

Winston Churchill High School



2020/21 Annual Education Results Report

A community of learners working to make our world a better place.

**Build RELATIONSHIPS
Pursue GROWTH
Value DIVERSITY**

Accountability Pillar Results

Assurance Domain	Measure	School			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	80.1	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	76.9	69.9	71.9	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	77.0	65.6	71.0	83.4	80.3	79.6	Intermediate	Improved	Good
	5-year High School Completion	86.9	80.7	79.1	86.2	85.3	84.8	Intermediate	Improved Significantly	Good
	PAT: Acceptable	n/a	n/a	49.0	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	12.2	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	83.8	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	15.8	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	84.5	83.0	83.8	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.9	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	85.8	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	83.3	67.2	71.8	79.5	81.8	81.4	n/a	n/a	n/a

Highlights

High School Completion—has improved significantly. The 5-year high school completion is now above the provincial average.

Education Quality—has improved over the past three years.

Parental involvement—has improved significantly over the past three years.

Challenges to Address

Student Learning Engagement— an exploration of why this measure is lower than the provincial average and attempts to continue to improve this result are ongoing.

Welcoming, Caring, Respectful and Safe Learning Environments—an exploration of why this measure is lower than the provincial average and focused effort to improve this result are ongoing.

PAT: Acceptable—this is a real area of growth for our school, examining the learning and growth of our grade 9 students is ongoing.

Lethbridge School Division Priority: Achievement

OUTCOMES:

- Students achieve student learning outcomes with strong foundational skills in literacy and numeracy.
- Teachers possess a deep understanding of pedagogy that develops literacy and numeracy.
- Students are lifelong learners possessing the skills and attributes to successfully transition within the system and to further education, credentialing or the world of work.
- Indigenous student achievement relative to provincial standards will improve.
- School administrators are highly skilled in all areas of the School Leader Quality Standard.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- Support staff possess the knowledge, skills and attributes to support student success and create optimal learning environments.
- Effective learning and teaching is achieved through collaborative leadership and structures that build capacity to improve within and across schools.
- A comprehensive wellness approach promotes well-being and fosters learning.
- The education system demonstrates collaboration and engagement to further Division priorities.
- Effective management of growth and capacity building to support learning spaces and the provision of programs.

Performance Measures

1. Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Winston Churchill High School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	208	80.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	83.3
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	65.0
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35	92.2

Evaluation

Although parents and teachers indicated that students are engaged in their learning at school, this indicator is lower for students. Efforts to engage students in their learning at school include:

- *Ensuring students understand the why in the learning they engage in and that they have a sense of purpose*
- *Ownership: provide opportunities for students to reflect on their role in learning and engagement*
- *Purposeful teaching about Individualized Time (I2 Time)*

Lethbridge School Division Priority: Achievement (continued)

Performance Measures

2. High School Completion Rate: The percentage of students who completed high school within three, four and five years of entering Grade 10.

	Winston Churchill High School										Measure Evaluation		
	2016		2017		2018		2019		2020				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
3 Year Completion	221	73.4	174	71.3	177	76.2	179	65.6	202	77.0	Intermediate	Improved	Good
4 Year Completion	242	76.2	218	78.9	174	77.7	176	85.5	174	79.6	Intermediate	Maintained	Acceptable
5 Year Completion	178	78.0	243	77.4	218	79.3	173	80.7	176	86.9	Intermediate	Improved Significantly	Good

Evaluation

Our High School Completion Rate has been improving overall. We have been focused on providing flexible opportunities for students to meet graduate requirements. There is a deep understanding of individualization while supporting students.

- continued focus on supporting the individual needs of students and providing flexible learning environments*
- working with other high schools in our division to meet student needs*

3. Education Quality

	Winston Churchill High School										Measure Evaluation		
	2017		2018		2019		2020		2021				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	477	82.8	427	82.9	406	85.5	460	83.0	208	84.5	n/a	n/a	n/a
Parent	16	75.0	32	78.6	24	80.4	32	81.8	24	84.7	n/a	n/a	n/a
Student	427	80.7	357	81.9	342	83.6	389	75.1	149	73.6	n/a	n/a	n/a
Teacher	34	92.6	38	88.1	40	92.5	39	92.3	35	95.2	n/a	n/a	n/a

Evaluation

Although parents and teachers have indicated that the education quality has increased over the past five years, our students do not feel the same. This will require examination and reflection.

- Gather feedback from student roundtables*
- Continue to evaluate option opportunities for our students (i.e. Churchill Connections)*
- PL is focused on applying universal strategies and using a trauma informed lens*

Lethbridge School Division Priority: Inclusion

OUTCOMES:

- Schools are welcoming, caring, respectful and safe learning environments.
- Schools are inclusive learning environments where all students are able to grow as learners.

