



2024 - 2025 ANNUAL EDUCATION RESULTS REPORT

foothillsschooldivision.ca

ACCOUNTABILITY STATEMENT FOR THE ANNUAL EDUCATION RESULTS REPORT

Under the direction of the School Board, the Annual Education Results Report for The Foothills School Division for the 2024-2025 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2024-2025 was approved by the Board on December 10, 2025.

Original signed



Theresa Letendre
Board Chair
Trustee, Ward 3
Foothills School Division



Chris Fuzessy
Superintendent of Schools
Foothills School Division

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DIVISION CONTACTS

*Cover Photo: Students of the Explore: Nature Based Program at École Percy Pegler School
preparing to release fry into local lake*

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 honour the spirit, life, and lessons this land and its ancestors teach us. We acknowledge the traditional land and territories of the Siksika, Piikani, Kainai, Tsuut'ina, and Îyârhe Nakoda as well as the Foothills District and the Rocky View District within the Battle River Territory of the Otipemisiwak Métis government of Alberta.

Foothills School Division's Truth and Reconciliation for Learner Success Toolkit



PURPOSE

Education at the centre of a flourishing community.



VISION

Engagement, Support, and Success for each learner.



MISSION

Each learner entrusted to our care, has unique gifts and abilities. It is our mission to find out what these are...Explore them...Develop them...Celebrate them!



PRIORITIES

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

Support: Ensure and maintain Division wide learning environments that are welcoming, caring, respectful, safe, and inclusive.

Success: Ensure and maintain Division wide excellence in teaching, learning and leadership.

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

Board Policy 14: [A Place for All](#)

OUR GOVERNANCE

BOARD CHAIR AND SUPERINTENDENT MESSAGE

The 2024–2025 school year reflects the final chapter of the outgoing Board of Trustees’ term – a period defined by collaboration, resilience, and a shared purpose of placing education at the centre of a flourishing community. This report captures the collective efforts of our staff, students, and community partners as we worked together to advance learning, strengthen well-being, and respond to emerging needs across the Division.

Highlights

Throughout the year, Foothills School Division continued to make measurable progress in key areas of teaching and learning. Classrooms across the Division deepened their use of the *Learning that Transfers* instructional model, supported by professional learning and collaboration among staff. Student engagement and empowerment continued to grow, particularly through new leadership and wellness initiatives that encouraged belonging and voice. We are proud to note expanded early learning opportunities, increased participation in summer programming, and recognition at the provincial and national levels for innovation in teaching and leadership.

Trends

Across our schools, several patterns became evident. Staff and students alike are demonstrating increased adaptability and creativity as they navigate new curriculum and instructional expectations. There is a sustained focus on student well-being, as schools continue to balance academic growth with social-emotional development. Data also shows that community engagement is strengthening - families are participating in consultations, celebrations, and feedback processes at higher rates than in previous years.

Challenges

While our Division continues to achieve strong results, the year also brought challenges. Staffing shortages and labour action required collective effort and creativity to maintain stability for students. Legislative changes and curriculum implementation timelines demanded agility from school and system leaders. Ongoing complexity in student needs continues to highlight the importance of mental health supports, inclusive education, and collaborative planning across schools.

Moving Forward

The achievements and lessons of 2024–2025 lay a strong foundation for continued growth and improvement. They demonstrate how Foothills School Division’s vision of **Engagement, Support, and Success** is lived each day—in classrooms, on playgrounds, and in every community across our five wards.

On behalf of the Lead Team, we extend our deepest gratitude to the staff, students, and families who made this progress possible, and to the outgoing Board of Trustees for their visionary leadership and steadfast commitment to public education. Their guidance over the past four years has strengthened our collective capacity to serve learners and communities across Foothills School Division.

Together, your resilience, innovation, and partnership continue to strengthen our flourishing Foothills community.



Our 2025 - 2029 Board of Trustees

Ward 1 – **Shanon Hines**

Ward 2 – **Sherry Butler**

Ward 3 – **Theresa Letendre** (Chair)

Ward 4 – **Sharon Nichols, Lisa Penzo** (Vice-Chair)

Ward 5 – **Jackie Roe**

Our Executive Team

Superintendent of Schools

Chris Fuzessy

Asst. Superintendent, Employee Services

Allen Davidson

Asst. Superintendent, Learning Services

Caroline Roberts

Asst. Superintendent, Corporate Services

Secretary Treasurer

Katelyn Nickel



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.

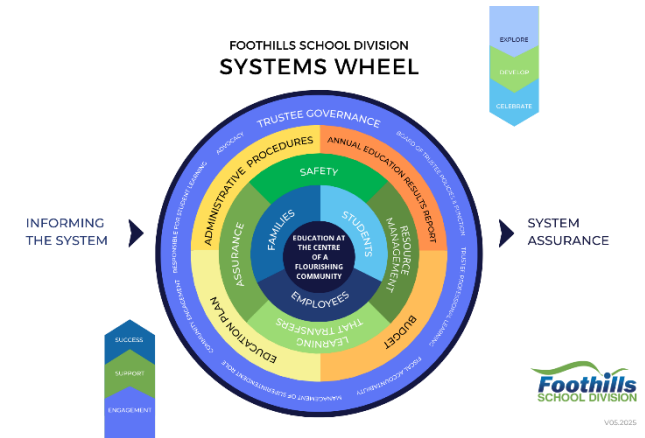
Systems thinking is key to how we view the world, recognizing interrelationships, cycles, connections, and patterns over time. This approach has helped us build a shared vision, address opportunities, focus on team learning, understand our strengths, and strive for continuous growth. It has led us to 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.





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

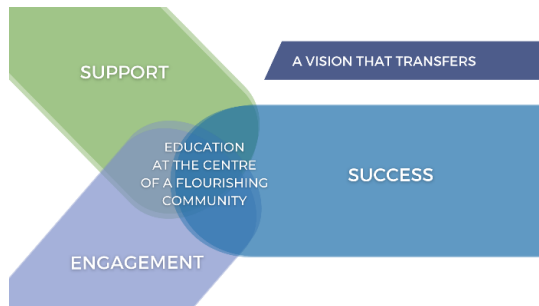
ALBERTA EDUCATION OUTCOMES Ministry of Education Business Plan 2024-27	FOOTHILLS SCHOOL DIVISION GOALS Foothills School Division Education Plan 2024-29	ASSURANCE DOMAINS Alberta Education Funding Manual 2024-25
<ul style="list-style-type: none">• Alberta’s students are successful• First Nations, Métis, 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



Photos (L to R): Student learning opportunities at Longview School, Spitzee School, École Secondaire Highwood High School, Big Rock School, Meadow Ridge School



OUR GOALS & ASSURANCE MEASURES

ENGAGEMENT	SUPPORT	SUCCESS	
Local and Societal Context	Learning Supports	Student Growth and Achievement	
<p>Goal</p> <ul style="list-style-type: none">• Advance Stakeholder Engagement and Communications <p>Assurance Measure</p> <p>FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p>Goals</p> <ul style="list-style-type: none">• Advance Wellness and Well-being• Advance Continuum of Supports <p>Assurance Measure</p> <p>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</p> <ul style="list-style-type: none">• Advance Innovation and Design• Advance Learning for Transfer• Advance Literacy and Numeracy• Advance First Nations, Métis, and Inuit student success <p>Assurance Measure</p> <p>FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>	
Governance			
<p>Goal:</p> <ul style="list-style-type: none">• Advance Continuous Improvement and Assurance <p>Assurance Measure</p> <p>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>	<th>Teaching and Leading</th>		Teaching and Leading
	<p>Goal</p> <ul style="list-style-type: none">• Advance Excellence in teaching, learning and leading. <p>Assurance Measure</p> <p>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>		

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*.

