


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

Henry Wise Wood High School

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

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: Student academic achievement will improve through the implementation of Fair, Transparent and Equitable Assessment practices

Outcome One: The percentage of students acquiring credits for registered courses will improve

Celebrations

- Our student population continues to significantly exceed provincial averages for students achieving Standard of Excellence and Acceptable Standard on Diploma exams.
 - The percentage of students who achieved the Acceptable Standard on the Diploma exams was 93.7% in comparison to 82.0% for Alberta
 - The percentage of students who achieved the Standard of Excellence on the Diploma exams was 43.5% in comparison to 23.0% for Alberta
- Our 3-year High School Completion rate improved to 87.4% from 85.6%
- Our 5-year High School Completion rate improved to 88.6% from 87.0%
- Students identified a greater sense of belonging and inclusion
- Professional Learning Committee created strong professional learning based on staff learning requests

Areas for Growth

- We continue to notice lower course completion in some of the –2/-3/-4/-14 course sequences
- We noticed that students identified a greater need for more adult connection and adult check-in.
- We noticed that staff are requesting further learning in student well-being and Trauma Informed Practice.

Next Steps

- Track specialized cohorts to better understand lower course completion to understand student needs and address through collaborative structures such as Collaborative Team meeting and Professional Learning Community
- The Warrior Connect committee has added regular academic check-ins and opportunities for connection
- The Professional Learning Committee will build sessions for staff to reflect on ways they can connect with students in their learning journey, including Trauma Informed Practice sessions on Non-Instructional Days.

Our Data Story:

Henry Wise Wood's 2024-2025 School Development Plan

2023-24 School Development Plan focused on the following:

- Outcomes-Based Assessment
- Student wellbeing and student confidence
- Culturally responsive assessment (for all students) informed by the Indigenous Education Holistic Lifelong Learning Framework

2024-25 School Development Plan focused on the following:

- Outcomes-Based Assessment / Proficiency Scale
- Student wellbeing and sense of belonging
- Course completion within our Collaborative Response with additional focus on self-identifying Indigenous students
- Culturally responsive learning opportunities for staff through Professional Learning in the fall

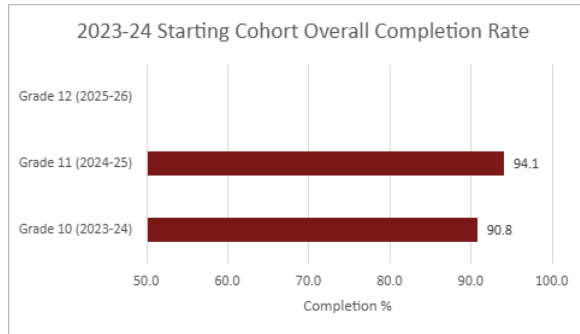
2025-26 School Development Plan will focus on the following:

- Continued OBA/Proficiency Scale with additional courses
- Student wellbeing and feeling known by/having a check-in from adults in the building
- Tracking Self-Identified Indigenous, EAL (LP2, LP3), Knowledge and Employability cohorts for high school completion
- Trauma Informed Practice learning opportunities for staff through Professional Learning

Our focus at Henry Wise Wood High School for the 2024-25 school year was improving student academic achievement through the implementation of Fair, Transparent and Equitable Assessment practices. This work was taken up through our focus on Outcome Based Assessment (OBA) with a particular focus at grade 10. We implemented OBA using the system outcomes and weightings in Social 10-1, 10-2, 10-4, Math 10C, Science 10. System weighted outcomes and use of the High School Proficiency Scale for assessment was implemented in English 10-1 and 10-2. System outcomes in the Complementary courses continued to be developed with implementation occurring in several areas.

Through the implementation of OBA and the proficiency scale, professional development occurred in each core area. Teacher leaders attended a Professional Learning Series throughout the year. Grade 10 teams redesigned assessments and courses to align with system weighted outcomes in many grade 10 courses. Teachers gathered throughout the year to carefully design and adjust quality assessments to better understand student progress and needs. The goal was to use these assessments to inform more

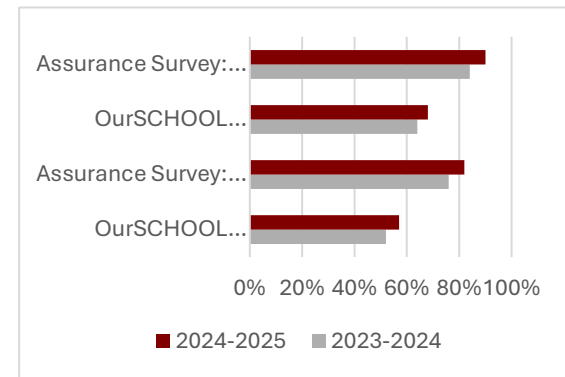
targeted and effective task design. In English 10-1 and 10-2, teachers were intentional in applying proficiency scales as a tool to enhance student learning, ensuring that each student received the appropriate level of challenge and support to succeed.



