



2024 - 2025

TURNER VALLEY SCHOOL

# ANNUAL EDUCATION RESULTS REPORT

**Turner Valley School** 

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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

In the spirit of TRUTH and RECONCILIATION, we ACKNOWLEDGE and HONOR the original Indigenous people of this land, including the Blackfoot (Siksika, Piikani, Kainai), the Tsuut'ina (Sarcee), the Stoney Nakoda First Nations, the Foothills District and the Rocky View District within the Battle River Territory of the Otipemisiwak Metis Government of Alberta, and all the people who make their homes in the Treaty 7 region of Southern Alberta. We commit to REMEMBERING and RESPECTING our shared ORAL and WRITTEN histories and moving forward with Reconciliation.

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.

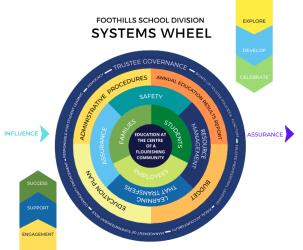
**Board Policy 01: Division Foundational Statements** 

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 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** 

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.



## ALIGNMENT OF PROVINCIAL OUTCOMES, ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS

ALBERTA EDUCATION OUTCOMES  Education Ministry Business Plan 2024-27	FOOTHILLS SCHOOL DIVISION GOALS Foothills School Division Education Plan 2024-29	ASSURANCE DOMAINS Alberta Education Funding Manual 2024-25
Alberta's students are successful	<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	Goals	Goals
<ul> <li>Advance Stakeholder Engagement and Communications</li> </ul>	<ul><li>Advance Wellness and Well-being</li><li>Advance Continuum of Supports</li></ul>	<ul> <li>Advance Innovation and Design</li> <li>Advance Learning for Transfer</li> <li>Advance Literacy and Numeracy</li> </ul>
Assurance Measure	Assurance Measure	<ul> <li>Advance First Nations, Métis, and Inuit</li> </ul>
FSD provides trust and confidence that the education system responds proactively to local and societal contexts.	FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is	student success  Assurance Measure

recognized, diversity is embraced, a sense of

welcomed, cared for, respected and safe.

belonging is emphasized and all students are

## 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.

# A VISION THAT TRANSFERS EDUCATION AT THE CENTRE **SUCCESS** OF A FLOURISHING COMMUNITY

## **Assurance Measure**

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

## **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**

Turner Valley School (TVS), which was established at this site in 1927, is situated in the Foothills of the Rocky Mountains along the Cowboy Trail. Our caring staff of 16 are proud to work with 164 students in kindergarten through to Grade 6. We are a feeder school for Oilfields School and part of the greater, newly created town, of Diamond Valley. TVS embraces the philosophy that we are a place for all students. With this philosophy, we see ALL students as our students. We endeavour to nurture the social and emotional needs of all children while igniting curiosity and interest in engaging activities that advance learning for transfer. We see the opportunity to positively impact the life of a child as a privilege. We have an incredibly strong and supportive School Council who work tirelessly alongside us to ensure that the school is part of the community, and that the community is part of the school.



## HIGHLIGHTS AND CELEBRATIONS

This year, through Grade 6 Leadership, Students' Matters, we will continue to build our cross-grade connections. Every Thursday afternoon, our grade 6 students participated in Leadership, during which time they contributed to the school culture through a variety of activities such as recycling, updating bulletin boards and working with younger students with reading and math. The connections seen in and around the school are much deeper as a result.

TRIP (Targeted Reading Intervention Program) and Math Response to Intervention (MaRTI) continue to be strong and integral ways for all students to receive the support and/or enrichment they need in the areas of literacy and numeracy. We see a direct correlation between the interventions and student achievement, and staff feel more empowered to meet the needs of their students in these two areas in particular.

