

ENGAGEMENT

Local and Societal Context

Local and Societal Context refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social, and economic circumstances of all students.

GOALS <i>Desired Result</i>	OUTCOMES <i>Measurable statements of what FSD seeks to achieve</i>	INDICATORS <i>Indicators of achieving outcomes</i>
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.	<ul style="list-style-type: none"> Actively engage stakeholders to inform the development of local priorities and plans drawing upon a variety of sources to measure engagement: <ul style="list-style-type: none"> What stakeholders were involved? How were they engaged? How their input informed local priorities? School board's actions to meet its obligations under section 12 of the School Councils Regulation to provide opportunity for School Councils to be involved in developing School Education Plans. Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding. 	<ul style="list-style-type: none"> 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.

Governance

Governance refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all.

GOALS <i>Desired Result</i>	OUTCOMES <i>Measurable statements of what FSD seeks to achieve</i>	INDICATORS <i>Indicators of achieving outcomes</i>
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 style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
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MEASURES AND TARGETS: PROVINCIAL & LOCAL

- 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 percentage of parents satisfied with Assurance Measures.

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
2021-2022 (<i>n=2830 parents – approx. 31% families</i>)	97%	74%	63%
2022-2023 (<i>n=2608 parents – approx. 31% families</i>)	97%	80%	60%
2023-2024 (<i>n=2554 parents – approx. 30% families</i>)	85%	84%	84%
2023-2024	90%	87%	86%
Evaluation	Very High	Very High	Very High

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
2021-2022 (FSD)	96.9	78.2	74.6%
2021-2022 (Prov)	89%	78.8%	74.2%
2022-2023 (FSD)	83.9	53.7	75.7%
2022-2023 (Prov)	88.1%	79.1%	75.2%

2023-2024 (FSD)	90.0	83.3	78.1%
2023-2024 (Prov)	87.6%	79.5%	75.8%
2024-2025 (FSD)	96.0	86.7	82.0%
2024-2025 (Prov)	87.7%	80.0%	76.6%
Evaluation (Achievement)	Very High	Very High	Very High
Evaluation (Improvement)	Improved	Maintained	Maintained

KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

- Parents surveyed report Very High Education Quality at Turner Valley School.
- Parents surveyed report Very High Parental Involvement at Turner Valley School.
- Turner Valley School provides a number of volunteer opportunities for parents/guardians, including, but not limited to: volunteering for special events and field trips, participation in School Council, and an open invitation to all assemblies.
- Parents surveyed report improvements in Quality of Education.

Areas for Growth

- Continue to provide engagement opportunities for education partners.
- Engage parents more in School Council – provide opportunities for feedback

Next Steps

- Analyze FSD Assurance Surveys to identify areas of continued support, and review questions in the Engagement surveys in order to dig deeper into the data regarding School Improvement.
- Facilitate ongoing engagement opportunities with education partners in respectful, meaningful ways.
- Student Matters-surveys, gather student voice, analyze the data, create action plans that engage our students and report to staff.
- Collaborative Communication: Provide a continuous feedback loop to inform, consult, and empower partners in education to guide decision making.
- Continue Weekly Newsletters to TVS parents
- Present various forms of data at each School Council Meeting that will inform, consult and provide opportunity to guide decision making.
- Analyze data to inform next steps for continuous school improvement (ex. Ensure that every student has at least one adult advocate at school) Learning and Capacity Building: Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.
- Engage parents as partners in supporting student learning and behaviour through support meetings.
- Include a Q and A section during Admin report at School Council, as well as other ways to give feedback (surveys, exit slips)