



2024 - 2025

Ecole Secondaire Highwood High School

ANNUAL EDUCATION RESULTS REPORT

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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



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.

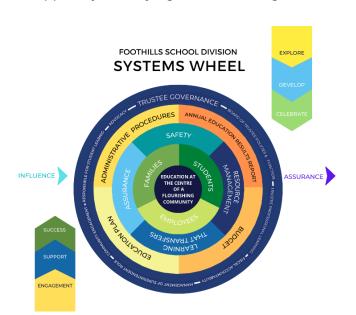
**Board Policy 01: Division Foundational Statements** 

**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.



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



#### **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.

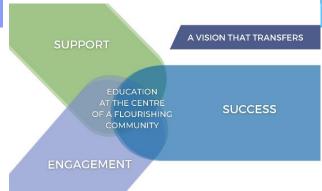
#### Governance

#### 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

École Secondaire Highwood High School serves students in Grades 9 to 12 and is located on Treaty 7 territory and Métis Region 3 in the community of High River, Alberta. Our school is home to approximately 500 students and a dedicated team of over 30 staff members who provide a diverse range of learning opportunities. These include Core Academic programs, French Immersion and Career and Technology Studies, Fine Arts, and the Registered Apprenticeship Program, along with numerous complementary courses offered both on and off campus. Students also benefit from extensive athletic programs, clubs, and extracurricular activities.

We embrace innovative technology integration within the school and across the Foothills School Division. As a Professional Learning Team, we prioritize ongoing, teacher-led professional development to continually enhance instructional practices. At Highwood, our central focus is on teaching for transfer and conceptual understanding, fostering strong relationships among students, teachers, and the community, and ensuring high levels of learning for all students.



#### HIGHLIGHTS AND CELEBRATIONS

École Secondaire Highwood High School in High River, Alberta, is recognized for its exceptional academic offerings, including French Immersion, CTS programs, Fine Arts, and career-focused pathways such as Culinary Arts and emergency services training. The school prioritizes student success through collaborative learning teams and awards significant scholarships annually to celebrate academic achievement, leadership, and resilience. Graduation ceremonies are a cornerstone of school life, blending heartfelt traditions, community involvement, and the Mustang pride motto: "Once a Mustang, always a Mustang." These events feature land acknowledgments, inspiring speeches, and tributes that reflect the school's inclusive and supportive culture.

Beyond academics, Highwood High offers a dynamic extracurricular experience that nurtures creativity, leadership, and school spirit. The school's renowned Band program showcases musical excellence through concerts and community performances, while Fine Arts and Drama productions captivate audiences with student talent and innovation. A wide range of clubs and leadership opportunities complement these artistic pursuits, alongside a strong athletics program anchored by the Mustangs, with competitive teams in football, basketball, volleyball, and rugby. These activities foster teamwork, confidence, and pride, ensuring students enjoy a well-rounded education that celebrates both academic and personal growth.



#### **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
<b>2021-2022</b> (School)	84.8%	76.2%	87.9%	84.0%	81.5%	76.7%	70.1
<b>2021-2022</b> (Prov)	85.1	81.4	89	86.1	81.6	78.8	74.2
<b>2022-2023</b> (School)	75.0%	70.0%	84.4%	76.8%	73.9%	80.4%	66.0
<b>2022-2023</b> (Prov)	84.4	80.3	88.1	84.7	80.6	79.1	75.2
<b>2023-2024</b> (School)	77.6%	65.9%	80.6%	75.0%	71.8%	74.8%	62.6
<b>2023-2024</b> (Prov)	83.7	79.4	87.6	84.0	79.9	79.5	75.8
<b>2024-2025</b> (School)	84.4%	75.8%	85.7%	83.0%	84.6%	87.2%	69.3
<b>2024-2025</b> (Prov)	83.9	79.8	87.7	84.4	80.1	80.0	76.6
Evaluation (Achievement)	Intermediate	Intermediate	Intermediate	Intermediate	High	Very High	Low
Evaluation (Improvement)	Improved	Maintained	Maintained	Intermediate	Improved	Improved	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	89	81	95	83	75	78	51
2022-2023	88	77	94	81	86	79	66
2023-2024	81	77	80	84	72	68	66
2024-2025	73	74	79	85	74	62	69
Evaluation	Intermediate	Intermediate	High	High	High	Intermediate	High

# OUR STORY OF ENGAGEMENT

École Secondaire Highwood High School continues to demonstrate strong engagement and assurance practices, ensuring that stakeholder voices are meaningfully integrated into school-level decision-making. Our commitment to transparent processes and accessible communication allows parents, students, staff, and community members to see their input reflected in policies, priorities, and actions. Engagement with staff continues through collaboration with our school LEAD team, school council, and the Students Matters programs, reinforcing our shared commitment to student success and wellbeing.

Although our rating for Education Quality remains strong, we acknowledge that there is still room for improvement. Enhancing learning experiences and outcomes will require ongoing efforts, including incorporating stakeholder feedback and reflection. While we maintain a solid foundation, we are committed to continuous growth. To support this, we will implement a structured communication plan to keep stakeholders informed and engaged, and we will analyze factors influencing school improvement satisfaction to ensure responsive actions that strengthen both quality and assurance.