See Instagram for pictures: Turner Valley School (@turnervalleyschool) • Instagram photos and videos



# **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)	87.2%	93.8%	96.9%	96.7%	92.6%	78.2%	74.6
<b>2021-2022</b> (Prov)	85.1	81.4	89	86.1	81.6	78.8	74.2
<b>2022-2023</b> (School)	68.8%	75.8%	83.9%	82.2%	72.7%	53.7%	75.7
<b>2022-2023</b> (Prov)	84.4	80.3	88.1	84.7	80.6	79.1	75.2
<b>2023-2024</b> (School)	77.0%	79.6%	90.0%	84.5%	81.1%	83.3%	78.1
<b>2023-2024</b> (Prov)	83.7	79.4	87.6	84.0	79.9	79.5	75.8
<b>2024-2025</b> (School)	74.3%	85.6%	96.0%	89.0%	76.4%	86.7%	82.0
<b>2024-2025</b> (Prov)	83.9	79.8	87.7	84.4	80.1	80.0	76.6
Evaluation (Achievement)	Very Low	Very High	Very High	High	Low	Very High	Very High
Evaluation (Improvement)	Maintained	Maintained	Improved	Maintained	Maintained	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	89	85	97	84	85	74	63
2022-2023	97	93	97	87	76	80	60
2023-2024	96	92	85	93	89	84	84
2024-2025	93	90	90	91	83	87	86
Evaluation	Very High	Very High	Very High	Very High	High	High	High



## **OUR STORY OF ENGAGEMENT**

Turner Valley School continues to demonstrate exceptionally high levels of stakeholder engagement, as reflected in Very High ratings across the Education Quality, Parental Involvement, and School Improvement measures. Parents consistently report feeling welcomed, informed, and connected to the school community. A wide range of volunteer opportunities—such as supporting field trips, participating in special events, attending assemblies, and engaging with School Council—helps ensure families have meaningful avenues to contribute. These engagement practices have fostered a strong sense of partnership and trust, contributing directly to the school's positive learning environment and ongoing improvement.

Stakeholder feedback also shows that Turner Valley School effectively integrates parent and community voice into planning and decision-making processes, aligning with division priorities for assurance and continuous improvement. Parents indicate that their perspectives are actively sought and used to inform school priorities, education planning, and communication strategies. This strong culture of collaboration supports a shared responsibility for student success and ensures that decisions reflect the needs of the community. As a result, Turner Valley School continues to build a highly engaged, student-centered environment grounded in transparency, responsiveness, and collective commitment to excellence.

## **Engagement Opportunities & Resources**

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



93% of parents indicate **Student Learning** Engagement is very high.

90% of parents indicate that **Education Quality is** very high.

87 % of parents report that parental involvement is very high

**89**%

of parents report that the school is safe, caring, and welcoming.

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GOALS	OUTCOMES	INDICATORS	MEASURES
Advance stakeholder engagement and communications  Advancing stakeholder engagement practices and communication strategies will ensure FSD is responsive to local needs, it increases stakeholder understanding of education matters and improves decision-making. It will provide stakeholders with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and division priorities of engagement, support, and success for each learner.	Actively engage stakeholders to inform the development of local priorities and plans drawing upon a variety of sources to measure engagement:  What stakeholders were involved?  How 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.	<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):         Increase/maintain in         percentage of teachers and         parents satisfied with parental         involvement in decisions about         their child's education.</li> <li>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.</li> <li>Quality of Education (AEAM):         Increase/maintain percentage         of teachers, parents and         students satisfied with the         overall quality of basic         education.</li> <li>Stakeholder Engagement:</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.	<ul> <li>Establish a system of accountability practices which include guiding principles for assurance at a division and school level.</li> <li>Use results to improve the quality and effectiveness of education programs provided to students and to improve student learning and achievement.</li> <li>Sustained culture of continuous improvement and collective responsibility.</li> <li>A cycle of evidence-based continuous improvement that informs ongoing planning and priority setting, builds capacity.</li> <li>Governors engage students and their families, staff and community</li> </ul>	<ul> <li>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).</li> <li>The Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement.</li> <li>FSD provides accountability to the Department of Education that we are fulfilling our responsibilities of providing education programs for K-12 students.</li> </ul>	Increase/maintain participation of stakeholders to inform decisions.  • FSD Assurance Survey: Increase/maintain

members in the creation and
ongoing implementation of a
shared vision for student success.
1

- 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.