WHISTLEBLOWER PROTECTION

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosure in their Annual Education Results Report / Three-Year Education Plan. For a copy of the legislation or further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca. The Public Interest Disclosure (Whistleblower Protection) Act creates a safe avenue for public servants to speak out about wrongdoings or make complaints of reprisal. Employees covered by this legislation can choose whether to report internally or directly to the Public Interest Commissioner. FSD has developed **AP 404 – Duty to Report – Whistleblower Protection Act** to manage this new requirement. No disclosures were made during 2024-2025.

OUR DIVISION

HIGH RIVER & AREA SCHOOLS

- **École Joe Clark School** (K-5)
- **Spitzee Elementary School** (K-5)
- **École Senator Riley Middle School** (6-8)
- **École Secondaire Highwood High School** (9-12)
- **Blackie School** (K-8), Blackie
- **Cayley School** (K-8), Cayley
- **Cayley Colony School**
- **High River Colony School**
- **MacMillan Colony School**

OKOTOKS & AREA SCHOOLS

- **Big Rock School** (K-6)
- **Dr. Morris Gibson School** (K-6)
- **Meadow Ridge School** (K-9)
- **École Percy Pegler School** (K-6)
- **Westmount School** (K-9)
- **École Okotoks Junior High School** (7-9)
- **École Secondaire Foothills Composite High School | Alberta High School of Fine Arts** (10-12)
- **Cameron Crossing School** (7-12)
- **Heritage Heights School** (K-9), DeWinton
- **Red Deer Lake School** (K-9), Foothills County

HIGH COUNTRY SCHOOLS

- **C. Ian McLaren School** (K-6), Diamond Valley
- **Turner Valley School** (K-6), Diamond Valley
- **Longview School** (K-6), Longview
- **Millarville Community School** (K-8), Millarville
- **Oilfields School** (7-12), Diamond Valley

LEARN ANYWHERE

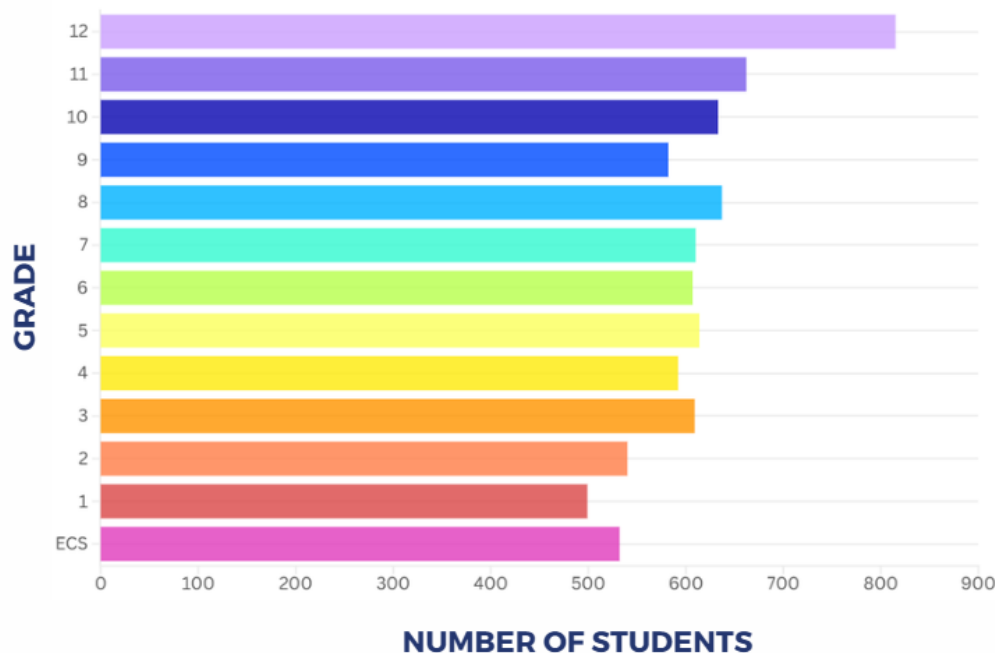
- **Foothills Digital School** (1-12+)
- **Foothills Education Outreach Centre**

PROGRAMS

- **Alberta High School of Fine Arts**
- **Career Education**
- **EXPLORE: Nature-based Learning**
- **French Immersion**
- **Full- and Part-Time Kindergarten**
- **Indigenous Learning**
- **Innovation and Design and Career Futures**
- **International Baccalaureate PYP**
- **International Students**
- **Junior Kindergarten**
- **Montessori Program**
- **Summer School**



OUR STUDENTS

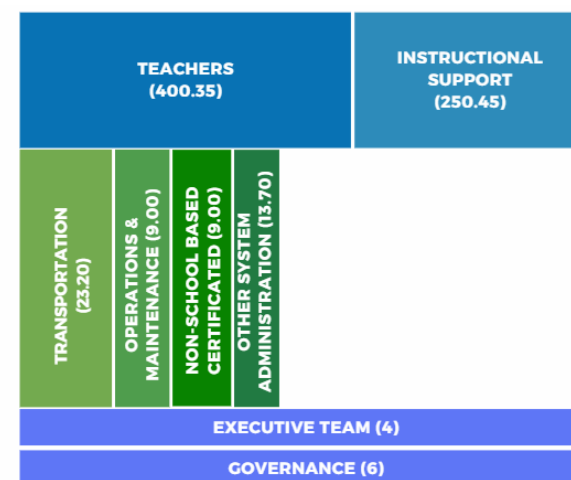


- The total estimated population the Foothills School Division serves is 73,988 (2024).
- The Division serves approximately 7,900 students.
- There are approximately 15,300 parents and guardians associated with students.
- The trend in enrollment shows fewer students entering kindergarten and grade 1 than graduating in grade 12.
 - This is corroborated with the 2023 data shown in the [Regional Dashboard](#) provided on Alberta.ca, which includes all school authorities for the region ([source](#)).

OUR TEAM

It takes a great team to foster a place for all.

- Instructional support team members include educational assistants, secretaries, office administrators, youth development coaches, and learning commons facilitators, as well as speech and language pathologists, occupational therapists, and Family School Liaison Counsellors.
- Our Transportation Team includes bus drivers for our 72 routes, mechanics, routing specialist, safety and training personnel, and leadership.
- Operations & Maintenance includes skilled professionals who maintain safe and welcoming school sites.
- Non-School Based Certificated staff are roles that support system-wide teaching and learning.
- Other System Administration includes payroll and benefits, technology services, accounts payable and receivable, administration support, and communications.
- The Lead Team is the 6 Board of Trustees plus the 4 Executive Team members, including the Superintendent of Schools.