#### **Engagement Opportunities & Resources**

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



85.7%

of students, parents and staff indicate our **Education Quality as very** hiah.

(AEAM)

**87.2**%

of students, parents and staff indicate Parent Involvement as high.

(AEAM)

85%

of parents indicate our school is Safe, Caring & Welcoming.

(FSD Assurance Survey)

84.6%

of students, parents and staff indicate the Access to Supports is high.

(AEAM)

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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:	<ul> <li>Measures demonstrate stakeholder engagement informs policies, procedures, priorities, education plans, annual education results reports and budget decisions in support of student growth and achievement.</li> <li>Measures demonstrate that stakeholders actively participate in engagement opportunities provided by Foothills School Division.</li> </ul>	<ul> <li>Parent Involvement (AEAM):         <ul> <li>Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</li> </ul> </li> <li>School Improvement (AEAM):         <ul> <li>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.</li> </ul> </li> <li>Quality of Education (AEAM):         <ul> <li>Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.</li> </ul> </li> </ul>

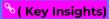
#### Advance evidence-based continuous improvement and assurance

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 percentage of parents satisfied with Assurance Measures.



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
<b>2024-2025</b> (School)	85.7%	87.2%	69.6%
<b>2024-2025</b> (Prov)	87.7%	80.0%	76.6%
Evaluation (Achievement)	Very High	Very High	Low
Evaluation (Improvement)	Maintained	Improved	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	79%	62%	69%
Evaluation *	High	Intermediate	Intermediate

#### **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

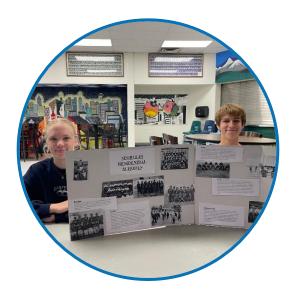
**Strategy Implemented in** 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

STAKEHOLDER ENGAGEMENT AND COMMUNICATIONS	EVALUATION
Strategy 1: Student Engagement Our goal is to boost student engagement through initiatives like Students' Matters, Student Council, Culture Club, and wellness activities. We will support incoming Grade 8 students, offer peer tutoring, conduct regular needs surveys, and involve students in Truth and Reconciliation projects.	High
Strategy 2: Staff Engagement We aim to strengthen staff engagement through collaborative planning, regular Lead Team meetings, and mentoring new staff. Leadership opportunities will be promoted through professional learning teams and shared decision-making, while staff voice and participation in Truth and Reconciliation initiatives will guide school improvement.	High
Strategy 3: Parent Engagement Our goal is to enhance parent engagement through regular surveys, active School Council involvement, and consistent teacher communication. We will use social media and special events to share information and celebrate achievements, while encouraging participation in Truth and Reconciliation initiatives.	High
Strategy 4: Community Engagement We will strengthen community involvement by expanding career and apprenticeship opportunities, hosting events like Career Fairs, and building partnerships with local organizations. Student talent will be showcased through Fine Arts and regional collaborations, while active School Council participation, recognition programs, and Truth and Reconciliation projects will ensure inclusive engagement.	High
Strategy 5: Communication Our goal is to maintain clear and consistent communication through school and divisional webpages, School Messenger, and social media. We will share updates via admin messages, videos, and an online calendar, while ensuring timely communication from teachers, office, and administration	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:

- **Significant Overall Improvement**: The 2024–2025 school year shows strong gains across most measures, with Student Learning Engagement at 84.4% and Education Quality at 83.0%, reflecting renewed confidence in teaching practices.
- High Parental Engagement & Support Access: Parental Involvement rose to 87.2% ("Very High" and "Improved"), and Access to Supports improved to 84.6% ("High"), indicating successful engagement strategies and enhanced student support systems.
- **School Improvement Still a Challenge:** Despite progress elsewhere, School Improvement remains at 69.3% ("Low"), signaling a need for continued focus in this area.



CONTINUOUS IMPROVEMENT AND ASSURANCE	EVALUATION
Strategy 1: Evidence Informed Decision Making This strategy emphasizes a continuous improvement cycle driven by evidence-informed decision-making, where stakeholders collaboratively analyze triangulated data to identify strengths, growth areas, and next steps. It includes supporting school-based collection and sharing of artifacts for assurance reporting, engaging stakeholders in data review to inform education plans, and fostering shared leadership to guide implementation and celebrate success	High
Strategy 2: Engagement This strategy focuses on building effective engagement processes where education partners collaborate to drive positive change, adapting approaches to meet participant needs. It includes gathering the voices of students, staff, and parents to inform decisions, maintaining timely assurance reporting for transparency, and fostering shared leadership through active involvement of the Lead Team and other stakeholders.	High
Strategy 3: Learning and Building Capacity This strategy aims to develop a dynamic assurance process that builds capacity for continuous improvement and positive change. It focuses on creating a shared understanding of assurance principles, advancing education partners' ability to use assurance data for collaborative planning to enhance student growth and achievement, and promoting shared leadership to ensure all stakeholders contribute to the process	High



# OUR STORY OF SUPPORT

Our school continues to prioritize a healthy and inclusive culture where every student and staff member feels a sense of belonging. independence, mastery, and generosity. Through trauma-informed practices, positive behaviour supports, and the use of restorative practices, we have strengthened relationships and created safe spaces for learning and growth. Student voice remains central to our efforts, with initiatives like Student Matters providing meaningful opportunities for engagement and leadership. By ensuring every student has a trusted adult connection, we are fostering resilience and well-being across our school community.

