



2024-2025

Foothills
Composite High
School/ Alberta
High School of Fine
Arts

ANNUAL
EDUCATION
RESULTS
REPORT

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ANNUAL EDUCATION RESULTS REPORT 2024-2025

Welcome to our Annual Education Results Report (AERR) for 2024-2025.

This is our story of engagement, support, and success for each learner.

Our Annual Education Results Report provides stakeholders with accurate, accessible, and easy to understand information on the progress of achieving goals as outlined in our 2024-2029 Education Plan. As part of a continuous improvement cycle, we have analyzed data, considered local context, developed insights, drawn conclusions, and identified next steps in advancing student growth and achievement. These results are used to report on our performance and to determine strengths, areas for growth and next steps. We share this information on an ongoing basis and seek input from students, staff, parents, and community. Key insights from results analysis outlined in this Annual Education Results Report informs next steps in our education plans and provides assurance to our stakeholders that we are advancing our priorities of engagement, support, and success for each learner.

[**Foothills_Composite_High_School Education Plan 2024-2029 Year 1.docx**](#)

LAND ACKNOWLEDGEMENT

École Foothills Composite High School / Alberta High School of Fine Arts is on Treaty 7 territory, a traditional travelling route, gathering place, and meeting grounds of Indigenous Peoples. Our school is on the ancestral, traditional, and future lands of the Siksikaisitapi, which is comprised of the Siksika, Piikani, Amskapi Piikani First Nations; the Tsuut'ina First Nation; and the Iyârhe Nakoda, including the Chiniki, Bearspaw and Goodstoney First Nations, as well as the Métis Otipemisiwak and Esikisimu Nunangat. We are grateful for the languages, cultures, traditions, and histories of this land that influence our lives, providing the foundation to grow our knowledge and pursue our passions. Let this acknowledgement invoke in all of us a call to action to uphold our treaty relationships and fulfill our duties to reconciliation.



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

[**Foothills School Division's Truth and Reconciliation for Learner Success Toolkit**](#)



PURPOSE

Education at the centre of a flourishing community.



PRIORITIES

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



VISION

Engagement, Support, and Success for each learner.



MISSION

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

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

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

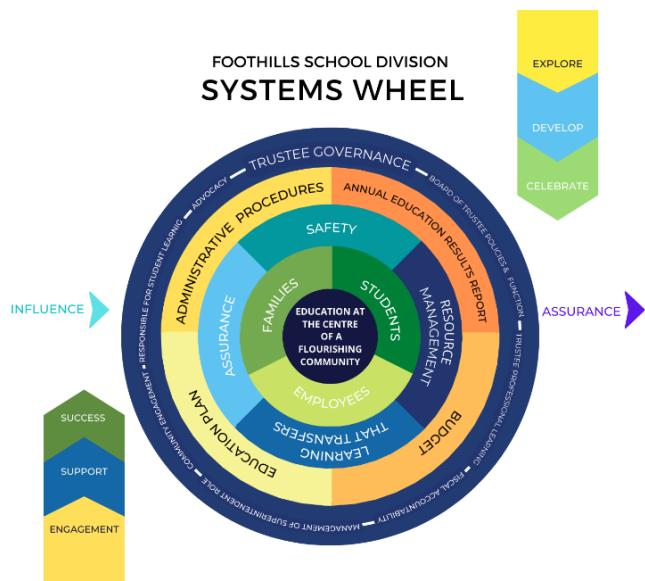
[**Board Policy 01: Division Foundational Statements**](#)

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



SYSTEM THINKING, ASSURANCE AND ACCOUNTABILITY

Our story of assurance starts with **systems thinking**. Systems thinking propels our assurance actions. We explore possibilities and opportunities in developing strategies in new and complex perspectives to positively drive system change. Through this we make sense of the complexity. We get excited and challenged by change and thrive in new situations. Innovation demands that we set aside what we *think* we know, adopt a curious stance, and commit to learning and continuous improvement. We strive to make change for the better and do whatever we can to make that happen by identifying and enhancing models of educational excellence.



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

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

priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve goals. Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. By analyzing the results, we develop insights, draw conclusions, and determine implications arising from the results. We use results to improve the quality and effectiveness of education programs and improve student learning and achievement. Areas that are identified as needing improvement, along with stakeholder engagement input and provincial direction, are reflected in the outcomes and strategies in the education plan. Division priorities and processes provide strategic direction to schools in the development of their plans and in engaging stakeholders on an ongoing basis to provide assurance in advancing goals. This is outlined in [AP 118: Annual Assurance Actions](#) and [AP 102: School Annual Education Plan Results Report](#). Engaging with our stakeholders has been critical in the development and implementation of our education plan and annual education results report. Effectively engaging stakeholders in the development of our education plan and sharing results has contributed to shared governance, being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

SCHOOL COUNCILS REGULATION

Section 12(1) of the School Councils Regulation under the Education Act requires school boards to provide school councils with the opportunity to provide advice on the development of the school's foundational statements (vision, principles, and beliefs); Education Plan; annual results report; and budget. Section 12(2) requires school boards to provide the school council with the results for the school from provincial assessments and an interpretation of those results as well as the information that the board disseminates through its reporting and accountability system per Section 67 of the [Education Act](#).