- 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.

## RESULTS ANALYSIS FOR ENGAGEMENT

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

Provincial Performance Measure	Education Quality	Parental Involvement	School Improvement
<b>2024-2025</b> (School)	96.0	86.7	82.0%
<b>2024-2025</b> (Prov)	87.7%	80.0%	76.6%
Evaluation (Achievement)	Very High	Very High	Very High
Evaluation (Improvement)	Improved	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	90%	87%	86%
Evaluation	Very High	Very High	Very High

## **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
<b>Strategy 1:</b> Strengthen Meaningful Engagement and Communication	High
Strategy 2: Use Evidence to Drive Continuous Improvement	Intermediate
<b>Strategy 3:</b> Develop collective capacity through professional learning, collaboration, and shared responsibility	Ongoing

## **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

- Parents surveyed report Very High Education Quality at Turner Valley School.
- Parents surveyed report Very High Parental Involvement at Turner Valley School.
- Parents surveyed report improvements in Quality of Education.

CONTINUOUS IMPROVEMENT AND ASSURANCE	EVALUATION
<b>Strategy 1:</b> Data Cards- house Academic, Social and Emotional data. These cards are analyzed 3 times a year	High
<b>Strategy 2:</b> Data dashboard- review data with staff and School Council members to identify area for growth (ex. SOS-Q, Intellectual Engagement Survey, Assurance Surveys)	Intermediate
<b>Strategy 3:</b> Analyze data to inform next steps for continuous school improvement (ex. Ensure that every student has at least one adult advocate at school)	High



# OUR STORY OF SUPPORT

Turner Valley School demonstrates exceptional strength in learning supports by creating a welcoming, caring, respectful, and safe environment where every student and staff member belongs. Strong wellness-focused practices, trauma-informed approaches, and wraparound services ensure that mental health, resilience, and well-being are shared responsibilities across the school community. This collective commitment is reflected in consistently high results in Safe and Caring measures, strong peer relationships, and student voice data that shows students feel supported both academically and beyond the classroom. Our culture of generosity, respect, and high expectations allows learners and adults alike to thrive within a healthy, inclusive school environment.

Equally impressive is Turner Valley School's visible and accessible continuum of supports. Students, families, staff, and education partners collaborate seamlessly to adapt learning environments, respond to diverse needs, and ensure timely access to programs and services. Survey results consistently indicate that students feel supported by their teachers, parents trust the school's approach to learning support, and stakeholders share a clear understanding of inclusive education. Through data-informed decision-making, targeted interventions, and strong partnerships with Learning Services and community supports, Turner Valley School continues to advance student success while maintaining very high standards for care, connection, and learning for all.

## **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



90%

of students report that their school is safe and caring.

**82**%

of students report that they have positive peer relationships.

82%

of parents state that their students have access to supports and services.

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

	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 wellbeing.	<ul> <li>Wrap around services and supports enhance healthy school environments for student well-being 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>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>	<ul> <li>Safe &amp; Caring (AEAM):         <ul> <li>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.</li> </ul> </li> <li>Program Access (AEAM):         <ul> <li>Increase/maintain the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their</li> </ul> </li> </ul>
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>	services for students in their community.  • Students at Risk (AEAM): Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.  • SOS-Q (Student Orientation to School Questionnaire): Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School, and Extracurricular Activities.

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

Provincial Performance Measures	Safe and Caring	Access to Supports and Services (students 'at risk')	
<b>2024-2025</b> (School)	89.1%	76.4%	
<b>2024-2025</b> (Prov)	87.3%	80.1%	
Evaluation (Achievement)	Very High	Intermediate	
Evaluation (Improvement)	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.