Data shown as Full Time Equivalents



HIGHLIGHTS AND ACCOMPLISHMENTS

- Announcement of Construction funding for a new 10-12 high school in Okotoks.
- Celebration of Zone 5 Edwin Parr nominee, Justine Johnson, who is an FSD Alumna.
- Two school leaders, Sarah Clark and Lauren Frandle, were recipients of the 2025 ATA Council of School Leadership Distinguished Leadership Award.
- Continued optimization of student learning through our Learning that Transfers instructional model and by deepening our expertise on new curricular learning outcomes.
- Earned recognition for leadership in artificial intelligence integration through collaborations with Microsoft, Dell, and C21.
- Co-hosted the second annual First Nations, Inuit, and Métis Graduation Honoring Ceremony alongside the Town of Okotoks's Indigenous Peoples Day celebrations, featuring a Tipi camp, powwow, and craft market.
- Sought input from parents to assess the necessity of a boundary review for expanding schools in Okotoks and nearby areas.
- Expanded Junior Kindergarten and full-time Kindergarten programs as informed by parents.
- Optimized available resources to increase staffing across the Division as part of the 2025-2026 budget planning.
- Engaged the public in the 'Ideas that Make Cents' consultation to shape budgetary decisions for the next school year.
- Teamed up with the EdCan Network to enhance wellness initiatives in both the workplace and schools.
- Continued the Indigenous Advisory Circle to build mutually beneficial relationships throughout our communities.
- Achieved record participation in FSD Summer School, with over 800 students enrolled.
- Administered the Guarding Minds Survey for a second time (first administered in 2020) to gain insight into division-wide staff wellness and well-being.
- Recipient of the 2023-2024 CMHA Alberta and Centre for Suicide Prevention Workplace Wellness Award.
- Celebrated schools with outstanding community involvement that support students and learning opportunities – Big Rock (Read A Thon); Heritage Heights, Turner Valley, Meadow Ridge (Playground Fundraisers); Oilfields (Vertical Farm); Spitzee (The Giving Tree); École Secondaire Highwood High School (Holocaust Studies Trip); École Okotoks Junior High (Nashville Trip Fundraiser).
- Regional Band, through the support of École Secondaire Highwood High School, continues to grow and be celebrated at Blackie and Cayley Schools.
- Project 320 Hawks with artist Paul Rasporich developed skills and celebrated the Dr. Morris Gibson community culture.
- Collaboration of École Percy Pegler and École Joe Clark to celebrate Le Mois de Francophonie.
- Growth in participation of Nature Based Learning opportunities across several schools.



TRENDS AND CHALLENGES

- Parent participation in AEAM survey.
- Parental awareness of educational opportunities.
- Minor decrease in overall enrollment across the Division.
- Addressing operational challenges during labour action.
- Preparing for and implementing legislative changes.
- Preparation time for rolling out new curriculum in September 2025.
- Ongoing requirement for academic interventions to close achievement gaps.
- Continued development of supports for youth mental health and students with complexities.
- Ongoing difficulty covering staff absences across multiple employment categories.
- Persistent growth and renewal in school and system leadership roles.
- Sustained focus on improving the wellness and well-being of students, staff, families, and communities.



Photo: Student at Millarville Community School



EDUCATION ASSURANCE MEASURES REPORT SUMMARY

In generalizing to a population, it is vital that the survey uses a representative sample of the entire population.

- Auditor General of Canada

Assurance Measure (Parents)	Foothills School Division Assurance Survey (1789 Parents ~ 23% of families)	ABED Assurance Survey for Foothills School Division (119 Parents ~ 2% of families)	Alberta Education Assurance Survey Provincial Results
Student Learning Engagement	87%	78.9%	83.9%
Citizenship	86%	73.2%	79.8%
Education Quality	85%	83.2%	87.7%
Safe, Caring & Welcoming	91%	80.6%	84.4%
Access to Supports	79%	70.6%	80.1%
Parental Involvement	74%	73.7%	80.0%
School Improvement	71%	66.7%	76.6%

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

AEAM Summary by Stakeholder Group (Parents/Students/Staff)							
Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2021-2022 (FSD) (n=342 parents – 4% of families)	82.6%	78.6%	87.7%	85.5%	80.8%	76.6%	69.4%
2021-2022 (Prov)	85.1%	81.4%	89%	86.1%	81.6%	78.8%	74.2%
2022-2023 (FSD) (n=286 parents – 5% of families)	81%	75.6%	86.2%	82.8%	76%	75.5%	69.2%
2022-2023 (Prov)	84.4%	80.3%	88.1%	84.7%	80.6%	79.1%	75.2%
2023-2024 (FSD) (n=335 parents – 5% of families)	79.7%	74.7%	84.5%	81.8%	73.7%	74.4%	69.2%
2023-2024 (Prov)	83.7%	79.4%	87.6%	84.0%	79.9%	79.5%	75.8%
2024-2025 (FSD) (n=119 parents – 2% of families)	78.9	73.2%	83.2%	80.6%	70.6%	73.7%	66.7%
2024-2025 (Prov)	83.9	79.8%	87.7%	84.4%	80.1%	80.0%	76.6%
Evaluation (Achievement)	Very Low	Intermediate	Low	Low	Very Low	Low	Low
Evaluation (Improvement)	Declined	Declined Significantly	Declined Significantly	Declined Significantly	Declined Significantly	Maintained	Declined Significantly

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 (n=2830 parents – approx. 31% families)	91%	84%	96%	84%	81%	74%	55%
2022-2023 (n=2608 parents – approx. 31% families)	90%	80%	94%	80%	75%	72%	56%
2023-2024 (n=1789 parents – approx. 23% families)	88%	86%	85%	91%	84%	75%	73%
2024-2025 (n=1789 parents – approx. 23% families)	87%	86%	85%	91%	79%	74%	71%
Evaluation	Very High	Very High	Very High	Very High	Intermediate	Intermediate	Intermediate



» OUR STORY OF ENGAGEMENT

CommUNITY in our school division, emphasizes how including perspectives from all partners in education—parents, guardians, students, educators, and community members—enriches local decision-making. A continuous improvement cycle has become a guiding principle for Foothills School Division, supporting the Board of Trustees in advancing divisional goals and providing both accountability and assurance. Since every decision made at the Board table impacts the larger system, it is essential that these decisions be informed by strong, relevant evidence and stakeholder engagement. Regular data analysis enables the Board to recognize strengths and areas needing improvement, fostering a culture of continuous improvement within the division. Evidence-based planning helps us pursue targeted enhancements, ensuring that local initiatives support broader provincial education goals and contribute to a cohesive, province-wide improvement in student outcomes.

Student voice is a powerful catalyst for school improvement. When students are given meaningful opportunities to express their thoughts, opinions, and needs, they become active participants in shaping their educational environment. This engagement fosters a culture of inclusivity and empowerment, where students feel valued and develop a strong sense of belonging within their school community. Initiatives like **Students' Matters**, which bring together students from across the division, not only enhance leadership skills such as critical thinking, collaboration, and public speaking. Their involvement extends beyond discussion—they actively participate in the planning, implementation, and leadership of key components within the school improvement cycle. This includes identifying issues, brainstorming solutions, and executing plans to address the unique needs of their school. Research and local school data reinforce that when student input is actively sought and acted upon, there are measurable improvements in student engagement, academic achievement, and school connectedness. By taking ownership of these processes, students are empowered to effect real change within their schools. Their contributions are recognized and celebrated, which not only reinforces their sense of agency but also cultivates a culture of positivity, belonging, and inclusion throughout the division. As students witness the tangible impact of their efforts, they build confidence and inspire others, strengthening the overall school community and ensuring that every voice is valued and heard. Amplifying student voice and supporting student-led actions are essential strategies for advancing school improvement.



1,789
(23%)

Parents participated
in the FSD Assurance Survey

100

Students from grades
4 to 12 participate in Students'
Matters

24

Schools and division sites have
representation at the
Staff Advisory Council

85%

Of teachers indicate that there is
a culture of professional
collaboration to advance student
learning

(FSD Professional Learning Survey)

Engagement Opportunities & Resources

- **Policy 1: Divisional Foundation Statements**
- **Advocacy**
- **A Thoughtful Moment**
- **Celebrations for All**
- **Celebrating our Flourishing Community**
- **Division Newsletter**
- **Engagement Opportunities**
- **Flourishing Community Reports**
- **Foothills Flourishing Community Award**
- **FSD Footnotes**
- **FSD Social Media**
- **FSD News**
- **Get Involved**
- **Governance**

Photo: Students from all schools engaged in Students' Matters

ENGAGEMENT

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance stakeholder engagement and communications</p> <p>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.</p>	<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 they were 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. 	<p>Parent Involvement (AEAM): Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</p> <p>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.</p> <p>Quality of Education (AEAM): Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.</p> <p>Stakeholder Engagement: Increase/maintain participation of stakeholders to inform decisions.</p> <p>FSD Assurance Survey: Increase/maintain percentage of parents satisfied with Assurance Measures.</p>
<p>Advance evidence-based continuous improvement and assurance</p> <p>Learners will communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<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 provide 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. 	<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. 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. 	

