Enrolment		Staff FTE		Budget		
Normalized	1692.000	Custodial	10.000000	Salaries	$13,989,889	94.63%
Weighted	2447.822	Exempt	6.400000	Supplies, Equip., Services	$794,644	05.37%
Regular	1,692	Support	41.800000			
		Teacher	75.950000			
Year Opened	1958	**Total**	**134.150000**	**Total**	**$14,784,533**	100.00%
				Internal Revenue	$103,000	

School Philosophy

Queen Elizabeth High School believes that a positive school experience occurs when students are actively engaged in stimulating and challenging programming. In September 2015, we became a designated UNESCO Associated School joining a global network of 10,000 educational institutions in 181 countries and we have continued to embrace a legacy of global citizenship as we work in support of international understanding, peace, intercultural dialogue, sustainable development and quality education in practice. We aim to grow four pillars of learning: learning to know, learning to do, learning to be all that you can be, and learning to live together sustainably. Students are encouraged to develop their knowledge, skills and attitudes within a climate that promote positive citizenship and a healthy lifestyle while preparing them for transition beyond high school. Professional teaching practice, academic rigor, engaging optional courses, community building student activities and a strong career path focus combine to aid students in finding their passion. Our Advanced Placement Program, and by extension articulation with feeder junior high pre-AP programs, is creating comprehensive learning opportunities for our students. We have a large and vibrant English Language Learner program that allows us to provide an inspiring range of opportunities to our larger community. We continually look for new and innovative ways to show leadership within the division and our larger community.

Community Profile

Queen Elizabeth High School serves students in north-central and north-east Edmonton. The diversity represented by the families that we serve, and the community surrounding the school, enriches the experience of our students. The Parents and community are extremely supportive of Queen Elizabeth High School's emphasis on academic excellence, high standards for conduct, character development and building global perspectives. We see ourselves as a community hub and want to be a cornerstone of lifelong learning for students and their families.

Programs and Organization

Our programming is designed to support Academics, Athletics, and Fine Arts activities as we encourage students to live a balanced lifestyle and to pursue life-long learning. Queen Elizabeth School serves diverse student needs from Knowledge and Employability to Advanced Placement and we are a designated site for English Language Learner programming and Individual Support Programing We offer a vibrant Arabic Bilingual program; we also offer Spanish and French as another language. We offer a a vast array of engaging classes including Cosmetology, Forensics, Medical Services, Video Production, Animation, Computer Sciences, Robotics, Sports Performance, Food Science, Work Experience and the Registered Apprenticeship Program. A healthy lifestyle is fostered by participation in intramurals and inter school athletic teams. We also house the Centre for Global Education which is an international hub for educational collaboration through video conferencing technology. Our students are also able to participate in our environmental INNOVATE program and make a difference in our world. In September 2015, we were recognized as the "Greenest School in Canada" by the Canada Green Building Council and that legacy is evident in our ongoing work.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Edmonton Immigrant Services Association, Edmonton Mennonite Centre for Newcomers, RAJO

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Results and Implications

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the goals that were established for 2025-2026, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

By June of 2026, all NCCS students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education. This overarching catchment goal continues to frame our work as a school.

At Queen Elizabeth we will continue to work towards growth in both our 3 year and 5 year high school completion percentages. (3% or better). In each of our diploma examination subjects we will work towards growth in both the acceptable standard (3%) and standard of excellence (3%) and 90% course completion in all of our courses.

Our overarching goal is that every student has made progress -academically, socially/ emotionally or both - by the end of the year, and that every student has had guidance in their next steps as they enter into the next stage of their education or their life beyond high school. Our collaborative work towards continual enhancement of our student tracking and support document and our commitment to collaborative response remains a priority for us we continue to grow in being both more proactive and more responsive in support of our diverse student population.

Results Achieved:
Queen Elizabeth continues to leverage our Collaborative Response framework as the primary driver for enhancing student tracking, academic intervention, and overall credentialing. A dedicated focus on holistic student support has resulted in key successes, particularly in our students' long-term educational transitions:

- Our 6-year high school to post-secondary transition rate saw continued upward momentum, reaching 62.2%. This surpasses the provincial average of 61.0% and earned a provincial evaluation of "Improved" and "Good." This indicates that our guidance strategies are successfully connecting our youth to their next stages of education and apprenticeship
- We maintained a highly commendable annual Drop Out Rate of just 2.9%, earning a provincial evaluation of "High" and "Good." This demonstrates that our building remains a place where students want to be, and our early intervention efforts are keeping students engaged in the education system.
- These achievements are supported by growing stakeholder confidence within the building, as evidenced by a substantial increase in our Student Learning Engagement measure, which rose to 75.9% overall. Most notably, the student perspective in this area climbed from 68.1% to 74.6%, and teacher agreement reached 85.5%.

