



2024 - 2025 Heritage Heights School

ANNUAL EDUCATION RESULTS REPORT

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Heritage Heights



foothillsschooldivision.ca

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:

HERITAGE HEIGHTS 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. We honour and respect this land, and the generations who have come before us.

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.

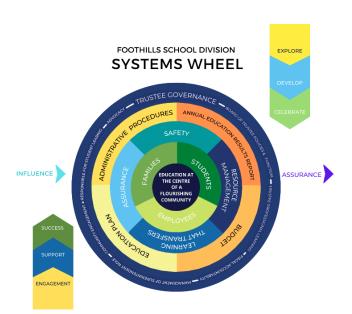
Board Policy 01: Division Foundational Statements

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.



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	FOOTHILLS SCHOOL DIVISION GOALS	ASSURANCE DOMAINS
Education Ministry Business Plan 2024-27	Foothills School Division Education Plan 2024-29	Alberta Education Funding Manual 2024-25
Alberta's students are successful	Learning that transfersNumeracy and literacyWellness and wellbeingContinuum of supports	Student growth & achievementLearning support
 First Nations, Métis, and Inuit students in Alberta are successful 	 First Nations, Métis, and Inuit student success 	Student growth & achievementLearning 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 & achievementTeaching and leadingLocal and societal context
 Alberta's K-12 education system and workforce are well-managed 	Stakeholder engagement and communicationsContinuous improvement and assurance	Local and societal contextGovernance



OUR GOALS & ASSURANCE MEASURES

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

Goal

 Advance Stakeholder Engagement and Communications

Assurance Measure

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

Goals

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

Assurance Measure

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

Goals

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

Assurance Measure

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

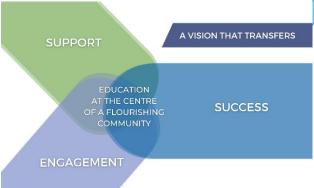
Governance

Goal:

 Advance Continuous Improvement and Assurance

Assurance Measure

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



Teaching and Leading

Goal

 Advance Excellence in teaching, learning and leading.

Assurance Measure

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











OUR SCHOOL

Heritage Heights is a rural K-9 school steeped in community. We serve families from north of Okotoks, the area of De Winton and surrounding areas reaching the Calgary limits and have a historical average enrollment of less than 500 students. Many of our students are bussed to and from school daily. Our building is connected to the Scott Seaman Arena and St. Francis of Assis School, creating opportunities for community involvement.

Our instructional team consists of 22 teaching staff, 5 educational assistants, 2 administrators, 1 learning commons facilitator and an FSLC. A wellrounded learning team works diligently to meet students' academic and social needs. We offer pre-kindergarten, part-time and full-time kindergarten, elementary (grades 1-6), and junior high (grades 7-9) programs. This year, we added Before and After School Care (Star Kids) to the opportunities for families.

Within our Career and Technology Foundations programming, students have access to Maker Space learning and exploration of innovation and creativity. With the support of the Learning Common Facilitator and classroom teachers, students are encouraged to explore their imaginations in coding, robotics and Design thinking. Courses for grades 7-9 include visual and graphic arts, fine arts, fitness and a number of outdoor pursuits. Our goal is to support students as they explore new areas of learning and develop some life-long interests. Through leadership initiatives, Student Matters and ad hoc advisory groups, we believe building leadership skills support student growth. Additionally, our school offers a range of extracurricular sports teams and actively participates in interschool athletics within the Foothills Athletic Council schools. This year, our school will continue to partner with Scott Seaman Arena, where our students will have the opportunity to participate in the Husky Ice Development hockey program facilitated by an external hockey coach and FSD teacher

Our staff and community will engage in professional development and reflection on the Circle of Courage Framework. This framework provides a valuable opportunity to further develop holistic leadership and character in our school community, as well as foster understanding of our role in reconciliation among our staff and students. This year, we have invited a traditional Knowledge Keeper, Elder Saa'kokoto to support our deeper understanding and appreciation of Indigenous culture. Through traditional stories, songs, poetry, visual arts lessons, his lessons carry a wealth of firsthand experience.