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 (FSD) (n=119 parents – 2% of families)	83.2%	73.7%	66.7%
2024-2025 (Prov)	87.7%	80.0%	76.6%
Evaluation (Achievement)	Low	Low	Low
Evaluation (Improvement)	Declined Significantly	Maintained	Declined Significantly

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 (n=1789 parents – approx. 23% families)	85%	74%	71%
Evaluation	Very High	Intermediate	Intermediate

OUTCOMES TO CONSIDER

Education Quality

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

Your child finds schoolwork challenging

Your child finds schoolwork interesting

Your child is learning what they need to know

The quality of education your child is receiving at school

Parental Involvement

To what extent are you involved in decisions about your child's overall education

To what extent are you involved in decisions about your child's school

Your input into decisions about your child's school is considered

The opportunities to be involved in decisions about your child's overall education

The opportunities to be involved in decisions about your child's school

School Improvement

Has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years

STRATEGY ANALYSIS

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

Evaluation

STAKEHOLDER ENGAGEMENT AND COMMUNICATIONS	
Strategic Plan 2024-2025	
Ongoing Opportunities: Facilitate ongoing engagement opportunities with education partners in respectful, meaningful ways.	Intermediate
Collaborative Communication: Provide a continuous feedback loop to inform, consult, and empower partners in education.	Intermediate
Celebrate our Flourishing Community: Provide assurance that engagements with partners in education are contributing to positive change in our learning community.	Intermediate
CONTINUOUS IMPROVEMENT AND ASSURANCE	
Strategic Plan 2024-2025	
Evidence-informed decision-making: Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.	High
Engagement: Develop effective engagement processes that rely on education partners working together for the purpose of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.	Intermediate
Learning and Capacity Building: Develop a dynamic accountability and assurance process that provides opportunities for building capacity for change and ongoing improvement by following the guiding principles of assurance.	High

DATA ANALYSIS

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

- 2% of parents in FSD responded to the Alberta Education Assurance Survey. This survey represents parents of students in grades 4, 7 and 10. Participation in the survey dropped significantly which may have been impacted by how parents accessed the survey and labour action at the time of the survey. Participation in this survey is an area for continued growth and improvement.
- FSD results are below provincial average in all assurance measures on the AEAM Survey.
- 8183 invitations provided 1789 responses to our FSD Assurance Survey representing approximately 23% of parents of students from grades Junior Kindergarten to grade 12. High participation in this survey is evidence of strong stakeholder engagement and voice in decision making.
- The advantage of asking the same questions in the FSD Assurance Survey as are in Alberta Education Assurance Survey allows us to directly compare results from both surveys.
- The Alberta Education Assurance Survey indicates Quality of Education is below the provincial average. The FSD Assurance Survey of all parents Junior Kindergarten to grade 12 indicates 85% participants reported positively to Quality of Education which is consistent from last year and above our AEAM result.
- The Alberta Education Assurance Survey indicates Parental Involvement is below the provincial average. The FSD Assurance survey shows Parental Involvement as being relatively consistent from last year with 74% of parents responding positively and similar to our AEAM results.
- The Alberta Education Assurance Survey indicates School Improvement is below the provincial average. The FSD Assurance survey shows similar results from last year with 71% satisfaction.
- School improvement and parent involvement are areas for improvement addressed through stakeholder engagement and assurance strategies.
- There were many stakeholder engagement opportunities that provided voice in decision making however participation rates decreased.
- Further inquiry to enhance participation on the AEAM is required. May include a broader awareness campaign to deepen parent understanding of the survey.
- Engagement practices and communications demonstrate being responsive to local needs, increasing stakeholder understanding of educational matters, and improved decision making.
- Stakeholder engagement practices and communications provided stakeholders with accurate, accessible, and easy to understand information about the progress and performance.
- FSD anticipated local and societal needs and circumstances and responded with flexibility and understanding in engagement and communications.

» OUR STORY OF SUPPORT

The Positive Impact of Trauma-Informed Practices on Student Success and Well-Being

In Foothills School Division, incorporating trauma-informed practices in schools is a powerful way to nurture student success and overall well-being. By recognizing that every student brings unique experiences, educators can create environments where all learners feel safe, valued, and empowered to reach their full potential.

A trauma-informed culture is built on understanding how past experiences can affect learning and behavior. When schools respond with compassion and care, students are more likely to feel a sense of belonging and purpose. This supportive atmosphere encourages students to engage, express themselves, and take ownership of their learning journey. Key elements of a trauma-informed approach include:

- **Safe and Caring Environments:** Students thrive when they know their school is a place where they are protected and supported.
- **High Expectations for Learning:** Believing in every student's ability to succeed helps them build confidence and resilience.
- **Flexible and Responsive Teaching:** Adapting strategies to meet diverse needs ensures that all students can participate and grow.
- **Family and Community Engagement:** Strong partnerships with families and community organizations enrich the support network for students.
- **Opportunities for Expression and Decision-Making:** Empowering students to share their voices and make choices fosters independence and self-worth.
- **Access to Support Services:** Providing a robust continuum of supports and services helps students and families navigate challenges and build positive coping skills.

By embracing trauma-informed practices, schools can prevent re-traumatization and promote healing. This approach benefits every student—not just those who have experienced trauma—by cultivating a positive, inclusive, and resilient school culture.

Foothills School Division's commitment to trauma-informed education aligns with its vision for wellness and well-being. Through ongoing staff training, community partnerships, and a focus on student strengths, the division is helping students heal, grow, and flourish.

Photo: Camaraderie at Heritage Heights School



84%

Parents indicate our schools are
safe and caring spaces
(AB ED AEAM)

89%

Students report our schools are
safe and caring spaces
(SOS-Q)

79%

Parents indicate students have
access to supports
(FSD Assurance Survey)

87%

Students report positive peer
relationships
(SOS-Q)

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**

SUPPORT

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance wellness and well-being: Collaboratively promote and advance healthy school environments for all, based upon a strong foundation of wellness and well-being</p>	<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. Measures indicate that all stakeholders actively contribute to a welcoming, caring, respectful, and safe 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. 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.
<p>Advance our Continuum of Supports Collaboratively engage all stakeholders in creatively expanding and implementing the continuum of supports within each local context</p>	<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. 	

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 (FSD)	84.8%	70.6%
2024-2025 (Prov)	87.3%	80.1%
Evaluation (Achievement)	High	Very Low
Evaluation (Improvement)	Declined Significantly	Declined Significantly

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	89%	79%
Evaluation	Very High	Intermediate

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

above national norm					
	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations
2024-2025	86.5%	80.5%	73.0%	71.0%	86.5%
Evaluation	Very High	High	Intermediate	Intermediate	Very 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 schoolwork

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

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

Evaluation

WELLNESS AND WELL-BEING Strategic Plan 2024-2025	
Continue to promote healthy school cultures through student well-being using the lens of Belonging, Independence, Mastery and Generosity.	Intermediate
Continue to promote healthy school cultures through staff wellness using the lens of Belonging, Independence, Mastery and Generosity.	High

CONTINUUM OF SUPPORTS Strategic Plan 2024-2025	
Continue to implement, refine, and expand the continuum of supports based on current student profiles to address social, emotional, physical, and academic growth for students.	Intermediate
Continued collaboration with all stakeholders to support student success.	High

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 reflect on the progress made toward advancing our goals of wellness, well-being and a comprehensive continuum of supports. We examined data from both the Alberta Education (Students and parents grades 4, 7, and 10, and all teachers) and FSD Assurance Survey (All parents JK-12). These surveys provided insights into key areas such as safe and caring environments and access to supports. In addition, results from the SOS-Q assessment, which measures students' perceptions of safety and caring, external resilience, self-confidence, internal resilience and peer relationships for students in grades 4 through 12, further informed our understanding. Together, this data revealed:

- 100% of our schools are represented in Students Matters Committee which focuses on student initiatives to positively impact student and school culture.
- 70% of eligible FSD students participated in the SOS-Q assessment, providing information that continues to inform refinements to the existing continuum of supports, services and strategies.
- Very high achievement in Safe and Caring and Peer Relations with a high percentage of students reporting above the national average. (SOS-Q)
- High achievement in External Resilience with a high percentage of students reporting above the national average. (SOS-Q)
- Intermediate achievement in self-confidence and internal resilience with a moderate percentage of students reporting above the national average. (SOS-Q)
- Very high achievement in the area of Safe and Caring. (FSD Assurance Survey – Parents)
- Access to Supports and Services is an area for improvement. (FSD and AEAM surveys)
- Safe and Caring remain consistent and high. (AEAM)
- Safe, Caring and Welcoming result is above provincial average by nearly 7% on the FSD Assurance Survey.