Collaboration and targeted supports have been key to advancing student success. We have refined our Continuum of Supports to provide clear, individualized interventions that address academic, social-emotional, and behavioural needs. Our Collaborative Support Team works closely with families, community partners, and the School Resource Officer to deliver comprehensive services. Through shared understanding and transparent communication, we have improved visibility of wellness structures and inclusive education principles, while promoting citizenship and cultural connection through community-focused activities. These collective efforts ensure that every student is supported to thrive academically and personally.

#### **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



84%

of students report quality Peer Relations.

(SOS-O)

82%

of students report a high rate of external resilience.

(SOS-Q)

84.6%

of students, parents and staff report that Access to Supports & Service is hiah.

(AFAM)

**87.9**%

of students, parents and staff report our school as Safe & Caring.

(AEAM)

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

GOALS	OUTCOMES	INDICATORS	MEASURES
Advance wellness and well-being Collaboratively promote and advance healthy school environments for all, based upon a strong foundation of wellness and well-being.	<ul> <li>All stakeholders contribute to a welcoming, caring, respectful and safe school environment.</li> <li>Wrap around services and supports enhance healthy school environments for student wellbeing and staff wellness.</li> <li>Students and staff better understand mental health and resilience and the role they play in their own positive mental health and resilience.</li> <li>Schools continue to implement and advance trauma-informed practices to contribute to healthy school environments.</li> </ul>	<ul> <li>Measures indicate that students and staff have a sense of belonging at school, resulting in higher attendance and engagement.</li> <li>Measures indicate that students and staff respect one another and take responsibility for their own actions.</li> <li>Measures indicate that students and staff have choice and strive for excellence within a healthy school environment.</li> <li>Measures indicate that students and staff are generous to one another and recognize the positive contributions everyone makes to the healthy school environment.</li> </ul>	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
Advance our Continuum of Supports Collaboratively engage all stakeholders in creatively expanding and implementing the continuum of supports within each local context.	<ul> <li>A robust continuum of supports ensures student success.</li> <li>Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</li> <li>Learners demonstrate understanding and respect for the uniqueness of all learners.</li> <li>Learning environments are welcoming, caring, respectful and safe.</li> <li>Structures and systems support learning and meet the needs of students, families, staff, and communities.</li> <li>Learners access continuum of supports.</li> <li>Wrap around services and supports enhance conditions required for optimal learning.</li> <li>Education partners fulfil their respective roles for a shared understanding of an inclusive education system.</li> <li>All stakeholders work collaboratively to support student learning.</li> </ul>	<ul> <li>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.</li> <li>Continuum of Supports is visible and accessible.</li> <li>Measures indicate that teachers, parents, and students report that learning environments are welcoming, caring, respectful, and safe.</li> </ul>	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')
<b>2024-2025</b> (School)	80.2%	84.6%
<b>2024-2025</b> (Prov)	87.3%	80.1%
Evaluation (Achievement)	High	High
Evaluation (Improvement)	Improved	Improved

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	83%	74%
Evaluation	High	High

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

above national norm							
	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations		
2024-2025	83%	82%	67%	54%	84%		
Evaluation	High	High	Intermediate	Low	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: Foster a Healthy and Inclusive School Culture: This strategy focuses on creating a supportive and inclusive school environment by prioritizing student and staff well-being through the principles of Belonging, Independence, Mastery, and Generosity. It emphasizes building a trauma-informed culture that incorporates positive behavior supports and restorative practices, while fostering strong student-staff relationships so every student has a trusted "go-to person." Additionally, it seeks to empower students by amplifying their voices through initiatives like Students Matters, ensuring they feel valued and heard within the school community.	High
Strategy 2: Enhance Collaboration for Wellness: The plan focuses on enhancing wellness for staff and students by improving visibility and implementation of supportive structures, actively engaging all stakeholders in initiatives, and sharing bundled activities with the wider school community. It leverages tools like SOS-Q and data dashboards to identify growth areas and apply creative solutions through the Comprehensive School Health Framework. Additionally, it promotes citizenship, belonging, and cultural connection through community-centered activities.	High

CONTINUUM OF SUPPORTS	EVALUATION
Strategy 1: Strengthen Targeted and Individualized Supports: The approach aims to strengthen targeted and individualized supports by refining the Continuum of Supports for clarity in interventions such as attendance plans and programming modifications. It emphasizes using data dashboards to identify students needing timely social, emotional, physical, and academic assistance. Collaboration within the Student Support Team and with community partners, including increased cooperation with the SRO, will be enhanced to deliver comprehensive wraparound services.	Intermediate

**Strategy 2: Shared Understanding**: The focus is on building a shared understanding of inclusive education principles and the continuum of supports among all staff. This will be achieved by increasing the visibility of structures and strategies through regular staff meetings, collaborative planning with FDS, and transparent communication channels. Additionally, fostering strong relationships among staff, families, and community partners will strengthen school culture and collaboration to support student success.

