



**Annual Education
Results Report
2023-24**

Introduction

Alberta Education's Assurance Framework came into effect on September 1, 2020. The Assurance Framework is a system for schools and school authorities to consistently assess progress and demonstrate success. The framework has five assurance domains with related performance measures that enable schools and school authorities to show their communities how they are performing each year:

Student Growth & Achievement

The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching & Leading

Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

Learning Supports

Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Governance

Processes that determine strategic direction, establish policy and manage fiscal resources.

Local & Societal Context

Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

One of the key ways that schools demonstrate accountability and provide assurance is through the development and publication of their **Education Plans** and **Annual Education Results Reports (AERRs)**. Education Plans identify priorities, outcomes, measures and strategies to improve in key areas, while the AERR provides the results achieved from implementing the plan.

This document, the 2023 - 2024 Annual Education Results Report, is based on the Priorities, Outcomes, Goals and Performance Measures identified within the 2023-2026 Education Plan.

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	H. A. Kostash 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	78.8	85.7	78.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	76.9	80.2	78.2	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	3-year High School Completion	86.9	88.5	86.6	80.4	80.7	82.4	High	Maintained	Good
	5-year High School Completion	80.7	95.0	85.4	88.1	88.6	87.3	Low	Maintained	Issue
	PAT6: Acceptable	80.6	86.4	86.4	68.5	66.2	66.2	High	Maintained	Good
	PAT6: Excellence	19.4	22.7	22.7	19.8	18.0	18.0	High	Maintained	Good
	PAT9: Acceptable	71.6	42.6	42.6	62.5	62.6	62.6	Intermediate	Improved Significantly	Good
	PAT9: Excellence	19.3	9.3	9.3	15.4	15.5	15.5	High	Improved	Good
	Diploma: Acceptable	66.9	62.2	62.2	81.5	80.3	80.3	Very Low	Maintained	Concern
	Diploma: Excellence	11.9	7.3	7.3	22.6	21.2	21.2	Low	Maintained	Issue
Teaching & Leading	Education Quality	81.7	90.8	86.0	87.6	88.1	88.6	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.7	86.5	84.7	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	78.5	78.7	78.0	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	74.5	77.9	75.6	79.5	79.1	78.9	Low	Maintained	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Required Alberta Education Assurance Measures: 5-Year Data

Assurance Domain	Measure	H. A. Kostash					Alberta				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Student Growth and Achievement	Student Learning Engagement	n/a	84.4	71.6	85.7	78.8	n/a	85.6	85.1	84.4	83.7
	Citizenship	80.6	80.5	76.2	80.2	76.9	83.3	83.2	81.4	80.3	79.4
	PAT 6: Acceptable	n/a	n/a	45.0	86.4	80.6	n/a	n/a	67.8	66.2	68.5
	PAT 9: Acceptable	n/a	n/a	55.5	42.6	71.6	n/a	n/a	62.9	62.6	62.5
	PAT 6: Excellent	n/a	n/a	5.0	22.7	19.4	n/a	n/a	20.1	18.0	19.8
	PAT 9: Excellent	n/a	n/a	9.4	9.3	19.3	n/a	n/a	16.8	15.5	15.4
	Diploma: Acceptable	n/a	n/a	80.0	62.2	66.9	n/a	n/a	75.2	80.3	81.5
	Diploma: Excellent	n/a	n/a	20.0	7.3	11.9	n/a	n/a	18.2	21.2	22.6
Teaching & Leading	Education Quality	86.5	86.9	81.3	90.8	81.7	90.3	89.6	89.0	88.1	87.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	n/a	83.9	82.8	86.5	78.7	n/a	87.8	86.1	84.7	84.0
	Access to Supports and Services	n/a	74.3	77.2	78.7	78.5	n/a	82.6	81.6	80.6	79.9
Governance	Parental Involvement	78.0	75.7	73.4	77.9	74.5	81.8	79.5	78.8	79.1	79.5