» OUR STORY OF SUCCESS:

INNOVATION & DESIGN LEARNING THAT TRANSFERS

We live in a world where answers are fast and easy to find. Just a few taps on a cell phone give our students instant access not only to information, but also diverse communities and differing opinions. No matter what one's views on any topic are, it is possible to find information and community that supports those views. Our children spend a lot of time looking at small bits of information from many sources – not all of which are reliable. How do we help our students navigate a reality far more complex than the one we grew up with? When access to information is so fast and easy, how do we help our children think critically, create meaningful work, and become persistent, patient problem solvers?

In Foothills School Division, we strive to provide deep and transferable learning experiences for all learners. This means giving students learning experiences that require them not only learn new information but also encourages them to work through complex problems that build a rich understanding of the curriculum. This understanding gives them the power and patience to find solutions that are meaningful to them, to challenge their thinking, and apply this understanding in new ways. This might look like using design thinking to code a video game app for their peers, practicing persistence and patience when exploring math concepts, or developing a well-argued position on a current issue.

Innovation and Design is a philosophy and practice that emphasizes creativity, problem solving, and iterative development. Students learn to identify problems, brainstorm solutions, prototype their ideas, and refine their results based on feedback. This approach mirrors processes used in STEM fields, entrepreneurship, and the arts, and is designed to prepare students for a world where adaptability and inventive thinking are essential.

For example, students might engage in:

- Collaborative group projects such as designing eco-friendly packaging or developing assistive technology for community members.
- Using digital fabrication tools (3D printers, laser cutters) to bring concepts to life.
- Participating in design sprints, hackathons, and community showcases where they present their solutions to authentic problems.
- Reflecting on their work through portfolios, peer reviews, and public exhibitions, emphasizing process and growth as much as outcome.

Across all grades, our Innovation and Design framework ensures students are not just consuming knowledge, but actively creating, evaluating, and communicating ideas. This prepares them to thrive in both current and emerging career landscapes—truly equipping them for their future, not our past.



4% Increase

in students reporting high engagement and flow in Career and Technology Foundations and Career and Technology Studies

(Student Intellectual Engagement Survey)

86%

of parents report their students demonstrate positive citizenship

(FSD Assurance Survey)

92%

of students say teachers have high expectations for learning

(AEAM Survey)

87%

of parents report a high level of student learning engagement

(FSD Assurance Survey)

Evidence of Success & Resources

- **Innovation and Design**
- **Learning that Transfers**

Photo: Dual Credit welding student

**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 transferable 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. 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).

<p>Advance learning for transfer</p> <p>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.</p>	<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. 	
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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 (FSD)	79.8%	74.9%	73.2%	83.2%	70.0%	79.8%
2024-2025 (Prov)	83.0%	83.7%	79.8%	87.7%	80.8%	83.9%
Evaluation (Achievement)	High	Intermediate	Intermediate	Low	Intermediate	Very Low
Evaluation (Improvement)	Declined	Maintained	Declined Significantly	Declined Significantly	Maintained	Declined

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	87.0%	77.0%	86.0%	85.0%	74.0%	87.0%
Evaluation	Very High	High	Very High	Very High	Intermediate	Very 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 (FSD)	1.1%	86.3%	92.9%	53.3%	71.9%	51.5%
2023-2024 (Prov)	2.4%	81.4%	87.1%	42.5%	69.4%	54.5%
Evaluation (Achievement)	Very High	High	Very High	Intermediate	High	Intermediate
Evaluation (Improvement)	Maintained	Declined	Declined	Maintained	Declined Significantly	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	92.0%	65.0%	78.0%	85.0%	77.0%	47.5%	55.0%	61.0%
Evaluation	Very High	Int	High	Very High	High	Low	Int	Int

STRATEGY ANALYSIS

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

Evaluation

INNOVATION AND DESIGN Strategic Plan 2024-2025	
Advance systemic 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) within Foothills School Division to support Deep and Transferrable Learning through design thinking while exposing students to a greater breadth of possible career.	Very High
Advance Career Education to provide students with real world experiences that prepare them for their future.	High
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.	Intermediate
LEARNING THAT TRANSFERS Strategic Plan 2024-2025	
Advance system wide understanding of how the 3 <i>Principles of Deep and Transferable Learning (FSD Guide to Success)</i> including conceptual understanding, student agency, and living with complex problems over time provide meaningful, intellectually engaging learning experiences for each learner.	Intermediate
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.	Intermediate
Utilize high impact assessment, evaluation, and reporting strategies from the <i>FSD System of Reporting</i> to ensure deep and transferable learning.	High

DATA ANALYSIS

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

- All measures in the Student Intellectual Engagement Survey were maintained or showed growth.
- Significant improvement and very high evaluation in Student Effort and High Expectations as per the Student Intellectual Engagement Survey.
- Support and Rigor remain consistent with a high evaluation in the Student Intellectual Engagement Survey.
- High level of students indicate that their “school provides a continuum of supports and services for students experiencing difficulties in areas beyond their learning and schoolwork” and that their teachers provide a continuum of supports to help them when they have difficulties with their learning.
- We have seen growth in the areas of Relevance and Intellectual Engagement in CTF, and CTS. The other areas have remained consistent.
- The areas of Program of Studies, Citizenship, Quality of Education and Student Engagement are very high in the FSD Assurance Survey and Work preparation was identified as High.
- Student Learning is above provincial average on the FSD Assurance Survey by over 3%
- Citizenship is above provincial average on the FSD Assurance Survey by over 6%
- Life long learning is an area for growth as measured by the FSD Assurance survey.
- Consistent performance on the Alberta Education Assurance Measures in Work Preparation, Citizenship, Quality of Education, Life-Long Learning, Program of Studies, and Student Learning Engagement from the previous year.
- Indicators are below the provincial average and are areas for improvement.
- Very high achievement for Low Dropout Rate and 5-year High School Completion are evaluated as very high.
- 3 Year High School completion rate and Rutherford Scholarship are evaluated as high.
- Transition rate evaluated as intermediate.

» OUR STORY OF SUCCESS: LITERACY AND NUMERACY

At Foothills School Division, every student's learning journey is shaped by a commitment to future readiness. Picture a student stepping into a classroom where reading, writing, and math aren't just subjects—they're gateways to unlocking communication, critical thinking, and real-world problem-solving. Each day, teachers use engaging lessons and ongoing assessments to spark curiosity and growth, building a strong foundation for each learner.

In math, students discover that mindset matters. With encouragement and positive feedback, they embrace challenges, use hands-on tools, and develop flexibility with numbers. Math becomes meaningful as they connect concepts to their lives, making sense of the world beyond the classroom. Regular assessment helps guide their progress and celebrates their achievements.

Literacy unfolds as a multi-layered adventure, where reading and writing are more than isolated skills. Teachers design learning that is explicit and systematic, guiding students from the basics to complex ideas. Lessons come alive through real-world contexts—stories, songs, and collaborative projects—allowing students to connect what they learn to their interests and experiences. Every activity considers not just the mind, but the body, building a holistic approach to learning.

