

2025 – 2026 ANNUAL EDUCATION RESULTS REPORT

Big Rock School

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2025-2026 ANNUAL EDUCATION RESULTS REPORT

Big Rock School

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.

View our Education Plan – Year 2

OUR LAND ACKNOWLEDGEMENT

The students and staff of Big Rock would like to acknowledge that our school is located on the traditional Treaty 7 territory of the people of the Blackfoot Confederacy: The Siksika, Piikani, Kaini as well as the Tsuut'ina and 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. To the First Peoples, this land held great significance. As Badgers, we agree to responsibly use this land as we learn, play and grow. We must protect and preserve the land and water for future generations. With open hearts and open minds, we commit to understanding the truth about the past. In the spirit of reconciliation, we promise to create a world where Indigenous voices are amplified and where Indigenous culture is celebrated and cherished. We honour the spirit, life, and lessons this land and its ancestors teach us. **Truth and Reconciliation for Learner Success Toolkit in Foothills School Division**

OUR VISION

Engagement, Support and Success for each learner

OUR 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!

OUR PURPOSE

Education at the centre of a flourishing community.

OUR PRIORITIES

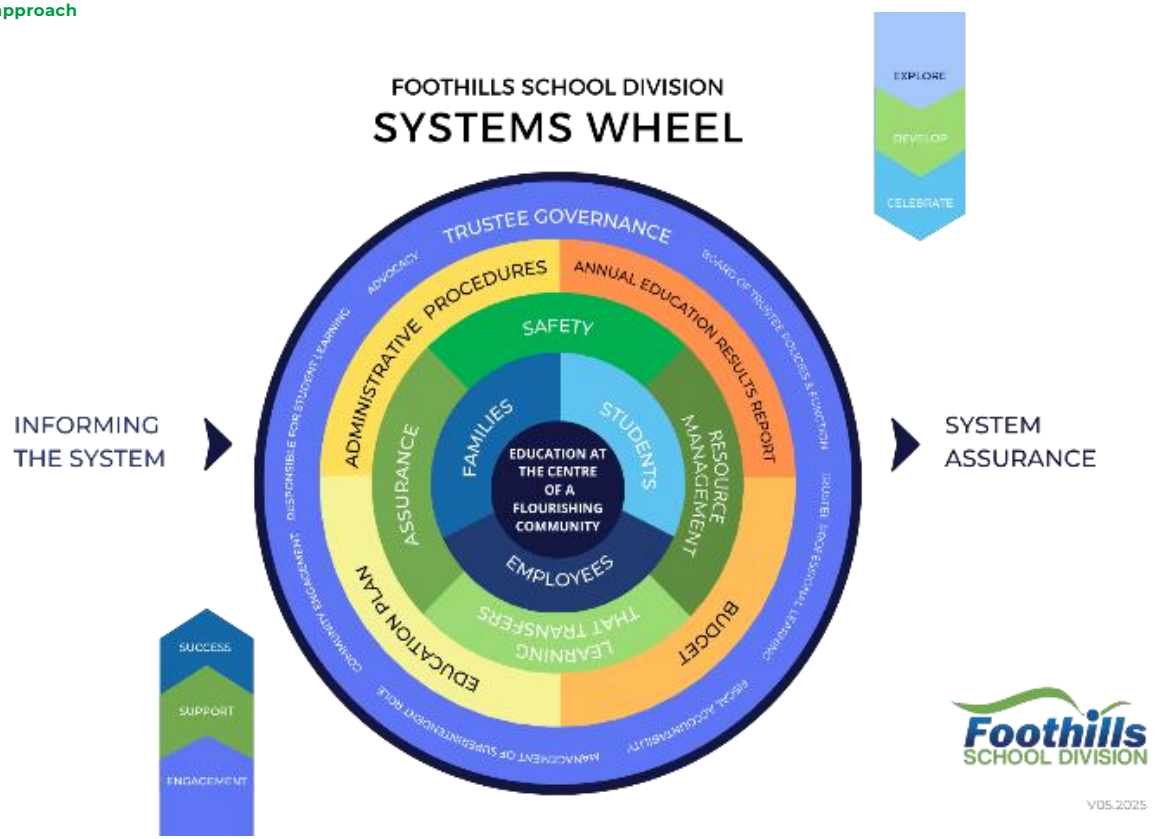
Engagement: Ensure and maintain Division wide engagement that is timely, meaningful, and collaborative with all learners and communities.
Support: Ensure and maintain Division wide learning environments that are welcoming, caring, respectful, safe, and inclusive.
Success: Ensure and maintain Division wide excellence in teaching, learning and school/Division leadership.

OUR DIVISION

Board of Trustees
Board Policy 01: Division Foundational Statements
Board Policy 14: A Place for All
Accountability and Assurance
Alberta Education & Childcare and Foothills School Division Goal Alignment

SYSTEMS THINKING

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. **Learn more about our Systems Thinking approach**



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

Alberta Education & Childcare Outcomes Ministry of Education & Childcare Business Plan 2024-2027	**Foothills School Division Goals** Foothills School Division Education Plan 2024-2029	**Assurance Domains** Alberta Education & Childcare Funding Manual 2026-2027
• Alberta's students are successful	• Learning that transfers • Numeracy and literacy • Wellness and wellbeing • Continuum of supports	• Student growth & achievement • Learning support
• First Nations, Métis, and Inuit students in Alberta are successful	• First Nations, Métis, and Inuit student success	• Student growth & achievement • Learning support
• Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy	• Innovation and design • Learning that transfers • Excellence in teaching, learning, and leading	• Student growth & achievement • Teaching and leading • Local and societal context
• Alberta's K-12 education system and workforce are well-managed	• Stakeholder engagement and communications • Continuous improvement and assurance	• Local and societal context • Governance

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.**

OUR GOALS & ASSURANCE MEASURES

ENGAGEMENT

Local and Societal Context

Goal:
Advance Stakeholder Engagement and Communications

Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.

SUPPORT

Learning Supports

Goals:
Advance Wellness and Well-being
Advance Continuum of Supports

Assurance Measure: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

SUCCESS

Student Growth and Achievement

Goals:
Advance Innovation and Design
Advance Learning for Transfer
Advance Literacy and Numeracy
Advance First Nations, Métis, and Inuit student success

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

Governance

Goal:
Advance Continuous Improvement and Assurance

Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.



Teaching and Leading

Goal:
Advance Excellence in teaching, learning and leading.

Assurance Measure: FSD provides trust and confidence that certified teachers and certified leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard).