By June 2026, all NCCS staff, through collaboration and professional learning, will enhance their knowledge and understanding towards authentic progress advancing anti-racism, equity and reconciliation as measured by Alberta Education and local measures. This overarching catchment goal continues to frame our work as a school.

At Queen Elizabeth we will continue to develop a collaborative infrastructure - focused on student leadership, community partnerships, staff education and efficacy - that continually reaffirms our commitment to anti-racism, equity and reconciliation. While recognizing that survey data does not tell our whole story, specific Division Feedback Survey items focused on Belonging are areas we have targeted for growth again (5% for student, staff and families) in the coming year. We recognize the need to commit to other ways of capturing student voice and offering unique opportunities for our students and staff to experience growth and development in areas of anti-racism, equity and reconciliation. We also recognize the continual evolution of a world where Artificial Intelligence becomes a larger part of our world view and we commit to engaging in thoughtful discussion on how to utilize these tools in ways that support student and staff well-being, even while we recognize the harm that can be done to student growth and development and our relationship structures when these tools are used without guidance and support.

We will continue to actively develop local measures that will track incremental improvements and help triangulate with this specific survey data. Our continual refinement in the area of student tracking and support and our ongoing work in whole staff, department and collaborative response teams, as outlined above, also provides us with a structure to support growth in belonging at the school level. We will also continue to explore innovative ways to capture student, staff and family voice and better capture authentic engagement and building a staff that is responsive to our student's intellectual, physical and emotional needs.

Results Achieved:
Queen Elizabeth has continued to leverage our collaborative infrastructure to support student leadership, community partnerships, and staff education focused on anti-racism, equity, and reconciliation. While our survey data indicates areas for critical reflection regarding interpersonal dynamics, a dedicated focus on cultural programming and curriculum integration has resulted in distinct pockets of success.
In our localized Division Feedback Survey, a strong majority of our students (85% to 90%) confirm they are actively learning about Indigenous perspectives, treaties, and the legacy of residential schools in their classrooms. Furthermore, approximately 70% of students agree they are aware of the work the school is doing toward anti-racism, and 69% agree they have access to activities that support their sense of belonging.

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Results and Implications

These program successes are reflected in the student perception of Citizenship on the Alberta Assurance Survey, which showed a slight increase to 61.8% this year. However, our overall Citizenship measure sits at 57.6%, evaluated provincially as a "Concern". This overall result is heavily impacted by a sharp drop in parent satisfaction (40.6%), which was exacerbated by a low survey response rate.
Similarly, our Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) measure sits at 63.3%. While teacher perception of WCRSLE remains resilient at 74.8% and student perception sits at 66.9%, less than 50% of students on the DFS indicated that our school is a place where all students belong. This data highlights a critical opportunity to transition our equity work from broad, school-wide awareness into daily, peer-to-peer accountability within our hallways and classrooms.

By June 2026, all NCCS staff will foster connection and belonging through collaboration and professional learning to positively impact staff and students well-being as measured by Alberta Education and local measures. This overarching catchment goal continues to frame our work as a school.

At Queen Elizabeth, we recognize that there are increasing, and often unrelenting, pressures on staff and students that impact their mental and physical well-being. We commit to actively seeking out collaborative opportunities within our staff and with our community partners to help support a sense of belonging and overall wellness for all members of our school community. While recognizing that survey data does not tell our whole story, we will continue to expect growth in the Division Feedback Survey items focused on Safety - both physical and emotional (5% for student, staff and families) - in the coming year. We will also strive for similar improvement in other measures in both the division and provincial surveys that are general indicators of well-being, while we also look at other measures, including attendance data.

