

Winston Churchill High School



2022/23 Annual Education Results Report

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

BUILD Relationships
PURSUE Growth
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Alberta Education Assurance Measures Overall Summary

Assurance Domain	Measure	Winston Churchill High 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	80.0	83.1	83.1	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	76.0	71.9	70.9	80.3	81.4	82.3	Intermediate	Improved	Good
	3-year High School Completion	70.6	78.1	73.6	80.7	83.2	82.3	Low	Maintained	Issue
	5-year High School Completion	83.9	83.5	83.7	88.6	87.1	86.2	Intermediate	Maintained	Acceptable
	PAT: Acceptable	45.0	37.0	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	10.0	5.1	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	74.5	61.0	n/a	80.3	75.2	n/a	Low	n/a	n/a
	Diploma: Excellence	14.0	7.3	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	83.8	83.9	83.5	88.1	89.0	89.7	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.4	77.7	77.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	82.9	82.1	82.1	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	78.9	74.5	70.9	79.1	78.8	80.3	High	Improved	Good

Highlights

Highlights

- Student learning engagement continues to maintain strength—this is very important to our learning community
- Parental involvement measure has improved, this was a major focus for our school community last year and continues to be an area of focus
- Our school community indicates access to supports and services continue to be a strength, and is slightly higher than provincial average
- Citizenship measure has improved; our students demonstrate a commitment to activities that demonstrate citizenship so we are pleased the data reflects this

Challenges to Address

Challenges

- PAT results compared to the province are very low. As a school it is important for us to reflect on these measures and create a plan to address these results
- Diploma exam results are low compared to the province. Again, creating a plan to address this is important to our school community
- Our students and families are hard working and committed to our school community. Many of our students and families continue to experience challenges in their lives that impact their ability to engage fully in learning
- We believe wholeheartedly in Inclusive environments; the evolution of class size, complexity, and composition continue to encourage us to pursue professional development that will

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Assurance Measure: PAT Acceptable/Excellence

The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort)

		Winston Churchill High School				
Course	Measure	Achievement	Improvement	Overall	2023	
					N	%
English Language Arts 9	Acceptable Standard	Very Low	n/a	n/a	226	53.1
	Standard of Excellence	Low	n/a	n/a	226	7.1
Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	226	35.0
	Standard of Excellence	Low	n/a	n/a	226	10.2
Science 9	Acceptable Standard	Low	n/a	n/a	225	53.8
	Standard of Excellence	High	n/a	n/a	225	13.8
Social Studies 9	Acceptable Standard	Very Low	n/a	n/a	226	38.1
	Standard of Excellence	Very Low	n/a	n/a	226	8.8

Evaluation

- Department focus and time spent analyzing and reflecting on data
- Help students and families understand the value of engaging in all assessment opportunities (PATs included)
 - The aim is to increase the number of students writing the PAT
- Support from our Learning Support Team (Learning Support teachers, English as an Additional Language teacher, and Admin team) for each department as they create an action plan to address results
- Emphasis on diagnostic data gathering (MIPI in Mathematics)
- Increased opportunities for teachers to meet with Learning Support Team (Inclusion Fridays and time dedicated during professional learning days)
- Addition of Learning Support Position focused on supporting multilingual learners—universal strategies will support all learners
- Implementation of grade 9 pattern Team Meetings in collaboration with Admin/Counselling team
- Focus on Anti-Racism and Anti-oppressive practices
- Focus on Inclusive practices and individualization for students
- Increase number of teacher collaborative team meetings—engaging parents, students, and learning team
- Partnership with Forest Lawn High School in Calgary—we hope to deepen our learning with regard to inclusive strategies to support all students, explore school wide practices to support attendance, and expand our strategies to support the social, emotional, academic, and physical growth of our students
- Math Club—Math Help Desk facilitated by students to increase range of supports for numeracy development

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Assurance Measure: Diploma Examination Acceptable/Excellence

The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort)