Performance Measures

Students are safe at school, learning about the importance of caring and respect for others, and are treated fairly at school
Improvement on the continuum of the Indicators of Inclusive Schools.

1. Access to Supports and Services

	Winston Churchill High School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	208	85.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	73.0
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35	95.3

Evaluation

We are deeply committed to providing a broad spectrum of supports to our students and their families.

We believe in supporting student growth in all areas; intellectual, emotional, physical, and social well-being

- *Churchill Family—Developing positive relationships with all students, and supporting all students with love and deep care*
- *Advisor program—Positive relationships over the course of four year for the purpose of learning*
- *Wellness Team connections*
- *Learning Commons—all students have access to learning support*
- *I2 (Individualized Instruction Time)- an opportunity for students to access their teachers, the fitness Centre, our Wellness Team, or anything else they may need to support their growth and learning*
- *Positive continuous interactions with Youth Engagement Officer*
- *Food provision for individuals and families (Churchill Fresh)*
- *Supported access to community organizations*

Performance Measures

2. Welcoming, Caring, Respectful and Safe Learning Environments: The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Winston Churchill High School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	208	82.9
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	82.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	70.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35	96.3

Evaluation

Although parents and teachers have indicated an overall sense that student learning environments are Welcoming, caring, respectful, and safe, there is room for improvement in student perspective, some strategies to improve this outcome are:

- Focus on re-building our advisor program; positive relationships for the purpose of learning
- Anti-Racism and Anti-Oppression staff and student committee
- GSA, Interact, Leadership Class
- Focus on valuing different perspectives and world views

3. Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Winston Churchill High School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	50	72.2	70	72.1	64	76.2	71	67.2	58	83.3
Parent	16	60.8	32	67.7	24	73.3	32	61.0	24	77.9
Teacher	34	83.6	38	76.5	40	79.0	39	73.3	34	88.8

Despite a dip in 202, overall perception of parental involvement in decisions about their child's education has been steadily improving over the past years. Additional strategies to continue supporting these positive trends are:

Evaluation

- Parent School Council ; a learning community, providing opportunities to give feedback
- Advisor program—advisor phone homes
- Pyramid of Intervention—phoning home, learning team meetings

Lethbridge School Division Priority: Innovation

OUTCOMES:

- Learners (students, staff, parents) demonstrate the attributes of innovation, creativity and critical thinking in a concept-based learning environment.
- Breadth of program choice in flexible delivery structures provide opportunities for students to explore and grow as learners.
- All learners (students, staff, parents) use technology effectively as creative and critical thinkers capable of accessing, sharing and creating knowledge.

Performance Measures

1. Citizenship: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Winston Churchill High School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	473	73.5	425	73.7	404	72.3	459	69.9	208	76.9
Parent	16	67.1	32	66.2	24	67.5	32	66.9	24	72.5
Student	423	60.9	355	65.9	340	59.3	388	57.7	149	61.7
Teacher	34	92.4	38	88.9	40	89.9	39	85.1	35	96.5

Evaluation

The overall reflection for parents and students who are satisfied that students model characteristics of active citizenship is lower than the teacher perceptions. There is room for improvement in both parent and student ratings, some strategies to address this are:

- *Leadership Class, GSA, AR Committee, Interact—continue to focus on actively engaging in citizenship*
- *Continued focus on living our school vision: A community of learners working to make our world a better place*

2. Lifelong Learning: Percentage of teachers, parents and students who are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

			Winston Churchill High School			
			Overall	Parent	Student	Teacher
Lifelong Learning	2017	N	50	16	n/a	34
		%	67.0	53.1	n/a	80.9
	2018	N	70	32	n/a	38
		%	69.9	63.5	n/a	76.3
	2019	N	63	23	n/a	40
		%	79.3	67.4	n/a	91.1
	2020	N	71	32	n/a	39
		%	73.0	56.3	n/a	89.7
	2021	N	59	24	n/a	35
		%	84.6	75.0	n/a	94.2

Evaluation

Overall perceptions of respondents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning are steadily improving. Strategies to continue this improvement:

- *Continued focus on pursuing growth as a community of learners*
- *Continued focus on learning as a process, not an outcome*

School Priority: In what ways does a focus on anti-racist and anti-oppressive education contribute to building a culture of thinking and learning during a pandemic?

Performance Measures

- Increased awareness and conversations that highlight inequities within our current system
- Continued improvement in high school completion rates
- Improvement in Welcoming, caring, respectful , and safe learning environments measure
- Improvement in student feedback regarding access to supports and services
- Increased conversations about different perspectives and world view