OUR SCHOOL

Located in the heart of Okotoks, Big Rock is a community school of approximately 300 students. Our rich history and strong legacy are evident through the generations of families who have attended here. Long-standing traditions are deeply embedded in our school community. Proximity to Okotoks' extensive pathway system and river valley provides outstanding opportunities to engage in nature-based and place-based learning. Home to the Big Rock Badgers, our staff is made up of 16 teachers including a Physical Education Specialist, Learning Coach, 5 Educational Assistants, a Learning Commons Facilitator, a Family School Liaison Counsellor, and a secretary.

At Big Rock School, we offer a diverse range of programming opportunities including:

- Junior Kindergarten
- Full Time Kindergarten
- Part Time Kindergarten (Tuesday/Thursday and alternating Friday)
- Grades 1-6
- Montessori Grades 1-6

We pride ourselves on providing a safe and nurturing learning environment that promotes growth for all students through positive behaviour supports and trauma-informed practices. We are committed to developing the whole child, which includes academics, social relationships and wellness & wellbeing. Targeted spaces have been designed to support students who require OT, PT, self-regulation and sensory processing. Our nutrition program ensures students are well-fed so they can perform at their full potential. Our Family School Liaison Counsellor is available for students and families who additional supports in the school and community. We engage students in opportunities beyond the classroom and future leaders who are stewards of our community. Through school patrols, club time, PALS, the Big Rock Market, extra-curricular sports teams, and student mentorship among others, we are developing students who are responsible, respectful and committed to making a difference in the world around them.

We are committed to the three "Big Rocks":

- Engaging with Others
- Engaging in Thinking
- Engaging in Action







HIGHLIGHTS AND CELEBRATIONS

The 2025–2026 school year was marked by meaningful growth, strong relationships and a shared commitment to creating engaging, inclusive and responsive learning experiences. Across Big Rock School, students, staff, families and community members contributed to a culture in which learners were supported to experience belonging, confidence, achievement and success.

Strong Community Engagement
Big Rock continued to strengthen the connection between school, families and community through a range of welcoming and meaningful opportunities. The Grandparents Volunteer Program brought additional caring adults into the school to share their time, interests and talents with students.
Community events, including the Welcome BBQ, Winter Celebration Caroling, Big Rock School Market and Spring Dance, created opportunities for families, students and staff to gather, celebrate and build relationships. Student-led conferences placed students at the centre of conversations about their learning, while School Council engagement and the Orenda Parent Council Presentation expanded opportunities for family learning, participation and voice.
Students also participated in memorable enrichment opportunities, including the Physical Education and Persistence experience with “Frisbee Rob,” which connected physical activity with perseverance, confidence and a willingness to keep trying.

Responsive and Inclusive Student Support
Big Rock strengthened its commitment to providing students with timely, responsive and personalized support. Soft Starts helped students begin the day through calm, predictable routines and positive connections with trusted adults. Sensory and regulation spaces provided purposeful opportunities for movement, co-regulation and reduced stimulation.
Teachers and Educational Assistants worked together to provide hands-on support, implement personalized strategies and help students develop academic, behavioural, social-emotional and functional skills. Individualized Learning Plans, learner profiles, visual schedules, movement breaks, assistive technology and adapted materials were used to respond to individual strengths and needs.

The school’s developing Continuum of Supports helped organize academic and behavioural assistance across universal, targeted and individualized levels. Wrap-around planning brought together families, classroom teachers, Educational Assistants, the Learning Coach, administration, specialized service providers and community partners. The school’s Family School Liaison Counsellor was an important part of this network, supporting student well-being, family-school collaboration and connections to additional services.



Engagement



Support



Success

Literacy and Numeracy Growth
Big Rock continued to strengthen connections between assessment, instruction and intervention. In literacy, teachers used research-informed approaches, including UFLI, Heggerty and Lively Letters, alongside flexible groupings and targeted instruction. Common rubrics, success criteria, exemplars and validity marking strengthened consistency in assessment practices.
In numeracy, Reflex Math supported fact fluency, while manipulatives, visual models and problem-solving tasks developed conceptual understanding and flexible thinking. Targeted small-group instruction addressed specific learning needs.
Provincial and classroom assessments, common assessments and RCAT data informed instructional decisions and supported a growing continuum of universal, targeted and individualized supports.

First Nations, Métis and Inuit Student Success
Big Rock advanced First Nations, Métis and Inuit student success through relationships, belonging, authentic learning and reconciliation. The Seven Grandfather Teachings provided a shared foundation for school values, classroom learning and what it means to be a Big Rock Badger.
Teachers incorporated Indigenous perspectives through storytelling, learning circles, land-based experiences, literature and cultural resources. Opportunities to learn from Elders and Knowledge Keepers strengthened connections to Indigenous voices and ways of knowing.
Learning connected to the Big Rock, Indigenous language representation through O Canada, and collaboration with divisional Indigenous Education supports further strengthened cultural understanding and reconciliation practices.

Teaching, Learning and Leading
Professional learning in 2025–2026 focused on strengthening instructional design and creating deeper, more transferable learning. Staff explored the ACT Framework, conceptual curriculum design, Learning for Transfer, rich tasks and thinking routines.
Dedicated collaboration time supported teachers in applying new learning, refining assessment practices and strengthening instructional consistency through shared success criteria, exemplars and validity marking. Staff leadership and shared expertise contributed to a collaborative culture of continuous professional growth and improvement.

Innovation and Learning That Transfers
Innovation at Big Rock focused on creating meaningful learning experiences that encouraged critical thinking, collaboration, creativity and the application of knowledge.
Conceptual inquiry, thinking routines and authentic tasks supported students in making connections and transferring their learning.
Hands-on experiences with Robotics, Ozobots, Microbits, 3D printing and Maker Space activities strengthened design thinking and problem-solving. Place-based learning, community connections and the Big Rock School Market provided opportunities for authentic curriculum application.
Student voice, choice, reflection and student-led conferences further supported learner agency, independence and ownership of learning.

Celebrating Our Collective Impact
Big Rock's 2025–2026 accomplishments reflect the collective efforts of students, staff, families, School Council, Elders, Knowledge Keepers, divisional partners and community members.

Together, we:

- Strengthened family and community engagement.
- Expanded responsive academic, behavioural and social-emotional supports.
- Advanced foundational literacy and numeracy instruction.
- Deepened Indigenous perspectives and reconciliation practices.
- Built staff capacity through collaborative professional learning.
- Created authentic, engaging and transferable learning experiences.
- Fostered student agency, confidence, perseverance and belonging.

At Big Rock School, our greatest celebration is the community we continue to build together: a place where relationships matter, support is responsive, learning is meaningful, and every student is encouraged to grow, contribute and experience success.