Intermediate



#### **OUTCOMES TO CONSIDER**

Respectful and Safe Welcoming, Caring earning 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:

- Safe & Caring and Access to Supports: School scored 80.2% in Safe & Caring (slightly below provincial 87.3%) and 84.6% in Access to Supports (above provincial 80.1%), showing strong progress in connecting students to
- SOS-Q Strengths: Students reported High levels in Safe & Caring (83%), External Resilience (82%), and Peer Relations (84%), all above national norms.
- Areas for Growth: Self-Confidence (67%, Intermediate) and Internal Resilience (54%, Low) remain key focus areas for targeted improvement strategies.

# OUR STORY OF SUCCESS: Innovation and Design Learning that Transfers

At École Secondaire Highwood High School, we continue to uphold high expectations for academic rigor and student effort, fostering a culture where learners strive for excellence. Our commitment to authentic learning ensures that instruction is deeply connected to real-world contexts, promoting engagement and understanding that transfers beyond the classroom. Through community opportunities such as work experience, volunteering, and apprenticeships, students gain practical skills and career readiness, while our focus on work preparation instills a strong work ethic and responsibility. The CTS Professional Learning Team plays a vital role in leading cross-curricular planning and collaboration, ensuring integrated learning experiences that prepare students for success in both academic and professional pathways.

Looking ahead, our next steps center on enhancing engagement and innovation. We will increase hands-on projects in CTS and Fine Arts and incorporate inquiry-based tasks in core subjects to make learning more relevant and engaging. We aim to expand student voice and choice in learning experiences and strengthen partnerships with industry and post-secondary institutions, creating authentic opportunities that connect classroom learning to future careers. These actions will ensure that our school continues to lead in fostering creativity, critical thinking, and lifelong learning.

91

#### **Evidence of Success & Resources**

- Innovation and Design
- Learning that Transfers



86.9%

of students, parents and staff indicate implementation of the Program of Studies as very high. 96.3%

of students staff an parents indicate our Lifelong Learning as very high.

(AEAS)

91%

of students indicate that they strongly agree to High Expectations at our school.

(FSD Intellectual Engagement Survey)

85.7%

of students, parents and staff indicate the Quality of Education as maintained.

(AEAS)

#### 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.	<ul> <li>Students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.</li> <li>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.</li> <li>Provide career education programming that enables students to explore and experience various occupations.</li> <li>Explore strategies to enhance the apprenticeship system for students interested in pursuing training in the skilled trades, in partnership with other ministries.</li> <li>Continue to support collegiate school opportunities including Dual Credit to create more pathways for students to post-secondary education and the workforce.</li> <li>Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations.</li> <li>Student experiences are designed for deep and transferrable learning.</li> <li>Schools K-12 advance a culture of innovation and design where learners leverage design thinking and creativity while exploring career futures.</li> <li>Learners demonstrate the competencies to prepare them for their future.</li> <li>Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners.</li> </ul>	<ul> <li>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.</li> <li>FSD collaborates with community, industry, and education partners to support student success.</li> <li>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.</li> <li>Measures indicate that learners are intellectually engaged in their learning.</li> </ul>	<ul> <li>Student Learning         Engagement (AEAM):         Increase/maintain         percentage of teachers,         parents and students         satisfied students are         engaged in their learning at         school.</li> <li>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.</li> <li>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.</li> <li>Citizenship (AEAM):         Increase/maintain         percentage of teachers,         parents and students who         are satisfied that students         model the characteristics of         active citizenship.</li> </ul>

# 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.

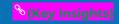
- Learners will be able to explore and develop their skills and passions and achieve their highest potential through the curriculum.
- Learners form conceptual understandings.
- Learners are agents of their learning.
- Learners are allowed to live with complex problems over time.
- Learners will have 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.
- 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).

# RESULTS ANALYSIS FOR INNOVATION & DESIGN AND LEARNING THAT TRANSFERS



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
<b>2024-2025</b> (School)	86.9	100	75.8	85.7	96.3	84.4
<b>2024-2025</b> (Prov)	83	83.7	79.8	87.7	80.8	83.9
Evaluation (Achievement)	Very High	Very High	Intermediate	High	Very High	High
Evaluation (Improvement)	Maintained	Significantly Improved	Maintained	Maintained	Improved	Improved

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	83	72	74	79	59	73
Evaluation	High	Intermediate	Intermediate	High	Low	Intermediate

#### **Alberta Education Assurance Measures Report**

		High School (	Completion			
Provincial Performance Measures	Drop-out rate	3-Year	5-Year	Transition Rate (6 years)	Rutherford Scholarship	Exam Participation (4 or more Diploma)
<b>2023-2024</b> (School)	1.1	90.8	92.6	43.7	75.2	45.0
<b>2023-2024</b> (Prov)	2.4	81.4	87.1	59.9	69.4	54.5
Evaluation (Achievement)	Very High	Very High	Very High	Low	Very High	Intermediate
Evaluation (Improvement)	Maintained	Improved	Maintained	Declined	Maintained	Maintained

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 / se I am engaged in the	Agree to "I often lose learning"
Performance Measures	High Expectations	Relevance	Rigor	Effort	Support	ELA/FLA/SS	Math/Science	CTS/CTF
2024-2025	91	60	72	82	65	38	43	59
Evaluation	High	Intermediate	High	High	Intermediate	Low	Low	Intermediate