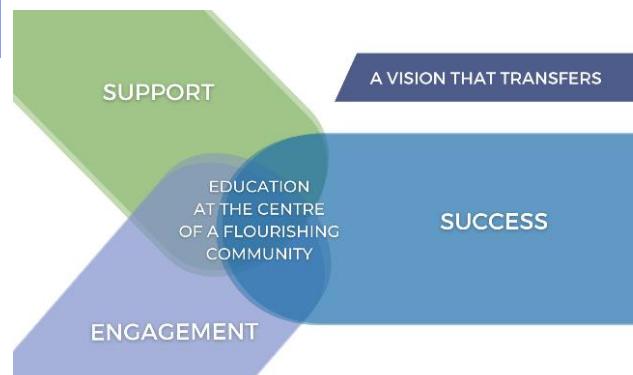


ALIGNMENT OF PROVINCIAL OUTCOMES , ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS

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



OUR GOALS & ASSURANCE MEASURES

ENGAGEMENT	SUPPORT	SUCCESS
Local and Societal Context	Learning Supports	Student Growth and Achievement
<p>Goal</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-beingAdvance 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 DesignAdvance Learning for TransferAdvance Literacy and NumeracyAdvance 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>
<p>Governance</p> <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>		<p>Teaching and Leading</p> <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>





OUR SCHOOL

École Secondaire Foothills Composite High School and Alberta High School of Fine Arts High School work together in our building to ensure all student needs and interests are met. We are unique in that although there are two schools in our building, we offer all courses in our school to all students.

As for demographics, we serve the learning needs of approximately 1200 students in Grades 10,11 and 12. Currently there are approximately 55 teachers and 15 support staff with a common goal of "Improving Learning for ALL Students." We are committed to academic excellence in all areas of education: academics, the arts, athletics, and career and technology instruction. Together with strong character education, we believe these are all equally important contributors to the development and future employability of our students. We have safe, caring, and inclusive learning environments for our students.

Our Alberta High School of Fine Arts School, which is an integral part of our school community, is recognized for award-winning performances in all facets of art, choir, theatre, dance & music. AHSFA (Alberta High School of Fine Arts) is the perfect steppingstone to advancing in the Arts.

We also host a vibrant French Immersion Program, where students improve their French Literacy skills both through taking courses in Social Studies and French Language Arts. Students in the French Immersion program are exposed to a variety of authentic learning experiences in the French Language.



HIGHLIGHTS AND CELEBRATIONS

Local News Articles

<https://okotoksonline.com/articles/okotoks-council-honours-local-youth-for-excellence-in-sports-arts-and-community-spirit>

<https://okotoksonline.com/articles/the-falcons-competing-for-provincial-playoffs-this-week>

<https://okotoksonline.com/articles/local-schools-join-student-vote-ahead-of-federal-election>

<https://www.westernwheel.ca/local-news/gallery-foothills-composite-students-mark-graduation-milestone-10706174>

<https://www.westernwheel.ca/local-news/first-foothills-composite-grad-class-holding-40-year-reunion-10875867>

<https://www.westernwheel.ca/local-news/okotoks-high-school-celebrates-indigenous-culture-10669415>

<https://www.westernwheel.ca/local-news/french-students-call-foothills-home-in-four-week-exchange-9778273>

<https://www.westernwheel.ca/local-sports/university-bound-falcons-named-foothills-athletes-of-the-year-10858912>

<https://www.westernwheel.ca/local-arts-and-culture/okotoks-students-shine-at-welding-rodeo-competition-10341731>



<https://www.westernwheel.ca/local-sports/gallery-foothills-falcons-provincial-run-ends-in-elite-eight-10381752>

<https://www.westernwheel.ca/local-news/okotoks-student-athlete-strives-for-his-best-on-and-off-the-field-10817801>

<https://www.westernwheel.ca/local-arts-and-culture/mamma-mia-musical-bringing-so-much-nostalgia-to-okotoks-9918563>

<https://www.westernwheel.ca/search?q=foothills+composite&Order=relevance&AuthorName=&BylineId=&DateStart=2024-09-01&DateEnd=2025-08-06&page=4>

<https://www.westernwheel.ca/local-arts-and-culture/arts-students-bringing-sweet-showcase-to-okotoks-9672927>

EDUCATION ASSURANCE MEASURES REPORT SUMMARY

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.							
AEAM Summary by Stakeholder Group (Parents/Students/Staff)							
Assurance Measures Overall	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2021-2022 (School)	78.7%	64.0%	82.8%	78.0%	85.4%	77.4%	61.1
2021-2022 (Prov)	85.1	81.4	89	86.1	81.6	78.8	74.2
2022-2023 (School)	75.9%	63.6%	80.5%	77.5%	77.1%	70.8%	63.8
2022-2023 (Prov)	84.4	80.3	88.1	84.7	80.6	79.1	75.2
2023-2024 (School)	73.1%	64.5%	79.4%	75.8%	72.1%	66.6%	64.6
2023-2024 (Prov)	83.7	79.4	87.6	84.0	79.9	79.5	75.8
2024-2025 (School)	77.3%	56.8%	77.3%	72.1%	68.0%	64.6%	69.8
2024-2025 (Prov)	83.9	79.8	87.7	84.4	80.1	80.0	76.6
Evaluation (Achievement)	Very low	Very low	Very low	Very low	Very low	Very low	low
Evaluation (Improvement)	maintained	Declined	Declined	Declined	Declined significantly	maintained	Improved

FSD Assurance Survey (Parent): Parent attitudes to learning in the domains of student growth and achievement, teaching and leading, learning support and governance.