While we continue to struggle with the chronic effects of underfunding, including a crumbling infrastructure, we will continue to find creative ways to marshall our school based resources while we work to find support both within the division and through community partnerships. We will continue to refine our internal and external communication structure and we will also commit to implementing staff structures that support our larger work as a school community, while, providing explicit support for professional growth and wellness and providing support in the form of supplies, equipment and services to the best of our ability in these trying fiscal times.

We will continue to refine our student tracking and support tools and our collaborative structures and continue our ongoing work in whole staff, department and collaborative response teams in support of students and to provide support for staff dealing with increasingly complex class and school dynamics.

Results Achieved:
Queen Elizabeth continues to leverage our wraparound supports and collaborative staff structures to navigate the increasing complexities of school environments and foster a sense of belonging. A dedicated focus on student and staff well-being has resulted in several resilient indicators, despite the ongoing challenges associated with our aging infrastructure and funding constraints.

- Our teachers continue to feel highly supported in their work, with staff agreement on Access to Supports and Services reaching 84.3%. Furthermore, teacher perception of Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) remained resilient at 74.8%, indicating that our professional collaboration and targeted wellness supports are positively impacting staff efficacy.
- For our students, we maintained stable perceptions of connection, with 66.9% of students agreeing that their learning environment is welcoming, caring, respectful, and safe. Furthermore, 74.9% of students feel they have access to appropriate supports and services at school, and 65% explicitly agreed that they feel safe at school.
- students are holding steady, our Assurance Survey results highlight an opportunity to explore more work with our parent community. While parent perceptions of welcoming and safe environments measured by the Assurance Survey dropped and parent satisfaction with Access to Supports also dropped critically to what was indicated as critically low, this was coupled with a drastically low survey response rate, which indicates a need to engage parents in more and varied ways. Our internal safety nets and wellness initiatives could be more effectively communicated or made visible to our families.

What were the biggest challenges encountered in 2025-2026?

While we celebrate these retention and engagement metrics, we acknowledge the ongoing complexities of our English as an Additional Language learners and our highly diverse demographic. Internally, this is a source of pride and celebration, but it does present some complexity that is reflected in our completion timelines, where our 3-year high school completion rate receded to 55.1% and our 5-year rate declined to 73.8%. This data reinforces that many of our students require more than the traditional three years to achieve full credentialing, necessitating continued refinement of our academic support structures.

What are the opportunities for improvement from 2025-2026 that will inform your plan for 2026-2027?

As we analyze our data from the past year, we see clear opportunities to build upon our established structures while urgently addressing emerging gaps, particularly in how we connect with our parent community and support our most vulnerable learners to cross the graduation finish line.

- Reimagining Family Engagement and Communication: The most critical opportunity highlighted in our Spring 2026 Alberta Assurance data is the severe disconnect with our parent community. Our Parental Involvement metric dropped to 48.8%, and parent satisfaction regarding Access to Supports plummeted to 39.1%. Coupled with a drastically low survey response rate (N=14), this data signals an urgent need to overhaul our external communications. Our opportunity lies in creating a transparent,

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multilingual communication framework—including a digital newsletters and ongoping polls and surveys—to ensure our families are actively aware of the academic pathways, safety protocols, and wellness supports available to their children.

- Targeted Early Intervention for Credentialing: While we celebrate our exceptionally low Drop Out Rate (2.9%) and our strong 6-year transition to post-secondary pathways (62.2%), the regression in our 3-year (55.1%) and 5-year (73.8%) completion rates presents a vital opportunity to innovate our intervention strategies. By refining our Collaborative Response framework, we can proactively track Grade 10 credit accumulation early in the first semester. This will allow us to deploy targeted literacy and numeracy interventions sooner, specifically supporting our English as an Additional Language (EAL) learners who frequently require extended timelines to achieve their diplomas.
- Translating Cultural Awareness into Daily Belonging: Our students report high levels of curricular awareness regarding Indigenous perspectives and anti-racism initiatives. However, with our overall Citizenship metric evaluating as a "Concern" at 57.6%, and qualitative feedback noting casual conflicts in unstructured spaces, there is a clear opportunity to move our equity work from broad awareness into daily interpersonal accountability. We will empower our student leadership groups to facilitate cross-grade mentorship and restorative practices, ensuring that our core values of respect and inclusion are modeled in every hallway interaction.
- Enhancing Environmental Safety and Supervision: While internal safety nets are strong and teacher perception of a safe environment remains high, student and parent qualitative feedback consistently identifies our aging washrooms and transitional hallway spaces as areas of anxiety. This presents an opportunity to re-engineer our supervisory model. By focusing a highly visible, proactive adult presence—including our School Resource Officer and administrative team—in these specific environmental pressure points, we can actively mitigate vaping and peer-to-peer conflict, fostering a building where all students feel physically and emotionally secure.