Highlights and Celebrations

Heritage Heights School is proud to serve the families of De Winton and the surrounding areas, fostering a strong sense of community and commitment to student success. Our dedicated teachers strive daily to meet the diverse learning needs of students through thoughtfully designed and engaging educational experiences. We offer additional academic and social-emotional support through the Husky Den, led by Mrs. Clarke and our devoted team of Educational Assistants. Our athletics program thrives thanks to the dedication of staff, parents, and community volunteers, and we are especially proud of our revitalized band program under the direction of Mrs. Lehmann. Students benefit from rich visual arts instruction delivered by talented teachers, as well as dynamic drama productions for Grades 5-9 guided by Mr. Berrigan. The Husky Fit program inspires students to build strength and lifelong habits of physical wellness, while our growing Method Hockey program offers outstanding small-group coaching and skill development. As a school we continue the journey of learning about Indigenous ways of knowing and the power of the Circle of Courage. We are also deeply grateful for our strong and active School Council, whose support and contributions make a lasting impact on the entire school community.



EDUCATION ASSURANCE MEASURES REPORT SUMMARY

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

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

Assurance Measures Overall	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2021-2022 (School)	79.1	82.8	88.3	86	68.8	71.5	70.1
2021-2022 (Prov)	85.1	81.4	89	86.1	81.6	78.8	74.2
2022-2023 (School)	87.1	78.6	90.4	86.6	70.9	77.9	59.6
2022-2023 (Prov)	84.4	80.3	88.1	84.7	80.6	79.1	75.2
2023-2024 (School)	83.4	76.2	83.3	81.4	68.9	68	61.6
2023-2024 (Prov)	83.7	79.4	87.6	84	76.9	79.5	75.8
2024-2025 (School)	84.8	76	84.7	84.6	60.2	60.7	62.6
2024-2025 (Prov)	84.4	80.4	88.2	84.9	80.7	79.1	76.6
Evaluation (Achievement)	Intermediate	Intermediate	Intermediate	Intermediate	Very Low	Very Low	Very Low
Evaluation (Improvement)	Maintained	Maintained	Maintained	Maintained	Declined	Maintained	Maintained

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	96%	93%	97%	92%	81%	77%	61%
2022-2023	92%	90%	96%	86%	76%	75%	66%
2023-2024	90%	90%	88%	93%	83%	79%	79%
2024-2025	91%	90%	89%	94%	84%	79%	78%
Evaluation	High	High	High	High	Intermediate	Intermediate	Intermediate

OUR STORY OF ENGAGEMENT

At Heritage Heights School, engagement is the foundation of meaningful learning. We believe students are most engaged when they are accessing appropriately challenging work delivered through a variety of methods. Teachers intentionally design learning that sparks curiosity and invites active participation—through projects, role-plays, field excursions, labs, and other experiential opportunities that bring the learning to life. When students are immersed in authentic, hands-on learning, they develop deeper understanding, stronger connections to real-world contexts, and greater confidence in their abilities.

For students at the junior high level, staff have restructured Career and Technology Foundations (CTF) courses and Options to enhance engagement and skill development. Introductory classes offer students a sampling of the essential skills needed for success, while leveled courses allow those with specific passions or talents to continue advancing their skills in more complex and creative ways. For example, students may begin in Visual Arts 1 and progress to Visual Arts 2, building upon foundational knowledge and exploring advanced techniques. When students are engaged in meaningful, personally relevant work, time disappears and they enter a state of flow where learning feels natural, exciting, and deeply rewarding.

At every grade level, engagement at Heritage Heights is fueled by relationships, curiosity, and choice. Whether through classroom inquiry, cross-grade mentorship, or student leadership initiatives such as Student Matters, we strive to ensure every learner is active, invested, and inspired to grow. Together, with families, teachers, and our wider community, we make learning come alive.

Engagement Opportunities & Resources

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



91%

of students report being engaged in learning.

(FSD Assurance Survey results)

93%

of respondents feel safe and welcome!