Provincial Performance Measures	Safe and Caring	Access to Supports and Services (students 'at risk')
2024-2025	92%	83%
Evaluation	Very 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 Self Internal Resilience Confidence Resilience Peer Relatio						
2024-2025	90	73	74	79	82		
Evaluation	Very High	Intermediate	Intermediate	Intermediate	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
<b>Strategy 1:</b> Leverage Students' Matters and SOS-Q data to identify areas for growth and implement creative, responsive actions that improve student experience and well-being.	High
<b>Strategy 2:</b> Access wrap around services and supports to enhance healthy school environments.	High

CONTINUUM OF SUPPORTS	EVALUATION
<b>Strategy 1:</b> Continuing to provide targeted and individual interventions for social-emotional learning support.	Intermediate
Strategy 2: Continue to refine the school's continuum of supports	Intermediate

## **OUTCOMES TO CONSIDER**

**Environments** Respectful and Safe Welcoming, Caring,

Students at your child's school care about each other

Students at your child's school respect each other

Students treat each other well at your child's school

Teachers care about your child

Your child is safe at school

Your child is safe on the way to and from school

Your child is treated fairly by adults at school at school

## **DATA ANALYSIS**

In telling our story of support we look at the progress we made in advancing our goals of wellness and well-being and 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:

- Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance are very high in the area of Safe and Caring, and High in Access to Supports and Services.
- Students report overall high results in relation to the continuum of supports for their learning as well as outside of learning.
- Overall, Parents, Students, and Staff report high levels of Safe and Caring.

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

Turner Valley School continues to excel in **innovation and design for deep, transferable learning**, creating environments where students actively explore complex problems, develop conceptual understanding, and apply their knowledge in authentic contexts. Survey data reflects this strength, with Very High results in key provincial measures such as Program of Studies, Citizenship, Quality of Education, and Student Learning Engagement. Students report strong experiences of High Expectations, meaningful academic challenge, and consistent effort—clear indicators that classroom learning is engaging, relevant, and aligned with the competencies needed for today's world.

Our strong results demonstrate that Turner Valley School is deeply committed to **learning that endures beyond the classroom**. Students are developing the knowledge, skills, and attitudes required for lifelong learning, supported by responsive instruction and ongoing feedback that builds agency and independence. High levels of Rigor and Support reported in the FSD Intellectual Engagement Survey further highlight the thoughtful design of learning experiences that challenge students while helping them grow. These successes underscore a vibrant culture of innovation where students are equipped to navigate new challenges, generate creative solutions, and confidently shape their futures.

## **Evidence of Success & Resources**

- Innovation and Design
- Learning that Transfers



96%

of parents report that the quality of education is high. 100%

of parents, students, and staff report that school prepares them for the world of work.

93%

of parents report that student engagement is high.

## STUDENT GROWTH AND ACHIEVEMENT INNOVATION AND DESIGN AND LEARNING THAT TRANSFERS

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
- 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).

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)	84.3	100	85.6	96.0	83.3	87.2
<b>2024-2025</b> (Prov)	83.0	83.7	79.8	87.7	80.8	83.9
Evaluation (Achievement)	Very High	Very High	Very High	Very High	Very High	Very High
Evaluation (Improvement)	Maintained	Improved	Maintained	Improved	Improved	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	76	90	90	75	93
Evaluation	Very High	Intermediate	Very High	Very High	Intermediate	Very High

FSD Intellectual Engagement Survey: Measures student intellectual engagement (engagement in the act of learning) and flow (the appropriate balance of learning challenge with student skill). Measures domains of High Expectations for student success, Relevance of learning experiences, Academic Rigor, Student Effort, and Flow.

