


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

Western Canada 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: Students will develop an increased ability to demonstrate mastery in learning through multiple means and mediums aligned with the 5 guiding principles of assessment and Outcomes-Based Assessment.

Outcome One: Student achievement to be guided by principles of assessment that are fair, transparent, and equitable, while allowing students to engage in re/assessment opportunities which blend course expectations with individual learner needs.

Student ability to demonstrate mastery in learning was supported by addressing significant shifts in enrollment demographics and student needs through expansion of course offerings to support diverse learners, EAL pathway programming redesign, and OBA implementation.

Celebrations

- *1.4% overall increase in education quality from 2023-2024 (88.7%) to 2024-2025 (90.1%) (Alberta Education Assurance Measures Survey)*
- *Expanded OBA programming across grade 10 courses, including use of proficiency scale for assessment*
- *3-year high school completion rate, 5-year high school completion rate, and percentage of students receiving acceptable diploma results all maintained at “very high” achievement and “excellent” overall measure evaluation (significantly higher than provincial averages) (Alberta Education Assurance Measures Survey)*

Areas for Growth

- *Increase student awareness of potential future career pathways and the how programming choices can support them to increase engagement in both core and complementary curriculum courses and boost academic success*
- *Update grade 9 transition process to more effectively communicate programming choices to students and families*
- *Increase teacher confidence in using proficiency scale for assessment*

Next Steps

- *Continued adjustment of EAL programming pathway and expansion of EAL sheltered course offerings to support increasing number of EAL students; professional development opportunities focused on supporting EAL learners*
- *Continued expansion of OBA programming to the 20 level; increased use of proficiency scale*
- *Continued department exploration of task design using the Holistic Lifelong Learning Framework as a guide*

Our Data Story:

Throughout the 2024-2025 school year, Western Canada High School's student demographics and needs continued to diversify. IB program numbers were reduced at the grade 10 entry level to ensure adequate space for community students, while demand/need for courses at the -2, -3, and Knowledge & Employability level increased.

From June 2024 to June 2025, there was:

- A 57.71% increase in the quantity of students enrolled at Western with English as an Additional Language
- A significant increase in the proportion of EAL students assessed at LP1, LP2, or LP3:
 - in June 2024, 12% of the 201 EAL students were assessed at LP1, LP2, or LP3; in June 2025, 30% of the 317 EAL students were assessed at LP1, LP2, or LP3
- A 45.16% increase in the quantity of students enrolled at Western who self-identify as Indigenous
- A 5.05% increase in the quantity of students enrolled at Western with special education coding
- Overall percentage of student population with coding (Indigenous and/or EAL and/or special education) increased by 5.4% from June 2024 (22.7% of students) to June 2025 (28.16% of students)

Number of EAL Students by Grade

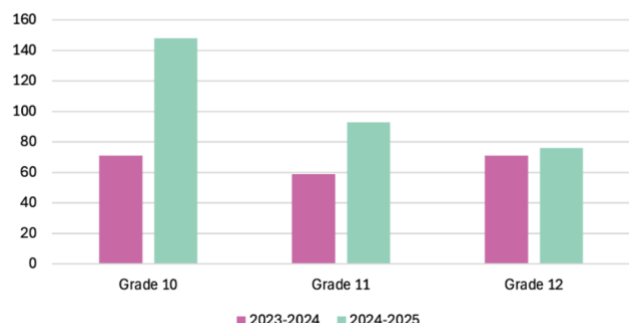
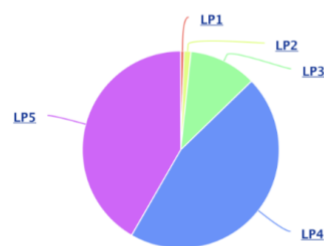


Figure 1. 57.71% increase in the quantity of students enrolled at Western with English as an Additional Language from 2023-2024 to 2024-2025

