

- Cayley School's story of success this year is marked by strong outcomes in work preparation and lifelong learning, with 83.3% of students and 82% of parents expressing satisfaction in career readiness, and lifelong learning rated very high at 88.9%. High expectations and effort are evident, as 93% of students report feeling challenged and motivated. However, student engagement has declined to 75.4%, and satisfaction with the breadth of programming is notably low at 58.2%, indicating a need for more diverse and relevant learning opportunities to ensure all students are engaged and prepared for future success.

⟫ OUR STORY OF SUCCESS:
LITERACY AND NUMERACY

Literacy and numeracy remain foundational priorities at Cayley School. Provincial Achievement Test results for Grade 6 show that 69.2% of students achieved the acceptable standard in English Language Arts (vs. 69.1% province), with 15.4% achieving excellence (vs. 12.7% province). Math results are slightly above provincial averages for acceptable standard but lower for excellence. The school continues to leverage early years screening and common assessments to monitor progress and identify learning challenges. Balanced programming and targeted staff learning opportunities are designed to advance student growth and achievement in these core areas.

Evidence of Success & Resources

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

69.2%
of **Grade 6 students** achieved the Acceptable Standard in ELA; *Source: Provincial Achievement Tests (PAT, School, 2024–2025)*

15.4%
of **Grade 6 students** achieved Standard of Excellence in ELA compared to 12.7% in the Province *Source: Provincial Achievement Tests (PAT, School, 2024–2025)*

61.5%
of **Grade 6 students** achieved the Acceptable Standard in Math; **7.7%** achieved Standard of Excellence. *Source: Provincial Achievement Tests (PAT, School, 2024–2025)*

0
Of our **Grade 3 students** at risk Source: Kindergarten to Grade 3 (CC3) Students at risk Provincial Assessment

STUDENT GROWTH AND ACHIEVEMENT
LITERACY AND NUMERACY

GOALS	OUTCOMES	INDICATORS	MEASURES

Advance literacy and numeracy
 	
Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.
	• 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.
		• 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.
			• **Learning Outcomes (PAT & Diploma):**
			  • 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:**
			  • **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: 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)	**69.2**	**15.4**	**61.5**	**7.7**	**69.2**	**38.5**				
2024-25 (Prov)	**69.1**	**12.7**	**53.1**	**15.1**	**64.1**	**18.5**				
Evaluation (Achievement)					Intermediate	Very High				
Evaluation (Improvement)					Maintained	Improved Significantly				

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		6	2	0

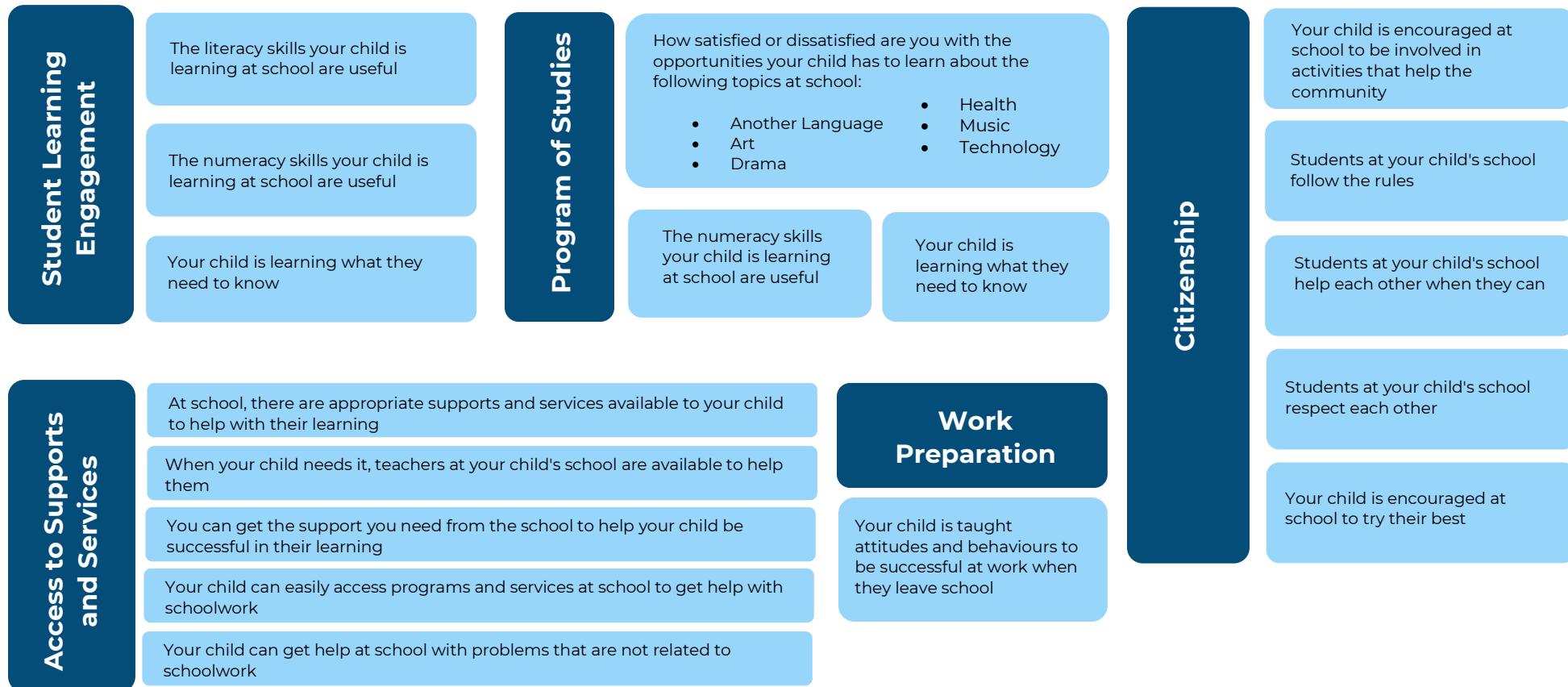| Provincial Numeracy Assessment: Kindergarten to Grade 3 (KTT) Students at risk	Kindergarten	Grade 1	Grade 2	Grade 3
2024-2025		5	4	4