EDUCATION & CHILDCARE ASSURANCE MEASURES REPORT SUMMARY

ASSURANCE MEASURES OVERALL	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2022-2023 (School)	84.2	76.5	97.6	84.6	74.5	74.4	80.1
2022-2023 (Prov)	84.4	80.3	88.1	84.7	80.6	79.1	75.2
2023-2024 (School)	81.0	81.5	96.3	84.7	79.8	91.4	84.2
2023-2024 (Prov)	83.7	79.4	87.6	84.0	79.9	79.5	75.8
2024-2025 (School)	82.0	90.1	96.9	91.2	77.3	84.4	80.8
2024-2025 (Prov)	83.9	79.8	87.7	84.4	80.1	80.0	76.6
2025-2026 (School)	72.2	77.1	85.8	85.9	60.9	67.4	73.5
2025-2026 (Prov)	84.2	81.2	87.8	85.8	79.5	79.9	76.3
Evaluation (Achievement)	Very Low	Intermediate	Intermediate	Intermediate	Very Low	Very Low	Intermediate
Evaluation (Improvement)	Declined	Maintained	Declined Significantly	Maintained	Declined Significantly	Declined	Declined

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
2022-2023	91	82	95	83	77	70	49
2023-2024	92	90	87	94	84	78	68
2024-2025	90	88	84	92	76	75	69
2025-2026	92%	88%	85%	89%	73%	73%	68%
Evaluation	VH – Very High	VH – Very High	H – High	VH – Very High	I – Intermediate	I – Intermediate	L – Low

OUR STORY OF ENGAGEMENT

At Big Rock School, engagement is strengthened through meaningful opportunities for students, families, staff, and community members to connect, contribute, and celebrate together. These experiences foster relationships, belonging, and shared responsibility for student success.

Community Connections
Our Grandparents Volunteer Program strengthens intergenerational relationships by welcoming grandparents to share their time and talents. Events such as the Welcome BBQ, Winter Celebration Caroling, Big Rock School Market, and Spring Dance bring families and staff together, fostering community connections and school pride.

Family Voice and Partnership
School Council provides opportunities for family voice and collaboration, while initiatives such as the Orenda Parent Council Presentation support family learning and engagement. Student-led conferences strengthen partnerships by empowering students to share their progress, reflect on their learning, and set goals alongside families and teachers.

Student Engagement and Enrichment
Experiences such as Physical Education and Persistence with “Frisbee Rob” promote confidence, perseverance, and active participation. The Big Rock School Market provides authentic learning opportunities that encourage student ownership, creativity, and community involvement.

Moving Engagement Forward
Big Rock remains committed to strengthening student and family voice through accessible opportunities to participate, collaborate, and contribute to school decisions. By valuing diverse perspectives and fostering meaningful connections, we continue building a welcoming school community where everyone feels valued, connected, and invested in student success.



92%

of parents indicate students are engaged in learning.
(FSD Assurance Survey)

73%

of parents indicated that they feel they have meaningful opportunities to be involved in their child’s education and school community.
(FSD Assurance Survey)

Goals, Outcomes, Indicators, Measures and 4 Year Data Trends and Key Insights

RESULTS ANALYSIS FOR ENGAGEMENT

Alberta Education & Childcare 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
2025-2026 (School)	85.8	67.4	73.5
2025-2026 (Prov)	87.8	79.9	76.3
Evaluation (Achievement)	Intermediate	Very Low	Intermediate
Evaluation (Improvement)	Declined Significantly	Declined	Declined

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

Assurance Measures	Education Quality	Parental Involvement	School Improvement
2025-2026	85%	73%	68%
Evaluation	H – High	I – Intermediate	L – Low

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
- 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

Implemented in 2025-2026 *Continued From 2025-2026* *Continued From 2026-2027* *Continued From 2027-2028* *Continued From 2028-2029*

STAKEHOLDER ENGAGEMENT AND COMMUNICATIONS	EVALUATION

- Use student voice to increase clubs, student mentorship, and leadership opportunities.
- Continue to engage parents in School Council through more community speaker series such as Orenda, LUNA, based on surveying parents for areas of interest
- Provide multiple feedback loops to inform, consult, and collaborate with community to guide decisions including parent survey for more voice.
- Find innovative ways to communicate the story of Big Rock School in those areas that scored low on AEAM and FSD Assurance Survey and any new initiatives/changes that are implemented.

CONTINUOUS IMPROVEMENT AND ASSURANCE	EVALUATION

- Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
- Develop and use quality Level A assessments along with validity marking to indicate impact on learning and next steps.
- Analyze provincial data and assessments to identify areas of strengths and next steps

Engagement:

- Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.
- Share Education Plan with School Council to get feedback and voice.
- Explore community partnerships and outside agencies that can support with education at Big Rock School, particularly around career learning.

The data told us that:

- Big Rock School has established strong family and community engagement through School Council, student-led conferences, community events, family learning opportunities and ongoing communication. These provide a foundation for deeper consultation and collaboration.
- Provincial survey results should be interpreted cautiously due to the small sample size (approximately 8 respondents), compared to approximately 60 respondents in the FSD Assurance Survey.
- **Parental Involvement** was higher in the FSD Assurance Survey (73%) than in the provincial survey (67.4%). While this reflects generally positive family engagement, both measures highlight opportunities to strengthen family voice in school decision-making.
- **Education Quality** remains positively perceived by most families, despite a decline in provincial results from the previous year.
- **School Improvement** presents an opportunity to better communicate school priorities, actions and progress while demonstrating how family feedback informs decisions.
- **Student voice** remains a strength through leadership opportunities, clubs, mentorship, student-led conferences and school-wide initiatives.
- **Moving Forward:** Big Rock will build on existing engagement structures by expanding opportunities for family input, strengthening shared decision-making and communicating how stakeholder feedback contributes to continuous school improvement.

OUR STORY OF SUPPORT

At Big Rock School, support begins with creating safe, welcoming and inclusive environments where students feel connected, regulated and successful. Our approach emphasizes strong universal practices, with targeted and individualized supports added to meet diverse learning needs.

Safe, Regulated and Welcoming Learning Environments
Predictable routines, visual supports, flexible instruction, movement breaks and accessible technology create supportive learning environments. Soft Starts, restorative circles and morning meetings foster connection and readiness to learn. Sensory and regulation spaces provide additional opportunities for self-regulation, movement and individualized support.

Personalized Supports and Educational Assistants
Individualized Learning Plans, assistive technology, adapted materials and regulation strategies respond to students' unique strengths and needs. Educational Assistants play an essential role in supporting learning, independence, emotional regulation, transitions and positive relationships while collaborating with teachers to implement and monitor supports.

A Continuum of Academic and Behavioural Supports
Big Rock continues to strengthen its **Continuum of Supports**, beginning with research-informed universal instruction and increasing to targeted or individualized interventions as needed. Academic supports include explicit literacy and numeracy instruction, flexible groupings and progress monitoring. Behavioural and social-emotional supports emphasize positive reinforcement, restorative practices, skill development, regulation strategies and individualized planning.