(FSD Assurance Survey)

98%

of staff report student levels of engagement. (AERR Report)

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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: What stakeholders were involved? How were they engaged? How do they input informed local priorities? School board's actions to meet its obligations under section 12 of the School Councils Regulation to provide opportunity for School Councils to be involved in developing School Education Plans. Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.	 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 auiding principles for assurance at a division and school
- 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 percentage of parents satisfied with Assurance Measures.

RESULTS ANALYSIS FOR ENGAGEMENT

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)	84.7%	60.7 %	62.6 %
2024-2025 (Prov)	88.2%	79.1%	76.6%
Evaluation (Achievement)	Intermediate	Very Low	Very Low
Evaluation (Improvement)	Maintained	Declined	Maintained

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	89%	79%	78%
Evaluation	High	Intermediate	Intermediate

OUTCOMES TO CONSIDER

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

To what extent are you involved in decisions **Parental Involvement** To what extent are you involved in Your input into decisions about your The opportunities to be involved in The opportunities to be involved in

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
Increase visibility and number of volunteer opportunities for the community.	Intermediate
Increase communication of school goals and the work relating to them through the newsletter.	Intermediate
Increase communication to parents through a monthly newsletter, timely memos, classroom weekly memos	Intermediate

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:

- Respondents believe their children are receiving high quality education.
- Parental involvement continues to be an area for focus.
- School improvement efforts should continue.
- Students report engagement in their work.
- Parents report their children are engaged in the work.
- There is a significant discrepancy between teachers reported results of engagement for students and the parent/student responses.

Our data indicates the need to extend into the community in an intentional way to ensure partners are aware of events, opportunities for sharing their expertise in classes and meaningful engagement in the school.

CONTINUOUS IMPROVEMENT AND	ASSURANCE EVALUATION
Strategy 1: • Data reviews were completed by the property of	
 members early in the year to guide s Strategy 2: Reviewed CTF curriculum with teach with objectives and provide students 	ners in grades 7-9 to align High
Strategy 3: • Created a robust model for student s	uccess, which was posted High
in classrooms and shared to the scho	,



OUR STORY OF SUPPORT

At Heritage Heights School, support begins with connection. Grounded in the Circle of Courage principles of Belonging, Mastery, Independence, and Generosity, our team works intentionally to create welcoming, caring, respectful, and safe learning environments where every student feels seen and valued. Through relationship-based practices, we continue to embed wellness into daily instruction, integrating mindfulness, movement breaks, and social-emotional learning into classrooms. Our Student Success **Team**, which includes our Family School Liaison Counsellor, Learning Coach, Youth Development Coach, and Minds Matter Coach, works collaboratively to provide early intervention, wrap-around services, and individualized supports that strengthen both academic achievement and emotional well-being.

Feedback from our 2024–2025 Alberta Education Assurance Survey and SOS-Q surveys reaffirms the strength of this culture: 91% of parents indicate our school is safe and caring, 89% of students feel cared for, and 84% of parents believe their children have access to the supports they need, while **87% of students** report positive peer relationships. These results highlight the impact of our commitment to nurturing resilience, fostering belonging, and ensuring access to a robust continuum of supports for all learners. As we look ahead, we remain dedicated to advancing wellness and well-being by expanding collaborative mental health supports, embedding socialemotional learning across subjects, and continuing to grow our shared understanding of holistic education through work with Elder Saa'Kokoto and the teachings of the Circle of Courage.

Support Opportunities & Resources

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



87%

of students report positive peer relationships

94%

of students feel safe. welcome and cared for at school.

(FSD Assurance Survey)

81%

of students feel they can access support for learning. (FSD Assurance Survey)

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

INDICATORS

GOALS

OUTCOMES

MEASURES

Advance wellness and well-being Collaboratively promote and advance healthy school environments

for all, based upon a

wellness and well-

being.

strong foundation of

- 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.

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 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.
- 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.

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.

