



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	1992.000	Custodial	12.000000	Salaries	\$11,470,288	92.02%
Weighted	2172.460	Exempt	5.400000	Supplies, Equip., Services	\$995,323	07.98%
Regular	1,992	Support	17.600000			
		Teacher	<u>73.718108</u>			
Year Opened	2021	Total	108.718108	Total	\$12,465,611	100.00%

School Philosophy

Dr. Anne Anderson High School offers programming that meets diverse learner needs. Our approach to learning focuses on the provision of rigorous programming, ensuring authenticity in experience, fostering community connections, and having a future focus to ensure students are prepared to work, learn and live in an ever-changing world. Our school culture is vibrant and predicated on building relationships, fostering well being, and developing competencies to ensure the holistic development of students.

Our school is named after Dr. Anne Anderson - a dedicated author and teacher who was instrumental in preserving the cree language and promoting Métis heritage in Alberta and Canada. With a profound appreciation for education, Dr. Anderson was especially known for the kindness and compassion she showed all of her students. She often spoke about the need to respect all cultures and learn from one another. These values underpin the vision and culture for our school.

Community Profile

The following neighbourhoods are in the attendance area for Dr. Anne Anderson High School: Heritage Valley neighbourhoods, and Edmonton South West and Edmonton South Central annexation areas. We serve students presenting with diverse needs, interests, and goals. A multiplicity of courses, program offerings, athletics, extra-curriculars, and supports are available to our students to ensure academic, personal and career development.

Dr. Anne Anderson High School is a space for 21st century learning and working. Our facility is unique and we used key design principles to ensure that our school is a welcoming, inclusive, safe and healthy place. Indigenous and natural features are woven throughout our building as a reflection of our school's namesake. Our Dr. Anne Anderson Community Centre shares our state-of-the-art recreational facilities including three gymnasiums, an indoor walking track, spin bike spaces, fitness centres, yoga and dance studios, and more. Community access and use of the school and community centre is made available during the day, evenings and on weekends in partnership with the City of Edmonton.

Programs and Organization

Dr. Anne Anderson High School offers [Regular](#) and [Advanced Placement](#) programming, as well as Interactions, English as an Additional Language, and Knowledge and Employability classes. We offer option courses and Career and Innovation programming that use high impact teaching approaches and address unique career pathways. We are preparing students for the transition from high school to post-secondary study, the world of work, and beyond. Our students will develop a curiosity and knowledge about the world around them and will develop skills and competencies through rigorous and meaningful projects, activities, and experiences that are directly connected to curricular outcomes. We ensure that relevant career information, guest speakers, and industry events provide our students with specialized learning and greater understanding of possible careers.

Our Student Services department provides personal, academic and career supports to all students. All of our students benefit with enhanced access to specialized spaces and shared equipment within the Dr. Anne Anderson Community Centre. Innovative programming, initiatives and opportunities to support physical, mental, and social wellbeing of students is key to our school culture.

School Community Relationships

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

City of Edmonton

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 2023-2024, 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 2025, all students at our school will demonstrate growth in literacy and numeracy. This growth will be reflected in each student's unique pathway towards high school completion and beyond.

The following indicators will serve as targets to help monitor for progress:

Division Feedback Survey (DFS) Results:

- 3% increase in the number of students who feel they are getting better at reading, writing, and math.
- 5% increase in the number of staff members who have the knowledge and skills to program for students who are ELL learners and students who are in need of specialized supports.

Alberta Education Assurance Measures (AEAM) Survey Results:

- 3% increase in the number of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career and technology studies, health and physical education.
- 3% increase in the number of parents and teachers who agree that students are taught behaviors that will make them successful and work when they finish school.

