

ENGAGEMENT

Local and Societal Context

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

GOALS <i>Desired Result</i>	OUTCOMES <i>Measurable statements of what FSD seeks to achieve</i>	INDICATORS <i>Indicators of achieving outcomes</i>
Advance stakeholder engagement and communications Advancing stakeholder engagement practices and communication strategies will ensure FSD is responsive to local needs, it increases stakeholder understanding of education matters and improves decision-making. It will provide stakeholders with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and division priorities of engagement, support, and success for each learner.	- Actively engage stakeholders to inform the development of local priorities and plans drawing upon a variety of sources to measure engagement: - What stakeholders were involved? - How were they engaged? - How their input informed local priorities? - School board's actions to meet its obligations under section 12 of the School Councils Regulation to provide opportunity for School Councils to be involved in developing School Education Plans. - Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.	- Measures demonstrate stakeholder engagement informs policies, procedures, priorities, education plans, annual education results reports and budget decisions in support of student growth and achievement. - Measures demonstrate that stakeholders actively participate in engagement opportunities provided by Foothills School Division.

Governance

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

GOALS <i>Desired Result</i>	OUTCOMES <i>Measurable statements of what FSD seeks to achieve</i>	INDICATORS <i>Indicators of achieving outcomes</i>
Advance evidence-based continuous improvement and assurance Learners will communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.	- 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.	- 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,

	- 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.	and conclusions drawn to inform education plans. Governance responsibilities reflect a student-centered focus and principles of inclusiveness, fairness, diversity, and excellence.
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MEASURES AND TARGETS: PROVINCIAL & LOCAL

- Parent Involvement (AEAM):** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- School Improvement (AEAM):** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- Quality of Education (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- Stakeholder Engagement:** Increase/maintain participation of stakeholders to inform decisions.
- FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.

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

Assurance Measures	Education Quality	Parental Involvement	School Improvement
2021-2022	97%	76%	62%
2022-2023	96%	71%	56%
2023-2024	90%	83%	84%
2024-2025	80%	63%	45%
Evaluation			

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

Provincial Performance Measure	Education Quality	Parental Involvement	School Improvement
2021-2022 (FSD)	90.4	83.5	58.2%
2021-2022 (Prov)	89%	78.8%	74.2%
2022-2023 (FSD)	83.8	78.6	60.4%
2022-2023 (Prov)	88.1%	79.1%	75.2%

2023-2024 (FSD)	89.2	80.8	78.6%
2023-2024 (Prov)	87.6%	79.5%	75.8%
2024-2025 (FSD)	90.0	84.6	42.0%
2024-2025 (Prov)	87.7%	80.0%	76.6%
Evaluation (Achievement)	Very High	Very High	Very Low
Evaluation (Improvement)	Maintained	Maintained	Declined Significantly

KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

- High levels of satisfaction with overall quality of education, with local and provincial results consistently at or above provincial averages
- Strong parental involvement compared to provincial measures, indicating positive family engagement in school processes
- Established and effective stakeholder engagement practices that support communication and informed decision-making
- Clear structures for evidence-based planning and continuous improvement that support accountability and responsiveness

Areas for Growth

- Declining trend in parent satisfaction across education quality, parental involvement, and school improvement in the most recent year.
- Significant decrease in perceived school improvement, suggesting concerns with progress and communication of results.
- Need for more consistent and meaningful stakeholder participation across engagement opportunities.

Next Steps

- Enhance communication strategies to clearly demonstrate school improvement efforts and student success to stakeholders.
- Increase and diversify opportunities for authentic stakeholder engagement to strengthen participation and voice.
- Use assurance data more intentionally at the school level to guide targeted actions and monitor impact over time.
- Strengthen parent understanding of school priorities, decisions, and outcomes through clear, accessible communication.