Assurance Domain	Measure	H. A. Kostash					Alberta				
		2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Student Growth and Achievement	3-year high school completion	75.3	96.4	75.0	88.5	86.9	80.3	83.4	83.2	80.7	80.4
	5-year high School Completion	74.1	82.6	78.7	95.0	80.7	85.3	86.2	87.1	88.6	88.1



Priority One	Student Success and Completion
Alberta Education Assurance Area	Student Growth and Achievement
Students are successful from the time they enter school until high school completion, and beyond.	
Outcomes	Students are able to read fluently for meaning and enjoyment. Students are able to express clear and interesting ideas through writing. Students use math fact and procedural fluency to solve problems. Students build knowledge and evaluate information to become independent thinkers. Students complete a high school program and are connected to future career and post-secondary pathways.

Provincial Achievement Tests (Standards Demonstrated by All Students)					
Subject	Number of Students	H. A. Kostash Acceptable (%)	Alberta Acceptable (%)	H. A. Kostash Excellent (%)	Alberta Excellent (%)
PAT Overall Gr 6	31	80.6	68.5	19.4	19.8
PAT Overall Gr 9	22	71.6	62.5	19.3	15.4
English Language Arts 6	Not administered				
English Language Arts 9	22	77.3	69.5	4.5	11.8
Math 6	Not administered				
Math 9	17	76.5	51.4	35.3	13.7
Science 6	31	77.4	68.8	16.1	25.6
Science 9	22	63.6	66.8	27.3	20.9
Social Studies 6	31	80.6	68.7	19.4	20.4
Social Studies 9	22	63.6	60	18.2	15.9
K&E Math 9	5*	*	52	*	9.9

*Results suppressed for sample sizes less than 6

Diploma Exams									
Subject	Number Students	Diploma Exam				School Awarded			
		H. A. Kostash Acceptable (%)	Alberta Acceptable (%)	H. A. Kostash Excellent (%)	Alberta Excellent (%)	H. A. Kostash Acceptable (%)	Alberta Acceptable (%)	H. A. Kostash Excellent (%)	Alberta Excellent (%)
English 30-1	15	73.3	84.2	0.0	10.1	100	98.6	53.3	42.1
English 30-2	13	76.9	85.7	0.0	12.9	100	96.7	23.1	19.1
Social Studies 30-1	12	91.7	85.2	25.0	18.7	100	99.3	58.3	50.1
Social Studies 30-2	18	83.3	77.6	0.0	12.7	94.4	96.9	0.0	23.9
Biology 30	26	61.5	83.1	23.1	33.7	88.5	97.3	46.2	51.6
Chemistry 30	13	61.5	82.9	30.8	38.0	100	97.4	69.2	57.4
Physics 30	n/a	n/a	85.1	n/a	43.1	n/a	97.8	n/a	60.9
Science 30	11	63.6	81.3	9.1	24.6	100	96.7	18.2	36.0
Math 30-1	n/a	n/a	75.4	n/a	34.9	n/a	96.4	n/a	54.8
Math 30-2	10	10	70.9	0	15.4	n/a	94.3	n/a	30.1

