



2024 – 2025 Oilfields High School

ANNUAL EDUCATION RESULTS REPORT

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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



We all live, work, and play on these traditional territories. In the spirit of respect, reciprocity, and truth, we all must honour and acknowledge these traditional territories, and the oral practices of the Stoney Nakoda People (including the Chiniki, Bearspaw, and Wesley Bands); the Blackfoot confederacy (including the Siksika, Kainai, and Piikani Nations); as well as the Tsuut'ina First nation. This territory is also home to members of the Métis Nation of Alberta Region 3 within the historical Northwest Métis homeland. Finally, we acknowledge all Nations – Indigenous and non-Indigenous - who call this place their home. This sacred gathering place provides us all with an opportunity to engage in and demonstrate leadership on reconciliation.

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 Iyârhe Nakoda as well as the Foothills District and the Rocky View District within the Battle River Territory of the Otipemisiwak Métis government of Alberta.



PURPOSE

Education at the centre of a flourishing community.



PRIORITIES

Engagement: Ensure and maintain Division wide engagement that is timely, meaningful, and collaborative with all learners and communities.



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!

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.

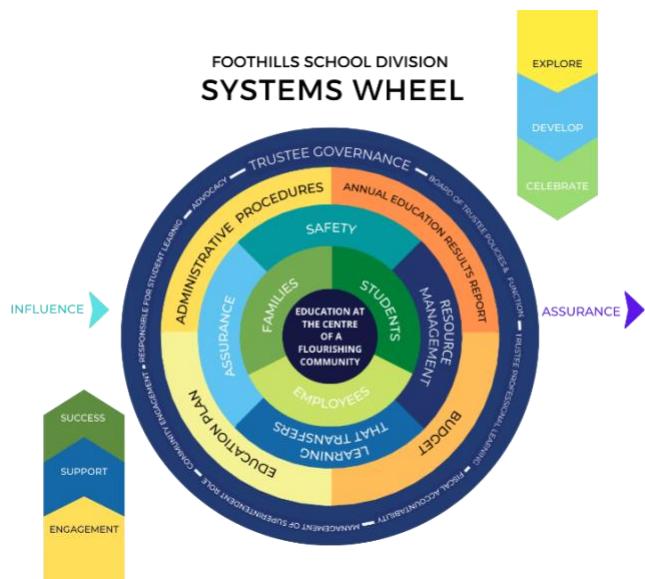
Board Policy 01: [Division Foundational Statements](#)

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 Education Ministry Business Plan 2024-27	FOOTHILLS SCHOOL DIVISION GOALS Foothills School Division Education Plan 2024-29	ASSURANCE DOMAINS Alberta Education Funding Manual 2024-25
<ul style="list-style-type: none"> Alberta's students are successful First Nations, Métis, and Inuit students in Alberta are successful Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy Alberta's K-12 education system and workforce are well-managed 	<ul style="list-style-type: none"> Learning that transfers Numeracy and literacy Wellness and wellbeing Continuum of supports First Nations, Métis, and Inuit student success Innovation and design Learning that transfers Excellence in teaching, learning, and leading Stakeholder engagement and communications Continuous improvement and assurance 	<ul style="list-style-type: none"> Student growth & achievement Learning support Student growth & achievement Learning support Student growth & achievement Teaching and leading Local and societal context Local and societal context Governance



OUR GOALS & ASSURANCE MEASURES

ENGAGEMENT	SUPPORT	SUCCESS
Local and Societal Context	Learning Supports	Student Growth and Achievement
<p>Goal Advance Stakeholder Engagement and Communications</p> <p>Assurance Measure FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p>Goals Advance Wellness and Well-being Advance Continuum of Supports</p> <p>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.</p>	<p>Goals Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success</p> <p>Assurance Measure FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
<p>Governance</p> <p>Goal: Advance Continuous Improvement and Assurance</p> <p>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.</p>		<p>Teaching and Leading</p> <p>Goal Advance Excellence in teaching, learning and leading.</p> <p>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).</p>





OUR SCHOOL

Oilfields High School is located within the community of Diamond Valley in the foothills southwest of Calgary. As a junior/senior high school, it supports student learning in Grades 7 -12 who attend from the communities of Eden Valley, Diamond Valley, Longview, Millarville, and the County of Foothills. We have a student population of approximately 430 students and 40 staff. Approximately 75% of our student population are bused in from the surrounding communities.

Oilfields High School is dedicated to creating and evaluating learning experiences that promote deep learning and the transfer of knowledge through strong conceptual understanding. We also strive to provide a wide range of complementary courses that support the understandings, skills, and attitudes necessary to explore and pursue potential careers as part of Innovation and Design. These complementary courses are in the areas of Fine Arts, Career and Technology Studies, Career and Technology Foundations, Athletics, Languages, Off Campus Learning, Clubs, and other activities. In a rural setting, ensuring students have access to all the subjects they need can be challenging, and we are lucky to be able to provide these programs for our families. We offer over 30 different program choices each year.

Outside of academics, our athletics and fine arts programs allow students to develop their interests and talents. Our students are often recognized for being not only exceptional athletes but also as players who demonstrate integrity and a dedication to fair play and teamwork. We continue to hold both junior and senior drama productions and have many talented artists amongst our students. Our Outdoor Education, Agriculture, and Vertical Farming programs are outstanding and provide students with opportunities to learn and grow. These programs prepare students to have safe and successful outdoor experiences in Alberta, to develop confidence and self-efficacy in building a garden and growing their own food and teaches students about sustainable ranching and farming practices.