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Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2026

School: 7052 Queen Elizabeth School

Assurance Domain	Measure	Queen Elizabeth 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	**75.9**	76.3	72.2	**84.2**	83.9	84.0	Very Low	Improved	Issue
	Citizenship	**57.6**	60.7	59.6	**81.2**	79.8	79.8	Very Low	Maintained	Concern
	3-year High School Completion	**55.1**	61.1	57.7	**82.1**	81.4	80.8	Very Low	Maintained	Concern
	5-year High School Completion	**73.8**	76.0	79.7	**86.7**	87.1	87.9	Low	Declined	Issue
	PAT9: Acceptable	**0.0**	n/a	n/a	**60.8**	62.5	62.6	Very Low	n/a	n/a
	PAT9: Excellence	**0.0**	n/a	n/a	**15.5**	15.6	15.5	Very Low	n/a	n/a
	Diploma: Acceptable	**61.7**	61.8	59.1	**80.2**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**8.0**	12.2	9.4	**22.9**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**72.5**	75.7	73.5	**87.8**	87.7	87.8	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**63.3**	64.5	64.7	**85.8**	84.4	84.4	Very Low	Maintained	Concern
	Access to Supports and Services	**66.1**	77.1	74.5	**79.5**	80.1	80.2	Very Low	Declined Significantly	Concern
Governance	Parental Involvement	**48.8**	62.6	60.3	**79.9**	80.0	79.5	Very Low	Declined	Concern

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 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 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 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).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic in 2021/22. School year 2021/22 is not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and cancellation of the January 2026 sitting. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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. Participation in the 2025/26 Diploma Exams was impacted by the January 2026 exam administration cancellation. School year 2025/26 is not compared with previous years' results and will not be included in the rolling 3-year average. Caution should be used when interpreting trends over time.

For Information Only

Plans

Division Priorities 2026-2030

1. Expand upon impactful and innovative learning for all students.
2. Advance anti-racism, Truth and Reconciliation, and inclusion to support student learning.
3. Centre good relationships to enhance belonging, safety and well-being for students and staff.

In reflecting on our work towards continuous improvement as a Division, reflective questions have been included in the Planning Guide as a resource to help inform the development of school plans: School plans must align with the 2026-2030 Strategic Plan. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DUs are to set two or three goals in alignment with the Strategic Plan.

Priority 1, goal 3

By June 2027, Queen Elizabeth School will enhance career, societal, and climate readiness for all learners by actively expanding our workforce pathways and foundational supports, resulting in increased post-secondary transitions and measurable growth in stakeholder confidence on the Alberta Assurance Survey.
- A 5% increase in the overall "Work Preparation" Assurance measure.
- A targeted recovery in the parent perception of "Work Preparation," aiming to increase satisfaction from an area of critical concern 50.0% by directly addressing the communication gap regarding our career pathways.
- A 3% increase in overall satisfaction with the "Program of Studies".

Achievement of this goal will be supported by:

- Expanding Specialized Pathways: We will systematically increase Grade 10–12 enrollment in our Career and Technology Studies (CTS), Dual-Credit, and Registered Apprenticeship Programs (RAP). We will utilize targeted counseling interventions during course registration to ensure students, particularly our English as an Additional Language learners, are matched with courses that build tangible, employable skills.
- Aligning Curriculum to Climate and Society: We will intentionally leverage our UNESCO program to explicitly connect core subject learning (such as Science and Social Studies) to real-world, problem-based workforce and climate scenarios.
- Targeted Family Communication and Showcase: To ensure our families understand the value and availability of non-traditional pathways, we will host specific, information sessions for parents around targeted areas. We will also dedicate sections of our new digital newsletter to explicitly showcase student successes in CTS, Work Experience, and RAP.

What data will you use to track continuous improvement?

Internal enrollment data in CTS and off-campus education courses. We will utilize our Collaborative Response teams to conduct quarterly credit-accumulation tracking, ensuring students are meeting the prerequisites for these specialized pathways. Finally, we will utilize mid-year localized surveys to gauge family awareness of our career-readiness programming prior to the Spring Assurance Survey.