Culture, Belonging and the Seven Grandfather Teachings
The Seven Grandfather Teachings of Love, Respect, Courage, Honesty, Wisdom, Humility and Truth provide a shared foundation for relationships, belonging and positive behaviour. These teachings complement trauma-informed and restorative practices while strengthening school culture.

Building Staff Capacity
School-led professional learning strengthens consistent approaches to literacy, numeracy, regulation, positive behaviour supports and inclusive education. Collaboration among teachers, Educational Assistants, the Learning Coach, administration and specialized providers builds shared understanding and collective responsibility for student success.



89%

of parents indicate that they believe that Big Rock School is a safe, caring and welcoming environment for students.
(FSD Assurance Survey)

73%

of parents indicate that their child has access to appropriate support and services.
(FSD Assurance Survey)

Goals, Outcomes, Indicators, Measures and 4 Year Data Trends and Key Insights

Wrap-Around Supports and Our FSLC
Big Rock's wrap-around approach connects families, school staff, specialized providers, divisional personnel and community agencies to coordinate student supports. Collaborative Response Meetings and school-based teams support planning, communication and progress monitoring.

Our Family School Liaison Counsellor (FSLC) plays an important role in supporting student well-being, strengthening family partnerships and connecting families with additional resources.

Our Story
Big Rock's Story of Support reflects a commitment to **proactive, responsive and relationship-based practices**. Through strong universal instruction, personalized interventions, collaborative planning and wrap-around supports, we strive to ensure every student experiences safety, belonging, growth and success.



RESULTS ANALYSIS FOR SUPPORT

Alberta Education & Childcare 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')
2025-2026 (School)	85.9	60.9
2025-2026 (Prov)	85.8	79.5
Evaluation (Achievement)	Intermediate	Very Low
Evaluation (Improvement)	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.

Provincial Performance Measures	Safe and Caring	Access to Supports and Services (students 'at risk')
2025-2026	89%	73%
Evaluation	VH – Very High	I – Intermediate

FSD SOS-Q Survey (Student) (**S**tudent **O**rientation to **S**chool **Q**uestionnaire)**:** 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**
2025-2026	89	80	80	85	68
Evaluation	VH – Very High	H – High	H – High	VH – Very High	L – Low

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

Implemented in 2025-2026 *Continued From 2025-2026* *Continued From 2026-2027* *Continued From 2027-2028* *Continued From 2028-2029*

WELLNESS AND WELL-BEING	EVALUATION

- Learning and implementing restorative practices such as circles, morning meetings, and soft starts
- Integrate Seven Teachings of the grandfathers into our school PBS
- Collaboratively enhance positive behavior supports that include clear, consistent and visible expectations; fair, predictable responses and consequences; positive reinforcement; and continuum of supports for behavior
- Continue to learn about trauma-informed practices and explore how they can best be implemented in our school to support staff and students
- Collaboratively define what it means to be a Big Rock Badger and continue to enhance traditions that promote wellness and positive school culture.

CONTINUUM OF SUPPORTS	EVALUATION

Continue to implement, refine and expand the continuum of supports for literacy and numeracy and develop common, consistent universal strategies that are research-based

- Continue to develop school-based support teams and structures including but not limited to: Collaborative Response Meetings; Movement Room; Flexible groupings for literacy, numeracy, SEL; Recess groups; Friendship groups
- Outside agencies to support students requiring targeted and individualized supports
- Regular student support meetings with FSLC, Learning Coach, admin and any other adult who may work with a particular student
- Re-examine roles and responsibilities of the Learning Coach and explore different ways to support teachers and student

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

This data told us that:

Students and parents generally experience Big Rock School as safe and caring. The school's wellness and well-being strategies are aligned with area of strength.

Student resilience is a clear strength. Even though, several students identify peer relationships as a vulnerability. A continued focus on restorative and positive behaviour practices will help strengthen relationships among students. Integrating the Seven Grandfather Teachings into positive behaviour supports can help to provide a shared language for relationships and belonging.

The continuum of supports strategies are comprehensive. There is an opportunity to strengthen communication and visibility of the supports and services available to families.

OUR STORY OF SUCCESS:

INNOVATION AND DESIGN-LEARNING THAT TRANSFERS

At Big Rock School, our 2025–2026 focus on Innovation and Design emphasized creating meaningful learning experiences that encourage students to think deeply, make connections and apply their understanding beyond the classroom.

Designing for Learning That Transfers
Staff professional learning focused on Learning for Transfer, conceptual curriculum design and the ACT Framework. Teachers explored ways to deepen conceptual understanding, strengthen student agency and design rich tasks that encourage critical thinking, inquiry and meaningful application of learning.

Rich Tasks and Authentic Learning
Teachers emphasized authentic, project-based and experiential learning that connects curriculum to real-world contexts. Rich questions, collaborative learning, concept mapping and thinking routines encouraged students to explore ideas, solve problems and transfer their understanding to new situations.

Innovation Through Hands-On Learning
Maker Space and Career and Technology Foundations (CTF) opportunities, including Robotics, Ozobots, Microbits and 3D printing, supported creativity, design thinking and problem-solving.

Place-based learning, community partnerships and the Big Rock School Market provided opportunities to connect curriculum with authentic experiences, including financial literacy and career exploration.

Developing Student Agency
Student voice, choice, goal setting, reflection and student-led conferences encouraged learners to take greater ownership of their learning. These practices supported students in understanding their progress, identifying next steps and developing independence.

Our Story of Success
Big Rock's 2025–2026 work strengthened instructional design, conceptual understanding, authentic learning and student agency. Through purposeful professional learning and innovative classroom experiences, we continued building opportunities for deeper, more transferable learning.

Moving forward, our focus remains on designing meaningful, challenging learning experiences that empower students to think critically, make connections and apply their learning in new contexts.