HIGHLIGHTS AND CELEBRATIONS

Oilfields High School has a long-standing tradition of providing high-quality curricular and extracurricular opportunities for our students. Our course offerings span academic subjects, career and technology studies, and fine arts, ensuring that every student has access to a broad and engaging education. In a rural setting, it can be challenging to offer the full range of programs students need, and we are proud to be able to provide these valuable opportunities for our families. Last year, we offered more than 30 different program options.

Beyond academics, our athletics and fine arts programs give students meaningful ways to explore their interests and develop their talents. Oilfields High School fielded 24 athletic teams last year across a wide variety of sports, including golf, cross country, flag football, team handball, volleyball, basketball, track and field, and rugby. Both our senior boys' and senior girls' basketball teams earned the sportsmanship banner at their provincial championships—an honour that highlights not only their athletic skill but also their integrity, teamwork, and commitment to fair play. We also continue to host junior and senior drama productions and are proud to have many talented artists among our students.

Additional highlights from the past year include:

- Hosting our annual Winter Market, where students showcase learning from Fine Arts, CTF, and CTS courses.
- Supporting student-led groups—including Student Council, Student Matters, and leadership classes—to amplify student voice.
- Expanding our Vertical Farming Initiative, sharing our progress with partner organizations, and fostering community connections.
- Growing our school garden to create hands-on learning opportunities for students in Agriculture programs.
- Continuing to design learning experiences that are deep and transferable, supported by ongoing professional development.
- Strengthening our Collaborative Response Team processes to enhance the continuum of supports available to students.
- Celebrating student-athletes through athletic awards and special recognition for graduating athletes.
- Increasing off-campus programming and promoting pathways that support high school completion.



EDUCATION ASSURANCE MEASURES REPORT SUMMARY

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.							
Assurance Measures Overall	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2021-2022 (School)	83.4%	77.7%	85.4%	83.6%	82.2%	77.5%	63.3
2021-2022 (Prov)	85.1	81.4	89	86.1	81.6	78.8	74.2
2022-2023 (School)	73.4%	64.9%	76.3%	73.2%	76.3%	66.5%	56.2
2022-2023 (Prov)	84.4	80.3	88.1	84.7	80.6	79.1	75.2
2023-2024 (School)	82.5%	82.6%	86.3%	88.2%	84.2%	74.5%	80.1
2023-2024 (Prov)	83.7	79.4	87.6	84.0	79.9	79.5	75.8
2024-2025 (School)	75.9%	66.6%	76.5%	75.9%	76.4%	74.6%	66.7
2024-2025 (Prov)	83.9	79.8	87.7	84.4	80.1	80.0	76.6
Evaluation (Achievement)	Very Low	Low	Very Low	Very Low	Low	Intermediate	Low
Evaluation (Improvement)	Maintained	Declined	Declined	Declined	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	88	76	96	82	85	83	50
2022-2023	82	59	89	64	67	69	46
2023-2024	83	78	82	84	85	73	76
2024-2025	79	79	80	88	77	70	70
Evaluation	Intermediate	Intermediate	Intermediate	High	Intermediate	Intermediate	Intermediate

» OUR STORY OF ENGAGEMENT

Oilfields High School's engagement story reflects both progress and ongoing challenges. Over the past three years, the school has strengthened its culture and responsiveness, with a notable rise in **School Improvement scores from 46% in 2022–23 to 76% in 2023–24**. This growth signals that students, parents, and staff are experiencing meaningful improvements in programming, communication, and overall school climate. Education Quality has also remained strong, showing that teaching practices and learning experiences continue to meet high standards. These successes highlight how the school is leveraging Foothills School Division priorities—collaboration, communication, and evidence-based decision-making—to enhance the educational experience and respond effectively to local needs.

At the same time, the data reveals variability in **Parental Involvement and Education Quality**, with some measures falling below provincial averages. While many families feel connected and informed, others struggle to see how their input shapes school planning. To address this, Oilfields is prioritizing stronger family and community engagement through clearer communication, more transparent decision-making, and accessible opportunities for feedback. Building on recent gains, the school will deepen its use of evidence-based continuous improvement practices, expand School Council involvement, and ensure stakeholders understand how their voices contribute to student success.

Engagement Opportunities & Resources

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



77%

**of parents indicate
School Improvement is
improving.**

(Alberta Education Assurance Survey)

80%

**of parents indicate the
Education Quality is
satisfactory.**

(FDS Assurance Survey)

92%

**of high school students
are satisfied that the
Quality of Education is
good or very good.**

(Alberta Education Assurance Survey)

94%

**of parents are involved in
decisions about their
child's education.**

(Alberta Education Assurance Survey)

ENGAGEMENT

GOALS

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.

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.

OUTCOMES

- 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 they were engaged?
 - How their input informed local priorities?
- School boards actions to meet its obligations under section 12 of the School Councils Regulation to provide opportunity for School Councils to be involved in developing School Education Plans.
- Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.

- 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.

INDICATORS

- 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.
- 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.

MEASURES

- 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.
- Stakeholder Engagement:**
Increase/maintain participation of stakeholders to inform decisions.
- FSD Assurance Survey:**
Increase/maintain

- Engagement of parents, students, staff, and other key stakeholders on board matters and plans contribute to shared governance.