		Winston Churchill High School		
		Achievement	2023	
Course	Measure		N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	101	81.2
	Standard of Excellence	Low	101	5.9
English Lang Arts 30-2	Acceptable Standard	Very Low	61	77.0
	Standard of Excellence	Low	61	8.2
Mathematics 30-1	Acceptable Standard	n/a	65	63.1
	Standard of Excellence	n/a	65	15.4
Mathematics 30-2	Acceptable Standard	n/a	27	59.3
	Standard of Excellence	n/a	27	7.4
Social Studies 30-1	Acceptable Standard	Intermediate	88	81.8
	Standard of Excellence	Intermediate	88	13.6
Social Studies 30-2	Acceptable Standard	Very Low	72	51.4
	Standard of Excellence	Very Low	72	1.4
Biology 30	Acceptable Standard	Intermediate	59	84.7
	Standard of Excellence	High	59	32.2
Chemistry 30	Acceptable Standard	Very High	36	86.1
	Standard of Excellence	High	36	30.6
Physics 30	Acceptable Standard	Intermediate	22	81.8
	Standard of Excellence	High	22	40.9
Science 30	Acceptable Standard	Intermediate	25	80.0
	Standard of Excellence	Low	25	12.0

Evaluation

- Department focus and time spent analyzing and reflecting on data
- Support from our Learning Support Team (Learning Support teachers, English as an Additional Language teacher, and Admin team) for each department as they create an action plan to address results
- Increased opportunities for teachers to meet with Learning Support Team (Inclusion Fridays and time dedicated during professional learning days)
- Continued focus on Anti-Racism and Anti-oppressive practices
- Continued focus on Inclusive practices and individualization for students
- Increase number of teacher collaborative team meetings—engaging parents, students, and learning team
- Continue assessing effectiveness of bridging courses to improve student achievement (EAL Math 15, Science 14/24, Expository English 15/25)
- Partnership with Forest Lawn High School in Calgary—we hope to deepen our learning with regard to inclusive strategies to support all students, explore school wide practices to support attendance, and expand our strategies to support the social, emotional, academic, and physical growth of our students
- Exploration of sheltered EAL classes (English, Social Studies, Mathematics, and Science)
- Addition of Learning Support Position focused on supporting multilingual learners—universal strategies will support all

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Assurance Measure: High School Completion

High school completion rate of students within three and five years of entering Grade 10.

	Winston Churchill High School										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
3 Year Completion	177	76.2	179	65.6	202	77.0	185	78.1	233	70.6	Low	Maintained	Issue
4 Year Completion	174	77.7	176	85.5	174	79.6	202	82.5	184	82.7	Intermediate	Maintained	Acceptable
5 Year Completion	218	79.3	173	80.7	176	86.9	173	83.5	202	83.9	Intermediate	Maintained	Acceptable

Evaluation

- Continue accepting 2nd year grade 12 students
- Knowledge and Employability Program restructuring will continue to support KE students completing their HS Diploma
- Focus on inclusive practices (professional learning and school structure) to support student learning
- Increase collaboration and opportunities for students to engage in off-campus education
- Continued focus on Anti-Racism and Anti-Oppressive practices and staff learning
- Partnership with Forest Lawn High School in Calgary—we hope to deepen our learning with regard to inclusive strategies to support all students, explore school wide practices to support attendance, and expand our strategies to support the social, emotional, academic, and physical growth of our students

Assurance Measure: Citizenship

Teacher, parent and student agreement that students model the characteristics of active citizenship

	Winston Churchill High School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	404	72.3	459	69.9	208	76.9	243	71.9	213	76.0	Intermediate	Improved	Good
Parent	24	67.5	32	66.9	24	72.5	32	60.9	25	73.4	Intermediate	Maintained	Acceptable
Student	340	59.3	388	57.7	149	61.7	173	67.6	146	65.6	Intermediate	Maintained	Acceptable
Teacher	40	89.9	39	85.1	35	96.5	38	87.3	42	88.9	Intermediate	Maintained	Acceptable