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2021-2022	89	76	94	82	81	77	52
2022-2023	81	64	91	70	70	66	50
2023-2024	81	75	81	85	81	71	63
2024-2025	83	76	81	87	79	67	64
Evaluation	High	Intermediate	High	High	High	Intermediate	Low

» OUR STORY OF ENGAGEMENT

- **Policy 1: Divisional Foundation Statements**
- **Advocacy**
- **A Shared Responsibility: Safety for All Celebrations for All**
- **Celebrating our Flourishing Community**
- **Engagement Opportunities**
- **Foothills Flourishing Community Award**
- **FSD Footnotes**
- **FSD Social Media**
- **FSD News**
- **Get Involved**
- **Governance**



90%

of students indicate that FCHS/AHSFA continues to focus on school improvements which would advance student learning.
(AEAS)

87%

of parents indicate that FCHS/AHSFA provides a safe, caring, and welcoming environment which improves the overall learning for students.
(FSDAS)

83%

of parents indicate that FCHS/AHSFA provides students with a learning environment that is engaging.
(FSDAS)

81%

of parents indicate that FCHS/AHSFA provides students with a quality education which advances student learning.
(FSDAS)

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 boards actions to meet its obligations under section 12 of the School Councils Regulation to provide opportunity for School Councils to be involved in developing School Education Plans. Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding. 	<ul 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. 	<ul style="list-style-type: none"> Parent Involvement (AEAM): Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. School Improvement (AEAM): Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. Quality of Education (AEAM): Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

<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 provides clarity regarding the roles and responsibilities of education partners in matters of governance. Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements. Curriculum is relevant, clearly articulated and designed for implementation within local contexts. Governors in school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity. Engagement of parents, students, staff, and other key stakeholders on board matters and plans contribute to shared governance. 	<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. 	<ul style="list-style-type: none"> Stakeholder Engagement: Increase/maintain participation of stakeholders to inform decisions. <p>FSD Assurance Survey: Increase/maintain percentage of parents satisfied with Assurance Measures.</p>
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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 Measure	Education Quality	Parental Involvement	School Improvement
2024-2025 (FSD)	77.3%	64.6%	69.8%
2024-2025 (Prov)	87.7%	80.0%	76.6%
Evaluation (Achievement)	Very Low	Very Low	Low
Evaluation (Improvement)	Declined	Maintained	Improved

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	81%	67%	64%
Evaluation	High	Intermediate	Intermediate

OUTCOMES TO CONSIDER

Education Quality	Parental Involvement	School Improvement
Your child clearly understands what they are expected to learn at school	To what extent are you involved in decisions about your child's overall education	
Your child finds schoolwork challenging	To what extent are you involved in decisions about your child's school	
Your child finds schoolwork interesting	Your input into decisions about your child's school is considered	
Your child is learning what they need to know	The opportunities to be involved in decisions about your child's overall education	
The quality of education your child is receiving at school	The opportunities to be involved in decisions about your child's school	Has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years

STRATEGY ANALYSIS

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

STAKEHOLDER ENGAGEMENT AND COMMUNICATIONS	EVALUATION
Strategy 1: Student Engagement - Continue to encourage student voice through meaningful opportunities for students to provide feedback.	Intermediate
Strategy 2: Student Engagement - Continue to encourage student voice through meaningful opportunities for students to provide feedback.	Intermediate
Strategy 3: Parent Engagement - Continue to promote and profile Community Engagement and discussion and collect parent voice in school-based decisions	Intermediate



CONTINUOUS IMPROVEMENT AND ASSURANCE	EVALUATION
Strategy 1: Continue to provide timely Assurance reporting to our stakeholders.	Intermediate
Strategy 2: Advance the understanding of staff around leveraging assurance data to collaboratively plan for improving student growth and achievement.	Intermediate
Strategy 3: Advance the understanding of staff around leveraging assurance data to collaboratively plan for improving student growth and achievement.	Intermediate

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

Based off the provincial data, we determined the following:

- According to the provincial AEAS 77.3% of parents responded positively to Education Quality within the school, which was 10% lower than the province.
- In comparison to our division's own education survey, 81% of parents supported the education quality within the school.
- Less than 70% of parents indicated both parental involvement and school improvement were significantly lower than the province for the AEAS and the FSD survey.

» OUR STORY OF SUPPORT

- **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**



79%

of parents indicate at risk students have access to supports and services.
(AEAS)

86%

of parents indicate FCHS is a safe and caring learning environment.
(FSD Survey)

85%

of students indicate FCHS is a safe and caring learning environment.
(FSD SOSQ)

84%

of students indicate having positive peer relationships.
(FSD SOSQ)