June 2024



June 2025

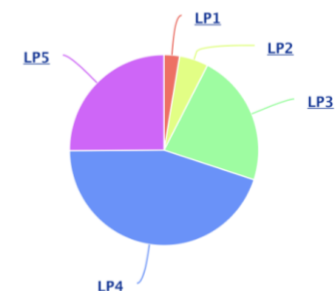
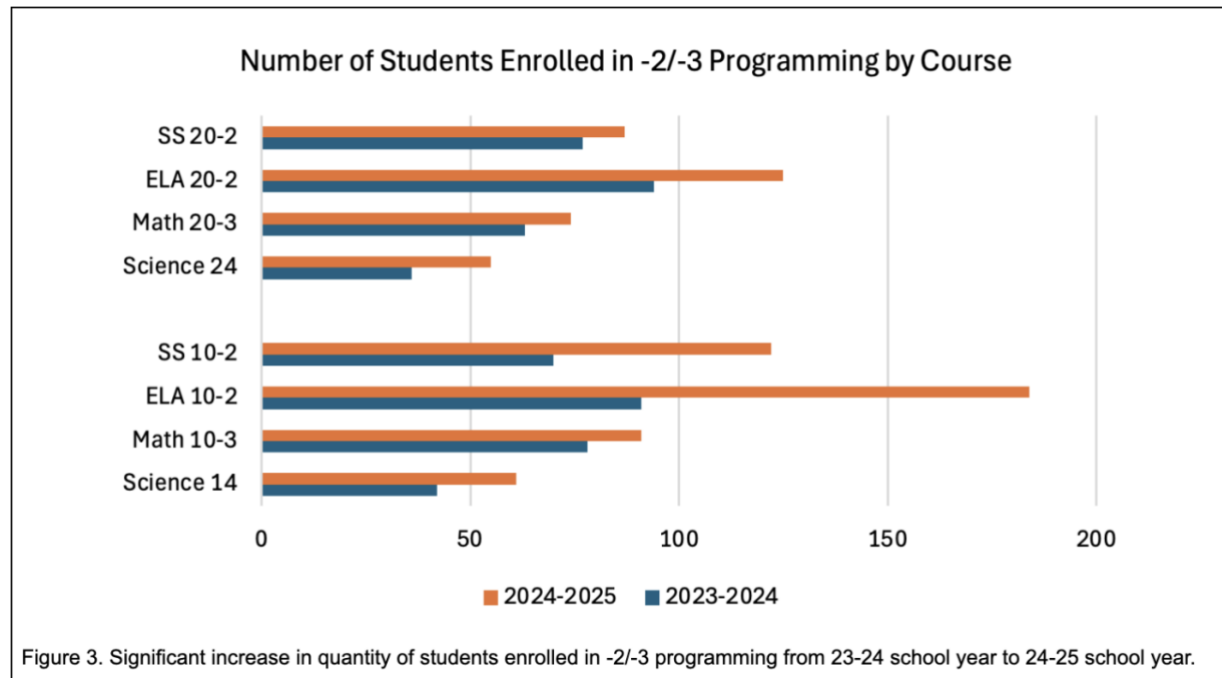


Figure 2. 18% increase in percentage of EAL students enrolled at Western with LP levels 1, 2, and 3 from June 2024 to June 2025.

To support students in developing an increased ability to demonstrate mastery in learning in alignment with the 5 guiding principles of assessment and outcomes-based assessment, WCHS expanded - 2 and - 3 programming, intentionally offered new complementary course options with multiple entry points to support diverse learners, expanded the work experience program to allow students full-time access, redesigned EAL pathway programming, and expanded offerings of sheltered EAL cohort classes. Teacher

understanding of and involvement in EAL benchmarking was increased by shifting to a school-wide reporting process. A multi-level Aboriginal Studies course was a new addition to the 2024-2025 course offerings to reflect our commitment to truth and reconciliation and our growing number of students self-identifying as Indigenous. Mid-year, in response to recognizing the needs of some students were not being met by the current option course offerings, a semester 2 Photography class was added. From 2023-2024 a full-time resource position and part-time NEST support was added to the pre-existing NEST program this allowed for increased dedicated credit recovery, self-paced learning and module completion, and broader IPP accommodation supports. More meeting time was dedicated to OBA collaboration, resulting in continued expansion across grade 10 courses, and more teachers incorporating OBA into their assessment practices.



With these changes, the Alberta Education Assurance Measures survey reported a 1.4% overall increase in education quality from 2023-2024 (88.7%) to 2024-2025 (90.1%). WCHS 3-year and 5-year high school completion rates were maintained at 91.6% and 96% respectively (significantly higher than provincial averages), and the number of students receiving an acceptable result on diplomas also remained consistent at 93%.

Goal Two: Students will have increased sense of well-being as demonstrated by personal feelings of belonging and ability to self-regulate

Outcome One: Increased ability for staff to support student SEL at the classroom level, resulting from ongoing professional development for staff based on the five domains of CASEL (focusing on the self-awareness and self-management domains) and monthly cross-departmental CTM sessions.

Student well-being and SEL was better supported through the expansion and adjustment of the resource/NEST and guidance models, cross-departmental collaborative response meetings, and various staff and student-led initiatives (such as those led by student council, student mental health association, and Student Well-being Action Team).