Priority 3, goal 1

By June 2027, Queen Elizabeth School will strengthen student safety and increase the connected community feeling where trusting relationships are prioritized, and an increased sense of belonging and physical/emotional safety is demonstrated by students, staff, and families through the Division Feedback Survey and the Alberta Assurance Survey.
- A 7% increase in the overall Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) measure on the Spring 2027 Alberta Assurance Survey, moving back toward the "Acceptable" range.
- Initially we will target parent completion of the surveys and begin a more consistent approach at accessing parent feedback on an ongoing basis to support the next steps in parent engagement. This will, ideally, increase our parent perception of safety and respect on associated measures of the DFS and Assurance Survey.
- A 5% increase in students agreeing that they feel safe at school and that students respect each other, building upon our current baseline data in the Assurance Survey (66.9% and 49% respectively) and local Division Feedback Survey metrics.

Achievement of this goal will be supported by:
- Establishing a Transparent, Multilingual Communication Strategy: To bridge the growing disconnect and rebuild trust with our families, we will examine our external communications. We will shift the format of our family newsletter and add a digital showcase (with translation supports) that clarifies how families can access school-based academic and emotional supports, while consistently celebrating daily classroom successes.
- Create Student Voice protocols: We will establish Knights' Round Tables where student leaders, alongside administration, will access student voice around school improvements and feedback targeted around current and future measures.
- Re-engineering Environmental Supervision: We will restructure our supervisory model to ensure a highly visible, proactive adult presence in known pressure points specifically our washrooms, cafeteria, and transitional hallway spaces. By addressing these environmental concerns, we aim to increase student sense of safety and belonging.

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Plans

- Empowering Culturally Responsive Peer Mentorship: We will transition our equity work from broad awareness into daily interpersonal accountability. By partnering directly with our Black Students Association, Muslim Students Association, and Indigenous student leaders, we will facilitate cross-grade mentorship and embed restorative practice circles into our daily routines to address casual conflict and foster active, empathetic citizenship. .

What data will you use to track continuous improvement?

Student and family engagement in our cultural events, parent teacher interviews, and other family engagement events. Staff will utilize localized, mid-year student check-ins—specifically targeting perceptions of safety in our washrooms and hallways. Administrative and Student Services teams will track utilization rates of our SRO, Mental Health Therapist, and High School Completion Coaches.

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School: Queen Elizabeth [0052]
Address: 9425 132 Avenue

2026-2027 Budget - Revised Budget

Budget Summary Report

Principal: Scott Horton
Ward Trustee: Sherri O'Keefe

	2026-27 Spring Proposed		2026-27 Fall Revised	
Resources		14,487,245		14,681,533
Internal Revenue		103,000		103,000
REVENUE TOTAL		**14,590,245**		**14,784,533**
Classroom	61.200000	7,303,248	63.200000	7,541,916
Leadership	11.750000	1,724,574	9.500000	1,436,818
Teaching - Other	2.750000	328,169	3.250000	387,836
Teacher Supply	.000000	280,000	.000000	280,000
TOTAL TEACHER	**75.699997**	**9,635,991**	**75.949997**	**9,646,570**
(% of Budget)		**66.04%**		**65.25%**
Exempt	6.400000	655,539	6.400000	655,539
Exempt (Hourly/OT)	.000000	12,000	.000000	25,000
Support	39.000000	2,599,446	41.800000	2,773,410
Support (Supply/OT)	.000000	35,000	.000000	35,000
Custodial	10.000000	824,370	10.000000	824,370
Custodial (Supply/OT)	.000000	25,000	.000000	30,000
TOTAL NON-TEACHER	**55.400002**	**4,151,355**	**58.200001**	**4,343,319**
(% of Budget)		**28.45%**		**29.38%**
TOTAL STAFF	**131.099998**	**13,787,346**	**134.149998**	**13,989,889**
(% of Budget)		**94.5%**		**94.63%**
SUPPLIES, EQUIPMENT AND SERVICES		617,369		609,114
INTERNAL SERVICES		185,530		185,530
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		**802,899**		**794,644**
(% of Budget)		**5.5%**		**5.37%**
TOTAL AMOUNT BUDGETED		**14,590,245**		**14,784,533**

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