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

GOALS	OUTCOMES	INDICATORS	MEASURES
Advance wellness and well-being Collaboratively promote and advance healthy school environments for all, based upon a strong foundation of wellness and well-being.	<ul style="list-style-type: none"> All stakeholders contribute to a welcoming, caring, respectful and safe school environment. Wrap around services and supports enhance healthy school environments for student well-being and staff wellness. Students and staff better understand mental health and resilience and the role they play in their own positive mental health and resilience. Schools continue to implement and advance trauma-informed practices to contribute to healthy school environments. 	<ul style="list-style-type: none"> Measures indicate that students and staff have a sense of belonging at school, resulting in higher attendance and engagement. Measures indicate that students and staff respect one another and take responsibility for their own actions. Measures indicate that students and staff have choice and strive for excellence within a healthy school environment. Measures indicate that students and staff are generous to one another and recognize the positive contributions everyone makes to the healthy school environment. 	<ul style="list-style-type: none"> Safe & Caring (AEAM): Increase/maintain the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school. Program Access (AEAM): Increase/maintain the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. Students at Risk (AEAM): Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.
Advance our Continuum of Supports Collaboratively engage all stakeholders in creatively expanding and implementing the continuum of supports within each local context.	<ul style="list-style-type: none"> A robust continuum of supports ensures student success. Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. Learners demonstrate understanding and respect for the uniqueness of all learners. Learning environments are welcoming, caring, respectful and safe. Structures and systems support learning and meet the needs of students, families, staff, and communities. Learners access continuum of supports. Wrap around services and supports enhance conditions required for optimal learning. Education partners fulfil their respective roles for a shared understanding of an inclusive education system. All stakeholders work collaboratively to support student learning. 	<ul style="list-style-type: none"> Measures indicate that each learner has access to programs, services, and strategies within the continuum of supports that are consistent with the principles of inclusive learning. Continuum of Supports is visible and accessible. Measures indicate that teachers, parents, and students report that learning environments are welcoming, caring, respectful, and safe. 	<ul style="list-style-type: none"> SOS-Q (Student Orientation to School Questionnaire): Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.

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

Provincial Performance Measures	Safe and Caring	Access to Supports and Services (students 'at risk')
2024-2025 (FSD)	79.6%	68.0%
2024-2025 (Prov)	87.3%	80.1%
Evaluation (Achievement)	Low	Very Low
Evaluation (Improvement)	Declined	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	86%	79%
Evaluation	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	85	84	67	47	84
Evaluation	High	High	Intermediate	Very Low	High

OUTCOMES TO CONSIDER

Access to Supports and Services

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

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

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

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

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

Program of Studies: At-Risk Students

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

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

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

STRATEGY ANALYSIS

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

WELLNESS AND WELL-BEING	EVALUATION
Strategy 1: Continue to create targeted, aligned, and comprehensive year plans to include multiple layers of strategies that support individual mental health, wellness, and well-being for both staff and students.	Intermediate
Strategy 2: Continue to develop a collective and collaborative approach to advance a culture of positive mental health, wellness, and wellbeing in support of a flourishing learning community.	Intermediate

CONTINUUM OF SUPPORTS	EVALUATION
Strategy 1: Continue to identify learning gaps and activate and develop supports and interventions within our continuums of support to help students get back on track with their learning	Intermediate
Strategy 2: Continue to foster a positive learning culture and a continuum of supports that supports the social and emotional, physical, and academic growth of all students, in a safe, caring, and welcoming learning environment.	Intermediate

OUTCOMES TO CONSIDER

Welcoming, Caring, Respectful and Safe Learning Environments

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

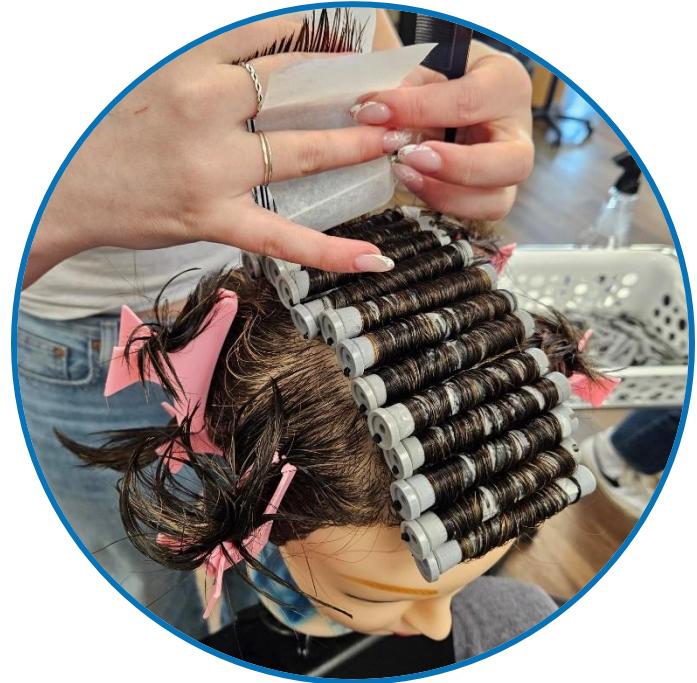
DATA ANALYSIS

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

- Results from the AEAS survey indicate that 79.6% of parents, compared to the FSD survey of 86%, consider our school a safe and caring environment.
- 79% of parents indicate students at risk have access to support and services.
- Based on the FSD Assurance Survey our data equals that of the province's data from the AEAS.
- Our school has very high results in terms of Safe and Caring (85%), External Resilience (84%), and Peer Relations (84%).
- Our school has very low results in terms of Internal Resilience (47%)

OUR STORY OF SUCCESS: INNOVATION AND DESIGN LEARNING THAT TRANSFERS

- Innovation and Design
- Learning that Transfers



91%

of parents indicate that FCHS/AHSFA teachers focus on the program of studies to support student learning.
(FSDAS)

