



2024 – 2029 EDUCATION PLAN YEAR 2

Oilfields High School

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WELCOME TO OUR EDUCATION PLAN

SCHOOL EDUCATION PLAN 2024-2029 (YEAR 2)

Our 2024-2029 education plan is based on contributions from students, parents, staff, business/community leaders and service providers who provide ongoing and direct feedback in the development of goals and strategies for engagement, support, and success of each learner.

Our 2023-24 School Annual Education Results Report

OUR LAND ACKNOWLEDGEMENT

We all live, work, and play on these traditional territories. In the spirit of respect, reciprocity, and truth, we all must honour and acknowledge these traditional territories, and the oral practices of the Stoney Nakoda People (including the Chiniki, Bearspaw, and Wesley Bands); the Blackfoot confederacy (including the Siksika, Kainai, and Piikani Nations); as well as the Tsuut'ina First nation. This territory is also home to members of the Métis Nation of Alberta Region 3 within the historical Northwest Métis homeland. Finally, we acknowledge all Nations – Indigenous and non-Indigenous - who call this place their home. This sacred gathering place provides us all with an opportunity to engage in and demonstrate leadership on reconciliation.

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 and Foothills School Division Goal Alignment
Systems Thinking

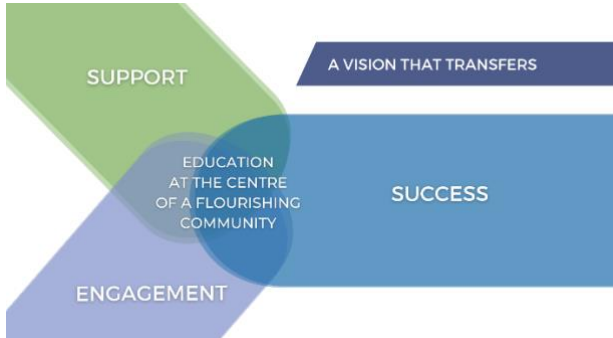
ALIGNMENT OF PROVINCIAL OUTCOMES , ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS

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 2025-26
<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

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	SUPPORT	SUCCESS
Local and Societal Context	Learning Supports	Student Growth and Achievement
<p>Goal: Advance Stakeholder Engagement and Communications</p> <p>Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p>Goals: Advance Wellness and Well-being Advance Continuum of Supports</p> <p>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.</p>	<p>Goals: Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success</p> <p>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
Governance		
<p>Goal: Advance Continuous Improvement and Assurance</p> <p>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.</p>	Teaching and Leading	
	<p>Goal: Advance Excellence in teaching, learning and leading.</p> <p>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).</p>	



OUR SCHOOL

Oilfields High School is located within the community of Diamond Valley in the foothills southwest of Calgary. As a junior/senior high school, it supports student learning in Grades 7 -12 who attend from the communities of Eden Valley, Diamond Valley, Longview, Millarville, and the County of Foothills. We have a student population of approximately 430 students and 41 staff. Approximately 75 % of our student population are bused in from the surrounding communities. Oilfields High School is focused on designing and assessing learning for deep learning and transfer through conceptual understanding. We are also striving to ensure a wider range of complementary courses that support the understandings, skills, and attitudes necessary to explore and pursue potential careers as part of Innovation and Design. These complementary courses are in the areas of Fine Arts, Career and Technology Studies, Career and Technology Foundations, Athletics, Languages, Off Campus Learning, Clubs, and other activities.

Oilfields High School has a proud history of offering quality curricular and extra-curricular experiences for our students. Our courses include academic, career and technology, and fine arts subjects that all students have access to. In a rural setting, ensuring students have access to all the subjects they need can be challenging, and we are lucky to be able to provide these programs for our families. We offered over 30 different program choices last year. Outside of academics, our athletics and fine arts programs allow students to develop their interests and talents. Oilfields High School has 24 teams competing in a variety of sports last year, including golf, cross country, flag football, team handball, volleyball, basketball, track and field, and rugby. Our students are often recognized for being not only exceptional athletes but also as players who demonstrate integrity and a dedication to fair play and teamwork. We continue to hold both junior and senior drama productions and have many talented artists amongst our students.