RESULTS ANALYSIS FOR ENGAGEMENT

Previous Results (4-Year Data Trends and Key Insights)

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)	76.5%	74.6%	66.7%
2024-2025 (Prov)	87.7%	80.0%	76.6%
Evaluation (Achievement)	Very Low	Intermediate	Low
Evaluation (Improvement)	Declined	Maintained	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	80%	70%	70%
Evaluation	Declined	Maintained	Maintained

OUTCOMES TO CONSIDER

Education Quality	Parental Involvement	School Improvement
Your child clearly understands what they are expected to learn at school	To what extent are you involved in decisions about your child's overall education	
Your child finds schoolwork challenging	To what extent are you involved in decisions about your child's school	
Your child finds schoolwork interesting	Your input into decisions about your child's school is considered	
Your child is learning what they need to know	The opportunities to be involved in decisions about your child's overall education	
The quality of education your child is receiving at school	The opportunities to be involved in decisions about your child's school	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 <ul style="list-style-type: none"> Continue student surveys and action plans for support. Student involvement with Student Matters committee. 		Maintained
Strategy 2: Staff Engagement <ul style="list-style-type: none"> Engage staff in meaningful conversations and decision-making structures to advance our goals and strategies. Continue Lead Team learning to advance school goals. 		Improved
Strategy 3: Parent Engagement <ul style="list-style-type: none"> Engage in meaningful parental involvement through our Continuum of Supports to support student success (conversations, emails, etc.). Continue parent surveys throughout the school year. 		Maintained

CONTINUOUS IMPROVEMENT AND ASSURANCE		EVALUATION
Strategy 1: Evidence-informed decision-making <ul style="list-style-type: none"> Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps. Looking at Data within PLC groupings 		Improved
Strategy 2: Engagement <ul style="list-style-type: none"> Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants. Gathering voice of students, staff and parents to inform decision making in a regular basis 		Maintained
Strategy 3: Learning and Capacity Building <ul style="list-style-type: none"> Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement. 		Maintained

DATA ANALYSIS

In telling our story of engagement we looked at the progress we made in advancing our goals of stakeholder engagement and continuous improvement. We looked at the data we gathered from both the Alberta Education and FSD Assurance Surveys in the specific areas of education quality, parental involvement, and continuous improvement as well as opportunities for stakeholder engagement in Foothills School Division. The data told us that

- Participation in student surveys has been good – the number of students completing the AEAS increased from 2023. Inviting all students to complete the survey – like we did in 2024 – will provide more data.
- Parental Involvement has remained steady. There is room for improvement and strategies to increase parental involvement even more are being explored.
- Communication has increased through weekly memos to staff, daily announcements for students, monthly emails home, introductory letters at the beginning of each semester, and weekly newsletters.
- School Improvement measures have been maintained. This is an area where the school needs to actively advertise the improvements we are striving for, the data on which the decisions are being made, and the beneficial outcomes of those decisions for students.



» OUR STORY OF SUPPORT

Oilfields High School is deeply committed to creating a welcoming, caring, respectful, and safe environment where every student feels a sense of belonging. Recent survey data and SOS-Q results affirm strong performance in key areas such as peer relationships, external resilience, and overall school climate. The implementation of trauma-informed practices and wrap-around services has strengthened the school's culture of wellness and inclusivity. High ratings in domains like Safe & Caring and External Resilience demonstrate that students experience a supportive environment that promotes well-being and engagement. These successes reflect a collaborative approach among staff, families, and community partners to ensure that learning environments are responsive and inclusive.

While the school celebrates these achievements, it also recognizes opportunities for growth. Declines in measures related to self-confidence and internal resilience suggest the need for enhanced strategies to build personal coping skills and self-efficacy. Additionally, survey data indicates that some students perceive gaps in the availability of supports beyond academics, highlighting the importance of reinforcing the Continuum of Supports. Moving forward, Oilfields will prioritize targeted programming in social-emotional learning, mentorship opportunities, and proactive communication about available resources. By leveraging existing strengths in peer relationships and resilience, and by monitoring progress through data-driven feedback, the school is committed to ensuring that every learner has access to the supports necessary for success and well-being.

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**



86%

of parents indicate the Safe & Caring measure is high.

(FDS Assurance Survey)

84%

of students indicate the External Resilience measure is high.

(FDS SOS-Q Student Survey)

82%

of students indicate the Peer Relations measure is high.

(FDS SOS-Q Student Survey)

100%

of high school parents feel their child is treated fairly at school.

(Alberta Education Assurance Survey)

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 style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
Advance our Continuum of Supports Collaboratively engage all stakeholders in creatively expanding and implementing the continuum of supports within each local context.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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)	80.4%	76.4%
2024-2025 (Prov)	87.3%	80.1%
Evaluation (Achievement)	Low	Low
Evaluation (Improvement)	Declined	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	86%	77%
Evaluation	High	Maintained

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	82	83	68	53	82
Evaluation	High	High	Declined	Maintained	High

OUTCOMES TO CONSIDER

Access to Supports and Services

At school, there are appropriate supports and services available to your child to help with their learning

When your child needs it, teachers at your child's school are available to help them

You can get the support you need from the school to help your child be successful in their learning

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

Your child can easily access programs and services at school to get help with

Program of Studies At-Risk Students

When your child needs it, teachers at your child's school are available to help them

Your child can easily access programs and services at school to get help with schoolwork