83%

of parents indicate that the students of FCHS/AHSFA are engaged in their learning.
(FSDAS)

81%

of parents indicate that FCHS/AHSFA provides quality education to the students.
(FSDAS)

84%

of students indicate that FCHS/AHSFA teachers focus on the program of studies to support student learning.
(AEAS)

STUDENT GROWTH AND ACHIEVEMENT
INNOVATION AND DESIGN AND LEARNING THAT TRANSFERS

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance innovation and design</p> <p>Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and learning competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<ul style="list-style-type: none"> Students have access to a variety of learning opportunities to enhance competitiveness in the modern economy. Provide innovative learning opportunities to ensure a variety of career pathways for students to enter post-secondary education or their chosen fields in the workforce. Provide career education programming that enables students to explore and experience various occupations. Explore strategies to enhance the apprenticeship system for students interested in pursuing training in the skilled trades, in partnership with other ministries. Continue to support collegiate school opportunities including Dual Credit to create more pathways for students to post-secondary education and the workforce. Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations. Student experiences are designed for deep and transferrable learning. Schools K-12 advance a culture of innovation and design where learners leverage design thinking and creativity while exploring career futures. Learners demonstrate the competencies to prepare them for their future. Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners. 	<ul style="list-style-type: none"> Measures indicate learners are successful in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. FSD collaborates with community, industry, and education partners to support student success. Learners demonstrate transfer of learning through a variety of off campus and learning opportunities including Work Experience, Registered Apprenticeship Program, Green Certificate, Skilled Trades opportunities and Post-Secondary Dual Credit partnerships. Measures indicate that learners are intellectually engaged in their learning. 	<ul style="list-style-type: none"> Student Learning Engagement (AEAM): Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school. Program of Studies (AEAM): Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies. Work Preparation (AEAM): Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. Citizenship (AEAM): Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

<p>Advance learning for transfer</p> <ul style="list-style-type: none"> Designing for and advancing learning for transfer where students engage with complex problems and have the opportunity to apply knowledge, skills and understandings in authentic situations and contexts over time. 	<ul style="list-style-type: none"> Learners will be able to explore and develop their skills and passions and achieve their highest potential through the curriculum. Learners form conceptual understandings. Learners are agents of their learning. Learners are allowed to live with complex problems over time. Learners will have high quality learning experiences. Students will be well prepared for their future while remaining current and relevant in the local and global contexts. Learners apply knowledge, understanding and skills in authentic contexts and situations. Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. Curriculum is relevant, clearly articulated and designed for implementation within local contexts. Students demonstrate understanding and respect for the uniqueness of all learners. Students demonstrate the combination of knowledge, skills and attitudes of learner competencies to learn, live and work as they face new challenges and develop solutions to the problems of today, while imagining and creating a new tomorrow. 	<ul style="list-style-type: none"> Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement. Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts. Improvement in student agency using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals. Learners demonstrate transfer of learning. High quality learning opportunities and experiences. Measures indicate parents, teachers, and students see improved student learning engagement at school. Measures indicate that learners are intellectually engaged in subject area learning. Measures indicate that students demonstrate learning competencies and the knowledge, skills, and attitudes necessary for lifelong learning. 	<ul style="list-style-type: none"> Overall Quality of Education (AEAM): Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education. Lifelong Learning (AEAM): Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AEAM): Growth and Improvement shown in each area. FSD Assurance Survey: Increase/maintain percentage of parents satisfied with Assurance Measures. Student Intellectual Engagement Survey: Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
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RESULTS ANALYSIS FOR INNOVATION & DESIGN AND LEARNING THAT TRANSFERS

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

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

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2024-2025 (FSD)	83.7	66.7	56.8	77.3	67.5	77.3
2024-2025 (Prov)	83.0	83.7	79.8	87.7	80.8	83.9
Evaluation (Achievement)	Very High	Very Low	Very Low	Very Low	Low	Very Low
Evaluation (Improvement)	Maintained	Maintained	Declined	Declined	Maintained	Maintained

FSD Assurance Survey: Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2024-2025	91	75	76	81	73	83
Evaluation	Very High	Intermediate	Intermediate	High	Intermediate	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			
2024-2025 (FSD)	0.5	88.0	92.8	57.7	73.4	56.9
2024-2025 (Prov)	2.4	81.4	87.1	59.9	69.4	54.5
Evaluation (Achievement)	Very High	High	Very High	Intermediate	High	Intermediate
Evaluation (Improvement)	Maintained	Declined	Maintained	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.

Performance Measures	High Expectations	Relevance	Rigor	Effort	Support	ELA/FLA/SS	Math/Science	CTS/CTF
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"		
2024-2025	86	54	72	84	67	41	52	67

Evaluation	High	Low	Intermediate	High	Intermediate	Very Low	Low	Intermediate
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STRATEGY ANALYSIS

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

INNOVATION AND DESIGN	EVALUATION
Strategy 1: Advance staff capacity for continued implementation of the Framework for Innovation and Design: Learning for Transfer - Implementation of Maker-centered Learning, Career and Technology Foundations, and Career and Technology Studies strategy	Intermediate
Strategy 2: Engage and expose students to a greater breadth of possible careers.	Intermediate
Strategy 3: Grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in fields of interest to support readiness for careers and future next steps.	Intermediate