#### STRATEGY ANALYSIS

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

INNOVATION AND DESIGN	EVALUATION
Strategy 1: Embed Innovation and Design Thinking: Implement the Framework for Innovation and Design in CTF and CTS courses to foster deep, transferable learning and develop future-ready competencies through exposure to diverse career possibilities.	Intermediate
<b>Strategy 2: Expand Career Education and Pathways</b> : Provide real-world, hands-on experiences and innovative learning opportunities, including career fairs and dual-credit programs, to prepare students for post-secondary education and workforce entry.	High
Strategy 3: Strengthen Partnerships and Supports: Grow collaborations with community, industry, and educational partners while enhancing school-based career supports (administrators, advisors, coordinators) to deliver authentic, experiential learning and broaden career-based programming.	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:

- Work Preparation is a standout strength.
   Our school's Work Preparation score is 100.0,
   outperforming the provincial average (83.7). This indicates students are consistently being taught and demonstrating attitudes and behaviours that translate into workplace success.
- Life-Long Learning and completion outcomes are strong. Life-Long Learning is 96.3, with very high achievement and improved status, suggesting students are building the competencies needed beyond high school completion.

LEARNING THAT TRANSFERS	EVALUATION
Strategy 1: Design and Implement Deep Learning Experiences: Create learning tasks grounded in the 3 Principles of Deep and Transferable Learning (conceptual understanding, student agency, and complex problem-solving) that allow students to apply knowledge in authentic contexts while balancing voice, choice, and teacher guidance.	Intermediate
Strategy 2: Collaborate and Build Capacity: Lead and participate in teambased professional development planning, curriculum design, and new curriculum implementation to strengthen pedagogical expertise and ensure alignment with deep learning goals.	High
<b>Strategy 3: Use High-Impact Assessment and Tools:</b> Employ research-based assessment, evaluation, and reporting strategies, along with suitable tools, to support competency development and make student thinking visible, fostering engagement and success.	High



### OUR STORY OF SUCCESS: LITERACY AND NUMERACY

École Secondaire Highwood High School has established a strong foundation in literacy and numeracy through intentional instructional design. Strategies to develop these skills are embedded across subject areas, ensuring students build deep, transferable understanding. This work is supported by teacher leadership at both the school and division levels, fostering collaboration and consistent best practices. The impact of these efforts is reflected in strong academic performance, with Math and Biology Diploma Exam results consistently exceeding provincial averages.

To sustain and enhance this success, the school is focusing on targeted areas for growth. Planned initiatives include strengthened intervention strategies for Math 9, enhanced professional learning for Chemistry instruction, and a structured mentorship program to support new teachers in embedding literacy and numeracy into their practice. These steps will ensure continued improvement and reinforce the school's commitment to high-quality teaching and learning for all students.

#### **Evidence of Success & Resources**

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



100%

Success rate for students through 10-week ELA 30-2 program.

**87.5**%

Social Studies 30-1 above provincial acceptable average

89.8%

Social Studies 30-2 above provincial acceptable average.

# **Sciences**

At the 20/30 level at or above provincial average for acceptable and excellence.

#### 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.	<ul> <li>Learners are literate and numerate.</li> <li>Learners develop literacy and numeracy competency through curriculum to form the foundation for successful and fulfilling lives.</li> <li>Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy.</li> <li>Continue to offer curriculum that provides students with literacy, numeracy, citizenship, and practical skills.</li> <li>Leverage comprehensive provincial assessments, including early years literacy and numeracy screening, to assess progress, identify learning challenges and monitor student success.</li> <li>Balanced literacy and numeracy programming advances student growth and achievement.</li> <li>Learners have high quality learning experiences in literacy and numeracy.</li> <li>Learners apply knowledge, understanding and skills in authentic contexts and situations for deep and transferrable learning.</li> </ul>	<ul> <li>Measures indicate that students demonstrate knowledge, skills, and attitudes of a literate and numerate learner.</li> <li>Measures indicate improvement in learner's ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades.</li> <li>Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement in literacy and numeracy.</li> <li>Learners demonstrate transfer of learning.</li> <li>High quality learning opportunities and experiences support literacy and numeracy.</li> </ul>	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

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**



**Provincial Learning Outcomes: Grade 12 Diploma Exams** 

Diploma Exams	Eng	glish La	nguage	Arts		Math			Social Studies			Sciences								
Course	30	)-1	30	0-2	30	-1	30	)-2	30	)-1	30	)-2	Bio	30	Che	m 30	Phys	ics 30	Scien	ice 30
Level (%)	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
2024-25 (School)	84.7	5.1	90.6	11.3	79.2	37.5	87.5	22.9	87.5	11.5	89.8	5.1	90.9	30.9	59.5	14.3	85.7	28.6	76.0	12.0
2024-25 (Prov)	85.3	10.9	85.6	11.3	77.8	37.1	73.6	17.3	84.6	16.8	77.5	12.3	82.7	34.8	83.8	40.6	85.6	43.6	79.6	26.2
Evaluation (Achievement)	Low	Low	Inter medi ate	Interm ediate	High	High	High	High	High	Inter medi ate	High	Low	High	High	Low	Low	High	Inter medi ate	Low	Low
Evaluation (Improvement)	Main tain ed	Main tain ed	Main taine d	Maint ained	Mainta ined	Impr oved	Main taine d	Impr oved	Main taine d	Main taine d	Impr oved	Main taine d	Mai ntai ned	Main taine d	Mai ntai ned	Main taine d	Mai ntai ned	Main taine d	Decl ined	Main taine d