From Junior Kindergarten to Grade 12, the story of student learning at Foothills is one of ongoing growth, deepening understanding, and authentic joy. Each child's path is unique, supported by a division-wide dedication to literacy and numeracy, and the belief that every learner can flourish.



88%

of parents indicate the literacy and numeracy skills their child is learning are useful.
(FSD Assurance Survey)

85%

of students scored in the *acceptable* range for diploma exams
(Alberta Education Assurance Measures)

100%

decrease in % of students requiring intervention support at the end of the year
(K-3 Mandatory Provincial Numeracy and Literacy Assessments)

18%

of those students scored in the *excellence* range for diploma exams
(Alberta Education Assurance Measures)

Photo: Students engaged in numeracy at Meadow Ridge School

STUDENT GROWTH AND ACHIEVEMENT LITERACY AND NUMERACY

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance literacy and numeracy</p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<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

Provincial Learning Outcomes: Grade 12 Diploma Exams

Diploma Exams	English Language Arts				Math				Social Studies				Sciences							
Course	30-1		30-2		30-1		30-2		30-1		30-2		Bio 30		Chem 30		Physics 30		Science 30	
Level (%)	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
2024-25 (School)	91	9.8	88.5	11.8	77.9	29.1	81.0	20.4	87.3	14.7	88.1	13.5	84.2	24.8	77.5	29.7	79.2	26.4	79.7	14.7
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)	H	Int	L	Int	n/a	n/a	n/a	n/a	Int	H	H	Int	Int	Int	Int	Int	Int	Int	Int	L
Evaluation (Improvement)	Imp	Mnt	Mnt	Mnt	Mnt	Imp	Imp Sig	Imp Sig	Mnt	Mnt	Imp Sig	Imp Sig	Mnt	Mnt	Dec	Mnt	Mnt	Mnt	Mnt	Mnt

Diploma Exams	Français / French Language Arts		Etudes Sociales (Data Unavailable)	
Course	30-1		30-1	
Achievement (%)	Acceptable	Excellence	Acceptable	Excellence
2024-25 (School)	91.7	0	n/a	n/a
2024-25 (Prov)	94.7	6.0	n/a	n/a
Evaluation (Achievement)	L	L	n/a	n/a
Evaluation (Improvement)	M	M	n/a	n/a

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 9)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
Achievement (%)	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2024-25 (School)	79.2	13.9	53.9	11.9	64.9	19.1	74.8	21.4	88.4	2.3
2024-25 (Prov)	69.8	11.1	51.7	14.0	60.5	17.1	68.6	21.1	75.2	9.3
Evaluation (Achievement)	Int	Int	L	L	Int	Int	H	VH	Int	L
Evaluation (Improvement)	Mnt	Mnt	Mnt	Imp	Dec	Imp Sig	Mnt	Imp Sig	Imp	Dec

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6) – (n/a results not available due to curriculum change)

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)	79.7	16.5	56.9	53.1	70.9	64.1	n/a	n/a	n/a	n/a
2024-25 (Prov)	69.1	12.7	13.5	15.1	20.2	18.5	n/a	n/a	n/a	n/a
Evaluation (Achievement)	n/a	n/a	n/a	n/a	Int	H	n/a	n/a	n/a	n/a
Evaluation (Improvement)	n/a	n/a	n/a	n/a	M	M	n/a	n/a	n/a	n/a

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

Summary of Support Strategies:

The Foothills School Division intervention funding dollars were used systemically to hire additional staff (certificated and uncertificated), to work directly with students. The staff was trained in using the Literacy and Numeracy intervention program provided by Alberta Education. The targeted and individualized support for students has been very successful. Divisionally we were also able to offer professional learning in the foundations of literacy and numeracy for our teaching staff as well. Learning Coaches in our schools were key in the roll out and support for implementation to attend to our at-risk students.

Literacy:

Grade	Number of students assessed by initial assessment	Number of students requiring additional supports by initial assessment	Number of students requiring additional supports at end of school year (Grades 1-3 Only)
2024-2025			
EC	473	83 (18%)	n/a
1	465	78 (17%)	73 (16%)
2	524	85 (16%)	73 (14%)
3	591	128 (22%)	105 (18%)

Numeracy:

2024-2025			
EC	468	83 (18%)	n/a
1	473	115 (24%)	109 (23%)
2	522	124 (24%)	88 (17%)
3	594	100 (17%)	67 (11%)

Common Numeracy Assessment: Grade 4-9 EICS Numeracy Assessment (% of Students identified as only requiring Universal Supports)

Grade	4	5	6	7	8	9
2024-2025	74.0%	68.0%	74.0%	72.0%	68.0%	70.0%
Evaluation	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate

Common French Immersion Language Assessment: Grade 9 & 12 DELF

	Grade 9	Grade 12
2021-2024	n/a	n/a
2024-2025	100% (40) met DELF Standard	n/a

AEA Measures for English Language Learners				Previous Results (4-Year Data Trends and Key Insights)		
Performance Measure	High School Completion		Diploma Examinations		Provincial Achievement Tests	
	3-year Completion	5-Year Completion	Acceptable	Excellence	Acceptable	Excellence
2024-25 (FSD)	86.6%	96.5%	62.0%	30.4%	76.9%	16.3%
2024-25 (Prov)	73.5%	85.3%	54.0%	10.5%	66.7%	13.9%
Evaluation (Achievement)	High	Very High	Very Low	Very High	Low	Intermediate
Evaluation (Improvement)	Maintained	Maintained	Maintained	Improved Significantly	Maintained	Maintained

OUTCOMES TO CONSIDER

Student Learning Engagement

The literacy skills your child is learning at school are useful

The numeracy skills your child is learning at school are useful

Your child is learning what they need to know

Program of Studies

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

• Another Language

• 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

Work Preparation

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

Citizenship

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

Students at your child's school follow the rules

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

Students at your child's school respect each other

Your child is encouraged at school to try their best

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

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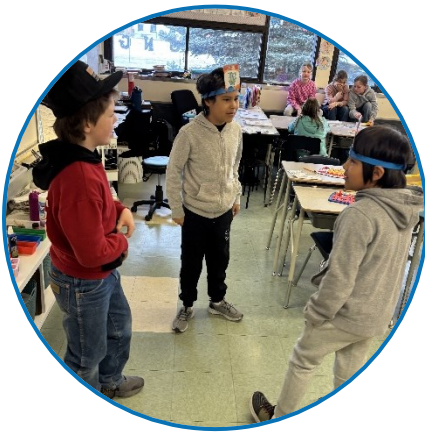
FOOTHILLS SCHOOL DIVISION ANNUAL EDUCATION RESULTS REPORT 2024-2025

STRATEGY ANALYSIS

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

Evaluation

LITERACY AND NUMERACY Strategic Plan 2024-2025	
Advance the use and consistent application of all provincial and local assessment measures (assessments in English and French literacy and numeracy) to inform teacher practice, school-based interventions, and support student growth and achievement.	High
Advance system-wide use of high-yield principles and practices within English and French literacy and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.	High
Advance the development and application of English and French literacy and numeracy resources and programming to support student growth and achievement.	High



Photos (L to R): Students engaged in quality education at Longview and Millarville Community Schools

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 4-9 common literacy and 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:

- The 1-3 Provincial Literacy and Numeracy measures indicate that we have had a decrease in students identified as ‘at risk’ in our initial assessments compared to our final assessments. Universally the number of students requiring additional supports at the end of the year decreased in both Literacy and Numeracy.
- The Grade 4-9 Common Numeracy Assessment indicates an intermediate % of students identified as only requiring Universal Supports
- Due to job action we did not administer our Common Literacy Assessment 4-9
- In Grade 6 we were exempted for Social Studies due to new curriculum implementation.
- In Grade 6 ELA-L, Math and Science, we are above the province in our Acceptable levels.
- In Grade ELA-L, Math, and Science we are above the Province in our Excellence level.
- In Grade 9 we are above the Provincial level of Acceptable in all subject areas.
- In Grade 9 we are above the Provincial level of Excellence in English Language Arts, Social Studies and Science.
- In Grade 9 we are below the Provincial level of Excellence in Math and FLA.
- In Grade 12 we are above the Provincial average in the level of Acceptable in Eng 30-1, Eng 30-2, Math 30-1, Math 30-2, Social Studies 30-1 and 30-2, Bio 30, and Science 30.
- In Grade 12 we are below the Provincial average in the level of Acceptable in Chem 30, Physics 30 and FLA 30-1.
- In Grade 12 we are above the Provincial average in the level of Excellence in Eng 30-2, Math 30-2 and Social Studies 30-2.
- In Grade 12 we are below the Provincial average in the level of Excellence Eng 30-1, Math 30-1, Social Studies 30-1 and all the Sciences.