Students responding Agree or Strongly Agree to at least half of the questions each factor below							g Agree or Strongly A e I am engaged in the	
Performance Measures	High Expectations	Relevance	Rigor	Effort	Support	ELA/FLA/SS	Math/Science	CTS/CTF
2024-2025	94	70	80	88	80	48	56.5	61
Evaluation	Very High	Intermediate	High	Very High	High	Very Low	Low	Low

## STRATEGY ANALYSIS

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

INNOVATION AND DESIGN	EVALUATION
<b>Strategy 1:</b> Continue to support curriculum and competency learning where Innovation and Design might empower deep and transferrable learning.	ongoing
Strategy 2: Support learning through maker-centered learning opportunities (marble runs, coding etc.)	High
<b>Strategy 3:</b> Create new partnerships that may provide opportunities and experiences in fields of interest	ongoing

LEARNING THAT TRANSFERS	EVALUATION
<b>Strategy 1:</b> Design rich, meaningful tasks that connect curriculum concepts to real-world contexts and encourage diverse, thoughtful responses.	ongoing
<b>Strategy 2:</b> Create authentic learning tasks that allow students to apply conceptual knowledge in real-life situations.	ongoing
<b>Strategy 3:</b> Build students' skills and knowledge to enable meaningful responses to complex challenges	ongoing

## **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:

- According to the FSD Assurance Survey, Parents report very high measures in the areas of Program of Studies, Citizenship, Quality of Education, and Student Learning Engagement.
- In the FSD Intellectual Engagement Survey, students report very high measures of High Expectations and Effort.
- In the FSD Intellectual Engagement Survey, students report high measures of Rigor and Support in their learning.





## **OUR STORY OF SUCCESS:** LITERACY AND NUMERACY

Turner Valley School demonstrates strong success in literacy and numeracy by advancing high-quality, balanced programming across all grades and subject areas. Instruction is grounded in provincial outcomes and enriched through authentic, transferable learning experiences that build strong foundations for lifelong learning. Results reflect this commitment: Grade 4 and 6 students performed at high to very high levels on the EICS Numeracy Assessment, and 100% of Grade 6 students achieved the acceptable standard in English Language Arts, Social Studies, and Mathematics on provincial achievement tests—significantly exceeding provincial averages. Embedded early literacy and numeracy screening, along with consistent use of common assessments, ensures learning challenges are identified early and addressed effectively.

Equally impactful is the school's intentional, data-informed approach to intervention and improvement. The Tiger Reading Intervention Program (TRIP) and Math Response to Intervention (MaRTI) are fully embedded into the school culture and timetable, maximizing educational assistant support and targeted instruction. Ongoing analysis of provincial and local data, six-week review cycles using Data Cards, and aligned classroom and intervention supports ensure every learner receives timely, responsive instruction. With strong systems, collaborative planning, and focused professional learning, Turner Valley School continues to strengthen literacy and numeracy outcomes while addressing identified areas for growth with clarity, purpose, and momentum.

## **Evidence of Success & Resources**

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



of students achieved **Excellence on the ELAL** PATs.

**52.5%** 

of students achieved **Excellence on the Math** PATs.

**52%** 

of students achieved **Excellence on the Social** Studies PATs.

## 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 transferable 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:

## **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** 

 $^{ hickspace}$  Previous Results (4-Year Data Trends and Key Insights)

**Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)** 

Provincial Achievement Tests	English Language Arts		Ма	ath	Social S	Studies	Scie	ence	French Lan	guage Arts
Achievement	Acceptable	Excellence	Acceptable	Acceptable Excellence		Excellence	Acceptable	Excellence	Acceptable	Excellence
2024-25 (School)	100	44	100	52.5	100	52.0	n/a	n/a	n/a	n/a
2024-25 (Prov)	80.3	14.7	61.4	17.5	76.1	22.0	n/a	n/a	n/a	n/a
Evaluation (Achievement)	Very High	Very High	Very High	Very High	Very High	Very High				
Evaluation (Improvement)	improved	improved	n/a	n/a	improved	improved				

Provincial Literacy/Numeracy Assessments: Grade 1 Literacy (LeNS), Grade 2 and 3 Literacy (CC3), Grade 1-3 Numeracy Screening Assessments

Provincial Literacy Assessment: Kindergarten to Grade 3 (CC3) Students at risk	Kindergarten	Grade 1	Grade 2	Grade 3
2024-2025				
<b>Provincial Numeracy Assessment:</b> Kindergarten to Grade 3 (KTT) Students at risk	Kindergarten	Grade 1	Grade 2	Grade 3
2024-2025				