Other Results:

- By June 2025, 85% of DAAHS students on IPP's will achieve their academic goals.
- By June 2025, 3% more students will meet or exceed the acceptable standard on diploma examinations

Achievement of this goal will be supported by:

- Accessing supports for students like the Learning Centre, Top Up, LearnWrite Programming and Metro Continuing Education.
- Targeted professional learning at the school and catchment level to build staff confidence and collective efficacy in supporting diverse learning needs, including explicit learning towards engaging with the [OECD promising practices document](#), particularly providing high quality teaching for all students.
- Creation, implementation and reflection on the impact of department collective professional growth plans which target specific areas of support for student growth and achievement.
- Dedicated collaborative planning time to leverage school expertise in supporting student achievement.
- Analysis of available datasets, including those listed above and classroom level data, to target specific areas of student achievement.
- Leveraging opportunities for community engagement in our school including increased external communications, enhanced opportunities for families to connect with our school community, and promoting awareness among our students, staff and parents about the depth and breadth of opportunities available at our school.

Results Achieved:

- Department Team Growth Plans and collaboration built staff capacity around instructional strategies and student engagement.
- Staff professional development, included Foundations of Assessment for DHs/emerging leaders, Staff Feedback session, and health pathways PD (health care experts and NAIT health sciences).
- Extensive student supports were provided (Student Services, Alternative Programming, Support Coaches, Extended Learning for assessment accommodations and missed assessment support, LearnWrite modules through Outreach, School-Based Learning Centre modules/teacher, after school Math/Science Help and peer tutoring)
- We did extensive work in processes and programming around IPPs to support diverse learning needs in Interactions, Knowledge & Employability, EAL support classes, and inclusion, along with strategic SLS meetings and referrals.
- We did extensive Future-Focused work to help students with career and post-secondary planning and scholarships (Info sessions, Post-secondary and Scholarship Google Classroom, DAAHS & Division ELAA, lunch sessions, individual counseling)
- Extensive Grad Checks for grade 12s to ensure plans for successful high school completion.
- Quantitative results/data: Student DFS: 91% of students report they have the opportunity to be successful, 81% of students report staff have high expectations of me, 81% of students report they know how to get help with my learning in school; Family DFS: 75% of families report information they receive helps them support child; 81% of families feel their child's learning needs are supported at school; 100% of families feel their child's IPP goals are appropriate; 94% of families report the information they receive tells them about their child's progress; Staff DFS: 78% staff confidence in accessing resources to meet the diverse learning needs of students, 98% staff confidence connecting curricular outcomes to future competencies; 89% of staff confidence in work I am doing is preparing students for life after high school; AEAM:

81.6% students are engaged in their learning at school; 86.1% satisfied with overall quality of education; 78.9% access to supports and services; 80.7% opportunity for broad range of program of studies; AEAM Diploma Acceptable results are High, Improved, Good; Diploma Standard of Excellence results are Very High, Maintained, Excellent.

By June 2025, we will foster a greater sense of safety and belonging within our school community.

The following indicators will serve as targets to help monitor for progress:

DFS Results:

- 10% increase in students feeling like staff at our school know them as a person.
- A 5% increase in the number of parents/families that feel staff in their child's school care about their student, that their student is safe at school and that their child belongs in school.

AEAM Survey Results:

- A 5% increase in the number of students, parents and teachers that are satisfied their students model the characteristics of active citizenship.
- A 5% increase in the number of students, parents and teachers who agree their learning environments are welcoming, caring, respectful and safe

Youth Resilience Survey:

- A 5% increase in the number of students who feel an above average and high sense of connection to teachers, school, community and each other.

Other Results:

- Qualitative and quantitative data in regards to community engagement sourced from attendance records, participation in clubs and activities, grassroots professional learning opportunities in support of truth and reconciliation and anti-racist learning, attendance at school functions and events, survey data, Youth Focus Group feedback and more.

Achievement of this goal will be supported by:

- Using collaborative school-based teams, staff will engage with students and families in a variety of evidence-based activities that work to improve student engagement and sense of belonging.
- This work will include support for staff through informal and formal PL and seeking community relationships that support this work.
- Staff professional development on collecting, analyzing and using data and information. Staff professional development towards truth and reconciliation and anti-racism learning.
- Collecting and utilizing student input, feedback and voice.