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	n/a	83	56	56	40	n/a
Evaluation		High	Low	Low	Very Low	

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)						
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

Student Learning Engagement

- The literacy skills your child is learning at school are useful
- The numeracy skills your child is learning at school are useful
- Your child is learning what they need to know

Program of Studies

How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school:

- Another Language
- Art
- Drama
- Health
- Music
- Technology

- The numeracy skills your child is learning at school are useful
- Your child is learning what they need to know

Citizenship

- Your child is encouraged at school to be involved in activities that help the community
- Students at your child's school follow the rules
- Students at your child's school help each other when they can
- Students at your child's school respect each other
- Your child is encouraged at school to try their best

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 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

Work Preparation

- Your child is taught attitudes and behaviours to be successful at work when they leave school

STRATEGY ANALYSIS

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

LITERACY AND NUMERACY	EVALUATION
Strategy 1: Alignment of literacy and numeracy practices within school continuum of supports.	Adequate
Strategy 2: Use common assessment to inform individual programming decisions for learners	High
Strategy 3: Engage in analysis of local and provincial assessment data to support maximal student learning	High

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:

- Cayley School's literacy and numeracy results reflect both solid achievement and areas for targeted growth. On the Grade 6 Provincial Achievement Tests, 69.2% of students met the acceptable standard in English Language Arts, slightly above the provincial average, and 15.4% achieved the standard of excellence, also outperforming provincial results. In mathematics, 61.5% of students reached the acceptable standard, notably higher than the province, though only 7.7% achieved excellence, indicating a need to further support high-level math learners. Moving forward, Cayley School aims to deepen concept-based instruction, expand staff professional learning in numeracy and literacy strategies, and use ongoing assessment data to identify and address gaps, ensuring every learner is equipped for success across all subjects and grade levels.

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

Cayley School is dedicated to supporting First Nations, Métis, and Inuit student success through high-quality instructional programs and increased understanding of Indigenous cultures. The school uses the Truth and Reconciliation for Learner Success Toolkit and engages Indigenous families in decision-making. While specific achievement data for self-identified Indigenous students is not provided in the current report, the school continues to monitor attendance, achievement, and completion rates, and aims to strengthen relationships and supports for Indigenous learners.