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)	88.1%	60.2%
2024-2025 (Prov)	87.3%	80.1%
Evaluation (Achievement)	Very High	Very Low
Evaluation (Improvement)	Maintained	Declined

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	94%	81%
Evaluation	High	Intermediate

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

above national norm									
	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations				
2024-2025	85%	77%	72%	65%	84%				
Evaluation	Intermediate	Intermediate	Low	Very Low	Intermediate				

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
Data reviews were completed by all staff in a timely manner, to implement interventions (SOSQ, FSD Survey).	Intermediate
Created system response to behavioural incidents (behaviour flow chart, My Side, progressive cycle)	High

CONTINUUM OF SUPPORTS	EVALUATION
Created a robust model for student success and posted on the website and in classrooms	ne Intermediate
Strategy 2: • Established a Student Success Team (Administration, Learnin Support, Family School Liaison Counsellor)	ng High

OUTCOMES TO CONSIDER

Environments Respectful and Safe Welcoming, Caring,

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 the 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, selfconfidence, internal resilience, and peer relations for our students in grades 4 through 12. This data told us that:

- Students and families feel their children are safe and cared for at school
- There was a notable decline in the perception of supports for students. This may be due to the move from individual educational assistants in classrooms to a model focused on interventions.
- Self confidence and internal resilience continue to be areas for focus and growth.
- Students generally feel comfortable with their peer relationships.



OUR STORY OF SUCCESS: Innovation and Design Learning that Transfers

At Heritage Heights School, success is defined by curiosity. creativity, and the ability to apply learning beyond the classroom. Through hands-on, authentic, and interdisciplinary experiences, students are encouraged to design, problem-solve, and think critically about real-world issues. Our Career and Technology **Foundations (CTF)** and **Maker Space** programs continue to be catalysts for innovation — empowering students to explore coding, robotics, digital design, and outdoor education while developing confidence, collaboration, and leadership. Staff intentionally design learning that transfers by embedding visible thinking routines, inquiry-based projects, and authentic assessment practices that help students connect new knowledge to existing skills and life experiences.

Survey data reflects strong engagement and a growing culture of innovation: 84.8% of students report being engaged in their learning, and 91% of parents express confidence in the quality of education their children receive. Student voice is central to this success. Through leadership initiatives, ad hoc committees, and the Student Matters team, learners co-create experiences that shape school culture and inspire collective growth. As we look ahead, we will continue to build on our strengths in innovation and design by expanding opportunities for authentic learning, community partnerships, and cross-curricular projects that foster the skills students need to thrive today and in the future.

Evidence of Success & Resources

- Innovation and Design
- Learning that Transfers



84% of students indicate they are engaged in their work

FSD Assurance Survey

91%

Parents express confidence in the quality of education their child receives.

FSD Assurance Survey

STUDENT GROWTH AND ACHIEVEMENT
INNOVATION AND DESIGN AND LEARNING THAT TRANSFERS

INNOVATION AND DESIG	NNOVATION 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.							

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.

- Overall Quality of
 Education (AEAM):
 Increase/maintain
 percentage of teachers,
 parents and students
 satisfied with the overall
 quality of basic education.
- Lifelong Learning (AEAM):
 Increase/maintain
 percentage of teachers and
 parents satisfied that
 students demonstrate the
 knowledge, skills, and
 attitudes necessary for
 lifelong learning.
- Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AEAM): Growth and Improvement shown in each area.
- FSD Assurance Survey: Increase/maintain percentage of parents satisfied with Assurance Measures.
- 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	formance Measures Program of Studies Work Preparation Citizenship		Quality of Education Life-Long Learni		Student Learning Engagement	
2024-2025 (School)	71.7	60.4	76.0	84.7	65.4	84.8
2024-2025 (Prov)	Prov) 83.0		83.7 80.4 88.2		80.8	84.4
Evaluation (Achievement)	Very Low	Very Low	Intermediate	Intermediate	Very Low	Intermediate
Evaluation (Improvement)	Evaluation (Improvement) Maintained		Maintained	Maintained	Maintained	Maintained

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

Provincial Performance Measures	sures Program of Studies Work Preparation Citizenship		Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement	
2024-2025 85%		87%	90%	89%	75%	91%	
Evaluation	tion Intermediate		High	Intermediate	Low	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							g Agree or Strongly A e I am engaged in the	
Performance Measures High Expectations Relevance Rigor Effort Support							Math/Science	CTS/CTF
2024-2025	93%	63%	86%	91%	82%	49%/54%	49%/53%	34%
Evaluation	High	Low	Intermediate	High	Intermediate	Low	Low	Very Low