Results Achieved:

- Our daily responsiveness around student support needs worked well through the Student Support form between Assistant Principals and counsellors.
- We engaged in extensive community engagement to understand perspectives for preparing to welcome a new School Resource Officer as part of the Division's reimagined School Resource Officer program.
- The Staff Wellness Team led staff initiatives for school spirit, fun, connection, and wellness. Frequent Coffee & Connect mornings with staff before school fostered staff wellness and connection.
- Student Services provided extensive mental health support, along with learning and transitions coaching.
- We continued with all-day support rooms and access to Support Coaches (Student Support Coach in "the Den", Indigenous Completion Coach, Calm Room in Student Services).
- Student achievements were acknowledged in many ways, including Commencement Awards, Amplify Breakfast, Honours Award Certificates, Fine Arts and Dance Showcases, Drama Production, Athletics Banquet, High School Culinary Challenge, and Health Pathways Showcases.
- Agora Days provided flexible enrichment days which foster community connection, student belonging, curricular extension, the celebration of diversity, honoring significant dates, student leadership and engagement, career and pathway planning.
- Catchment collaboration included: Cultures of Belonging Club created a student-led project (picture book) that celebrated culture, identity, and inclusion. By reading the story to our Grade 1 catchment students, participants helped build understanding, connection, and a sense of belonging across school communities. This experience strengthened empathy and reinforced the importance of creating welcoming spaces where every student feels seen and valued. A-team students created a welcoming and inclusive experience that strengthened relationships between our high school and Grade 3 catchment students. By leading the holiday carnival, they helped younger students feel connected, valued, and excited about their future school community. Student Senators planned and hosted a Junior High leadership conference event. This created opportunities for catchment students to connect, collaborate, and be heard. Through team-based challenges, reflection activities, and student voice sessions, participants built trust, strengthened relationships, and experienced the importance of inclusion and respect. Grade 9 school tour and transition day increases students' sense of safety through familiarity, connection, and access to information. This experience helped students feel welcomed, supported, and more confident about their transition to high school. The holiday hamper fundraiser supported our goal by strengthening our culture of care, empathy, and community responsibility. By donating items and creating 15 hampers for families in need across our catchment schools, our students and staff demonstrated compassion and collective action. At our Catchment PD day, staff came together in mixed-grade and cross-school groups to share three projects, activities, and/or classroom practices that intentionally build connection, inclusion,

and belonging. Through this collaborative sharing, staff strengthened their collective capacity by learning high-impact strategies that create safe, inclusive, and welcoming classroom environments.

- **Quantitative results/data:** Student DFS results indicate that 81% of students feel they have opportunities to be involved in activities that support my sense of belonging, 79% of students report many diverse cultures are represented in the books and materials at my school, 75% of students feel safe at school, 74% of students have at least one adult at school who they would go to for help if they need it. Family DFS results indicate that 85% of families feel their child feels belonging at school, 75% of families feel welcome in our school community, 84% of families see diverse cultures are represented in the events, activities and environment, 81% of families feel their child is safe at school, 85% of families feel their child has a positive relationship with one or more adults in their school. Staff DFS results indicate that 94% of staff feel that our school is a place where all students feel like they belong, 91% of staff feel our school takes steps to support a sense of belonging and inclusion for everyone, 82% of staff feel safe at our workplace, 86% of staff feel our workplace is respectful, 93% of staff feel confident in helping students build skills to support their wellness. AEAM: 72.2% students model active citizenship, 78.6% learning environments are welcoming, caring, respectful and safe, 82.1% students are safe at school and learn the importance of caring, respect, and treating others fairly.

- **What were the biggest challenges encountered in 2024-2025?**

- DFS and AEAM Student results indicate that students are looking for more connection with staff, including that staff know them as a person 52% and know how they learn best 39%, students are looking for more belonging 72%, caring 66%, and help to keep trying when things are hard 56%; students are also concerned about citizenship 71.% and learning environments being welcoming, caring, respectful and safe 77.1%.
- DFS and AEAM Staff results are overall very strong and areas for consideration are: PL around programming for ELL learners 64% and students in need of specialized supports 67%, parent involvement 62.4% and school improvement 66.7%.
- DFS and AEAM Families results indicate that parents are looking for more relationship with staff 56%, more supports to transition students to life after high school 57%;, more connection to the school 56%, more staff caring about child 63%; parents are concerned about citizenship 58%, welcoming, caring, respectful safe, environment 69.9%, lifelong learning 70.2%.
- Staff feedback provided indicates the following areas for refinement and reflection: concerns around lates, attendance, hallways, academic dishonesty, student devices; parent communication, assessment, supports for diverse learning needs, helping students pick appropriate classes, strengthening options programming and Career & Innovation Studies.
- We've explored Math/Science combination pathways - Math 10-3 to Math 10C wasn't working as well as we hoped so we are trialing a Math 10-3/20-3 combination which we hope is as successful as Science 14/24 has been for several years.
- Other challenges included: students struggling with conflict management, students struggling with mental health, class complexity and class size, staff shortages (no supply coverage for EAs and often short teacher supply), disruption of 11 weeks of support staff job action.