LEARNING THAT TRANSFERS	EVALUATION
Strategy 1: Increase consistent use of high yield instructional tools and strategies aligned to the 3 Principles of Deep and Transferable Learning to positively impact student success.	Intermediate
Strategy 2: Advance student success using foundational assessing, grading, evaluating, and reporting principles and practices	Intermediate
Strategy 3: Advance the use of ePortfolios within the context of assessing, grading, evaluating, and reporting and student growth and achievement	Intermediate

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:

- When comparing the AEAS survey with the FSD Assurance survey many anomalies exist. All of the data is higher in every category for the FSD Assurance Survey.
- Over a five year span FSD has had a 92.8% completion rate whereas the province has a 87.1%
- FSD has a drop-out rate of 0.5 whereas the province overall has a drop-out rate of 2.4
- 73.4% of students in the FSD receive the Rutherford Scholarship
- 86% of students believe that they are held to high expectations within the school.



» OUR STORY OF SUCCESS: LITERACY AND NUMERACY

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



94.8%

of ELA 30-1 students
reached the acceptable
level.
(DIP)

91.7%

of math 30-1 students
reached the acceptable
level.
(DIPS)

96.6%

of social studies 30-1
students reached the
acceptable level.
(DIPS)

41%

of Chemistry 30 students
reached the excellence
level.
(DIP)

STUDENT GROWTH AND ACHIEVEMENT

LITERACY AND NUMERACY

GOALS	OUTCOMES	INDICATORS	MEASURES
Advance literacy and numeracy Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.	<ul style="list-style-type: none"> Learners are literate and numerate. Learners develop literacy and numeracy competency through curriculum to form the foundation for successful and fulfilling lives. Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy. Continue to offer curriculum that provides students with literacy, numeracy, citizenship, and practical skills. Leverage comprehensive provincial assessments, including early years literacy and numeracy screening, to assess progress, identify learning challenges and monitor student success. Balanced literacy and numeracy programming advances student growth and achievement. Learners have high quality learning experiences in literacy and numeracy. Learners apply knowledge, understanding and skills in authentic contexts and situations for deep and transferable learning. 	<ul style="list-style-type: none"> Measures indicate that students demonstrate knowledge, skills, and attitudes of a literate and numerate learner. Measures indicate improvement in learner's ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement in literacy and numeracy. Learners demonstrate transfer of learning. High quality learning opportunities and experiences support literacy and numeracy. 	<ul style="list-style-type: none"> Learning Outcomes (PAT & Diploma): <ul style="list-style-type: none"> Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science. Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams. Provincial Literacy and Numeracy Assessments: <ul style="list-style-type: none"> Assessment (Literacy): Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments) Common Literacy Assessment (4-9): Increase percentage of students who are at or above grade level expectations. Common Numeracy Assessment (4-9): Increase percentage of students who are at or above grade level expectations. DELF (Speaking, Listening, Reading, and Writing assessment in French): Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.

OUTCOMES TO CONSIDER

Life-Long Learning

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

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

Satisfaction with Program Access

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

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

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

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

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

RESULTS ANALYSIS FOR LITERACY AND NUMERACY

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

Provincial Learning Outcomes: Grade 12 Diploma Exams

Diploma Exams		English Language Arts				Math				Social Studies				Sciences							
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 (FSD)		94.8	12.3	87.8	8.6	91.7	36.1	87.1	23.2	96.6	16.8	88.0	14.3	90.0	26.8	92.4	41.0	87.3	29.6	79.8	15.8
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)		Very High	High	Low	Intermedi ate	n/a	n/a	n/a	n/a	Very High	High	High	High	High	Inter medi ate	Very High	Very High	High	Inter medi ate	Inter medi ate	Inter medi ate
Evaluation (Improvement)		Impr oved	Maint ained	Maint ained	Declin ed	Improv ed Signific antly	Improv ed	Improv ed Signific antly	Improv ed Signific antly	Maint ained	Maint ained	Maint ained	Maint ained	Maint ained	Maint ained	Maint ained	Maint ained	Maint ained	Maint ained	Maint ained	Maint ained