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

STRATEGY ANALYSIS

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

WELLNESS AND WELL-BEING	EVALUATION
Strategy 1: Continue to promote healthy school cultures through student well-being and staff wellness using the lens of Belonging, Independence, Mastery and Generosity.	Improved
CONTINUUM OF SUPPORTS	EVALUATION
Strategy 1: Continuing to implement, refine, and expand the continuum of supports based on current student profiles to address social, emotional, physical, and academic growth for students.	Maintained
Strategy 2: Continuing to collaborate with all stakeholders to support student success.	Improved



OUTCOMES TO CONSIDER

Welcoming, Caring, Respectful and Safe Learning Environments

- Students at your child's school care about each other
- Students at your child's school respect each other
- Students treat each other well at your child's school
- Teachers care about your child
- Your child is safe at school
- Your child is safe on the way to and from school
- Your child is treated fairly by adults at school at school

DATA ANALYSIS

In telling our story of support we look at the progress we made in advancing our goals of wellness and well-being and continuum of supports. We looked at the data from both the Alberta Education (All students grades 4-12, parents grades 4, 7, and 10, and all teachers) and FSD Assurance Surveys (All parents) in the specific areas of safe and caring and access to supports as well as SOS-Q measures of safe and caring, external resilience, self-confidence, internal resilience, and peer relations for our students in grades 4 through 12. This data told us that:

- Overall measures for Safe & Caring have improved and remain high. This is an area of strength for our school.
- Students report that they feel connected to peers at school.
- Our Access to Supports and Services for students at-risk results are slightly lower than the provincial average.
- Student Self Confidence and Internal Resilience measures are low.
- There is a disconnect between how parents, students, and teachers feel about how students treat each other at school. With teacher perceptions being more favorable, the school should find ways to share more information and positive stories with our stakeholders.



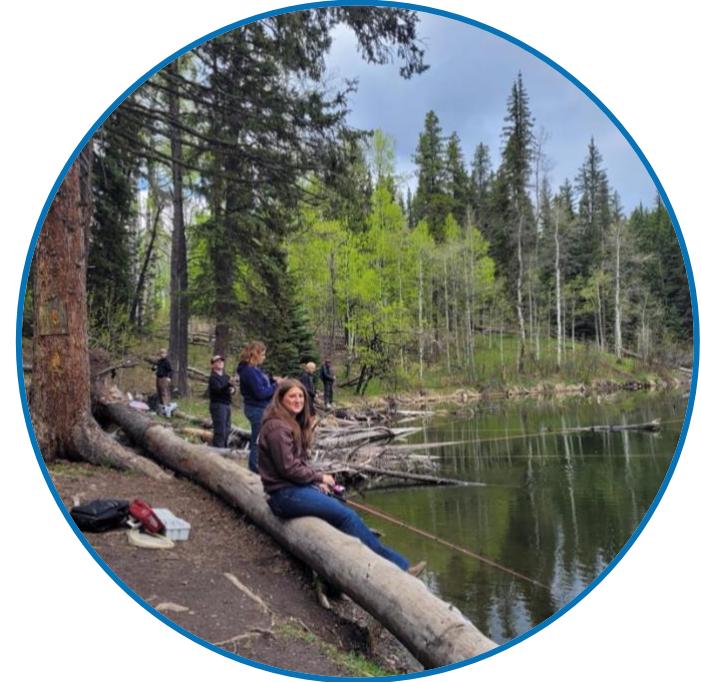
OUR STORY OF SUCCESS: Innovation and Design Learning that Transfers

Oilfields High School continues to foster a culture of innovation and design, preparing students for future success through authentic, hands-on learning experiences. Programs such as Career and Technology Studies (CTS/CTF), dual credit opportunities, and partnerships with industry and post-secondary institutions provide students with pathways to explore careers and develop transferable skills. Intellectual Engagement Survey results show strong performance in high expectations and academic rigor, reflecting the school's commitment to deep learning and design thinking.

While engagement in humanities remains high, the school recognizes the need to strengthen innovation and transfer of learning in STEM areas. Work preparation and citizenship measures have declined, and transition rates and scholarship attainment signal opportunities for improvement. Moving forward, Oilfields will use its support block strategically for career-focused sessions and STEM enrichment, expand partnerships for authentic experiences, and embed work-preparation skills into core subjects. These actions will ensure that innovation and transferable learning are evident across all disciplines.

Evidence of Success & Resources

- Innovation and Design
- Learning that Transfers



83%

Of parents are satisfied with the opportunities for a broad Program of Studies.

(Alberta Education Assurance Survey)

81%

of parents are satisfied that students demonstrate the KSAs necessary for Lifelong Learning.

(Alberta Education Assurance Survey)

80%

of parents indicate the Quality of Education is high.

(FDS Assurance Survey)

95%

of students agree that our school has High Expectations.