*Data values have been suppressed where the number of students is fewer than 6

Diploma Exam Participation Rates										
	H. A. Kostash 2019-2020	AB 2019-2020	H. A. Kostash 2020-2021	AB 2020-2021	H. A. Kostash 2021-2022	AB 2021-2022	H. A. Kostash 2022-2023	AB 2022-2023	H. A. Kostash 2023-2024	AB 2023-2024
English 30-1	n/a	n/a	n/a	n/a	0.0	27.2	59.1	56.4	46.4	56.4
English 30-2	n/a	n/a	n/a	n/a	4.2	13.3	22.7	28.1	46.4	29.5
English 1 or more	n/a	n/a	n/a	n/a	4.2	40.5	81.8	81.3	92.9	82.8
Math 30-1	n/a	n/a	n/a	n/a	0.0	10.9	45.5	32.1	32.1	34.4
Math 30-2	n/a	n/a	n/a	n/a	0.0	12.1	18.2	24.6	39.3	25.2
Math 1 or more	n/a	n/a	n/a	n/a	0.0	22.9	63.6	54.8	71.4	57.7
Social 30-1	n/a	n/a	n/a	n/a	0.0	22.5	27.3	45.0	50	44.9
Social 30-2	n/a	n/a	n/a	n/a	8.3	17.4	50.5	36.2	46.4	38.3
Social 1 or more	n/a	n/a	n/a	n/a	8.3	39.8	77.3	80.6	96.4	82.5
Bio 30	n/a	n/a	n/a	n/a	29.2	18.0	59.1	38.1	53.6	41.2
Chemistry 30	n/a	n/a	n/a	n/a	0.0	15.6	54.5	32.5	46.4	33.6
Physics 30	n/a	n/a	n/a	n/a	12.5	9.0	18.2	16.7	3.6	17.2
Science 30	n/a	n/a	n/a	n/a	0.0	7.9	4.5	14.3	21.4	14.1
Science 1 or more	n/a	n/a	n/a	n/a	33.3	41.4	63.6	59.4	67.9	49.8

Provincial Achievement Tests and Diploma Exams: Observations and Next Steps

In our recent school based meetings, subject and division teams identified several areas of strength and growth, particularly in relation to student performance on both school-awarded grades and standardized assessments. While students demonstrated strong abilities in class awarded marks, there were noticeable gaps in these assessments compared to Diploma exam or PAT assessments. To address these, we are implementing targeted strategies, including differentiated instruction, regular formative assessments, and ongoing professional development to refine instructional practices. Additionally, we focused on reviewing the types of questions found on standardized tests and aligning them with our teaching approaches to ensure better preparedness. These areas of need are being addressed with initiatives such as Instructional Rounds and cross grade/subject collaboration for assessment within our division.

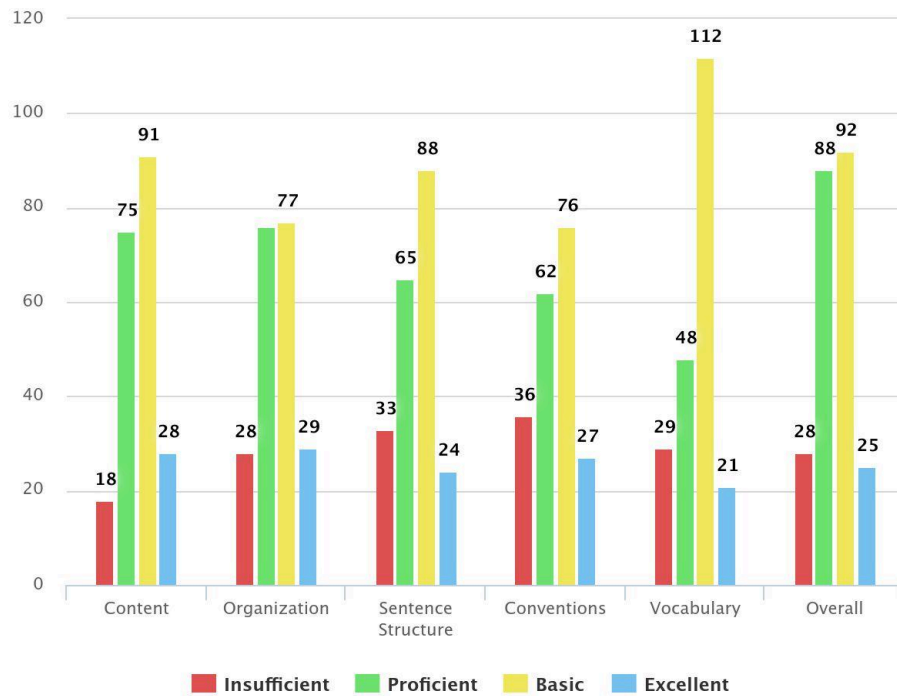
In addition, to address these discrepancies, we are taking a proactive approach by ensuring that teachers are familiar with the Quest A+ platform and using it effectively for both formative assessment and diploma preparation. We are also placing emphasis on diploma prep resources and ensuring students are placed in the appropriate streams to align with their learning needs. Further, we are focusing on analyzing the types of questions and content areas that students struggled with in past assessments to tailor our interventions more precisely. As part of our strategy, we will continue to monitor progress through regular assessments and adjust instructional strategies as needed to close the achievement gap and improve student outcomes across the board.