Evidence of Success & Resources

- Foothills School Division's Truth and Reconciliation for Learner Success Toolkit
- Indigenous Learning
- Principles of Practice for Literacy
- Principles of Practice for Numeracy and Mathematics

90%
of **students** indicate they have an understanding of Truth and Reconciliation (Cultural Perspectives Survey)

75%
of **students** agree School Priority of Truth & Reconciliation is present.
Source: Cultural Perspectives Survey (2024–2025)

85%
of **students** agree teachers share Indigenous Perspectives
Source: Cultural Perspectives Survey (2024–2025)

95%
of **students** report strong feelings of internal resilience
Source: SOS-Q (2024–2025)

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

GOALS	OUTCOMES	INDICATORS	MEASURES

Advance First Nations, Métis, and Inuit student success
 	
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.
	• 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.
		• 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.
			• **Learning Outcomes (PAT & Diploma):**
			  o 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.
			  o 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.

🔗 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
2024-2025 (Prov)						
Evaluation (Achievement)						
Evaluation (Improvement)						

SOS-Q Student Survey (**S**tudent **O**rientation to **S**chool **Q**uestionnaire): **First Nations, Métis, and Inuit Students**

Above National Norm					
Performance Measure	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations
2024-2025	89	84	79	95	89
Evaluation	High	High	Adequate	Very High	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	93	69	81	93	50	59	53
Evaluation	Very High	Adequate	High	Very High	Low	Low	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	100	100	n/a
Evaluation				Very High	Very High	

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	50		53		35		53		75		46		65		90		85	
Evaluation	Low		Low		Very Low		Low		Intermediate		Low		Intermediate		Very High		High	
	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
Strategy 1: Support the implementation of Truth and Reconciliation Commission recommendations.	Adequate
Strategy 2: Address the systemic education gap for self-identified First Nations, Métis, and Inuit students	Adequate
Strategy 3: Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.	Adequate

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:

- The FNMI story reflects growing cultural strength and areas to deepen academic monitoring. SOS-Q results show **Safe & Caring 89**, **External Resilience 84**, **Self-Confidence 79**, **Internal Resilience 95**, and **Peer Relations 89** for self-identified students (evaluations ranging from *Adequate* to *Very High*). Cultural Perspectives (all students) indicate variable agreement (e.g., **School Priority of Truth & Reconciliation 75**, **Understand Truth & Reconciliation 90**, **Teachers Share Indigenous Perspectives 85**). The school will continue to look for ways to integrate Indigenous ways of knowing into daily practice.

⟫ OUR STORY OF SUCCESS: TEACHING, LEARNING & LEADING

Teaching, learning, and leading at Cayley School are driven by a commitment to professional collaboration, reflective practice, and continuous improvement. Teachers and leaders engage in ongoing professional development aligned with provincial standards. The school's focus on optimizing instruction and assessment is reflected in collaborative engagement and the use of data to inform cycles of improvement. Professional learning communities and a shared vision for student success underpin efforts to build capacity and respond to diverse learner needs.

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 **teachers** report clarity of vision, mission, and values.
Source: FSD Professional Learning Survey (2024–2025)

100%
of **teachers** say professional learning and collaborative culture is strong.
Source: FSD Professional Learning Survey (2024–2025)

75%
of **teachers** report PLC collaboration improved instruction and assessment.
Source: FSD Professional Learning Survey (2024–2025)

71%
of **teachers/leaders** report increased use of common assessment language.
Source: FSD Professional Learning Survey (2024–2025)

TEACHING, LEARNING AND LEADING GOALS

GOALS	OUTCOMES	INDICATORS	MEASURES
Advance excellence in teaching, learning, and leading 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.	• 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.	**Advance excellence in teaching, learning, and leading** 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.	• **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	100	100	75	71	n/a	n/a
Evaluation	**Very High**	**Very High**	**Adequate**	**Adequate**	Achievement	n/a
					Improvement	n/a

STRATEGY ANALYSIS

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

TEACHING AND LEADING	EVALUATION
Strategy 1: Advancing a trauma-informed culture that offers intentional supports for all learners	**High**
Strategy 2: Provide authentic professional learning opportunities for staff that advance teacher capacity as providing learning for individual students	**High**
Strategy 3: Use positive behavior supports to develop a culture of learning and support for students.	**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:

- Professional practice is the lever for sustained improvement. The **FSD Professional Learning Survey (2024–2025)** shows **Clarity of Vision/Mission/Values 100** and **Professional Learning & Collaborative Culture 100** (*Very High*), with **PLCs 75** and **Professional Body of Knowledge 71** (*Adequate*). The signal is to tighten PLC inquiry cycles around high-leverage practices (concept-based design, formative assessment, transfer-oriented tasks), use shared plans and artifacts (common rubrics, success criteria, student work protocols), and connect professional learning explicitly to improvements in engagement, program breadth, and numeracy excellence.