96%

96% of students feel that their teachers hold high expectations for them. This strong result reflects a school culture in which students feel encouraged, challenged, and supported to do their best.
(FSD Intellectual Engagement Survey)

88%

of parents believe students are encouraged to be good citizens. This reflects Big Rock School's focus on helping students understand the impact their choices and actions have on others and encouraging them to contribute positively to their school and broader community.
(FSD Assurance Survey)



Goals, Outcomes, Indicators, Measures and 4 Year Data Trends and Key Insights

RESULTS ANALYSIS FOR INNOVATION & DESIGN AND LEARNING THAT TRANSFERS

Alberta Education & Childcare 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
2025-2026 (School)	71.7	61.4	77.1	85.8	62.5	72.2
2025-2026 (Prov)	83.4	80.2	81.2	87.8	81.2	84.2
Evaluation (Achievement)	Low	Very Low	Intermediate	Intermediate	Very Low	Very Low
Evaluation (Improvement)	Maintained	Declined Significantly	Maintained	Declined Significantly	Declined	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
2025-2026	79%	81%	88%	85%	71%	92%
Evaluation	I – Intermediate	H – High	VH – Very High	H – High	I – Intermediate	VH – Very High

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

	Students responding Agree or Strongly Agree to at least half of the questions each factor below					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**
2025-2026	96%	72%	82%	87%	85%	54%	64%	65%
Evaluation	VH – Very High	I – Intermediate	H – High	VH – Very High	H – High	VL – Very Low	L – Low	L – Low

STRATEGY ANALYSIS

Implemented in 2025-2026 *Continued From 2025-2026* *Continued From 2026-2027* *Continued From 2027-2028* *Continued From 2028-2029*

INNOVATION AND DESIGN	EVALUATION

- Provide opportunities for students to engage in authentic hands-on, experiential learning through partnerships within the community and place-based learning.
- Continue to enhance and support Maker Space/CTF opportunities for K-6 (e.g. Robotics, Ozobots, Microbits 3D Printers etc...)
- Enhance Big Rock Market to include financial literacy.

LEARNING THAT TRANSFERS	EVALUATION

Conceptual understanding

- Develop rich tasks that are meaningful to students and allow for a range of thoughtful responses that connect curricular concepts to life beyond school, for example: Real-real learning tasks, Project-based learning tasks
- Use rich questions that require students to make decisions
- Apply a conceptual lens to the unit of learning
- Use tools, resources and strategies that support student thinking and develop literacy and numeracy skills through: thinking routines, thinking organizers, tasks that promote cultures of thinking, opportunities for genuine collaborative learning

Complex Problems Over Time

- Design assessment tasks (critical challenges) to involve students in solving authentic, real world or novel problems
- Use a planning approach such as design thinking, problem-based learning or learning cascades for a coherent and connected set of learning opportunities built around a throughline question and challenge

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

DATA ANALYSIS

The data told us that:

Big Rock School continues to provide a supportive and academically challenging learning environment where students experience high expectations, demonstrate effort, and receive strong support.

Results highlight an opportunity to further strengthen student engagement by making learning more meaningful and relevant. Relevance scored 72%, suggesting an area for continued growth.

Student Learning Engagement results reflected different perspectives, with the AECA reporting 72.2 (Very Low, Declined) and the FSD Parent Assurance Survey showing a strong result of 92% (Very High). Exploring student voice and classroom experiences will help us better understand these differences and identify opportunities to further strengthen engagement.

Quality of Education remains positive, with Citizenship continuing to be an area of strength.

Overall Evaluative Conclusion

Big Rock School has established a strong foundation for student learning through high expectations, academic challenge, and supportive learning environments.

Moving forward, our focus will be on deepening student engagement through meaningful, relevant, and authentic learning experiences. Increasing opportunities for student voice, choice, real-world connections, and inquiry-based learning will help students recognize the purpose of their learning and apply their knowledge in new ways.

Our goal is to build on existing strengths while fostering curiosity, deeper engagement, and lifelong learning.

OUR STORY OF SUCCESS:
LITERACY AND NUMERACY

At Big Rock School, our story of success in literacy and numeracy is not centered on one program or one assessment. It is about developing a more intentional cycle of assessment, responsive instruction, targeted intervention, collaboration, and reflection so that teachers know where learners are, identify what they need next, and adjust instruction accordingly.

Using Evidence to Know Our Learners
A key part of our work has been strengthening how we use assessment information. Big Rock analyzes provincial literacy and numeracy assessments, RCAT literacy information, classroom evidence and common assessments to identify areas of strength and areas requiring additional support. We continue to use quality Level A assessments, provincial information and validity marking to understand instructional needs and monitor the impact of instruction.
Rather than viewing assessment as an endpoint, we connect assessment directly to instruction. Teachers review common assessment evidence collaboratively and use it to adjust whole-class teaching, flexible groupings and additional supports.

Strengthening Literacy Instruction
In literacy, Big Rock has invested in research-based foundational reading instruction and targeted intervention. UFLI has been implemented to support phonological awareness, decoding and word recognition, while Heggerty and Lively Letters provide additional approaches for learners experiencing difficulty with foundational reading skills. Flexible and levelled literacy groups allow instruction to be matched more closely to students' current learning needs.
We have also worked toward greater consistency in reading and writing assessment through validity marking, common rubrics, success criteria and exemplars. Reading comprehension and decoding information are discussed during collaborative planning so that teachers can identify misconceptions, select responsive strategies and monitor growth.

Strengthening Numeracy Instruction
Our numeracy work has focused on both foundational fluency and deeper conceptual understanding. Big Rock has used Reflex Math to strengthen math-fact fluency. School documentation reports that all participating students improved their math-fact recall, with average growth of 50%. Classroom trials also showed gains of more than 50% in some classes, along with increased confidence, engagement and willingness to persevere with mathematical challenges.

Our approach is intentionally broader than fact fluency. Teachers use manipulatives, visual models, worked examples, problem-solving tasks and explicit strategy instruction to build conceptual understanding. When students experience difficulty with number relationships or fact strategies, responses may include ten frames, rekenreks, number lines, focused strategy practice and Reflex Math where appropriate. Evidence can be gathered through strategy interviews, exit tasks and brief fact-strategy probes.

Creating a Continuum Rather Than a Collection of Programs
An important shift at Big Rock has been organizing literacy and numeracy supports within a continuum of universal, targeted and individualized responses. At the universal level, teachers

100%
of Grade 6 students who wrote the ELAL Provincial Achievement Test (PAT) achieved the acceptable standard.
(Provincial Achievement Test)

14.3%
of students who wrote the ELAL Provincial Achievement Test achieved the standard of excellence.
(Provincial Achievement Test)



Goals, Outcomes, Indicators, Measures, Details and 4 Year Data Trends and Key Insights

use explicit evidence-informed instruction, modelling, guided practice, frequent checks for understanding, flexible grouping, accessible texts, visuals and manipulatives. Students receive regular opportunities to develop fluency, vocabulary, comprehension, number sense and problem solving.

When students require greater intensity, supports become increasingly focused. A broad reading need may lead to strengthened whole-class phonics and word-reading routines, while students with a shared skill gap may receive targeted UFLI instruction. Learners requiring individualized numeracy support may receive one-to-one or very small-group instruction, carefully sequenced tasks, concrete materials, visual models, worked examples, assistive technology and documented accommodations.