Fountas and Pinnell Literacy Assessment June 2024				
Grade	Insufficient (%)	Basic (%)	Proficient (%)	Excellent (%)
1	15%	39%	15%	31%
2	18%	11%	3%	68%
3	17%	10%	10%	63%
4	4%	7%	10%	79%
5	19%	0%	5%	76%
6	6%	7%	7%	80%
Gr.1-6	12%	14%	10%	64%

Common Writing Assessment June 2024				
Grade Level	Insufficient (%)	Basic (%)	Proficient (%)	Excellent (%)
1	8%	42%	35%	26%
2	11%	44%	37%	8%
3	13%	43%	37%	7%
4	17%	48%	24%	11%
5	5%	52%	38%	5%
6	17%	43%	33%	7%
7	8%	28%	36%	28%
8	24%	24%	33%	19%
Gr 1-8	13%	41%	34%	12%

CWA Results

Count of Students – 241 Students. School Year: 2023 – 2024; School: H. A. Kostash; Period: June



Letter Name-Sound Assessment (LeNS)			
	# Initially Assessed	# At Risk Initial Assessment	# At Risk Final Assessment
Grade 1	20	4	2
Grade 2	28	7	3

CC3 Word Reading Assessment			
	# Initially Assessed	# At Risk Initial Assessment	# At Risk Final Assessment
Grade 1	21	2	2
Grade 2	28	7	3
Grade 3	29	9	8
Grade 4	29	5	4

Numeracy Assessment			
	# Initially Assessed	# At Risk Initial Assessment	# At Risk Final Assessment
Grade 1	7	4	2
Grade 2	30	8	3
Grade 3	26	7	6
Grade 4	18	6	2

Literacy and Numeracy: Observations and Next Steps

At Tier 1, we use universal strategies such as Mathletics, Numeracy Routines, and Reading Buddies to support all students in building foundational skills. Tier 2 interventions focus on small group instruction for students with specific gaps. These groups target literacy (e.g., phonics, vocabulary, comprehension) and numeracy (e.g., number sense, operations). Educational Assistants (EAs), trained as interventionists, support these small groups, working closely with teachers to address individual needs.

At Tier 3, we provide intensive, individualized support for students who need the most help. These sessions run 3-4 times a week for 30-45 minutes, typically delivered through push-in support to minimize classroom disruption, though some pull-out interventions may be necessary. The Inclusive Education Coordinator will lead data analysis to identify patterns and ensure that interventions are targeted. We will also utilize older EAL students to support younger students in Grades 1 and 2, creating a mutually beneficial peer learning environment.

Moving forward, our focus will be on data-driven adjustments to ensure interventions are effective, with an emphasis on push-in support and strengthening collaboration between staff, EAs, and students. In addition, we are implementing the literacy assessment tool RCAT. Across subject areas, we are working on writing in terms of sentence structure, conventions, and vocabulary.



High School Completion					
	H. A. Kostash 2023	H. A. Kostash Comparison to 2022 (+/-)	H. A. Kostash Comparison to Alberta 2023 (+/-)	H. A. Kostash 3 Year Average	Alberta 3 Year Average
3 Year Completion	86.9	-1.6	+6.5	83.5	81.4
5 Year Completion	95.0%	+16.3%	+6.4%	84.8	87.9

Drop Out Rate					
	H. A. Kostash 2023	H. A. Kostash Comparison to 2022 (+/-)	H. A. Kostash Comparison to Alberta 2023 (+/-)	H. A. Kostash 3 Year Average	Alberta 3 Year Average
Drop Out Rate	1.1	-3.6	-1.4	2.2	2.4
Returning Rate	No valid data	No valid data	n/a	n/a	17