Diploma Exams	Fran French Lar	ociales				
Course	3	0-1	30-1			
Achievement (%)	Acceptable	Acceptable Excellence		Excellence		
2024-25 (School)	n/a	n/a	n/a	n/a		
2024-25 (Prov)	94.7	6.0	n/a	n/a		

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

#### Provincial Learning Outcomes: Provincial Achievement Tests (Grade 9)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
Achievement (%)	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2024-25 (School)	72.5	6.7	49.2	9.2	56.7	16.7	71.2	23.7	86.7	6.7
2024-25 (Prov)	69.8	11.1	51.7	14.0	60.5	17.1	68.6	21.1	75.2	9.3
Evaluation (Achievement)	Low	Low	Very Low	Low	Intermediate	Intermediate	Intermediate	Very High	Intermediate	Low
Evaluation (Improvement)	Maintained	Maintained	Maintained	Maintained	Maintained	Improved Significantly	Improved	Improved Significantly	Maintained	Maintained

#### **AEA Measures for English Language Learners**

Performance Measure	High School	Completion	Diploma Ex	aminations	Provincial Achievement Tests		
T GITGITHANIOC INCASANC	3-year Completion	5-Year Completion	Acceptable	Excellence	Acceptable	Excellence	
2024-25 (School)	95.3	93.5	73.5	8.8	*	*	
2024-25 (Prov)	73.5	85.3	67.4	14.8	*	*	
Evaluation (Achievement)	Very High	Very High	Low	Very Low			
Evaluation (Improvement)	Improved	Maintained	Maintained	Maintained			

#### **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
- 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

#### 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

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

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

#### Work **Preparation**

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

**Supports and** Access to

#### STRATEGY ANALYSIS

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

LITERACY AND NUMERACY	EVALUATION
Strategy 1: Enhancing Literacy and Numeracy for Cross- Curricular Success: Focus on implementing effective, research- based practices in English and French literacy and numeracy to strengthen knowledge and skill transfer across subjects, promoting comprehensive student growth and achievement.	High
Strategy 2: Using Assessments to Drive Student Success: Implement and consistently apply assessments to guide instructional practices, inform targeted interventions at the class and school level, and support overall student growth and achievement.	High
Strategy 3: Targeted Strategies to Improve Student Achievement: Conduct root cause analysis to identify whether challenges stem from content knowledge, exam format, or instructional strategies. Use item-level exam analysis to pinpoint weaknesses, foster teacher collaboration to share best practices, and provide student supports such as tutoring, exam prep workshops, and practice exams to enhance performance.	High
Strategy 4: Integrating Literacy and Numeracy into Instructional Design: Establish clear literacy and numeracy goals and implementation strategies within instructional planning. Embed development of these skills through teaching for transfer and conceptual understanding frameworks, and ensure ongoing focus during teacher Professional Learning Team meetings to support consistent growth.	High

#### **DATA ANALYSIS**

In telling our story of success we look at the progress we made in advancing literacy and numeracy which includes analyzing results from the Grade literacy assessment and the MIPI numeracy assessment. We also analyze results of Grade 9 Provincial Achievement Tests and Grade 12 Diploma Exams. This data told us that:

- **Strong Math Performance:** Math 30-2 diploma results exceeded provincial averages in both acceptable (87.5%) and excellence (22.9%) levels, with high achievement and improvement.
- **Exceptional ELL Completion Rates:** English Language Learners achieved very high 3-year (95.3%) and 5-year (93.5%) completion rates, significantly above provincial benchmarks.
- Chemistry 30 Needs Attention: Chemistry 30 diploma results lag behind provincial averages (Acceptable: 59.5% vs 83.8%; Excellence: 14.3% vs 40.6%), requiring targeted intervention and exam preparation.



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



In the spirit of reconciliation, Ecole Secondaire Highwood High School, which sits near the traditional crossing point of the Highwood River- Ispitzee (eh-spitz-ee-ya), acknowledges the history, and cultures that make up Treaty 7 territory and call this land their ancestral home. These nations include; the Kainai (G-ai-nah), Piikani (Pee-kah-nee), Siksika (Seeg-see-kah), Tsuu Tina (Soot-tenna) and Stoney Nakoda Nations. This territory is also homeland to the Northwest Métis and Métis Nation of Aliberta, Region 3. We are grateful for the Elders who are still with us today and those who have gone before us. We recognize our responsibilities as signatories to Treaty 7, to live with respect on this land in peace and friendship with its people.