Building Teacher Capacity Through PLC Inquiry
Our inquiry-guided Professional Learning Community approach asks teachers to identify an area of practice, try a strategy, examine student evidence, reflect on the impact, and refine instruction. This positions professional learning within the daily work of teaching and creates shared responsibility for student success.

One Grade 3/4 inquiry focused on improving reading comprehension, vocabulary and confidence. Teachers examined how explicit instruction in comprehension strategies and vocabulary development could improve Grade 4 students' ability to understand, analyze and communicate their thinking. RCAT information helped the team identify what was happening for learners and establish a clear focus for instructional improvement.

Making Literacy and Numeracy Meaningful
Big Rock also creates authentic learning experiences in which students apply literacy and numeracy across subject areas. Staff learning has emphasized rich tasks, real-world learning, project-based experiences, purposeful questions, thinking routines and genuine collaboration. A Grade 4/5 interdisciplinary inquiry around the Big Rock Erratic included estimation, measurement, comparison, reasoning, large numbers, shapes and distance. Literacy learning included oral tradition, research, poetry, persuasive writing, journalling and authentic communication through visitor signs, brochures and posters. This work helped students connect classroom learning to their community and use literacy and numeracy for meaningful purposes.

Evidence of Success
School documentation reports that 97% of students, parents and staff indicated that students are learning the literacy and numeracy skills they need. Early literacy and numeracy screening also showed strong foundational skills overall, while identifying specific grade-level areas requiring continued targeted attention. This balance allows us to celebrate progress while remaining responsive to learners who require additional support.
Success does not mean that every learner has reached the same place. Success means that we are getting better at knowing our learners, responding to their needs, monitoring their growth and changing our practice when the evidence shows that something different is required.

Our story of success is one of continuous improvement: using evidence not simply to measure learning, but to strengthen teaching and create conditions for every learner to experience growth, confidence and success in literacy and numeracy.



RESULTS ANALYSIS FOR LITERACY AND NUMERACY

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)

Provincial Achievement Tests	English Language Arts	Math	Social Studies		Science		French Language Arts			
Achievement	**Acceptable**	**Excellence**	**Acceptable**	**Excellence**	**Acceptable**	**Excellence**	**Acceptable**	**Excellence**	**Acceptable**	**Excellence**
2025-2026 (School)	100.0	14.3	69.4	22.2	NA	NA	80.5	14.6	NA	NA
2025-2026 (Prov)	82.4	10.3	61.5	21.2	NA	NA	75.8	23.9	NA	NA
Evaluation (Achievement)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Evaluation (Improvement)	Maintained	Declined Significantly	Declined Significantly	Maintained	NA	NA	NA	NA	NA	NA

Performance Measure	EAL Provincial Achievement Tests	
	Acceptable	**Excellence**
2025-2026 (School)	NA	NA
2025-2026 (Prov)	60.8	15.5
Evaluation (Achievement)	NA	NA
Evaluation (Improvement)	NA	NA

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

September Provincial Literacy Assessment: Kindergarten to Grade 3 (CC3) students who require additional supports in age-appropriate literacy skills	Kindergarten	Grade 1	Grade 2	Grade 3
2025-2026	3	2	1	4

September Provincial Numeracy Assessment: Kindergarten to Grade 3 (KTT) students who require additional supports in age-appropriate numeracy skills	Kindergarten	Grade 1	Grade 2	Grade 3
2025-2026	3	0	5	5

Common Literacy/Numeracy Assessments: Local Measures
% of Students meeting Standard

Common Numeracy Assessment: Grade 4 – 9	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2025-2026	86	55	91	NA	NA	NA
Evaluation	VH – Very High	L – Low	VH – Very High	NA	NA	NA

Common Literacy Assessment: Grade 4 – 9	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2025-2026	88	82	79	NA	NA	NA
Evaluation	VH – Very High	H – High	I – Intermediate	NA	NA	NA

Did you know?

As defined by Alberta Education & Childcare, **Literacy** involves acquiring and applying the understanding and skills necessary to decode, evaluate, and logically communicate ideas and build meaning, using oral, written, visual, and multimedia sources.
Learn more about Literacy

As defined by Alberta Education & Childcare, **Numeracy** involves acquiring and applying the mathematical knowledge and skills needed to engage with quantitative and spatial information in a variety of situations.
Learn more about Numeracy

OUTCOMES TO CONSIDER

Student Learning Engagement

- The literacy skills your child is learning at school are useful
- The numeracy skills your child is learning at school are useful
- Your child is learning what they need to know

Program of Studies

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

- Another Language
- Art
- Drama
- Health
- Music
- Technology

- The numeracy skills your child is learning at school are useful
- Your child is learning what they need to know

Citizenship

- 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

Work Preparation

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







STRATEGY ANALYSIS

Implemented in 2025-2026 *Continued From 2025-2026* *Continued From 2026-2027* *Continued From 2027-2028* *Continued From 2028-2029*

LITERACY AND NUMERACY	EVALUATION
• Develop consistent standards, success criteria, and exemplars through validity marking in writing and reading using FSD rubrics created through the working groups. • Continue targeted groupings for reading (using UFLI or alternative programs to support). • Use quality Level A assessments, provincial data, and validity marking to track instructional needs of students and impact of instruction on learning. • Increase accuracy and automaticity with numbers by developing flexible, efficient thinking and fluency with recalling facts.	



DATA ANALYSIS

This data told us that:

- **Grade 6 English Language Arts** was a significant strength, with 100% achieving the acceptable standard (82.4% provincially) and 14.3% achieving excellence (10.3% provincially).
- **Grade 6 Science** results were positive, with 80.5% meeting the acceptable standard (75.8% provincially), although achievement at the standard of excellence was lower.
- **Grade 6 Mathematics** remains an area for growth, with 69.4% meeting the acceptable standard. Achievement at the standard of excellence (22.2%) slightly exceeded provincial results (21.2%).
- **Early literacy screening** identified 10 Kindergarten to Grade 3 students requiring additional support (K: 3, Grade 1: 2, Grade 2: 1, Grade 3: 4). Targeted interventions will continue.
- **Early numeracy screening** identified 13 students requiring additional support (K: 3, Grade 2: 5, Grade 3: 5), highlighting Grades 2 and 3 as priorities.
- **Local literacy results** were strong, with 88% of Grade 4, 82% of Grade 5 and 79% of Grade 6 students meeting expectations.
- **Local numeracy results** varied, with 86% of Grade 4, 55% of Grade 5 and 91% of Grade 6 students meeting expectations. Grade 5 numeracy remains a key priority.
- **Multiple assessment sources**, including provincial, local and classroom evidence, support informed instructional planning and targeted interventions.

