



Sir Winston Churchill High School

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School Improvement Results Reporting | For the 2024-25 School Year

Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, 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.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' Results Policies for the full and detailed Results statements

Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- Learning Excellence
 - Strong student achievement for lifelong learning and success
- Well-Being
 - Students and employees thrive in a culture of well-being
- Truth & Reconciliation, Diversity and Inclusion
 - Students and employees experience a sense of belonging and connection.

Goal One: Enhance learning opportunities to improve student success.

Outcome One: Student achievement will continue to improve with the implementation of Outcomes-based Assessment and Reporting at the Grade 10 level.

Celebrations

- *Grade 10 course pass rate (students achieving 50%) remains high with an average rate of 95.9%.*
- *Student resilience and perseverance in relation to challenges in learning and/or school work have improved from the previous year according to the CBE Student Survey.*
- *Successful implementation of Outcomes-Based Assessment and Reporting for Year 1 in all Grade 10 courses with teachers actively engaging with professional learning and collaboration in task design and assessing with the High School Proficiency Scale.*

Areas for Growth

- *Continue to review current summative assessments to ensure they align with goals of learning.*
- *Improve student achievement beyond 'Beginning' and 'Developing 1' on the High School Proficiency to support student mastery and excellence in their courses.*
- *Need to strengthen culturally responsive, inclusive and differentiated teaching practices to include identities, strengths, and learning profiles of all students.*

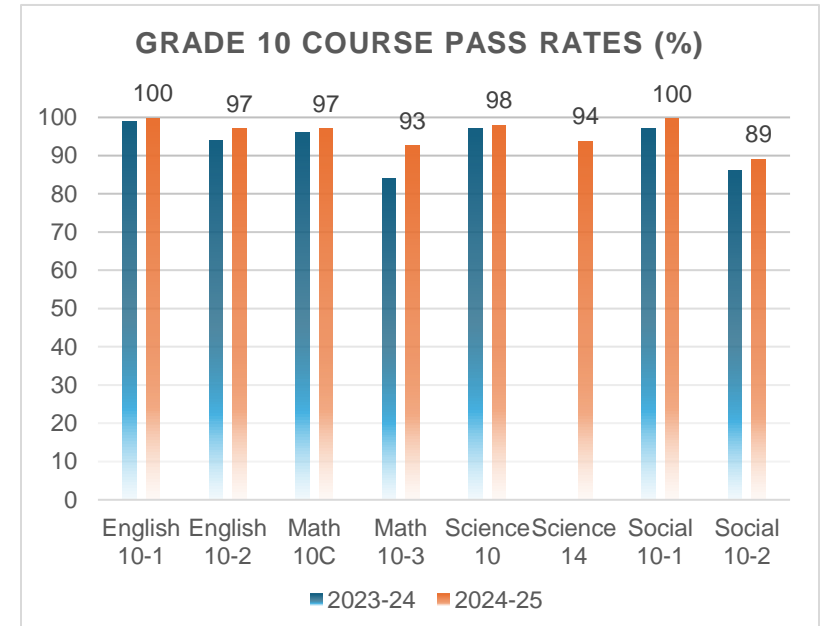
Next Steps

- *Focus Professional Learning Communities (PLCs) and continued professional learning to develop culturally responsive teaching to ensure all students have access to academic support and enrichment opportunities.*
- *Connect teachers from across discipline areas to build teacher capacity to design tasks and assessments that align with the High School Proficiency scale in a meaningful and authentic way.*
- *Increase student awareness of potential future career pathways and how programming choices can support them to increase engagement in their learning.*

Our Data Story:

Sir Winston Churchill's 2024-25 School Development Plan was focused on the continued development and implementation of Outcomes-Based Assessment (OBA) and reporting for the Grade 10 level courses. This focus centered on not only the academic progress of our students, but also their well-being, supporting the whole student through their learning. In the implementation of OBA, teachers provided opportunities for students to foster skills in goal setting, critical thinking, self-advocacy and self-reflection while completing the outcomes in the Program of Studies.

The pass rate of our Grade 10 core courses remain high with an average rate of 95.9% of our students passing their core classes. This is a 2.6% increase from the previous year including a 3%-8% increase in our Math 10-3 and Social 10-2 courses. These results highlight the positive impact that teachers have had in their task design and adjustment to assessment practices with the implementation of OBA. Notes from teacher Professional Learning Communities (PLCs) include a clear focus on outcomes and how to best structure lessons to allow all students access to content and opportunities to develop their skills at various entry points. Both students and teachers also saw the benefits of being able to balance student well-being with the academic rigor of the Program of Studies. With more regular check-ins through formative assessment and tutorials, more targeted feedback and goal setting, students were better able to view their success with a growth mindset. Families were also invited to various OBA information evenings to respond to assessment questions and develop an understanding of outcomes.



CBE Student Survey



I feel **confident** I can overcome challenges in my learning.