Dans un esprit de réconciliation, l'École Secondaire Highwood High School, qui se trouve près du point de passage traditionnel de la rivière Highwood - Ispitzee (eh-spitzee-ya), reconnaît l'histoire et les cultures qui constituent le territoire du (Seeg-see-kah), Tsuu T'ina (Soot-tenna) et Stoney Nakoda. Ce territoire est également la patrie des Métis du Nord-Ouest et de la Nation Métis Traité no 7 et qui identifient cette terre comme leur foyer ancestral. Ces nations incluent les nations Kainai (G-ai-nah), Piikani (Pee-kah-nee) Siksika de l'Alberta - Région 3. Nous sommes reconnaissant envers les aînés, ceux qui sont toujours parmi nous, comme ceux qui nous ont précédés. Nous reconnaissons nos responsabilités, en tant que signataires du Traité 7, de vivre avec respect sur ce territoire dans la paix et l'amitié avec ses habitants.

École Secondaire Highwood High School celebrates strong peer relationships, high classroom expectations, and exceptional FMNI student completion rates. The school has made progress in embedding cultural events and teachings across subjects and using the FSD Truth and Reconciliation Toolkit to support success. These efforts reflect a commitment to strengthening relationships with Indigenous families and increasing opportunities for Indigenous voice and participation.

Moving forward, the school aims to deepen its understanding of Truth and Reconciliation and adopt a whole-school approach to FNMI education, ensuring learning is relevant and connected to students' cultural contexts. Key next steps include consistent use of success criteria, fostering cross-disciplinary collaboration, and co-designing lessons that integrate cultural perspectives. Partnerships with Elders and Knowledge Keepers will bring land-based, inquiry projects to life, helping students see the purpose behind their learning while building confidence and resilience.

#### **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 Students indicate **School Priority of Truth** and Reconciliation.

90%+

of Students/Parents/Staff indicate high expectations, rigor and effort.

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.	<ul> <li>First Nations, Métis and Inuit learners are successful.</li> <li>Engagement of First Nations, Métis and Inuit families in education and active participation in decision making to support student success and Truth and Reconciliation.</li> <li>Learners advance Truth and Reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences.</li> <li>Enhance relationshipbuilding between Indigenous communities and schools through community-based supports.</li> <li>Strengthen education programs, policies and initiatives for First Nations, Métis, and Inuit students.</li> <li>Support partners to gather, analyze and share Indigenous education data to monitor student success.</li> <li>The school community applies the resources needed to support First Nations, Métis, and Inuit student achievement.</li> </ul>	<ul> <li>Evidence of programs, services, and strategies that support First Nations, Métis, and Inuit student success.</li> <li>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.</li> <li>Implementation of the FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success.</li> <li>Measures indicate improvements in attendance, achievement, and high school completion.</li> <li>Learners share positive experiences and conditions for success.</li> <li>Learners experience respectful and reciprocal relationships with their school community.</li> </ul>	Learning Outcomes (PAT & Diploma):



#### **AEA Measures for FNMI Students**

Performance Measure	High School	Completion	Diploma Ex	aminations	Provincial Achievement Tests		
	3-year Completion	5-Year Completion	Acceptable	Excellence	Acceptable	Excellence	
2024-2025 (School)	n/a	n/a	n/a	n/a	n/a	n/a	
2024-2025 (Prov)	59.8	69.7	*	*	*	*	
Evaluation (Achievement)	Very High	Very High	*	*			
Evaluation (Improvement)	Maintained	Maintained	*	*			

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

	Above National Norm										
Performance Measure	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations						
2024-2025	83	83	60	60	100						
Evaluation	High	High	Intermediate	Intermediate	Very High						

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

Students re	sponding Agree or Stro	ngly Agree to at least h	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	ELA/SS	Math/Science	стѕ	
2024-2025	98%	59%	83%	91%	50%	75%	50%
Evaluation	High	Intermediate	High	High	Intermediate	High	Intermediate
	_			_		_	

Common Literacy/Numeracy Assessments: Local Measures									
Common Numeracy Assessment: Grade 4 – 9 EICS	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9			
2021-2024	n/a	n/a	n/a	n/a	n/a	n/a			
2024-2025	n/a	n/a	n/a	n/a	n/a	100			
Evaluation	n/a		n/a	n/a	n/a	Very High			

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

Cultural Perspectives Survey																		
% Students (4-12) Reporting Agree or Strongly Agree																		
Performance Measures	Cult Belor	ural nging		ortable Culture	and Ac	raged cepted Culture	of Tru	Priority th and iliation	Import Truth	onal ance of and ciliation			Mult	stand tiple ectives	Truth	rstand n and ciliation	Indig	rs Share enous ectives
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	46%	50%	40%	50%	41%	50%	59%	100%	72%	50%	47%	50%	75%	50%	76%	50%	49%	50%
Evaluation	L	L	L	L	L	L	ı	VH	Н	L	L	L	Н	L	Н	L	L	L
	VL – Very Low			L – Low I – Intermediate			liate	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: Advancing Success for First Nations, Métis, and Inuit Learners: Enhance educational outcomes for First Nations, Métis, and Inuit students through targeted system, program, and instructional supports. Foster meaningful relationships with families, Elders, Knowledge Keepers, and community leaders to strengthen engagement. Develop culturally responsive classrooms and teaching practices that honor traditional teachings, integrate foundational ways of knowing into curriculum, and respect students' identities and languages to close systemic gaps and ensure success for every learner.	High
Strategy 2: Advancing Equity in Education and Honoring Indigenous Perspectives: Strengthen supports, systems, and programs to address systemic education gaps for self-identified First Nations, Métis, and Inuit students. Collaborate with Elders, leaders, and communities to ensure cultural learning and accurate representation of Indigenous worldviews in curriculum. Foster safe, inclusive, and trauma-informed environments that honor Indigenous cultures, histories, and identities, enabling students to feel supported and fully engaged in their learning.	High
Strategy 3: Advancing Truth and Reconciliation in Education: Support the implementation of Truth and Reconciliation Commission recommendations by fostering cultural appreciation and integrating Indigenous worldviews into school practices. Strengthen initiatives such as HILL and HICAD committees, honor Moose Hide Day through school-wide events, and make reconciliation visible through projects involving students, parents, and the community. Provide ongoing professional learning to build collective efficacy and ensure every learner benefits from reconciliation-focused education.	High