Evaluation

- Improving school community knowledge of Indigenous Ways of Knowing and create a Truth and Reconciliation Action Plan
- Facilitate our students connecting to our broader community in positive ways
- School wide focus on our school Vision, Mission, and Values
- Offer a broad range of student clubs that encourage active citizenship
- Support of Leadership class and school wide focus on inclusion with the aim of nurturing a supportive, empathetic, and welcoming school community

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Assurance Measure: Student Learning Engagement

Teacher, parent and student agreement that students are engaged in their learning at school.

	Winston Churchill High School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	208	80.1	241	83.1	213	80.0	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	24	83.3	30	85.6	25	87.7	n/a	Maintained	n/a
Student	n/a	n/a	n/a	n/a	149	65.0	174	67.3	146	66.2	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	35	92.2	37	96.4	42	86.3	n/a	Declined	n/a

Evaluation

- Continued exploration of I2 time to best structure it for student engagement and learning
- Increase number of teacher collaborative team meetings—engaging parents, students, and learning team
- Continued expansion of Knowledge and Employability Program
- Professional learning connected to Inclusive practices, Indigenous Ways of Knowing, and approaching life as “Learners”
- Inclusive practices and individualization for students
- Increase collaboration and opportunities for students to engage in off-campus education
- Continued focus on Advisor Program—build relationship for the purpose of learning

DOMAIN: TEACHING AND LEADING

Assurance Measure: Education Quality

Teacher, parent and student satisfaction with the overall quality of basic education.

	Winston Churchill High School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	406	85.5	460	83.0	208	84.5	245	83.9	213	83.8	Low	Maintained	Issue
Parent	24	80.4	32	81.8	24	84.7	32	79.8	25	83.0	High	Maintained	Good
Student	342	83.6	389	75.1	149	73.6	175	80.0	146	79.1	Very Low	Maintained	Concern
Teacher	40	92.5	39	92.3	35	95.2	38	92.1	42	89.2	Very Low	Maintained	Concern

Evaluation

- Emphasis on diagnostic data gathering (MIPI in Mathematics)
- Implement strategies to support students including; support plans, learning commons, wellness centre, etc.
- Assess effectiveness of bridging courses to improve student achievement (EAL Math 15, Science 14/24)
- Increase parent involvement in school community and activities
- Increase in Learning Support time with the intent of directly supporting teachers in class and supporting students

DOMAIN: LEARNING SUPPORTS

Assurance Measure: Welcoming, Caring, Respectful, and Safe Learning Environment

Teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe.

	Winston Churchill High School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	208	82.9	243	77.7	213	79.4	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	24	82.0	32	70.4	25	79.8	n/a	Maintained	n/a
Student	n/a	n/a	n/a	n/a	149	70.3	173	75.5	146	68.4	n/a	Declined	n/a
Teacher	n/a	n/a	n/a	n/a	35	96.3	38	87.2	42	90.1	n/a	Maintained	n/a

Evaluation

- Focus on inclusive practices in the classroom and the greater school community
- Continued focus on advisor program (enhance relationship between advisor, student, and parent)
- Increase awareness of student led initiatives focused on creating a safe, caring, and welcoming school environment
- Continued focus on Anti-Racism and Anti-Oppressive practices
- Student Roundtables will focus on getting student perspective on creating welcoming, caring, respectful, and safe learning environments
- Staff learning connected to creating a culture of learning—approaching life as “learners” not as “knowers”

DOMAIN: LEARNING SUPPORTS

Assurance Measure: Access to Supports and Services

Teacher, parent and student agreement that students have access to the appropriate supports and services at school.