Overall Evaluative Conclusion

Big Rock demonstrates strengths in Grade 6 English Language Arts, Science and local literacy achievement. Priority areas include Grade 5 numeracy, Grade 6 Mathematics and early numeracy intervention in Grades 2 and 3.

Moving forward, we will strengthen evidence-informed instruction, targeted interventions, common assessment practices and progress monitoring to support continued student growth and achievement.

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

At Big Rock School, First Nations, Métis and Inuit student success is grounded in relationships, belonging, authentic learning and reconciliation. Our work supports Indigenous learners while fostering understanding and respect for Indigenous cultures, histories and ways of knowing across the school community.

Building School Culture Through the Seven Grandfather Teachings
The Seven Grandfather Teachings of Love, Respect, Courage, Honesty, Wisdom, Humility and Truth are embedded in school culture through monthly themes, announcements, literature, classroom resources and buddy activities. These teachings strengthen relationships, character and belonging while connecting Indigenous values to what it means to be a Big Rock Badger.

Incorporating Indigenous Ways of Knowing
Teachers integrate Indigenous perspectives through storytelling, learning circles, observation, land-based inquiry and cultural resources, including Indigenous, Métis and Voyageur artifact kits. These experiences connect Indigenous ways of knowing to curriculum in meaningful and respectful ways.

Learning With Elders and Knowledge Keepers
Visits and connections with Elders and Knowledge Keepers, including Elder Shirley, Elder Joanni and Kohkum Virginia Sunrise Moon, provide opportunities for authentic learning through storytelling, conversation and shared experiences. These relationships strengthen cultural understanding and help students learn directly from Indigenous voices.

Learning From the Land
Outdoor and place-based learning connects students to the natural environment, Indigenous histories and ways of knowing. Meaningful locations such as the Big Rock, Blackfoot Crossing and Writing-on-Stone provide opportunities to explore relationships between land, culture, story and community.



86%
of FNMI Students are comfortable sharing their culture within the school community
(Cultural Perspectives Survey)

86%
Of FNMI students expressed that they have External Resilience (SOS-Q Student Survey)

Goals, Outcomes, Indicators, Measures and 4 Year Data Trends and Key Insights

Indigenous Representation and Reconciliation
The Indigenous rendering of O Canada and recognition of Orange Shirt Day, the National Day for Truth and Reconciliation, Red Dress Day and National Indigenous History Month increase Indigenous representation and awareness throughout the school.

Collaboration and Student Supports
Collaboration with divisional Indigenous Education resources, the Indigenous Advisory Circle, families and community partners strengthen staff understanding and reconciliation practices. Individualized and wrap-around supports promote belonging, engagement, well-being and achievement for self-identified Indigenous learners.

Our Story of Success
Big Rock continues to strengthen Indigenous education through authentic relationships, cultural learning, Indigenous representation and reconciliation. By embedding Indigenous perspectives into everyday learning and school culture, we strive to create an inclusive community where Indigenous students feel valued, supported and successful.

Moving forward, our commitment remains focused on deepening relationships, learning from Indigenous voices and strengthening meaningful opportunities for Truth and Reconciliation.



91%

RESULTS ANALYSIS

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

Activities that support the implementation of the Truth and Reconciliation Commission recommendations	Strategy / Activity	Implementation
	Seven Grandfather Teachings	Monthly teachings are integrated into announcements, classroom learning, buddy activities, and positive behaviour supports.
	Orange Shirt Day	School-wide recognition of Truth and Reconciliation through learning, reflection, and discussions about residential schools.
	Indigenous Perspectives	Indigenous storytelling, learning circles, cultural resources, and land-based learning embedded into curriculum.
	Elders and Knowledge Keepers	Opportunities for students to learn directly from Indigenous voices, experiences, and cultural teachings.
	Cultural Awareness	Increased Indigenous representation through literature, cultural recognition days, and Indigenous perspectives in school activities.

Strategies, activities, programs, and their corresponding impact (assessed by local and provincial measures on First Nations, Métis, and Inuit students' education outcomes and results).	**Focus Area**	**2025–2026 Results**	**Evaluation / Next Steps**
	Relationships and Support	86% of FNMI students expressed that they have External Resilience (SOS-Q Student Survey)	• Build on positive relationships through regular student check-ins and culturally responsive practices. • Strengthen connections between students, families, staff, and community supports. • Continue fostering a welcoming, inclusive school environment where Indigenous students feel safe, valued, and supported
	Cultural Expression	86% of Students are comfortable sharing their culture within the school community. (Cultural Perspectives Survey)	• Continue creating opportunities for students to share and celebrate their cultural identities. • Increase Indigenous representation through literature, classroom resources, and school-wide activities. • Strengthen connections with Indigenous families and community members to support authentic cultural learning.
	Indigenous Perspectives	71% of FNMI students feel that their teacher shared indigenous perspectives within their teaching. (Cultural Perspectives Survey)	• Increase the consistent integration of Indigenous perspectives across curricular areas. • Continue embedding the Seven Grandfather Teachings into classroom learning and school-wide activities. • Provide staff with professional learning and resources to support authentic Indigenous education.

			• Expand opportunities for learning from Elders, Knowledge Keepers, and Indigenous community members.
	Literacy and Numeracy	Grade 5: 100% of FNMI students meet local standards in literacy & numeracy (Common Literacy/Numeracy Assessments: Local Measures)	• Celebrate student achievement while maintaining high expectations and individualized supports. • Continue monitoring literacy and numeracy progress through school-based assessments. • Provide targeted interventions and differentiated instruction where needed. • Use assessment data to identify emerging learning needs and adjust supports proactively.

AECA Measures for FNMI Students

Performance Measure	High School Completion		Provincial Achievement Tests		Diploma Examinations	
	3-year Completion	5-Year Completion	Acceptable	Excellence	Acceptable	Excellence
2025-2026 (School)	NA	NA	NA	NA	NA	NA
2025-2026 (Prov)	NA	NA	NA	NA	NA	NA
Evaluation (Achievement)	NA	NA	NA	NA		
Evaluation (Improvement)	NA	NA	NA	NA		

SOS-Q Student Survey (**S**tudent **O**rientation to **S**chool **Q**uestionnaire): **First Nations, Métis, and Inuit Students**

Above National Norm					
Performance Measure	**Safe & Caring**	**External Resilience**	**Self Confidence**	**Internal Resilience**	**Peer Relations**
2025-2026	71%	86%	71%	71%	71%
Evaluation	**I – Intermediate**	**H – High**	**I – Intermediate**	**I – Intermediate**	**I – Intermediate**

Common Literacy/Numeracy Assessments: Local Measures

Common Numeracy Assessment: Grade 4 – 9	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2025-2026	NA	100	NA	NA	NA	NA
Evaluation	NA	VH – Very High	NA	NA	NA	NA