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

In the Foothills School Division, our commitment to Truth and Reconciliation is not a one-time initiative—it's a continuing journey rooted in respect, learning, and community. Truth and Reconciliation is woven into our Education Plan, which prioritizes:

Engagement: Establishing and maintaining authentic and reciprocal relationships with Indigenous families and all communities

Support: Creating welcoming spaces for all learners and fostering a sense of belonging in schools.

Success: Celebrate and honour First Nations, Metis and Inuit student success through culturally significant practices.

These actions reflect our commitment to recognize that advancing the recommendations of the Truth and Reconciliation commission of Canada and its 94 Calls to Action are both a professional responsibility and a moral imperative. Advancing Truth and Reconciliation strengthens our entire community. It brings us together through:

- Implementation of guiding principles like the Circle of Courage, land-based learning, and Two-Eyed Seeing (Etuaptmumk) in our classrooms, ceremonies, and professional learning.
- Celebrations like the FSD First Nations, Métis, and Inuit Graduation, in partnership with the Town of Okotoks, where families, Elders, and staff honour student success.
- Shared cultural spaces that foster dialogue and experiential learning.
- Public acknowledgements such as land acknowledgements at school events, murals, outdoor learning classrooms, and tipi transfer ceremonies, deepening understanding and respect.
- Collaborative projects like the partnership with town of Okotoks, Tipi Transfer with Stoney Elders, learning with Kookum, and work with Elder Saa'kokoto, extend reconciliation beyond the classroom.

Together, we are building a community where every learner feels seen, heard, and valued.

Photo: Student honoured at the Second Annual Indigenous Graduation Ceremony



74%

of all students including First Nations, Metis, and Inuit students report understanding the importance of multiple perspectives.

(FSD Cultural Perspectives Survey)

92%

of First Nations, Metis, and Inuit students graduated from high school in five years.

(Alberta Education Assurance Measures)

88%

of First Nations, Metis, and Inuit students achieved a standard of acceptable on their diploma exams.

(Alberta Education Assurance Measures)

83%

of First Nations, Metis, and Inuit students indicate that they have a strong understanding of Truth and Reconciliation and that it is both a personal and school priority.

(FSD Cultural Perspectives Survey)

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**

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): <ul style="list-style-type: none"> 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)

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	82%	73%	64%	62.5%	83.5%
Evaluation	Very High	High	Intermediate	Intermediate	Very High

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 (FSD)	73.1	91.6	88.3	18.1	66.2	11.7
2024-2025 (Prov)	59.8	69.7	77.5	11.9	41.6	6.3
Evaluation (Achievement)	Low	High	Very High	Intermediate	Low	Low
Evaluation (Improvement)	Declined	Maintained	Maintained	Maintained	Maintained	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	Support	Effort	ELA/SS	Math/Science	CTS
2024-2025	92%	64%	75%	76%	815	55%	52%	68%
Evaluation	Very High	Intermediate	High	High	High	Intermediate	Low	High

Common Numeracy Assessment: Grade 4 – 9 EICS	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2024-2025	64%	64%	62%	50%	58%	80%
Evaluation	Intermediate	Intermediate	Intermediate	Low	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	Not administered due to job action					

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	61%	61%	54%	53%	55%	59%	65%	83%	77%	83%	65%	69%	74%	74%	78%	83%	73%	69%
Evaluation	I	I	I	I	I	I	I	VH	H	VH	I	H	H	H	H	VH	H	H
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

Evaluation

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS		Strategic Plan 2024-2025
Improve education outcomes for First Nation, Metis and Inuit students through system, program, and instructional supports.		High
Address the systemic education gap for self-identified First Nation, Métis, and Inuit students.		High
Support the implementation of Truth and Reconciliation Commission recommendations.		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 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

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:

- All areas of the SOS-Q report higher than national average results for First Nation, Métis, and Inuit students, with maintained growth and increased reports of Safe and Caring increased to 82% and Peer Relations increased to 83.5%
- Areas of strength are evident in 92% of Indigenous student 3-year graduation rate – which is a 6% increase from the year previous.
- Indigenous students achieved success in Provincial Achievement Tests with 66.2% acceptable (10.8% above provincial result) and 11.7% excellent (6.2% above provincial result).
- Indigenous students achieved success in Diploma Exams with 88.3% acceptable (24.6% above the provincial result) and 18.1% excellent (5.4% above the provincial result).
- Very high common numeracy assessment results for self-identified Indigenous students grade 9.
- 74% of all students including First Nations, Metis, and Inuit students report understanding the importance of multiple perspectives.
- 83% of First Nations, Metis, and Inuit students indicate that they have a strong understanding of Truth and Reconciliation and that it is both a personal and school priority.
- 92% of First Nations, Metis, and Inuit student report that teachers have high learning expectations of them.
- Very high and high achievement in high expectations, rigor, support, and willingness to apply effort through the Student Intellectual Engagement survey.
- First Nations, Metis and Inuit students reported high engagement in CTF/CTS through the Student Intellectual Engagement survey.
- 80% of grade 9, 64% of grades 4 and 5 students, and 62% of grade 6 student require no additional targeted or individualized supports within the Common Numeracy Assessment.
- There was intermediate achievement for all students in the areas of cultural belonging, comfortable sharing culture, and encouraged and accepted to share their culture at school.

» OUR STORY OF SUCCESS: TEACHING, LEARNING & LEADING

A good teacher is the cornerstone of a thriving learning environment—someone who not only imparts knowledge but also nurtures the whole child. Rooted in professional integrity and a deep understanding of curriculum, Foothills School Division teachers and leaders create inclusive spaces where diversity is respected and every student feels welcomed, cared for, and safe. They recognize the unique strengths and needs of each learner and tailor their teaching and leading to support equitable outcomes. Through collaboration with colleagues, families, and the broader community, they foster a culture of shared responsibility for student success.

Foothills School Division invests in continuous professional growth for teachers and leaders, encourages reflective practice, and promotes collaboration across our schools. We believe that high expectations, evidence-based strategies, and supportive, caring environments are essential for success. By aligning professional learning with the highest standards of professional practice, and by using data to inform improvement, we ensure that all students are prepared for their future—locally and globally—while our staff remain current, capable, and committed to excellence.

Teachers participate in professional learning that emphasizes:

- Reading, discussing, and applying current research on instructional design, learning theory, assessment, and grading.
- Collaborative inquiry within professional learning communities, where educators analyze student work, reflect on practice, and share strategies for improvement.
- Designing learning experiences that address curriculum outcomes, foster deep understanding, critical thinking, problem solving and promote student agency.
- Developing and demonstrating a professional body of knowledge, including mastery of curriculum content, pedagogical techniques, and assessment practices

Photo: Educators at École Highwood High School engaged in professional learning



85%

of teachers indicate that their school has clear goals and strategies that are aligned with the FSD mission, vision, and priorities.