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	83	64	100						
Evaluation	High	Low	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						

## **OUTCOMES TO CONSIDER**

# Student Learning Engagement

The literacy skills your child is learning at school are useful

The numeracy skills your child is learning at school are useful

Your child is learning what they need to know

# Program of Studies

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

- Another Language
- Art
- Drama

- Health
- Music
- Technology

The numeracy skills your child is learning at school are useful

Your child is learning what they need to know

Citizenship

# Access to Supports and Services

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

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

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

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

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

## Work Preparation

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

Your child is encouraged at school to be involved in activities that help the community

Students at your child's school follow the rules

Students at your child's school help each other when they can

Students at your child's school respect each other

Your child is encouraged at school to try their best

## STRATEGY ANALYSIS

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

LITERACY AND NUMERACY	EVALUATION		
<b>Strategy 1:</b> Marti (Math Response to Intervention) and Trip (Tiger Reading Intervention Program)	Excellent		
<b>Strategy 2:</b> Ensuring systems and structures are in place to support effective literacy and numeracy programming (EA push-in time, coordinated literacy and numeracy time amongst grades)	Very High		
<b>Strategy 3:</b> Opportunities to engage in Professional Development to design and implement conceptual learning to support targeted interventions on the continuum of supports,.	ongoing		



## **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:

- On the Grade 4-9 EICS Numeracy Assessment, the grade 4s scored High, and the grade 6s scored very high
- The number of students at risk in grade one on the provincial literacy assessment (CC3) is low.
- The number of students at risk in grade one on the provincial numeracy assessment (KTT) is low.
- The Turner Valley School Reading Intervention program (TRIP) is embedded in the learning culture, as well as into the timetable, maximizing EA support.
- Math RTI (MaRTI) at Turner Valley School is also embedded into the culture and the timetable.
- 100% of our grade 6 students who wrote PATs scored in the acceptable range for ELAL, Social Studies, and Math.



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

Turner Valley School demonstrates strong commitment and success in advancing Truth and Reconciliation for students who identify as First Nations, Métis, or Inuit. Student voice data shows very high levels of understanding of Truth and Reconciliation, cultural infusion across all subject areas, and consistently high expectations for rigor, relevance, and effort. Students report that Indigenous perspectives are meaningfully shared by teachers, reinforcing learning that is respectful, authentic, and embedded throughout the curriculum. These results reflect a learning environment where Indigenous ways of knowing are valued. visible, and integral to student success.

Building on these strengths, Turner Valley School is focused on deepening engagement and expanding meaningful learning experiences. Ongoing professional learning, strong partnerships with community and education partners, and intentional practices—such as daily land acknowledgements, participation in cultural events, and visible student commitments to reconciliation—will continue to strengthen understanding and connection. By addressing engagement gaps, expanding CTS/CTF opportunities, challenging stereotypes, and merging the Calls to Action with the Seven Grandfather Teachings, the school remains committed to closing systemic gaps and fostering intercultural understanding, empathy, and mutual respect for all 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**



93%

of First Nations, Métis, and Inuit students indicate that there are high expectations at school

90%

of First Nations, Métis, and Inuit students indicate that there is rigor at school

80%

of First Nations, Métis, and Inuit Students indicate that school is relevant.

FIRST NATIONS, MÉTIS, A	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):

grade level expectations.