Our identified outcome of our school goal is to see an improvement in the percentage of students who acquire credits for the courses in which they are registered. Course completion data for 2024-25 shows a 95% course completion rate. A deeper dive into the data indicates that the percentage of students acquiring credits for registered courses improved, particularly in -1 and -2 courses. This cohort data shows that course completion improved over the year. This data also highlights the lower course completion rates of our grade 10 cohort emphasizing the importance of grade 10 as a transition year, this data will inform our next steps.

Recognizing that student well-being and a sense of belonging also contributes to student's academic success, it is important to consider student perception data:

- Students feel a **greater sense of belonging** at school in both the OurSCHOOL survey (51.93% to 56.88%) and in the Assurance Survey (76% to 82.02%)
- Students **feel included and welcome at school** also showed an increase in both the OurSCHOOL survey (63.78% to 67.63%) and Assurance Survey (84% to 90.05%)



This increase in student well-being has been impacted in part by the work of our Warrior Voice Council, Student Well-being Action Team (SWAT) and the Warrior Connect Committee. In 2023-24 student perception data indicated that some students were not feeling included and welcome at school. Intentional activities were created by the Warrior Connect Committee and the Warrior Voice Council for students to more actively reflect on their culture and incorporate their identity into school activities. Both the Warrior Voice Council and Warrior Connect Committee worked on building Warrior Connect class and whole school activities for students to gain a greater sense of connection. The Warrior Voice Council also began to dig deeper into student perception data by completing a survey during Warrior Connect to inform topics for our Warrior Voice Cafes. Moving forward in the 2025-2026 school year, Warrior Voice Council will continue to explore what it means to be a Warrior, expanding on the school's motto Artists, Scholars, and Champions.

Insights and Next Steps:

Moving forward, we will continue to implement OBA and the use of the proficiency scale in additional course and move beyond the core classes. This work is being taken up thoughtfully across the subject disciplines to ensure that individuals and the teaching teams are ready to progress.

While continued progress is evident in our course completion data, it is important to note that our grade 10 cohort has a lower completion rate than the grade 11 and 12 cohort. We will continue to strengthen our grade 9 transition processes and work closely with our feeder schools to ensure accurate course placement. It is also worth noting that the 2024-2025 CBE Student Survey question “there is at least one adult at school who I really connect with” dropped from 71.27% to 67.02%. This dip will be addressed through the continued work of the Warrior Connect Committee to design opportunities for all students to build connections with one another and with an adult in the building.

It is also evident that our students taking Knowledge and Employability (K&E) courses, our English as an Additional Language (LP1 and LP2) students, and our self-identified Indigenous students have lower rates of course completion across all grades. These results suggest that greater attention must be paid to these cohorts of students. To better understand what is happening in our K&E, EAL and self-identified Indigenous cohorts we will continue tracking the progress of these students by disaggregating course completion, attendance and student perception data. One of our ongoing actions is taking up this focus in Collaborative Response to identify key issues and implement appropriate strategies.

While attention is being paid to student well-being, the next step to support our teachers with this work is to build on our professional learning. In response to staff input, the Professional Learning Committee has planned professional learning for Trauma Informed Practice as a focus for this school year, alongside our existing OBA/proficiency scale and Truth and Reconciliation learning.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 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	Henry Wise Wood 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	81.8	81.8	84.3	83.9	83.7	84.4	Low	Declined	Issue
	Citizenship	77.6	78.4	80.8	79.8	79.4	80.4	High	Declined	Acceptable
	3-year High School Completion	87.4	85.6	82.2	81.4	80.4	81.4	High	Improved Significantly	Good
	5-year High School Completion	88.6	87.0	86.2	87.1	88.1	87.9	Intermediate	Improved	Good
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	93.7	94.6	94.4	82.0	81.5	80.9	Very High	Maintained	Excellent
	Diploma: Excellence	43.5	44.6	44.8	23.0	22.6	21.9	Very High	Maintained	Excellent
Teaching & Leading	Education Quality	85.5	84.2	87.0	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.1	83.3	85.9	84.4	84.0	84.9	Intermediate	Declined	Issue
	Access to Supports and Services	80.1	80.7	82.1	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	74.2	76.6	76.9	80.0	79.5	79.1	Low	Maintained	Issue