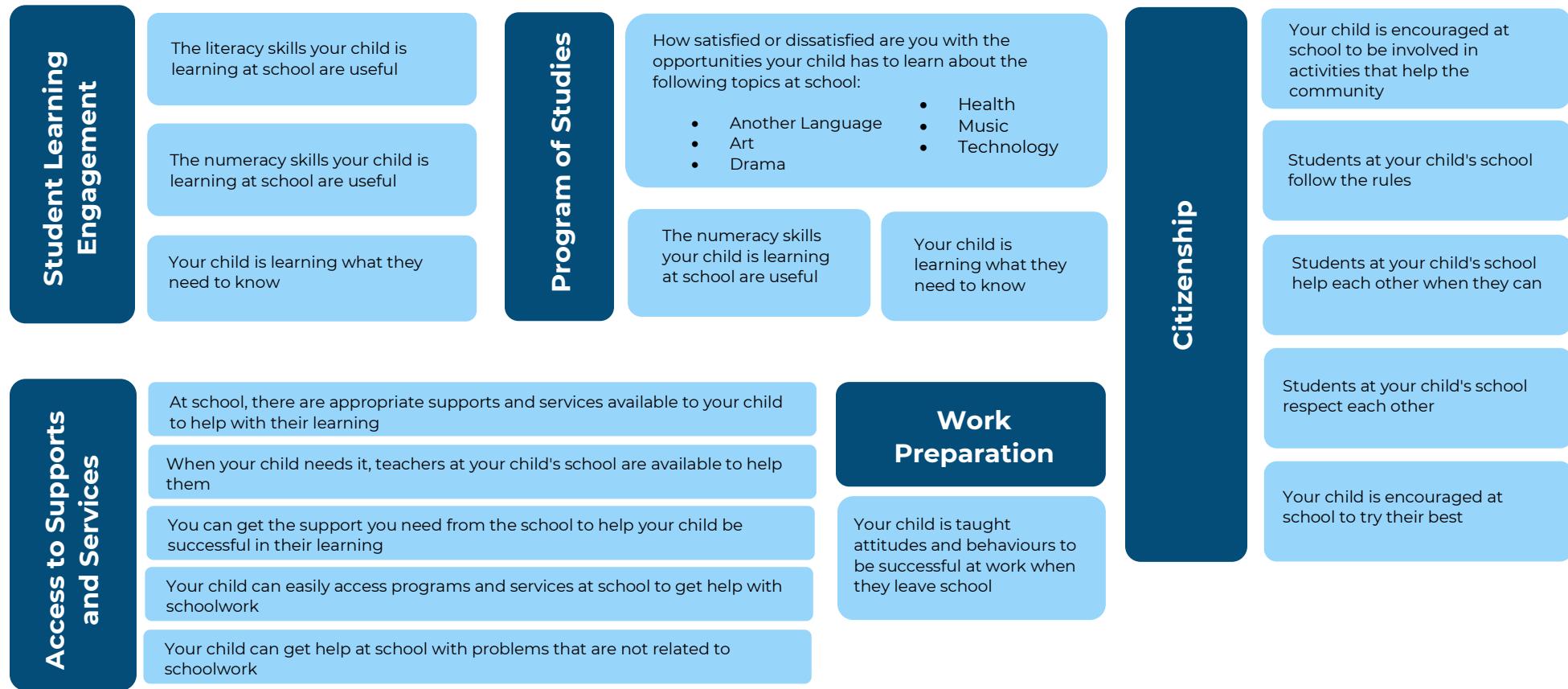
Diploma Exams	Français / French Language Arts		Etudes Sociales	
Course	30-1		30-1	
Achievement (%)	Acceptable	Excellence	Acceptable	Excellence
2024-25 (FSD)	87.5	0.0	100	30.0
2024-25 (Prov)	94.7	6.0	99.4	32.9
Evaluation (Achievement)	Low	Low	n/a	n/a
Evaluation (Improvement)	Maintained	Maintained	n/a	n/a

Common French Immersion Language Assessment: Grade 9 & 12 DELF		
	Grade 9	Grade 12
2021-2024	n/a	n/a
2024-2025		
Evaluation		

AEA Measures for English Language Learners

Performance Measure	High School Completion		Diploma Examinations		Provincial Achievement Tests	
	3-year Completion	5-Year Completion	Acceptable	Excellence	Acceptable	Excellence
2024-2025 (FSD)	*	100	96.0	32.0	n/a	n/a
2024-2025 (Prov)	73.5	85.3	67.4	14.9	n/a	n/a
Evaluation (Achievement)	*	Very High	Very High	Very High		
Evaluation (Improvement)	*	Improved	Improved	Maintained		

OUTCOMES TO CONSIDER



STRATEGY ANALYSIS

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

LITERACY AND NUMERACY	EVALUATION
Strategy 1: Advance the ease of access and use of the Foothills School Division's Staff Learning Link	Intermediate
Strategy 2: Use data of High school exams and diplomas and other evidence to work within PLTs to drive instruction.	Intermediate



DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing literacy and numeracy which includes looking at results of provincial literacy and numeracy assessments for grades 1 to 3, analyzing results from the Grade literacy assessment and the MIPI numeracy assessment. We also analyze results of Grade 6 and Grade 9 Provincial Achievement Tests and Grade 12 Diploma Exams. This data told us that:

- For Diploma Exams, FCHS outperformed the province in achieving Acceptable Standard in the following subjects:
 - ELA 30-1/30-2
 - Math 30-1/30-2
 - Social 30-1 / 30-2
 - Bio 30, Chem 30, Physics 30, and Science 30
- For Diploma Exams, FCHS outperformed the province in achieving Standard of Excellence in the following subjects:
 - ELA 30-1
 - Math 30-2
 - Social 30-2
 - Chem 30
- Overall, 96% of FCHS students achieved Acceptable Standard whereas only 67.4% of the province achieved Acceptable Standard
- Overall, 32% of FCHS students achieved Standard of Excellence whereas only 14.9% of the province achieved Standard of Excellence

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

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



95.2%

of FNMI students reached the acceptable level.

(AEAM)

25.8%

of FNMI students reached the excellence level.

(AEAM)

90%

of FNMI students felt strongly about the peer relationship they have built at FCHS/AHSFA.

(SOS-Q)

100%

of FNMI students believe that FCHS/AHSFA holds high expectations around their success.