(FDS Intellectual Engagement Survey)

STUDENT GROWTH AND ACHIEVEMENT
INNOVATION AND DESIGN AND LEARNING THAT TRANSFERS

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance innovation and design</p> <p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

<p>Advance learning for transfer</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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).
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RESULTS ANALYSIS FOR INNOVATION & DESIGN AND LEARNING THAT TRANSFERS

↳ Previous Results (4-Year Data Trends and Key Insights)

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

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2024-2025 (School)	83.3%	70.2%	66.6%	76.5%	80.6%	75.9%
2024-2025 (Prov)	83.0%	83.7%	79.8%	87.7%	80.8%	83.9%
Evaluation (Achievement)	Very High	Low	Low	Very Low	High	Very Low
Evaluation (Improvement)	Maintained	Maintained	Declined	Declined	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	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2024-2025	86%	53%	79%	80%	68%	79%
Evaluation	High	Declined	Maintained	High	Maintained	High

Alberta Education Assurance Measures Report

Provincial Performance Measures	Drop-out rate	High School Completion		Transition Rate (6 years)	Rutherford Scholarship	Exam Participation (4 or more Diploma)
		3-Year	5-Year			
2023-2024 (School)	2.8%	79.5%	89.1%	45.5%	59.6%	37.3%
2023-2024 (Prov)	2.4%	81.4%	87.1%	59.9%	69.4%	54.5%
Evaluation (Achievement)	Very High	Intermediate	Very High	Low	Intermediate	Low
Evaluation (Improvement)	Maintained	Maintained	Improved	Maintained	Declined	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						Students responding Agree or Strongly Agree to "I often lose track of time because I am engaged in the learning"		
Performance Measures	High Expectations	Relevance	Rigor	Effort	Support	ELA/FLA/SS	Math/Science	CTS/CTF
2024-2025	95%	70%	86%	87%	88%	36.5%	49%	64%
Evaluation	High	Maintained	High	High	High	Maintained	Maintained	Maintained

STRATEGY ANALYSIS

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

INNOVATION AND DESIGN	EVALUATION
Strategy 1: Advance staff capacity for continued implementation of the Framework for Innovation and Design: Learning that Transfers - Implementation of Maker-centered Learning (MCL), Career and Technology Foundations (CTF), and Career and Technology Studies (CTS) at Oilfields School to support Deep and Transferrable Learning through design thinking while exposing students to a greater breadth of possible career.	Maintained
Strategy 2: Advance Career Education to provide students with real world experiences that prepare them for their future.	Improved
Strategy 3: Grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in fields of interest to support readiness for careers and future next steps.	Improved

DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goals of innovation and design and learning that transfers. We looked at the data we gathered from both the Alberta Education and FSD Assurance Surveys in the specific areas of programs of studies, work preparation, quality of education, life-long learning, and student learning engagement and the Intellectual Engagement Survey in the areas of High Expectations, Relevance, Rigor, Effort, Support, and Intellectual Engagement in ELA/FLA/SS, Math/Science, and CTS/CTF. This data told us that:

- More and more students are signing up for off-campus programming, due to improved communication and promotion of these programs.
- Students are recognizing the variety of options they have access to within our small school.
- According to the AEAS, more needs to be done to promote citizenship, prepare students for life after school, and engage students in their learning.

LEARNING THAT TRANSFERS	EVALUATION
Strategy 1: Advance system wide understanding of how the 3 Principles of Deep and Transferable Learning (FSD Guide to Success) including conceptual understanding, student agency, and living with complex problems over time provide meaningful, intellectually engaging learning experiences for each learner.	Maintained
Strategy 2: Teachers and leaders will continue to develop a deep understanding of pedagogy and curriculum and apply a current and comprehensive repertoire of effective planning and design for deep and transferable learning.	Maintained
Strategy 3: Utilize high impact assessment, evaluation, and reporting strategies from the FSD System of Reporting to ensure deep and transferable learning.	Maintained



» OUR STORY OF SUCCESS: LITERACY AND NUMERACY

Literacy and numeracy remain foundational priorities at Oilfields High School. The school demonstrates strong performance in English Language Arts, with ELA 30-2 exceeding provincial averages for both Acceptable Standard and Standard of Excellence, and ELA 30-1 maintaining strong results. Grade 9 ELA achievement and Social Studies outcomes also surpass provincial benchmarks, and Science results show relative strength, reflecting effective instruction and robust programming.

Numeracy, however, presents an opportunity for targeted improvement. Diploma results in Math 30-1 and 30-2, as well as Grade 9 Math performance, fall below provincial norms, and senior science diplomas indicate gaps in problem-solving and conceptual understanding. To address these challenges, Oilfields will implement focused interventions during its dedicated support block, using teacher-led mini-lessons, guided practice, and integrated literacy strategies to strengthen comprehension in math and science. By leveraging data-driven approaches and monitoring progress, the school is committed to improving numeracy outcomes while sustaining excellence in literacy.

Evidence of Success & Resources

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



78.4%
of Grade 9 students
achieved the Acceptable
Standard in Science.
(Alberta Provincial Learning Outcomes)

19.2%
Of Grade 12 students
achieved the Standard of
Excellence in ELA 30-2.
(Alberta Provincial Learning Outcomes)

87%
of Grade 12 students
achieved the Acceptable
Standard in Social
Studies 30-2.
(Alberta Provincial Learning Outcomes)

100%
of junior high parents
agree that the numeracy
skills their child is
learning are useful.
(Alberta Education Assurance Survey)

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 style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Learning Outcomes (PAT & Diploma): <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Assessment (Literacy): Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments) Common Literacy Assessment (4-9): Increase percentage of students who are at or above grade level expectations. Common Numeracy Assessment (4-9): Increase percentage of students who are at or above grade level expectations. DELF (Speaking, Listening, Reading, and Writing assessment in French): Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.