Student Learning Engagement					
	H. A. Kostash 2024	H. A. Kostash Comparison to 2023 (+/-)	H. A. Kostash Comparison to Alberta 2024 (+/-)	H. A. Kostash 3 Year Average	Alberta 3 Year Average
Overall	78.8	-6.9	-4.9	78.7	84.4
Parent	76.5	-7.5	-10.2	75.1	87.6
Student	61.7	-13.1	-7.6	64.4	70.5
Teacher	98.2	+0.1	+3.1	96.6	95.2

Citizenship					
	H. A. Kostash 2024	H. A. Kostash Comparison to 2023 (+/-)	H. A. Kostash Comparison to Alberta 2024 (+/-)	H. A. Kostash 3 Year Average	Alberta 3 Year Average
Overall	76.9	-3.3	-2.5	77.8	80.4
Parent	75.3	-3.3	-3.4	71.7	79.5
Student	62.9	-1.5	-6.7	65.4	71.0
Teacher	92.5	-5.2	+2.7	96.3	90.6

Observations and Next Steps

High school completion, student engagement, and citizenship are critical areas we continue to focus on to ensure students are well-prepared for life after high school. Our approach integrates academic support, leadership opportunities, and pathways for future success, with a strong emphasis on personalized planning and community involvement.

Student Engagement is encouraged through a range of programs that promote leadership, responsibility, and peer support. Our Peer Mentorship program pairs older students with younger ones, fostering relationships while supporting academic growth. Our community initiatives, like having our students visit the local Seniors lodge or auxiliary, not only strengthen skills but also give students a sense of purpose and belonging. Similarly, Reading Buddies allows older students to mentor younger ones in literacy, strengthening both academic skills and a sense of community. The Star Leader Program recognizes students who demonstrate leadership and citizenship, giving them opportunities to take on active roles within the school. Additionally, our Student Council and Wellness Days promote student voice and well-being, creating an inclusive environment where students feel valued and connected.

We also focus heavily on high school completion through a variety of pathways. Recognizing that students have different needs and goals, we offer flexibility with 3- and 4-year graduation plans to accommodate different academic paces. For students considering post-secondary education, we facilitate opportunities to explore their options early. These include visiting local post-secondary institutions, attending open houses, and participating in discussions about various career paths. We also encourage students to engage in the early application process for post-secondary institutions, providing guidance on timelines, requirements, and scholarships.

In addition to academic and extracurricular programming, our school counselors offer targeted in-class sessions to help students develop the skills they need for success in high school and beyond. These sessions include guidance on study skills, career planning, and mental health support. Our counselors work closely with students to navigate their individual pathways to high school completion and beyond.

Reflecting on these initiatives, we've learned that student engagement is strongly tied to their interest in subject area instruction and in students understanding the relevance of their coursework. Students respond to opportunities for leadership, and involvement in their future planning. Programs like Peer Mentorship and Star Leaders build a positive school culture, while opportunities to explore post-secondary options and engage with the application process early ensure that students are not only ready to graduate but also prepared to take the next steps in their academic and career journeys.

The feedback we've received from students through surveys has emphasized the importance of providing them with a variety of options for post-secondary pathways, whether that be through university, college, apprenticeships, or other career-focused programs. Moving forward, we will continue to expand opportunities for students to engage in post-secondary exploration and strengthen our support for early career planning. By continuing to foster citizenship and leadership within our school, we aim to prepare students not only for high school completion but for success in their future endeavors, helping them become responsible, confident, and engaged members of society.





Priority Two	Wellness
Alberta Education Assurance Area	Teaching and Leading Learning Supports
Learning and working environments are inclusive, safe, welcoming and healthy.	
Outcomes	Students and staff are able to resolve conflicts in a healthy manner and feel safe. Staff and students are well-regulated. Staff and students have equitable access to supports. Schools implement collaborative support processes to effectively address diverse learning needs.

Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.						
	Number of Responses	H. A. Kostash 2024	H. A. Kostash Comparison to 2023 (+/-)	H. A. Kostash Comparison to Alberta 2023 (+/-)	H. A. Kostash 3 Year Average	Alberta 3 Year Average
Overall	116	81.7	-9.1	-5.9	84.6	88.2
Parent	17	71.3	-16	-12.5	75.0	84.8
Student	80	79.9	-7	-5	83.0	85.5
Teacher	19	93.9	- 4.2	0.0	95.8	94.5

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring and safe.

	Number of Responses	H. A. Kostash 2024	H. A. Kostash Comparison to 2023 (+/-)	H. A. Kostash Comparison to Alberta 2023 (+/-)	H. A. Kostash 3 Year Average	Alberta 3 Year Average
Overall	116	78.7	-7.8	-5.3	82.7	84.9
Parent	17	77.2	-9.6	-8.1	78.3	85.9
Student	80	67.9	-7.2	-7.3	73.6	76.5
Teacher	19	91.0	-6.6	-0.6	96.2	92.4

Access to Supports and Services: Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Number of Responses	H. A. Kostash 2024	H. A. Kostash Comparison to 2023 (+/-)	H. A. Kostash Comparison to Alberta 2023 (+/-)	H. A. Kostash 3 Year Average	Alberta 3 Year Average
Overall	116	78.5	-0.2	-2.1	78	80.7
Parent	17	62.4	-5.5	-13.3	63.4	76.2
Student	80	78.6	+1.4	-1.3	77.6	79.6
Teacher	19	94.6	+3.5	+8.4	93.4	86.4

Wellness Observations and Next Steps

The results in this area have shown a decline, and we are actively working on a variety of initiatives to address this. One of our primary focuses is improving school culture, with targeted classroom presentations designed to engage both students and staff in wellness-related topics. We've also surveyed students to better understand their wellness needs and concerns, allowing us to tailor our efforts to better support them.

To foster a more collaborative environment, we are implementing school-wide activities that encourage teamwork and collective well-being. In addition, we are increasing communication around wellness

resources by highlighting available supports in our school newsletter, ensuring that both students and families are aware of the services we provide.

As part of our commitment to wellness, we are also organizing Wellness Days for students, offering them dedicated time to focus on their physical and mental well-being. These ongoing efforts aim to promote a positive school culture and create a supportive environment for both students and staff.

H. A. Kostash Professional Development 2023 2024

In our regular staff meetings, we prioritize staff wellness alongside student support. We dedicate time to discussing ways to enhance the well-being of our staff, ensuring everyone has access to necessary resources for self-care and stress management. We also recognize staff efforts by offering monthly thank-you notes as a gesture of gratitude. During these sessions, we explore strategies for maintaining a balanced workload and fostering a supportive, healthy work environment. By embedding wellness into our professional culture, we promote resilience and ensure our staff remains engaged and energized to best support students.

A key part of our work involves close collaboration between teachers, counselors, and administrators to provide holistic support for students and their families. In our meetings, we discuss student progress, identify challenges, and develop strategies to address emotional, academic, and behavioral needs. Counselors meet regularly with students, both individually and in groups, to offer guidance and therapeutic support. We also maintain strong communication with parents to ensure they have resources and feel supported, ensuring that students receive the wraparound care they need both at school and at home.

Staff have opportunities to network and collaborate during divisional professional development days, designated collaboration time, Instructional Rounds, and new curriculum sessions. These occasions provide valuable avenues for support, idea-sharing, and professional growth.

We actively foster connections between our school and the wider community to enrich the educational experience. Through partnerships with organizations like Dragon Fly, RCMP and MADD, these guest speakers address key topics such as mental health, diversity, and social justice. These sessions offer valuable learning opportunities for both students and staff, allowing them to engage with experts in various fields. Our work with external agencies also provides additional support services for families, especially in areas like mental health, and community outreach.