2023-24	2024-25
72.6%	78.7%



When I struggle with my schoolwork, I **can get through it and fix it.**

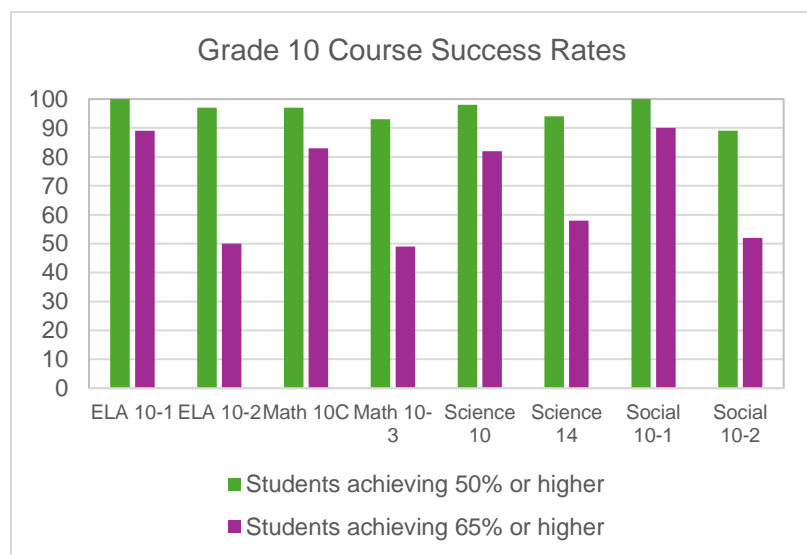
2023-24	2024-25
79.6%	81.6%

Student well-being is an integral part in our work to advance learning excellence. In understanding their levels of mastery through OBA, students can develop confidence, self-advocacy and engage constructively with their learning. In this last year, we have seen an improvement in student resiliency and their access to supports within the school. As reflected in the CBE Student Survey, student confidence to overcome challenges rose from 72.6% to 78.7% and their ability to persevere through academic struggles rose from 79.7% to 81.6%. These improvements have been a part of our action plan to provide

students with the tools and strategies to gain resilience such as offering tutorials, multiple assessment methods and opportunities, and providing both universal and targeted accommodations. Together, as a school, we worked together, in Collaborative Team Meetings (CTMs) and through professional learning, to develop Tiers 1 and 2 of our Continuum of Supports teachers consider as effective strategies to support student learning and well-being.

Insights and Next steps:

Our work continues to be a focus on ways to enhance learning opportunities for student success. Through our implementation of Outcomes-Based Assessment, teachers and students have found a more focused approach towards academic excellence. However, although we have a high percentage of students achieving 50% or higher in their core classes, we have noticed that fewer students achieve 65% or higher, suggesting strong basic achievement, but a need to grow in academic depth, rigor and skill development.



Further, in conversations with teachers across discipline areas, there is an apparent need now to expand our learning to include a deeper look at our complementary courses such as Fine Arts, PE, CTS, and International languages in order to increase student engagement in their learning. The complementary courses have the potential to engage students in their areas of interests and to further develop their strengths and with OBA, the focus on skill development can be made more accessible. In addition, we continue to promote our additional pathways including Digital Pathways and Dual credit opportunities to support students in pursuing their individual interests and goals in pursuit of learning excellence.

Recent achievement data also indicates a decline in success rates for our Indigenous students, English as an Additional Language (EAL) learners, and students with identified learning needs. While overall course pass rates remain strong, achievement gaps are

widening among these students, particularly in core academic subjects. This suggests that current instructional practices may not be fully meeting the diverse cultural, linguistic, and learning needs of all students. Therefore, our focus, alongside the continued work with the implementation of OBA, will be to increase the success and engagement of all students through the implementation of culturally responsive and inclusive instructional practices. In doing so, we aim to see an increased sense of belonging in student learning experiences as well as having teachers demonstrate evidence of inclusive planning and assessment practices.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Spring 2025



The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
 - Citizenship
 - Student Learning Engagement
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parent Involvement

Assurance Domain	Measure	Sir Winston Churchill High Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.7	86.0	84.6	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	79.8	81.2	80.5	79.8	79.4	80.4	High	Maintained	Good
	3-year High School Completion	91.3	91.7	91.9	81.4	80.4	81.4	Very High	Maintained	Excellent
	5-year High School Completion	95.0	94.5	94.7	87.1	88.1	87.9	Very High	Maintained	Excellent
	PAT6: Acceptable	n/a	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	90.4	90.0	n/a	81.5	80.9	n/a	n/a	n/a
Diploma: Excellence	n/a	45.6	44.5	n/a	22.6	21.9	n/a	n/a	n/a	
Teaching & Leading	Education Quality	87.3	87.5	87.0	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.4	82.3	82.1	84.4	84.0	84.9	Low	Maintained	Issue
	Access to Supports and Services	77.2	81.1	80.8	80.1	79.9	80.7	Low	Declined	Issue
Governance	Parental Involvement	73.1	75.2	76.6	80.0	79.5	79.1	Low	Maintained	Issue