OUTCOMES TO CONSIDER

Life-Long Learning

High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime

Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime

Satisfaction with Program Access

The specialized supports and services your child is receiving enables them to be a successful learner

Your child can access the following services in a timely manner at school when needed: Services (beyond regular instruction) that help students to read and write

Your child can access the following services in a timely manner at school when needed: Academic counselling (Grades 7 and 10)

Your child can access the following services in a timely manner at school when needed: Career Counselling (Grades 7 and 10)

Your child can access the following services in a timely manner at school when needed: School Library services

RESULTS ANALYSIS FOR LITERACY AND NUMERACY

 [Previous Results \(4-Year Data Trends and Key Insights\)](#)

Provincial Learning Outcomes: Grade 12 Diploma Exams

Diploma Exams	English Language Arts				Math				Social Studies				Sciences							
	30-1		30-2		30-1		30-2		30-1		30-2		Bio 30		Chem 30		Physics 30		Science 30	
Course	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
2024-25 (School)	89.3	3.6	92.3	19.2	50.0	6.3	56.5	8.7	80.0	8.6	87.0	13.0	60.0	12.0	63.2	10.5	47.1	5.9	n/a	n/a
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)	Intermediate	Low	Intermediate	Very High	Low	Low	Low	Low	Low	Low	Intermediate	Intermediate	Very Low	Low	Very Low	Very Low	Low	*	*	*
Evaluation (Improvement)	Maintained	Maintained	Maintained	Improved	Declined	Maintained	Improved	Maintained	Maintained	Maintained	Maintained	Maintained	Maintained	Maintained	Maintained	Declined Significantly	Declined	Declined	*	*

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)	76.1	10.2	31.8	0.0	59.1	10.2	78.4	21.6	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)	Intermediate	Intermediate	Very Low	Very Low	Low	Low	Very High	Very High	n/a	n/a
Evaluation (Improvement)	Maintained	Maintained	Declined Significantly	Declined Significantly	Maintained	Maintained	Maintained	Improved	n/a	n/a

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	n/a
Evaluation	n/a	n/a	n/a	n/a	n/a	n/a

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

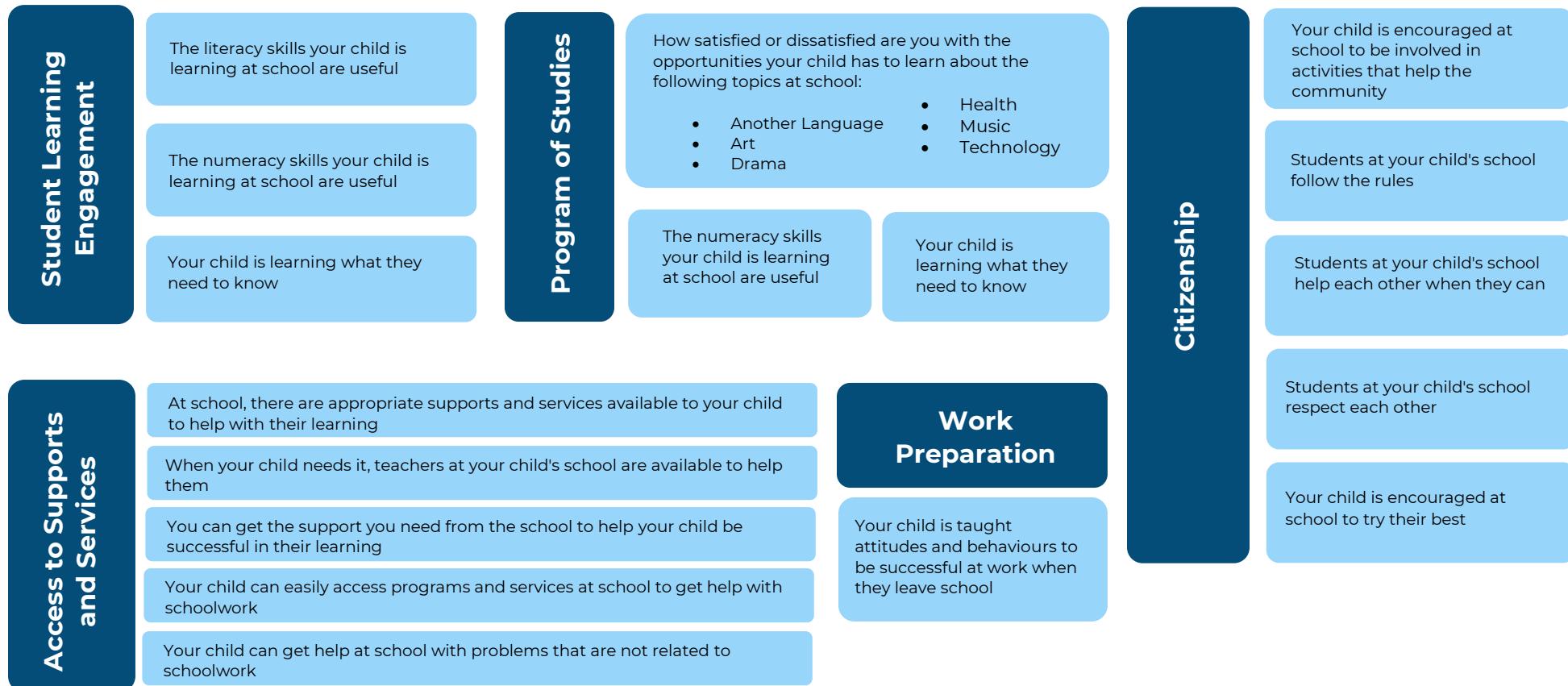
Common French Immersion Language Assessment: Grade 9 & 12 DELF