STRATEGY ANALYSIS

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

INNOVATION AND DESIGN	EVALUATION
Strategy 1: • Increased presentations by community experts and professionals.	High
Increased connections between leadership initiative and Students Matters. Increased opportunities for students' voice through assemblies, and hoc committees.	High
Increased opportunities for authentic student leadership (Food Bank drive, Jump Rope for Heart).	High

DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goals of innovation and design and learning that transfers. We looked at the data we gathered from both the Alberta Education and FSD Assurance Surveys in the specific areas of programs of studies, work preparation, quality of education, lifelong 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:

- Students feel they are held to high standards for learning.
- Responses show high results for citizenship and being prepared for work.
- Respondents feel teachers are doing a good job of following the Program of Studies.
- Engagement in the core classes appears to be low for students.
- Understanding how what is learned connects to the world is ana area for consideration.

LEARNING THAT TRANSFERS	EVALUATION
Strategy 1: • Strong alignment with the FSD Guide to Success.	Intermediate
Strategy 2: • Student agency is supported through authentic leadership roles, student voice in decision-making, and co-planning of school events and learning experiences.	High
Strategy 3: Students participate in ad hoc voice groups and leadership initiatives that impact real school decisions – embedding student agency beyond the classroom.	High





OUR STORY OF SUCCESS: LITERACY AND NUMERACY

At Heritage Heights School, literacy and numeracy form the foundation for all learning. Our teachers are committed to ensuring that every student develops the essential skills to think critically, communicate effectively, and apply their knowledge across disciplines. Through targeted instruction, formative assessment, and collaborative data reviews, teachers identify areas of strength and growth to guide next steps in learning. Early intervention and small-group supports ensure that each learner receives instruction at the right level, while classroom practices emphasize vocabulary development, comprehension, number sense, and problem-solving in meaningful contexts.

Our results reflect continued progress in these foundational areas. Staff continue to align instruction with the Foothills School Division Principles of Practice for Literacy and Numeracy, using consistent assessments such as LeNS, CC3, and MIPI to inform instruction and improve achievement. Teachers intentionally connect literacy and numeracy across subject areas—linking reading, writing, and mathematical reasoning to science, social studies, and CTF learning. Looking ahead, we remain committed to enhancing precision in teaching and ensuring all students demonstrate growth in literacy and numeracy through evidence-based instruction, targeted supports, and a shared belief that every student can succeed.

Evidence of Success & Resources

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



86%

of students in grade 9 in the acceptable range for literacy.

(PAT results)

98%

of students in grade 6 are in the acceptable range for Literacy.

(PAT Results)

76%

of students are in the acceptable range in numeracy.

(PAT results)

78%

of students are in the acceptable range for numeracy.

(PAT results)

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:

OUTCOMES TO CONSIDER

Life-Long

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

with Program Satisfaction 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 9)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
Achievement (%)	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2024-25 (School)	85.7%	21.4%	76.2%	14.3%	81 %	31 %	81 %	19%	n/a	n/a
2024-25 (Prov)	69.8%	11.1%	51.7%	14.0%	60.5%	17.1 %	68.6%	21.1%	n/a	n/a
Evaluation (Achievement)	High	Very High	Very high	Intermediate	High	Very High	High	Intermediate	n/a	n/a
Evaluation (Improvement)	Maintained	Maintained	Maintained	Maintained	Maintained	Maintained	Maintained	Maintained	n/a	n/a

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)

Provincial Achievement Tests	English Lar	nguage Arts	Ма	ath	Social S	Studies	Scie	ence	French Lan	guage Arts
Achievement	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2024-25 (School)	98%	21.6%	78.4 %	21.6%	92.2%	27.5 %	n/a	n/a	n/a	n/a
2024-25 (Prov)	69.1%	12.7%	53.1%	15.1 %	64.1%	18.5 %	n/a	n/a	n/a	n/a

Evaluation (Achievement)	Very High	Very High	High	Very high	Very High	Very High	n/a	n/a	n/a	n/a
Evaluation (Improvement)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Provincial 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	9%	5%	10%	8%