(Staff Professional Learning Survey)

94%

of teachers indicate students receive a high quality of education.

(Alberta Education Assurance Measures)

87%

of teachers indicate that through professional learning, they improve their professional practice in design, instruction, and assessment.

(Staff Professional Learning Survey)

88%

of teachers indicate they reflect on their professional practice based on continuous improvement using substantive questions about student learning.

(Staff Professional Learning Survey)

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**

TEACHING, LEARNING AND LEADERSHIP 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. • Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation as outlined in AP421 – Teacher Growth Supervision and Evaluation and AP432 – Administrator Growth Supervision and Evaluation. • Collaborating with other teachers and leaders to build personal and professional capacities and expertise. • Professional learning is aligned to standards of professional conduct and standards of professional practice and leadership. • Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous improvement. • Improved systemic use of foundational principles of instruction, assessment and a common language of pedagogy. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. • Build professional capacity and a commitment to continuous improvement as outlined in AP422 – Teaching Staff Development Learning. • 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. 	<ul style="list-style-type: none"> • Measures indicate growth in teaching, learning, and leading to advance student growth and achievement. • Measures indicate improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. • Measures indicate increased use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning. • Measures indicate teachers and leaders continuously improve their professional practice through high quality professional learning opportunities. • Measures indicate teachers and leaders analyze the learning context, attend to local and societal considerations, and apply the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all. 	<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-service 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 (2025): Teacher survey to measure impact of professional learning and collaborative structures in schools and across the system.					AEAM	
	Clarity of Vision, Mission, and Values	Professional Learning and Collaborative Culture	Professional Learning Communities	Professional Body of Knowledge	In-service jurisdiction needs Provincial Measure FSD Prov	
2024-2025	73.0%	85.0%	73.0%	78.0%	73.1%	81.7%
Evaluation	Intermediate	Very High	Intermediate	High	Very Low	

STRATEGY ANALYSIS

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

Evaluation

EXCELLENCE IN TEACHING, LEARNING, AND LEADING

Strategic Plan
2024-2025

Teachers and leaders engage in career long professional learning and ongoing critical reflection to improve teaching, leading, and learning.

Very High

Develop and demonstrate a professional body of knowledge and provide instructional leadership.

Intermediate

Create inclusive learning environments where high quality teaching, learning, and leading occur.

Very High



Photos (L to R): The École Okotoks Junior High Team at FSD Opening Day; Foothills Administrators Association on the National Day for Truth & Reconciliation

DATA ANALYSIS

- 85% of teachers indicate that their school has clear goals and strategies that are aligned with the FSD mission, vision, and priorities.
- 94% of teachers indicate students receive a high quality of education.
- 87% of teachers indicate that through professional learning, they improve their professional practice in design, instruction, and assessment. This has remained consistent from last year.
- 88% of teachers indicate they reflect on their professional practice based on continuous improvement using substantive questions about student learning. This remains high, but a slight decrease from last year.
- 85% of teachers report that they have opportunities to collaborate with colleagues to build personal and collective professional capacity. This is an increase of 4% from the previous year.
- 84% of teachers report that they have opportunities to collaborate and build capacity around curriculum implementation. This represents a 2% increase from previous year.
- 88% of teachers report that they have opportunities to collaborate with others and build capacity to support students in inclusive environments. This represents a 1% increase from previous year.
- 79% of teachers indicate they use collectively agreed upon guides to success to support professional learning. This is consistent from last year.
- 78% of teachers indicate professional learning teams are focused on working collaboratively to improve outcomes for all students. This is a decrease from the previous year.
- 81% of teachers indicate professional learning helps them to effectively assess student achievement. This remains consistent from the previous year.
- 84% of teachers indicate professional learning helps them to provide a variety of methods for students to demonstrate achievement of learning outcomes. This represents an increase of 3% from the previous year.
- 61% of teachers indicate that they regularly access the resources on our internal professional learning website. This is an increase from previous year.
- 63% of teachers indicate that they regularly bring student work to the table during their professional learning team meetings. This represents an increase of 1% from the previous year.

OPERATIONS

The Board of Trustees and The Foothills School Division is committed to an assurance model which includes financial transparency, accountability, and continuous improvement. FSD believes assurance happens by engaging stakeholders in consultation throughout the development of the budget and education plan. Underlying every decision in the financial planning process in the Foothills School Division is looked through the lenses of our vision and mission.

FINANCIAL SUMMARY

During the 2024-2025 academic year, the Foothills School Division served over 7,900 students, ranging from junior kindergarten through to grade 12, in alignment with its Five-Year Education Plan.

For the fiscal year, the Division reported total revenues of \$102,199,277 and total expenses amounting to \$100,210,149, resulting in a surplus of \$1,989,128. This outcome represents a favourable variance compared to the projected budgeted deficit of \$531,836.

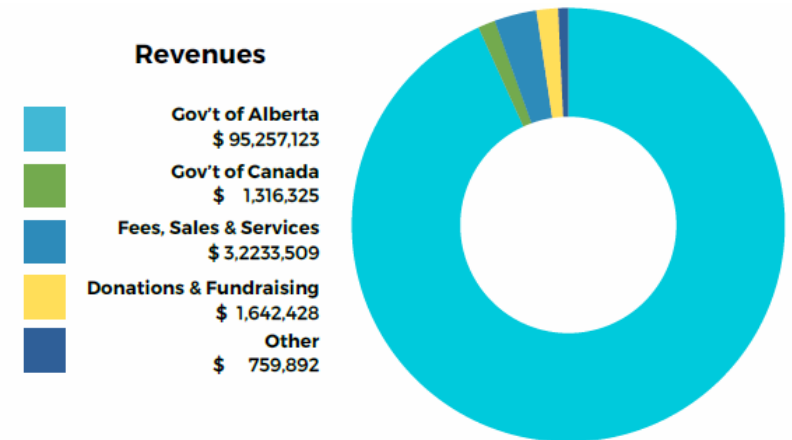
Total grant funding received for First Nations, Métis, and Inuit success is \$362,576.

For details of the Statement of Operations, please see page 5 of the [Audited Financial Statement](#).

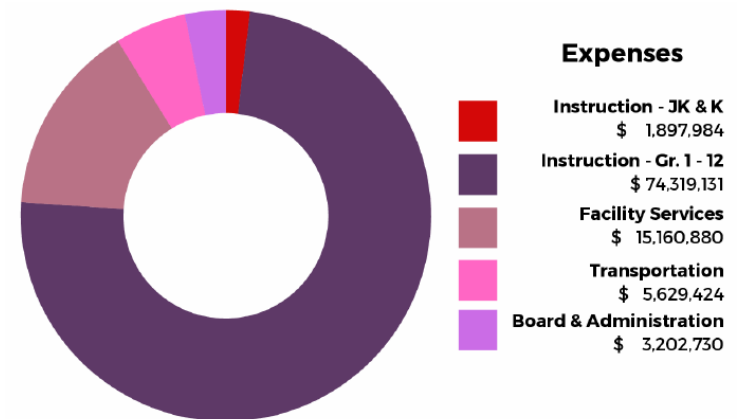
RESOURCES

- [FSD Audited Financial Statement \(Year Ending August 31, 2025\)](#)
 - [Management Discussion & Analysis](#)
 - [Visual Financial Statement](#)
- [FSD Budget \(2024 – 2025\)](#)
- [FSD Budget \(2025 – 2026\)](#)
- [FSD Operational Plan \(2024 – 2029\)](#)
- [FSD Capital Plan \(2024 – 2027\)](#)
- [FSD Capital Plan \(2025 – 2028\)](#)
- [Alberta Education Audited Financial Statement Information](#)

2024-2025 Revenues



2024-2025 Expenses



2024-2025 Revenues vs. Expenses