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	67	67	67	67	67						
Evaluation	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate						

## 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	Effort	ELA/SS	Math/Science	стѕ
2024-2025	93	80	90	80	70	70	60
Evaluation	Very High	High	High Very High High		Intermediate	Intermediate	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	83	64	100	n/a	n/a	n/a			
Evaluation	High	Low	Very High	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

<b>Cultural Perspectives</b>	Cultural Perspectives Survey																	
	% Students (4-12) Reporting Agree or Strongly Agree																	
Performance Measures	Cult Belor		Comfo Sharing	ortable Culture	and Ac	iraged cepted Culture	School of Trui Recond		Importa Truth	onal ance of and iliation	Infusior All Su	tural n Across ubject eas	Mul	rstand tiple ectives	Truti	rstand h and ciliation	Indige	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	75	60	57	40	49	40	70	80	84	60	77	100	65	40	76	80	77	80
Evaluation	Inter medi ate	Low	Inter medi ate	Very Low	Very Low	Very Low	Inter medi ate	High	High	Low	Inter medi ate	Very High	Inter medi ate	Very Low	High	High	Inter medi ate	High
	VL - Very 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
<b>Strategy 1:</b> Ongoing learning that promotes and supports acquiring and applying foundational knowledge	ongoing
<b>Strategy 2:</b> Continue merging the Calls to Action with The Seven Grandfather Teachings to increase self-awareness and the actions needed within our community to continue our journey of reconciliation.	ongoing
<b>Strategy 3:</b> Make learning visible by using the bulletin board in the hall displaying student commitments to reconciliation.	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:

- Students who identify as First Nations, Metis, or Inuit report that their school prioritizes Truth and Reconciliation.
- Students who identify as First Nations, Metis, or Inuit report in the Intellectual Engagement Survey that High Expectations, Rigor, Relevance and Effort are High or Very High.
- Students who identify as First Nations, Metis, or Inuit report that Cultural Infusion Across All Subject Areas is Very High
- Students who identify as First Nations, Metis, or Inuit rate their understanding of Truth and Reconciliation as being Very High
- 80% of students who identify as First Nations, Metis, or Inuit report that teachers share Indigenous perspectives



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

Turner Valley School demonstrates a strong commitment to excellence in teaching, learning, and leadership through a collaborative, reflective, and growth-focused culture. Teachers and leaders maintain high expectations for all learners and respond skillfully to the diverse academic, cultural, social, and emotional needs within the school community. Professional Learning Communities are a significant strength, supported by purposeful scheduling that embeds collaboration into the weekly timetable. Educators consistently engage in reflective practice, align professional learning to standards of professional conduct and practice, and use a shared language of pedagogy, assessment, and instruction to ensure high-quality, relevant learning experiences for all students.

Building on this strong foundation, Turner Valley School remains focused on strengthening clarity of vision, mission, and values while enhancing the impact of professional learning and in-service opportunities. Through intentional leadership, teacher-led learning, and mentoring for staff new to the school, professional capacity continues to grow at both individual and collective levels. Ongoing use of data and evidence to inform instructional decisions, combined with trauma-informed and restorative approaches, supports engaging, inclusive learning environments. With a highly collaborative staff committed to continuous improvement, the school is well positioned to advance student growth and achievement through effective teaching and leadership.

## **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**



92% of staff rate PLCs as verv effective

86% of staff rate professional learning and

collaborative culture as effective

86% of staff rate their professional body of

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> </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.

Teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice.	
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RESULTS ANALYSIS FOR TEACHING AND LEADING   The previous Results (4-Year Data Trends and Key Insights)  RESULTS ANALYSIS FOR TEACHING AND LEADING							
New FSD Profession schools and across the	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	75	86	92	86	59.3	81.7	
Evaluation	Intermediate	High	Very High	High	Very Low		

## STRATEGY ANALYSIS

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

TEACHING AND LEADING	EVALUATION	
<b>Strategy 1:</b> Leveraging teacher leaders, including mentoring teachers new to our school	high	
<b>Strategy 2:</b> Utilizing appropriate universal and targeted strategies and supports to address students' strengths, challenges, and areas for growth	ongoing	
<b>Strategy 3:</b> Building on the strengths of an exceptional, collaborative staff committed to collective growth and continuous improvement	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:

- Teachers report Very High measures for Professional Learning Communities.
- Teachers report high measures for Professional Body of Knowledge, Professional Learning, and Collaborative Culture
- In the school year 2024-25, we were staffed sufficiently so as to embed our PLCs into our weekly timetable.