(IES)

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)

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)			95.2	25.8	n/a	n/a
2024-2025 (Prov)	59.8	69.7	77.5	11.9	n/a	n/a
Evaluation (Achievement)	Very High	High	Very High	Very High		
Evaluation (Improvement)	High	Maintained	Maintained	Maintained		

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

Above National Norm					
Performance Measure	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations
2024-2025	86	76	62	33	90
Evaluation	High	Intermediate	Intermediate	Very Low	Very High

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

Students responding Agree or Strongly Agree to at least half of the questions each factor below					Students responding Agree or Strongly Agree to "I often lose track of time because I am engaged in the learning"		
Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS
2024-2025	100%	75%	75%	83%	100%	75%	50%
Evaluation	Very High	Intermediate	Intermediate	High	Very High	Intermediate	Low

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	43%	50%	46%		46%		49%		70%		51%		76%		78%	50%	54%	
Evaluation	VL	L	VL		VL		VL		I		L		I		L	L	L	
VL – Very Low					L – Low			I – Intermediate			H – High			VH – Very High				

STRATEGY ANALYSIS

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

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS	EVALUATION
Strategy 1: Develop and implement Indigenous Studies (LDC) 15, 25, 35 courses at FCHS/AHSFA in accordance with the Truth and Reconciliation Commission Call to Action #62.	High
Strategy 2: Continue to advance strategies to support cultural appreciation by building understanding of, and implementation of, foundational practices that support an understanding and embracing of Indigenous worldviews for optimum student success.	Intermediate
Strategy 3: Continue to develop and improve instructional practices to support First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.	Intermediate



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:

- Based on the SOS-Q data, 86% of FMNI students believe that the Foothills Composite High School is a safe and caring environment
- Based on the SOS-Q data, 90% of FMNI students believe that they have created positive peer relations.
- Based on the SOS-Q data, 33% of FMNI students have strong internal resilience.
- 95.2% of FNMI students have achieved an Acceptable Standard on the Diploma Exam whereas the province, overall, has a 77.5% achievement.
- 25.8% of FNMI students have achieved a Standard of Excellence on the Diploma Exam whereas the province, overall, has a 11.9% achievement.
- 78% of all students at the Foothills Composite High School understand Truth and Reconciliation
- 46% of all students at the Foothills Composite High School feel comfortable sharing about their culture
- 49% of all students at the Foothills Composite High School believe that there is a priority by the school around truth and reconciliation

» OUR STORY OF SUCCESS: TEACHING, LEARNING & LEADING

- 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



66%

of staff indicate that the professional learning and collaborative culture is having a positive impact on their teaching and leading.
(FSD Survey)

66%

of staff indicate that the professional learning structures are having a positive impact on their teaching and leading.
(FSD Survey)

64%

of staff indicate that their understanding of the professional body of knowledge having a positive impact on their teaching and leading.
(FSD Survey)

TEACHING, LEARNING AND LEADING GOALS

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance excellence in teaching, learning, and leading</p> <p>Advancing student growth and achievement through a sustained focus on optimizing teaching, learning and leading where teachers and leaders are committed to; professional collaboration, reflective practice, and continual improvement of instruction and assessment within dynamic and complex learning environments and contexts.</p>	<ul style="list-style-type: none"> Cultivating a culture of high expectations for all students and staff to optimize student learning and achievement. Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. Collaboration and reflective practice amongst teachers, leaders, students and their families, and other professionals enables optimum learning. Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation. Collaborating with other teachers and leaders to build personal and professional capacities and expertise. 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. Teachers grow their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice resulting in deep and transferable learning. Building the capacity of teachers to respond to the learning needs of all students. Teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. 	<p>Advance excellence in teaching, learning, and leading</p> <p>Advancing student growth and achievement through a sustained focus on optimizing teaching, learning and leading where teachers and leaders are committed to; professional collaboration, reflective practice, and continual improvement of instruction and assessment within dynamic and complex learning environments and contexts.</p>	<ul style="list-style-type: none"> In-service jurisdiction needs (AEAM): Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. FSD Teacher Survey: teachers and leaders indicate growth in their professional practice to ensure optimum student learning and continuous improvement.

RESULTS ANALYSIS FOR TEACHING AND LEADING

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

New FSD Professional Learning Survey (2024): Teacher survey to measure impact of professional learning and collaborative structures in schools and across the system.					In-service jurisdiction needs Provincial Measure	
	Clarity of Vision, Mission, and Values	Professional Learning and Collaborative Culture	Professional Learning Communities	Professional Body of Knowledge	School	Prov
2024-2025	48	66	66	64	81.7%	55.6%
Evaluation	Very Low	Intermediate	Intermediate	Intermediate		

STRATEGY ANALYSIS

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

TEACHING AND LEADING	EVALUATION
Strategy 1: Mentoring and empowering teachers in educational leadership roles.	Intermediate
Strategy 2: Collaborative structures within the school to be solidified (Lead Team, SRT, Admin team meetings, etc.)	Intermediate
Strategy 3: Professional Development days learning aligns with school and divisional goals and priorities.	Intermediate

DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goal of Teaching, Learning, and Leading. We looked at the data from the AEAM and our FSD Professional Learning Survey. This data told us that:

- 48% of teachers working at the Foothills Composite High School have clarity around the schools vision, its mission, and its values and believe that these are having an impact
- 66% of teachers believe that there is a collaborative culture within the Foothills Composite High School believe and that there is a focus on professional learning
- 66% of teachers working at the Foothills Composite High School believe in their professional learning communities and feel that the PLC's are beneficial.