	Winston Churchill High School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	208	85.8	241	82.1	213	82.9	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	24	89.0	30	74.0	25	84.8	n/a	Maintained	n/a
Student	n/a	n/a	n/a	n/a	149	73.0	173	80.7	146	75.2	n/a	Declined	n/a
Teacher	n/a	n/a	n/a	n/a	35	95.3	38	91.5	42	88.6	n/a	Maintained	n/a

Evaluation

- Continued focus on advisor program (enhanced relationship with advisees to support referral to appropriate support (Learning Commons, Wellness Centre, Learning Support, etc.)
- Teacher collaborative meetings to support learning team meetings (ensuring appropriate supports are in place for students)
- Increase opportunities for parents to engage in our school community, increase overall parent communication
- Student Roundtables will focus on getting student perspective on improving access to supports and services

DOMAIN: LEARNING SUPPORTS

Assurance Measure: Parental Involvement

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

	Winston Churchill High School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	64	76.2	71	67.2	58	83.3	67	74.5	67	78.9	High	Improved	Good
Parent	24	73.3	32	61.0	24	77.9	29	67.4	25	79.7	Very High	Improved	Excellent
Teacher	40	79.0	39	73.3	34	88.8	38	81.7	42	78.1	Very Low	Maintained	Concern

Evaluation

- Continued focus on creating opportunities for parents to be in the school community; parent teacher conferences, parent information evenings (High School Pathways, Choosing Courses, Scholarship Info)
- Increase regular meaningful communication with parents (bi-weekly newsletter, the Daily, and direct emails from administration)
- Increase the number of Learning Team Meetings (bring parents in to meet the learning team and create plans to ensure student is supported)

SUPPLEMENTAL MEASURE: DROP OUT RATE

	Winston Churchill High School										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Drop Out Rate	727	3.1	741	5.7	786	4.3	826	3.1	822	3.0	High	Improved	Good
Returning Rate	31	12.1	25	8.9	48	14.2	38	21.0	30	7.9	n/a	n/a	n/a

Evaluation

- Focus on Inclusive practices and individualization for students
- Focus on Anti-Racism and Anti-oppressive practices
- Increase number of teacher collaborative team meetings—engaging parents, students, and learning team
- Continued expansion of Knowledge and Employability Program
- Focus on staff learning connected to Indigenous Ways of Knowing
- Increase collaboration and opportunities for students to engage in off-campus education

SUPPLEMENTAL MEASURE: Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education

	Winston Churchill High School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	403	82.7	460	83.7	208	85.3	242	85.7	212	87.0	Very High	Maintained	Excellent
Parent	24	79.7	32	77.1	24	81.0	31	81.0	25	84.6	Very High	Maintained	Excellent
Student	339	75.8	389	78.1	149	79.1	173	82.2	145	81.0	Very High	Maintained	Excellent
Teacher	40	92.8	39	95.8	35	95.7	38	93.8	42	95.5	Very High	Maintained	Excellent

Evaluation

- Continue to develop and support programs that engage students (Musical Theatre, Agriculture and Gardening, Dance, Outdoor Ed, Robotics, Technical Theatre, Sports Medicine)
- Continue to support innovative practices in existing programs (Physical Education, Computers and Media Studies, Fashion Technology, and Foods)
- Offer classes outside the timetable so students are able to select multiple options (Tae-Kwon-Do, Music, Leadership)

SUPPLEMENTAL MEASURE: Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Winston Churchill High School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	63	79.3	71	73.0	59	84.6	68	75.4	67	78.5	High	Maintained	Good
Parent	23	67.4	32	56.3	24	75.0	30	60.0	25	76.0	Very High	Improved	Excellent
Teacher	40	91.1	39	89.7	35	94.2	38	90.8	42	81.0	Intermediate	Declined	Issue

Evaluation

- School wide focus on vision, mission, and values
- Continued exploration of I2 time and how to best structure it for student engagement and learning
- Continued focus on creating a learning community that values thinking, collaboration, and empathy (in the classroom and in the greater school community)
- Focus on professional dialogue and use of language that supports process over product
- Staff learning connected to creating a culture of learning—approaching life as “learners” not as “knowers”