H. A. Kostash Wellness Continuum of Supports

The Wellness Priority within our school focuses on a continuum of supports designed to foster well-being for both staff and students. We emphasize community involvement, with events like the Christmas Concert and Christmas Feast, which bring together families, staff, students, and the wider community to build connections and celebrate. Regular staff check-ins ensure that staff are supported emotionally and mentally, providing a space to discuss challenges and access wellness resources. To further support staff well-being, we organize bonding activities, such as social gatherings or wellness events, which help build camaraderie and strengthen team spirit.

We also create opportunities for students, staff, and the community to come together through sporting events, field trips, and cultural activities. These events promote physical health, teamwork, and a sense of belonging. When staff and students connect outside of the classroom, it strengthens relationships and boosts morale. Reflecting on the impact of these initiatives, we find that the combination of individual support, community engagement, and shared experiences enhances the overall wellness of our school, creating an environment where everyone feels valued and supported.



Priority Three	Engagement
Alberta Education Assurance Area	Governance Local and Societal Context
Students are interested and engaged in their learning, feel connected to their school, and have opportunities to pursue their passions.	
Outcomes	Positive community relations contribute towards student success Staff and students have a sense of belonging and are engaged in their learning. Students and staff attend regularly. Resources are effectively managed to ensure learning supports, quality teaching and leading and optimum learning for all.

Parental Involvement: Percentages of teachers and parents satisfied with parental involvement in decisions about their child's education.						
	Number of Responses	H. A. Kostash 2024	H. A. Kostash Comparison to 2023 (+/-)	H. A. Kostash Comparison to Alberta 2024 (+/-)	H. A. Kostash 3 Year Average	Alberta 3 Year Average
Overall	36	74.5	-3.4	-5.5	75.3	79.1
Parent	17	55.3	-3.7	-19.1	55.6	73.1
Teacher	19	93.7	-3	+9.1	94.9	85.2

Alternative Programming					
	Work Experience	Registered Apprenticeship Program	Green Certificate	Dual Credit	Locally Developed Courses
Number of Students	12	2	12	n/a	n/a
Number of	162	10	192	n/a	n/a

Credits					
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Student Attendance Rates 2023 2024 (%)	90+	80 - 89	70 - 79	<70
Percentage of Students	44%	36%	9%	11%

Engagement Observations and Next Steps

To improve student engagement, we are implementing a range of strategies aimed at fostering a more inclusive, motivating, and responsive learning environment. Based on our observations, we have found that strengthening the role of the Student Council has been an effective way to amplify student voices and increase their involvement in shaping school activities and decision-making. This year, we will continue to provide students with opportunities to express their needs and feedback, ensuring that we are addressing their concerns and preferences regarding coursework, extracurricular activities, and support services. This student-driven approach helps create a sense of ownership and engagement in their learning.

We have also observed that providing ample time for success and extra help has had a positive impact on student engagement. Students are more motivated when they feel they have the necessary support and resources to succeed. Moving forward, we will continue to offer flexible timelines and additional instructional support, ensuring that all students have the opportunity to master key concepts and feel confident in their progress.

In terms of high school planning, we have found that using MyBlueprint has been a valuable tool for helping students set clear academic and career goals based on their individual interests. This personalized planning process has increased students' sense of purpose and connection to their studies. As a next step, we will expand the use of MyBlueprint across all grade levels, providing students with more opportunities to align their current learning with their future aspirations.

In addition to academic strategies, we have recognized the need to improve the school culture to be more positive, inclusive, and supportive. While there have been strides made, we are committed to creating a stronger sense of community where students feel valued and respected. Our next steps will include expanding school-wide initiatives to promote kindness, inclusivity, and student collaboration, as well as increasing student participation in school events and leadership opportunities.

We also recognize the vital role of parent engagement in supporting student success. To strengthen this partnership, we are placing a greater emphasis on communication with parents and working to increase their involvement in the school community. A key area of focus will be boosting participation in the School Council, providing more opportunities for parents to contribute to decision-making processes and engage with the school's ongoing initiatives.