Provincial Numeracy Assessment:				
Kindergarten to Grade 3 (KTT) Students at risk	Kindergarten	Grade 1	Grade 2	Grade 3
2024-2025	6%	10%	12%	11%

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	96	83	90	95	86	90		
Evaluation	Very High	Intermediate	High	High	Intermediate	High		

AEA Measures for English Language Learners (No Data for Heritage Heights School)

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

The numeracy skills your child is learning at school are useful

Your child is learning what they need to know

Citizenship

Health

Music Technology

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 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

STRATEGY ANALYSIS

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

LITERACY AND NUMERACY	EVALUATION
Strategy 1: • Increased use of high yield strategies.	Intermediate
Increased interventions through revised RTI model.	High
Begin creating shared planning tools or templates to help teachers identify natural entry points for reading comprehension, writing, and numeracy across the curriculum.	Intermediate

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:

- English Language Arts 6 students achieved above the provincial average by 28.9% in the acceptable range and 8.9% in the excellence range.
 - When we further break down the data, we see our students are 15% above the provincial average in writing and 18.1 % in reading.
- Mathematics 6 students achieved 25.3% above the provincial average in the acceptable range and 5.6 % in the excellence range.
- English Language Arts 9 students achieved above the provincial average by 15.9 % in the acceptable range and 10.3 % in the excellence range
- Mathematics 9 students achieved 12.4% above the provincial average in the acceptable ranges and at the average 14 % for the excellence range.



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

At Heritage Heights School, we honour our responsibility to advance reconciliation through meaningful action, relationships, and learning. Guided by the Foothills School Division Truth and Reconciliation for Learner Success Toolkit and the Circle of Courage framework, our staff and students continue to deepen their understanding of Indigenous histories, perspectives, and ways of knowing. Through collaboration with **Elder Saa'Kokoto** and **Charity** Tegler, we have embedded land-based learning, storytelling, and cultural teachings into classrooms and school-wide events, fostering a stronger sense of belonging and respect for all. Staff engage in ongoing professional learning to strengthen instructional practices and ensure that Indigenous knowledge is woven into the curriculum—not as an add-on, but as a foundational lens for teaching and learning.

Our collective efforts are reflected in student data and community engagement. Surveys and local measures show an increase in cultural understanding, resilience, and self-confidence among students who self-identify as First Nations, Métis, or Inuit. Targeted academic supports, culturally responsive instruction, and inclusive relationships have contributed to improved learning experiences and achievement for Indigenous learners. As we move forward, Heritage Heights remains committed to strengthening relationships with Elders, Knowledge Keepers, and families, ensuring that reconciliation lives in our classrooms, in our teaching, and in the hearts of our students every day.

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**



100%

of self identified students believe teachers share the importance of Indigenous culture.

Cultural Perspective Survey

100%

of self Identified students believe cultural perspectives are infused across subjects

Cultural Perspective Survey

100%

Self identified students believe teachers share **Indigenous Perspectives.**

Cultural Perspective Survey

FIRST NATIONS, MÉTIS,	AND INUIT STUDENT SUCC	ESS	
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 relationshipbuilding 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):

Performance Measure	Provincial Ach	ievement Tests
	Acceptable	Excellence
2024-2025 (School)	n/a	n/a
2024-2025 (Prov)	n/a	n/a
Evaluation (Achievement)	n/a	n/a
Evaluation (Improvement)	n/a	n/a

${\sf SOS-Q \ Student \ } \underline{{\sf Survey}} \ (\underline{{\sf S}} \\ {\sf tudent \ } \underline{{\sf O}} \\ {\sf rientation \ to \ } \underline{{\sf S}} \\ {\sf chool \ } \underline{{\sf Q}} \\ {\sf uestionnaire}) \\ {\sf : First \ Nations, \ M\'etis, \ and \ Inuit \ Students} \\$

	Above National Norm									
Performance Measure	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations					
2021-2022	60	60	40	100	100					
2022-2023	83	67	67	83	83					
2023-2024	78	44	33	67	67					
2024-2025	60	40	40	50	80					
Evaluation	Low	Very Low	Very Low	Low	High					