	Grade 9	Grade 12
2021-2024	n/a	n/a
2024-2025	n/a	n/a
Evaluation	n/a	n/a

AEA Measures for English Language Learners

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

OUTCOMES TO CONSIDER



STRATEGY ANALYSIS

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

LITERACY AND NUMERACY	EVALUATION
Strategy 1: Advance the use and consistent application of all provincial and local assessment measures (assessments in English and numeracy) to inform teacher practice, school-based interventions, and support student growth and achievement.	Maintained
Strategy 2: Advance use of high-yield principles and practices within English literacy and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.	Maintained
Strategy 3: Advance the development and application of English and numeracy resources and programming to support student growth and achievement.	Maintained



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:

- ELA 30-2 and grade 9 ELA we knocked it out of the park
- We need to look at increasing challenging and enrichment learning for students to be able to move from acceptable to excellence in most courses.
- We need to look at grade 9 math both with acceptable and excellence levels.

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

Oilfields High School is committed to advancing success for First Nations, Métis, and Inuit (FNMI) students through culturally responsive teaching and strong community partnerships. The school has embedded Truth and Reconciliation principles into daily practice, ensuring Indigenous perspectives are integrated across subject areas. Survey data shows FNMI students feel safe and supported, with strong peer relationships and positive engagement in learning. Cultural Perspectives results highlight high levels of understanding of Truth and Reconciliation and teacher efforts to encourage cultural sharing. These achievements reflect a school culture that values inclusivity and respect.

Areas for growth include improving numeracy outcomes and strengthening engagement in core subjects such as math and science. To address these challenges, Oilfields will implement targeted interventions in literacy and numeracy, expand culturally responsive practices using the Truth and Reconciliation for Learner Success Toolkit, and deepen relationships with FNMI families and community partners. By monitoring progress and maintaining open communication, the school is committed to ensuring equitable opportunities and success for all FNMI learners.

Evidence of Success & Resources

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



95%
of FNMI students indicate
the Safe & Caring
measure is high.
(FSD SOS-Q Student Survey)

94%
of FNMI students indicate
our school has High
Expectations.
(FSD SOS-Q Student Survey)

100%
of FNMI students
achieved the Acceptable
Standard in diploma
examinations.
(Alberta Education Assurance Survey)

87%
of FNMI students agree
or strongly agree that
students understand
multiple perspectives in
our school.
(Cultural Perspectives Survey)

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance First Nations, Métis, and Inuit student success</p> <p>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.</p>	<ul style="list-style-type: none"> First Nations, Métis and Inuit learners are successful. Engagement of First Nations, Métis and Inuit families in education and active participation in decision making to support student success and Truth and Reconciliation. Learners advance Truth and Reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. Enhance relationship-building between Indigenous communities and schools through community-based supports. Strengthen education programs, policies and initiatives for First Nations, Métis, and Inuit students. Support partners to gather, analyze and share Indigenous education data to monitor student success. The school community applies the resources needed to support First Nations, Métis, and Inuit student achievement. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Learning Outcomes (PAT & Diploma): Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students. Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students. High School Completion Rate (AEAM): Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10. Cultural Perspectives Survey: As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self-identifying as First Nations, Métis, and Inuit peoples. SOS-Q (Student Orientation to School Questionnaire): Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities. Student Intellectual Engagement Survey: Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS). Common Literacy and Numeracy Assessments (4-9): Increase percentage of students who are at or above grade level expectations.

RESULTS ANALYSIS FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

Previous Results (4-Year Data Trends and Key Insights)

AEA Measures for FNMI Students

Performance Measure	High School Completion		Diploma Examinations		Provincial Achievement Tests	
	3-year Completion	5-Year Completion	Acceptable	Excellence	Acceptable	Excellence
2024-2025 (School)			100.0	7.7	62.5	4.2
2024-2025 (Prov)	59.8	69.7	77.5	11.9	41.6	6.3
Evaluation (Achievement)	Very Low	Intermediate	Very High	Very Low		
Evaluation (Improvement)	Declined	Declined	Improved	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	95	82	64	55	86
Evaluation	High	Maintained	Declined	Declined	Maintained

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

Students responding Agree or Strongly Agree to at least half of the questions each factor below					Students responding Agree or Strongly Agree to "I often lose track of time because I am engaged in the learning"		
Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS
2024-2025	97%	57%	73%	75%	50%	53%	74%
Evaluation	Improved	Declined	Maintained	Declined	Improved	Maintained	Maintained

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
2024-2025		n/a	n/a	n/a	n/a	n/a
Evaluation		n/a	n/a	n/a	n/a	n/a

Common Literacy Assessment: Grade 4 – 9 EICS		Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
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	Cultural Belonging		Comfortable Sharing Culture		Encouraged and Accepted Sharing Culture		School Priority of Truth and Reconciliation		Personal Importance of Truth and Reconciliation		Cultural Infusion Across All Subject Areas		Understand Multiple Perspectives		Understand Truth and Reconciliation		Teachers Share Indigenous Perspectives	
All Students (All) vs. Self-Identified Indigenous (SI)	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
2024-2025	48%	52%	39%	35%	43%	52%	54%	70%	65%	83%	56%	70%	65%	70%	70%	87%	54%	52%
Evaluation	L	I	L	L	L	I	I	H	I	H	I	H	I	H	H	VH	I	I
VL – Very Low				L – Low				I – Intermediate				H – High				VH – Very High		