Our Outdoor Education, Agriculture, and Vertical Farming programs are outstanding and provide students with opportunities to learn and grow. These programs prepare students to have safe and successful outdoor experiences in Alberta, to develop confidence and self-efficacy in building a garden and growing their own food, and teaches students about sustainable ranching and farming practices.

KEY INSIGHTS

OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOALS

Advance stakeholder engagement and communications by:

Student Engagement

- Celebrate and reinforce positive student actions as part of our Continuum of Supports.
- Provide meaningful opportunities for student voice and input into the direction of learning and school goal plans.
- Continue student surveys and action plans for support.
- Student involvement with Student Matters committee.

Staff Engagement

- Engage staff in meaningful conversations and decision-making structures to advance our goals and strategies.
- Continue Lead Team learning to advance school goals.
- Continue Embedded PLT Structure to advance our goals and support student and teaching excellence.

Parent Engagement

- Engage in meaningful parental involvement through our Continuum of Supports to support student success (conversations, emails, etc.).
- Build relationships with parents through celebrations and reinforcement of positive student behavior.
- Continue parent surveys throughout the school year.
- Using school council to support decision making.

Community Engagement

- Continue community connection to school through operation prevention, Vertical Farm Initiative, and other programming.
- Build connections to community chamber of commerce for future partnerships that are mutual and meaningful (work experience, volunteers, RAP, Green Certificate, Etc.)
- Host school and community events.

Communications

- Develop consistent and timely routines for making our Ed Plan visible.
- Celebrate our students, staff and community learning and growth.
- Communication extending to feeder schools, future families, and broader community.
- Daily use of Twitter, Snapchat and weekly emails to celebrate the school

Advance evidence-based continuous improvement and assurance by:

- **Evidence-informed decision-making:** Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
 - Continue to assess and monitor data from PLC's and student/parent surveys

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.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.



- **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.
 - Continue gathering voice of students, staff and parents to inform decision making on a regular basis
- **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.
 - Continue creating an understanding of the principles of assurance by stake holders

VIEW OUTCOMES AND INDICATORS

OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOALS

Advance wellness and well-being by:

- Continue to promote healthy school cultures through student well-being and staff wellness using the lens of Belonging, Independence, Mastery and Generosity.
 - Continue to Improve Visibility and Implementation of structures and strategies for Wellness and Wellbeing.
 - Continue to promote, develop, and involve all stakeholders in school Wellness initiatives and ongoing programming to promote Wellness and Wellbeing.
 - Continue to promote and bundle activities to share with larger school communities (parents, community members) pertaining to Wellness, citizenship, culture, belonging, and connection to one another.
 - Continue to promote activities and student voice opportunities through our Student Matters and Student Council groups.
 - Supporting student connections with staff and target students who lack a 'go to person'.

Advance a continuum of supports by:

- Continuing to implement, refine, and expand the continuum of supports based on current student profiles to address social, emotional, physical, and academic growth for students.
 - Continue to Improve Visibility and Implementation of structures and strategies within the Continuum of Supports.
 - Meaningful relationship building between stakeholders to improve collaboration and school culture at the Universal Level.
 - Continue developing a shared understanding and application of principles of an Inclusive education system at the Universal Level.
 - Continue to collaborate and work together as an Academic and Socio-emotional Support Team toward targeted student needs
 - Continue to advance CTF/CTS programming and connections tailored to student needs.
 - Advancing academic support for all students (close the gap / extend understanding).
- Continuing to collaborate with all stakeholders to support student success.
 - Visibility, communication, capacity building and application of supports and services available to students, parents and staff at the Universal Level.

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **Safe & Caring (AEAM):** Increase/maintain the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
- **Program Access (AEAM):** Increase/maintain the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- **Students at Risk (AEAM):** Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth & achievement.

- Continue to develop and communicate shared understanding of targeted and individualised supports, student support teams and community resources.