Grade	4	5	6	7	8	9
2021-2024	n/a	n/a	n/a	n/a	n/a	n/a
024-2025	100	n/a	100	n/a	100	100
valuation	Very High	n/a	Very High	n/a	Very High	Very High

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

Common Literacy/Numeracy Assessn	nents: 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	96%	83%	90%	95%	86%	90%
Evaluation	Very High	Intermediate	High	Very High	Intermediate	High

Cultural Perspectives Survey

% Students (4-12) Reporting Agree or Strongly Agree																			
Performance Measures	Cultural Belonging		Cultural Comfortable			Accepted Sharing		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	
2021-2022																			
Baseline	40%		67%		67%		43%		86%		53%		80%		86%		80%		
2022-2023	65%	57%	63%	57%	63%	71%	69%	57%	84%	86%	67%	57%	82%	86%	75%	57%	81%	86%	
2023-2024	66%	38%	60%	63%	61%	63%	60%	50%	67%	75%	73%	75%	77%	88%	69%	75%	77%	75%	
2024-2025	64%	60%	60%	80%	56%	80%	67%	80%	78%	100%	69%	100%	72%	100%	79%	80%	83%	100%	
Evaluation	L	1	1	Н	1	Н	1	Н	1	VH	1	VH	1	VH	1	-	1	VH	
	VL – Very Low				L – Low		I – Interm	ediate	te 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		
Increased awareness of and responsiveness to academic and cultural learning needs, supporting success through targeted inclusive strategies	Intermediate		
Using data-informed instruction and targeted skill development – proactively identifying areas of growth academically and socially that is based on data and student experience	Intermediate		
Collaboration with Elder Saa'kokoto and Charity Tegler was central to creating respectful, culturally appropriate, professional and student learning.	Intermediate		

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:

- Infusion across learning is evident
- Respondents feel there are multiple perspectives shared and learned that include those of FNMI
- Students feel the school understands and shares the importance of Truth and Reconciliation
- Not yet comfortable sharing cultural experiences



OUR STORY OF SUCCESS: **TEACHING, LEARNING & LEADING**

At Heritage Heights School, excellence in teaching, learning, and leading is rooted in collaboration, reflection, and a shared commitment to continuous growth. Guided by the Foothills School Division Professional Learning Framework, teachers and leaders engage in evidence-based professional inquiry, using data to inform instruction, strengthen inclusive practices, and design meaningful learning for transfer. Professional learning communities meet regularly to reflect on student data, co-plan lessons, and refine instructional approaches through the lens of Universal Design for Learning (UDL) and culturally responsive pedagogy. This ongoing collaboration builds collective efficacy ensuring that all educators are confident and capable in meeting the diverse needs of students.

Data from the FSD Professional Learning Survey and Assurance Measures highlight significant progress in creating a , culture of shared vision and reflective practice. Teachers report greater alignment between professional learning and classroom impact, while students demonstrate stronger engagement and achievement. As we look ahead, Heritage Heights remains committed to deepening professional learning, fostering teacher leadership, and ensuring that teaching and leading are dynamic, responsive, and anchored in a clear mission: to design learning that empowers every student to thrive.

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**



85%

Of teachers feel their professional learning meets their needs.

FSD PL Survey

90%

Of teachers enjoy the collaborative culture at the school

FSD PL Survey

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 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 Profession schools and across th	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	80%	90%	85%	80%	78%	81%
Evaluation	Intermediate	Himb	Intermediate	Intermediate	Achievement	Low
	intermediate	High	intermediate	intermediate	Improvement	Improved

STRATEGY ANALYSIS

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

TEACHING AND LEADING	EVALUATION		
Deepen professional learning in culturally responsive and inclusive pedagogy- provide ongoing PD to build capacity.	Intermediate		
Use data-informed strategies to provide targeted instructional supports, especially for students requiring academic, social, or emotional interventions	Intermediate		
Teachers are fostering student agency by embedding student voice, lived experiences, and leadership opportunities across grade levels and disciplines.	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:

- As a staff, we show alignment for our school and divisional goals and vision.
- Staff feel a large increase in the collaborative nature in the school.
- Staff feel strongly about their Professional Learning Communities.