#### **DATA ANALYSIS**

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

- High school completion is exceptional and sustained. FNMI cohort shows Very High achievement with Maintained improvement for both 3-year and 5-year completion, far above provincial comparators (Prov: 59.8% three-year; 69.7% five-year)
- Peer Relations are consistently strong. On the SOS-Q "Above National Norm," Peer Relations sits at 100 for both 2023–24 and 2024–25, indicating solid relational health and belonging among FNMI students.
- Depth of cultural infusion across subjects and visible teacher practice. "Cultural Infusion Across All Subject Areas (All)" dipped from 53% (2023-24) to 47% (2024-25), indicating uneven integration and visibility of FNMI perspectives in day-to-day instruction.





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

Excellence in teaching, learning, and leading defines who we are at École Secondaire Highwood High School. Our educators are lifelong learners who continually reflect, collaborate, and refine their practice to ensure that every student experiences success.

Professional learning communities (PLCs), mentorship, and targeted professional development provide opportunities for staff to deepen their knowledge and grow together. Whether through teaching for transfer, curriculum design, or differentiated instruction, teachers lead with curiosity and compassion, modeling the very learning we seek to inspire in our students.

Cross-role collaboration among teachers, educational assistants, and support staff ensures a holistic approach to student success. Leaders empower others by sharing responsibility, building capacity, and fostering a culture of trust and collective efficacy.

At École Secondaire Highwood High School, we believe that when teachers and leaders learn with intention, students thrive. Together, we continue to grow a community of learners who teach, lead, and live with purpose. We are MUSTANGS!

#### **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 staff indicate there is a **Professional Learning** and Collaborative Culture.

(FSD Professional Learning Survey)

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.	<ul> <li>Cultivating a culture of high expectations for all students and staff to optimize student learning and achievement.</li> <li>Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners.</li> <li>Collaboration and reflective practice amongst teachers, leaders, students and their families, and other professionals enables optimum learning.</li> <li>Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation.</li> <li>Collaborating with other teachers and leaders to build personal and professional capacities and expertise.</li> <li>Professional learning is aligned to standards of professional conduct and standards of professional practice and leadership.</li> <li>Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous improvement.</li> <li>Improved systemic use of foundational principles of instruction, assessment and a common language of pedagogy.</li> <li>Curriculum is relevant, clearly articulated and designed for implementation within local contexts.</li> <li>Build professional capacity and a commitment to continuous improvement.</li> <li>Teachers grow their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice resulting in deep and transferable learning.</li> <li>Building the capacity of teachers to respond to the learning needs of all students.</li> <li>Teachers and leaders are accountable to a standard of professional practice.</li> </ul>	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



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	97	100	100	100	95.1%	81.7%
Evaluation	Very High	Very High	Very High	Very High		

#### **STRATEGY ANALYSIS**

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

TEACHING AND LEADING	EVALUATION
Strategy 1: Building a Culture of Professional Growth and Leadership: Foster a culture of high expectations and distributed leadership where teachers and leaders engage in career-long professional learning and critical reflection to enhance teaching and learning. Provide professional development that promotes wellness and well-being, empowering individuals to develop leadership skills and contribute to a thriving, collaborative learning community.	Very High
Strategy 2: Driving Student Achievement Through Excellence in Teaching and Leadership: Advance student growth by fostering professional collaboration, reflective practice, and continual improvement in instruction and assessment. Build a strong body of knowledge and instructional leadership, applying effective planning for deep, transferable learning and trauma-informed practices. Promote fair, evidence-based assessment and integrate First Nations, Métis, and Inuit perspectives into design, instruction, and resources to create inclusive, dynamic learning environments.	Very High
Strategy 3: Creating Inclusive and Supportive Learning Environments: Develop inclusive, caring, and safe learning environments where high-quality teaching and learning thrive. Build capacity to meet diverse student needs through engaging practices, positive behavior supports, restorative and trauma-informed approaches. Use universal and targeted strategies to address strengths and challenges and foster strong relationships that promote student success and a flourishing school community.	Very 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:

- Highwood staff are collegial, professional and connect with divisional priorities.
- Work hard to promote divisional goals and objectives.
- Collaborate and are highly engaged in professional development.
- Feel valued and validated in their work.
- Are part of highly effective Professional Learning Communities.
- Are actively involved in school leadership opportunities.
- Very High performance across new survey (2024–25): Professional Learning & Collaborative Culture 100, Professional Learning Communities 100, Professional Body of Knowledge 100, Clarity of Vision/Mission/Values 97 (Evaluation: Very High on all).