VIEW OUTCOMES AND INDICATORS



OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOALS

Advance innovation and design by:

- Advance staff capacity for continued implementation of the Framework for Innovation and Design: Learning that Transfers - Implementation of Maker-centered Learning (MCL), Career and Technology Foundations (CTF), and Career and Technology Studies (CTS) at Oilfields School to support Deep and Transferrable Learning through design thinking while exposing students to a greater breadth of possible careers.
- Advance Career Education to provide students with real world experiences that prepare them for their future.
 - Celebrate learning and success by telling the story of student growth, achievement, and depth of knowledge and understanding of different careers and opportunities.
 - Advance the use of myBlueprint as an ePortfolio, career exploration tool, and a component of a System of Reporting.
- 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.
 - Advance in-school and inter-school learning and collaboration to ensure a positive, coherent experience with programming that supports career-based education.

Advance learning that transfers by:

- Advance system wide understanding of how the *3 Principles of Deep and Transferable Learning (FSD Guide to Success)* including conceptual understanding, student agency, and living with complex problems over time provide meaningful, intellectually engaging learning experiences for each learner.
- Teachers and leaders will continue to develop a deep understanding of pedagogy and curriculum and apply a current and comprehensive repertoire of effective planning and design for deep and transferable learning.
- Utilize high impact assessment, evaluation, and reporting strategies from the *FSD System of Reporting* to ensure deep and transferable learning.
 - Continue to advance the use of ePortfolios within the context of assessing, grading, evaluating, and reporting and student growth and achievement.

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Student Learning Engagement (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation (AEAM):** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship (AEAM):** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning (AEAM):** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AEAM):** Growth and Improvement shown in each area.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.

VIEW OUTCOMES AND INDICATORS

GOAL

Advance literacy and numeracy by:

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

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - 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:**
 - **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.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.



OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOAL

Advance First Nations, Métis, and Inuit student success by continuing to refine and enhance our continuum of supports, systems, structures, and programs to:

- Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.
 - Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.
- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.
 - Continue to advance parent and community engagement by building relationships with students, families, Elders, Knowledge Keepers, Cultural Advisors, and local community leaders for optimum student success.
 - Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students.
- Support the implementation of Truth and Reconciliation Commission recommendations.
 - 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.

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - 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 3 and 5 Years (AEAM):** Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- **Provincial Literacy and Numeracy Assessments:** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **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.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

GOAL

Advance excellence in teaching, learning, and leading by:

- Teachers and leaders engage in career long professional learning and ongoing critical reflection to improve teaching, leading, and learning.
 - Continue embedded PLT structures to advance school-based goals and strategies that align common understandings and mastery while making these practices and celebrations visible to all stakeholders.
 - Focused school-based learning days on the advancement of student success through impactful staff collaboration and learning.
 - Continue with embedded PLT structures during our day to advance our goals and strategies.
- Develop and demonstrate a professional body of knowledge and provide instructional leadership.
 - Advance optimal student learning through the development of collective efficacy to teach for deep and transferable learning by providing professional learning support for all staff using the staff learning link, playlists, guides to success, and learning services.
 - Continue to provide varied professional learning opportunities for stakeholders to develop collective efficacy to advance Truth and Reconciliation for the success of each learner.
 - Teachers and leaders will apply a current and comprehensive repertoire of effective planning, and designing for deep and transferable learning and trauma informed practices
 - Teachers and leaders incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students
 - Ensure that all students continuously develop skills in literacy and numeracy
 - Ensure student assessment and evaluation practices are fair, appropriate, evidence-informed and in accordance with the system of reporting
- Create inclusive learning environments where high quality teaching, learning, and leading occur.
 - Continue to develop professional learning that focuses on a school-wide belief that we are responsible for all students and their success.
 - Build teacher and leader capacity to develop engaging learning environments; and employ the use of positive behaviour supports, restorative practices, and trauma informed practices
 - Employ relationship building strategies that promote positive, engaging learning environments where all students can flourish

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **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 Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision, and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)