STRATEGY ANALYSIS

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

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS		EVALUATION
Strategy 1: Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.		Improved
Strategy 2: Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.		Improved
Strategy 3: Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.		Improved



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:

- Self-identified FNMI students report more favorably in all areas of the Cultural Perspectives Survey as compared with non-Indigenous students, with the exception of comfort sharing culture and teachers sharing Indigenous perspectives.
- 100% of self-identified FNMI students achieved the Acceptable Standard for the diploma examinations, while 63% achieved the Acceptable Standard for Grade 9 PATs. Both are well above the provincial average.
- 95% of self-identified FNMI students responded favorably to the Safe and Caring measures in the SOS-Q student survey, but the Self-Confidence and Internal Resilience measures were low.
- Student engagement measures for core subjects is low, but is high for CTS classes.

» OUR STORY OF SUCCESS: TEACHING, LEARNING & LEADING

Oilfields High School is committed to advancing excellence in teaching, learning, and leadership through a culture of collaboration, reflective practice, and continuous improvement. Teachers and leaders work together to respond to the diverse needs of learners, using data-driven strategies and evidence-based practices to optimize student achievement. Recent survey results highlight significant gains in clarity of vision, collaborative culture, and professional learning communities, with scores in these areas reaching high levels in 2024–2025. These improvements reflect a strong commitment to professional growth, alignment with division priorities, and the development of a shared understanding of instructional best practices.

While the school celebrates these successes, it also recognizes opportunities for growth. Past data indicated dips in measures related to continuous improvement and action orientation, and provincial in-service ratings suggest that professional development has not always been perceived as systematic or impactful. Moving forward, Oilfields will focus on strengthening reflective practice, ensuring professional learning is targeted and consistent, and maintaining alignment with division standards. By leveraging collaboration and using data to guide decisions, the school aims to sustain momentum and deepen the impact of teaching and leadership practices, ensuring that every student benefits from high-quality instruction and a culture of excellence.

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



80%

**of high school parents
are satisfied with the
Quality of Teaching.**

(Alberta Education Assurance Survey)

74%

**of students are satisfied
with Program Access.**

(Alberta Education Assurance Survey)

98%

**of students successfully
complete high school
within 5 years.**

(Alberta Education Assurance Survey)

66%

**of teachers agree that in-
service jurisdictional
needs are being met.**

(Alberta Education Assurance Survey)

TEACHING, LEARNING AND LEADING GOALS

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance excellence in teaching, learning, and leading</p> <p>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.</p>	<ul style="list-style-type: none"> 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. <u>Teachers</u> and <u>leaders</u> 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. <u>Professional learning</u> is aligned to standards of professional conduct and standards of <u>professional practice</u> and <u>leadership</u>. 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, <u>assessment</u> and a common language of pedagogy. Curriculum is relevant, clearly articulated and designed for implementation within local contexts. Build professional capacity and a commitment to continuous improvement. Teachers grow their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice resulting in deep and transferable learning. Building the capacity of teachers to respond to the learning needs of all students. Teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. 	<p>Advance excellence in teaching, learning, and leading</p> <p>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.</p>	<ul style="list-style-type: none"> In-service jurisdiction needs (AEAM): Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. FSD Teacher Survey: teachers and leaders indicate growth in their professional practice to ensure optimum student learning and continuous improvement.

RESULTS ANALYSIS FOR TEACHING AND LEADING

Previous Results (4-Year Data Trends and Key Insights)

New FSD Professional Learning Survey (2024): Teacher survey to measure impact of professional learning and collaborative structures in schools and across the system.					In-service jurisdiction needs Provincial Measure	
	Clarity of Vision, Mission, and Values	Professional Learning and Collaborative Culture	Professional Learning Communities	Professional Body of Knowledge	School	Prov
2024-2025	60%	87%	73%	88%	65.9%	81.7%
Evaluation	Intermediate	Very High	Intermediate	Very High	Very Low	

STRATEGY ANALYSIS

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

TEACHING AND LEADING	EVALUATION
Strategy 1: Teachers and leaders engage in career long professional learning and ongoing critical reflection to improve teaching, leading, and learning.	Improved
Strategy 2: Develop and demonstrate a professional body of knowledge and provide instructional leadership.	Maintained
Strategy 3: Create inclusive learning environments where high quality teaching, learning, and leading occur.	Maintained



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:

- While our school-based processes for designing professional learning opportunities has improved through collaboration with staff, the jurisdictional in-servicing is still not meeting the needs of our teachers and is not seen to be contributing to their professional growth.
- Teachers are engaging in professional learning that is pertinent, timely, and driven by the needs of the school. For example, teachers have spent time learning how to use the new digital assessment platform rolled out by Alberta Education.
- Teachers rated the Professional Learning and Collaborative Culture and Professional Body of Knowledge measures very highly.
- The measures for Clarity of Vision, Mission, and Values show a need for more clarity around our collective purpose and more explicit connections between our professional learning plans and the school and divisional vision, mission, and values. There is a particular need to help parents and other stakeholders understand our vision, mission, and values.
- 88% of teachers say they regularly use the resources available to them and that professional learning helps them teach and assess student learning, improving their practice.
- 90% of teachers agree that teachers are reflective practitioners and that they have opportunities to collaborate with their colleagues.
- 40% of teachers completed the professional learning survey.