Common Literacy Assessment: Grade 4 – 9	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2025-2026	50%	100%	50%	NA	NA	NA
Evaluation	L – Low	VH – Very High	L – Low	NA	NA	NA

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**
2025-2026	86%	43%	52%	62%	43%	64%	43%
Evaluation	H – High	VL – Very Low	L – Low	I – Intermediate	VL – Very Low	I – Intermediate	VL – Very 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
2025-2026	80%	57%	88%	86%	77%	43%	78%	57%	86%	57%	75%	43%	73%	43%	75%	43%	75%	71%
Evaluation	H – High	L – Low	H – High	H – High	H – High	VL – Very Low	H – High	L – Low	H – High	L – Low	I – Intermediate	VL – Very Low	I – Intermediate	VL – Very Low	H – High	VL – Very Low	H – High	I – Intermediate

VL – Very Low L – Low I – Intermediate H – High VH – Very High

STRATEGY ANALYSIS

Implemented in 2025-2026 *Continued From 2025-2026* *Continued From 2026-2027* *Continued From 2027-2028* *Continued From 2028-2029*

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS	EVALUATION
Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports. Continue to connect and seek guidance from the Director of Indigenous Learning and Equity. Have at least one elder, knowledge keeper, or First Nations, Metis, or Inuit each year to develop foundational knowledge, perspectives and appreciation for the culture. Implement 7 Grandfather teachings and daily circle activities.	



DATA ANALYSIS

This data told us that:

- **Positive relationships and supports are a strength.** External Resilience was rated High at 86%, reflecting positive connections and supportive learning environments.
- **Students experience high expectations.** At 86%, High Expectations provides a strong foundation for continued academic growth and achievement.
- **Students feel comfortable sharing their culture.** A total of 86% reported feeling comfortable sharing their culture at school, providing a positive foundation for strengthening cultural identity and belonging.
- **Cultural belonging remains an area for growth.** While students reported comfort sharing their culture, 57% indicated a sense of Cultural Belonging, highlighting opportunities to strengthen inclusion and representation.
- **Meaningful and relevant learning is a priority.** Relevance was 43% and Academic Rigor was 52%, reinforcing the importance of connecting learning to students' identities, experiences and communities.
- **Indigenous perspectives can be more consistently embedded across curriculum.** At 43%, Cultural Infusion Across Subject Areas highlights opportunities to strengthen authentic integration of Indigenous knowledge and ways of knowing.
- **Literacy and numeracy results demonstrate areas of success.** Grade 5 local assessments showed 100% of self-identified Indigenous students meeting standards in both literacy and numeracy. Results across other grades varied, emphasizing the importance of targeted instruction and ongoing monitoring. Small student cohorts should be considered when interpreting results.
- **Truth and Reconciliation remains an important priority.** Continued implementation of the Seven Grandfather Teachings, land-based learning, and relationships with Elders and Knowledge Keepers will strengthen cultural understanding and belonging.

OUR STORY OF SUCCESS: Teaching, Learning & Leading

Formatted: Normal

At Big Rock School, our 2025–2026 focus on Teaching, Learning & Leading emphasized strengthening instructional practices, collaborative professional learning and meaningful student experiences. Through purposeful professional development, staff continued building their capacity to support student success.

Strengthening Teaching Practice
Professional learning focused on **Learning for Transfer, conceptual curriculum design and the ACT Framework**. Teachers explored rich tasks, inquiry, project-based learning and authentic experiences that encourage deeper understanding and application of knowledge. Dedicated collaboration time supported staff in applying these approaches directly to classroom instruction.

Creating Meaningful and Engaging Learning
Thinking routines, concept mapping, collaborative learning and rich questions encouraged students to think critically, make connections and apply their understanding. These approaches supported deeper engagement while strengthening literacy, numeracy and problem-solving skills.

Strengthening Literacy and Numeracy Instruction
Staff strengthened consistent assessment practices through common rubrics, success criteria, exemplars and validity marking. Targeted literacy interventions, including UFLI and flexible reading groupings, supported differentiated instruction. Assessment evidence informed instructional decisions and responsive student supports.

Collaboration and Professional Growth
School-based professional learning provided opportunities for staff to collaborate, reflect and refine instructional practices. Revisiting previous learning and applying new strategies strengthened consistency and supported a culture of continuous improvement.

Building Leadership Capacity
Staff contributed their expertise through collaborative planning, professional learning and school-based leadership opportunities. Sharing knowledge and instructional practices strengthened collective capacity and reinforced shared responsibility for student success.



100%
of staff indicate there is clarity of vision, mission, and values.
(FSD Professional Learning Survey)

100%
of staff indicate Professional Learning Communities are used effectively.
(FSD Professional Learning Survey)

Goals, Outcomes, Indicators, Measures and 4 Year Data Trends and Key Insights

RESULTS ANALYSIS FOR TEACHING AND LEADING

FSD Professional Learning Survey: Teacher survey to measure impact of professional learning and collaborative structures in schools and across the system.

	Clarity of Vision, Mission, and Values	Professional Learning and Collaborative Culture	Professional Learning Communities	Professional Body of Knowledge	In-service jurisdiction needs Provincial Measure	
					School	Prov
2025-2026	100	76	100	86	88.1	81.0
Evaluation	VH – Very High	H – High	VH – Very High	H – High	Intermediate	Maintained

STRATEGY ANALYSIS

Implemented in 2025-2026 *Continued From 2025-2026* *Continued From 2026-2027* *Continued From 2027-2028* *Continued From 2028-2029*

TEACHING, LEARNING, AND LEADING	EVALUATION
Use school-based Professional Learning Leadership team to support planning and implementation of meaningful learning opportunities.	
Continue with structured PLT processes and protocols including using evidence of student learning to inform next steps in teaching.	
School based PLT focused on engagement, task design and assessment for literacy and numeracy	

DATA ANALYSIS

This data told us that:

- Staff report exceptional clarity and coherence around the school's direction.
- Professional Learning Communities are a significant strength. This indicates that collaborative team structures are firmly established and provide a strong foundation for collective inquiry, shared planning, analysis of evidence, and coordinated responses to student learning needs.
- Staff report a strong professional body of knowledge. Staff generally view their professional knowledge and practice positively. Continued professional learning should build on this strength by connecting new learning directly to classroom implementation, student evidence, and the school's identified priorities.
- Professional learning and collaborative culture is the clearest area for growth.
- The results reveal an important distinction between having collaborative structures and experiencing a fully developed collaborative culture.
- Professional learning is viewed more positively at school than across the province.
- The data demonstrates strong enabling conditions, but it does not yet provide evidence of impact on students.
- Professional learning should move from participation measures to impact measures.

Foothills
SCHOOL DIVISION