Lastly, a key focus for the coming year will be to place more emphasis on teaching study skills and helping students understand how the knowledge they gain now contributes to their future goals. By encouraging the development of effective study habits and critical thinking skills, we aim to enhance student engagement and academic success.

Through these strategies and continued reflection on our practices, we are confident that we will see improved engagement, academic outcomes, and a more positive school culture moving forward.

Strategic Priority	First Nations, Métis, and Inuit Student Success
Outcomes	All staff and students experience learning that builds an understanding of Indigenous knowledge and perspectives First Nations, Métis and Inuit students experience learning that supports reclamation of cultural identity

We are committed to building a deeper understanding and appreciation of Indigenous cultural practices within our school community. Through our work with Elders, we are providing students and staff with valuable opportunities to learn directly from those with lived experience and cultural knowledge. These collaborations aim to not only enrich our curriculum but also foster a greater respect for Indigenous traditions, values, and worldviews.

Our intention is to build positive relationships and perceptions of Indigenous peoples, ensuring that these perspectives are integrated into daily school life in a meaningful and respectful way. We are actively seeking to create spaces where Indigenous culture is celebrated and its contributions are recognized, while also encouraging dialogue and understanding across all cultures in our school.

By continuing to engage with Indigenous communities and Elders, we hope to create lasting connections that support cultural growth, inclusivity, and reconciliation. This work is central to fostering an environment where all students feel valued and where Indigenous students can see their heritage reflected and respected in the learning experience. Through these efforts, we are confident that we will continue to strengthen the representation of Indigenous cultural practices and promote a deeper sense of shared understanding and respect.



Stakeholder Engagement Opportunities and Learnings/Assurance Reporting

At our school, we prioritize transparent communication and collaboration with our stakeholders through a range of engagement processes designed to ensure that all voices are heard and that feedback is integrated into our planning and decision-making. Our assurance reporting is informed by regular face-to-face meetings, surveys, and other methods of gathering input from staff, parents, students, and community members. We make sure that all stakeholders—whether they are staff, parents, students, or community members—have opportunities to engage meaningfully with the school and share their perspectives.

We hold interagency meetings with local community partners, service providers, and other key stakeholders to discuss student support services, mental health resources, and other community-based initiatives. These meetings allow us to coordinate services and ensure that students and families are receiving the necessary support both within and outside of the school environment. Additionally, we facilitate School Council meetings, where parents and community members gather to discuss school goals, upcoming initiatives, and ways to strengthen the connection between the school and the wider community. These meetings also provide a platform for parents to offer feedback and voice concerns. We also have regular opportunities to meet with our School Trustee, who provides updates on provincial education priorities and ensures that our school's goals align with broader district and regional initiatives.

In addition to these meetings, we gather feedback through online surveys distributed to parents, students, and staff, allowing us to gauge satisfaction with various aspects of school life, from academic programming to extracurricular activities and school culture. These surveys provide valuable data that help us assess the effectiveness of our current practices and identify areas for improvement. We also engage directly with students through focus groups and class discussions to better understand their academic experiences, social-emotional needs, and overall well-being. This student input is critical in informing decisions around curriculum, mental health support, and extracurricular offerings.

Reflecting on the feedback from these engagements, we have learned that our stakeholders highly value opportunities for input and appreciate the regular flow of information between the school and the community. For example, parents have expressed their satisfaction with clear communication regarding student progress and upcoming events, while students have shared that they feel more engaged when their voices are heard and their needs are addressed in a personalized way. This feedback has reinforced our commitment to offering tailored interventions, increasing mental health supports, and creating more inclusive school programs.

Overall, the processes we have implemented for stakeholder engagement—through interagency meetings, School Council, School Trustee updates, surveys, and direct student interactions—have provided us with valuable insights. These engagements have not only reinforced our current practices but have also highlighted new areas of focus, helping us refine our strategies to better meet the needs of our school community and continue improving student outcomes.