Celebrations

- Resilience and mental health overall agreement across AEAMS, OurSchool, and CBE Student Survey increased by 7.86% from June 2024 (68.5%) to June 2025 (76.36%)
- Percentage of students who feel included at school increased by 3.66% from 2023-2024 (73.98%) to 2024-2025 (77.64%) (CBE Student Survey)
- Percentage of teachers who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school increased by 4.5% from 2024 (83.5%) to 2025 (88%) (Alberta Education Assurance Measures Survey)
- Percentage of parents and teachers satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning increased by 4.7% from 2024 (82.3%) to 2025 (87.0%) (Alberta Education Assurance Measures Survey)

Areas for Growth

- Percentage of students who state that their teachers check in with them often about their wellbeing has decreased by 9.6% from 2023-2024 (49.33%) to 2024-2025 (39.73%) (CBE Student Survey)
- Percentage of students who agree with the statement "I have strategies to help myself that I use if I feel stressed about school" decreased by 2.38% from 2023-2024 (73.61%) to 2024-2025 (71.23%) (CBE Student Survey)

Next Steps

- Continued expansion/adjustment of resource/NEST to meet shifting student needs, including access to IPP accommodations
- Continued adjustment of guidance/student services model to ensure all students feel able to access supports for well-being and students requiring tier 2/3 SEL support feel able to easily access it in moments of need

Our Data Story:

In the fall of 2024, levels of stress and anxiety among WCHS students had increased, as noted from guidance counsellor feedback, OurSchool data reports (with 28% of WCHS students reporting moderate to high levels of anxiety in the fall of 2024), and the increased number of students with special education coding for anxiety. To respond, the guidance/student services model shifted from appointment-only to include weekly drop-in hours. Admin engaged with the parent-council IB sub-committee group to address anxiety concerns for IB students in particular. Additionally, staff capacity to support student SEL was built in cross-departmental monthly collaborative response meetings, and a staff committee looked to identify and share ways to incorporate Indigenous ways of knowing into classroom and school-wide initiatives. The student mental health association also worked to support student well-being by leading initiatives and events for their peers throughout the school year, including raising awareness throughout the student body about the supports and services available to them and positive mental health strategies. The student council hosted Student Senate four times throughout the school year, where students were able to provide admin feedback directly regarding student wellbeing. From this feedback, an initiative was developed for club executives to reduce barriers to joining and increase enrollment in their clubs for grade 10 students, EAL students, and other underrepresented groups to ultimately increase sense of community and connection at WCHS.

As a result of these shifts, WCHS saw the following improvements:

- Resilience and mental health overall agreement across AEAMS, OurSchool, and CBE Student Survey increased by 7.86% from June 2024 (68.5%) to June 2025 (76.36%)
- Percentage of students who feel included at school increased by 3.66% from 2023-2024 (73.98%) to 2024-2025 (77.64%)
- Percentage of students who talk to their caregivers, friends, classmates, and/or teachers about how they feel increased by 1.98% from 2023-2024 (63.15%) to 2024-2025 (58.16%)
- Percentage of teachers who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school has increased by 4.5% from 2024 (83.5%) to 2025 (88%)
- Percentage of teachers who agree that students have access to the appropriate supports and services at school has increased by 5.3% from 2024 (80.1%) to 2025 (85.4%)
- Percentage of parents and teachers satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning increased by 4.7% from 2024 (82.3%) to 2025 (87.0%)

Not all indicators reflected improvement – the following remain areas of growth:

- Percentage of students who state that their teachers check in with them often about their well-being has decreased by 9.6% from 2023-2024 (49.33%) 2024-2025 (39.73%) (CBE Student Survey)
- Percentage of students who agree with the statement “I have strategies to help myself that I use if I feel stressed about school” decreased by 2.38% from 2023-2024 (73.61%) to 2024-2025 (71.23%) (CBE Student Survey)

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	Western Canada 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	85.0	84.2	85.2	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	81.2	82.0	81.2	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	91.6	93.6	92.7	81.4	80.4	81.4	Very High	Maintained	Excellent
	5-year High School Completion	96.0	95.2	94.0	87.1	88.1	87.9	Very High	Improved	Excellent
	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	93.2	93.1	92.4	82.0	81.5	80.9	Very High	Maintained	Excellent
	Diploma: Excellence	47.5	47.3	46.6	23.0	22.6	21.9	Very High	Maintained	Excellent
Teaching & Leading	Education Quality	90.1	88.7	88.9	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.5	84.0	84.5	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	76.8	76.6	78.7	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	74.0	78.7	76.4	80.0	79.5	79.1	Low	Maintained	Issue