- **What are the opportunities for improvement from 2024-2025 that will inform your plan for 2025-2026?**

- **Academic Growth & Rigorous Programming:** We have plans in place for department teams to analyze both academic and school culture data, and to set stretch goals for growth around positive class environments (helping students feel seen, heard, valued, and they matter) and around learning growth (helping students to see the daily meaning in their lessons and learning activities).
- **Student Voice, Leadership and Engagement:** We have plans in place to reflect on our Student Leadership framework and explore opportunities for student voice, choice and community engagement.
- **Safety, Caring, Belonging:** We have plans in place to be more intentional around staff-student connections, relationships, and community belonging. We will also continue to foster staff wellness and school spirit.
- **Respect, Citizenship, High Expectations & High Support:** We have plans in place to continue to clarify student expectations, rights and responsibilities. As well, we have plans in place to provide further supports and interventions for inappropriate conduct, absenteeism/lates, and hallways to support student success and focus on learning. Our new School Resource Officer will provide additional ways to proactively engage and support students.
- **Future Focus & Career Pathways:** We have plans in place to strengthen our strategies for helping students and families prepare to transition to life after high school, including work preparation, career pathways and post-secondary steps. We will also be more intentional about building all staff capacity around grad planning and career pathways.
- **Mental Health Supports & Community Supports:** Our new Mental Health Therapist and School Resource Officer will open up greater connections to community supports to help students and families outside of school. We will continue our amazing systems of support and Student Support form.
- **Parent Involvement and Communication:** We have plans in place to be more intentional about parent involvement and communication.

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 2249 Dr. Anne Anderson School

Assurance Domain	Measure	Dr. Anne Anderson 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	81.6	87.0	85.7	83.9	83.7	84.4	Low	Declined	Issue
	Citizenship	72.2	79.2	79.3	79.8	79.4	80.4	Intermediate	Declined Significantly	Issue
	3-year High School Completion	85.4	90.1	90.1	81.4	80.4	81.4	High	Declined	Acceptable
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	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	86.8	83.7	83.5	82.0	81.5	80.9	High	Improved	Good
	Diploma: Excellence	28.8	28.0	27.0	23.0	22.6	21.9	Very High	Maintained	Excellent
Teaching & Leading	Education Quality	86.1	89.1	88.7	87.7	87.6	88.2	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.6	82.4	83.3	84.4	84.0	84.9	Very Low	Declined Significantly	Concern
	Access to Supports and Services	78.9	84.9	85.9	80.1	79.9	80.7	Intermediate	Declined Significantly	Issue
Governance	Parental Involvement	68.2	72.7	73.1	80.0	79.5	79.1	Very Low	Maintained	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 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 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).
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 from 2020/21 to 2021/22. School years 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 was impacted by wildfires in 2022/23 and 2023/24 and 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.
7. 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.

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.

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 goal setting: Goals must align with 2022-2026 Division Priorities. 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 DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

By June 2026, we will see an increase in student learning success through course completion, diploma exam results, and pathway completion (high school diploma or other pathways). Staff will feel empowered around growth plans and impact on learning.

Achievement of this goal will be supported by:

- Monthly department team collaboration focused on class culture and meaning in learning, targeting student needs based on class/school data.
- Monthly staff team collaboration focused on high impact visible learning strategies
- Continued strong IPP development and monitoring process, and supports for providing student accommodations
- Frequent letter updates and surveys/engagement opportunities for families (parent invites to Google Classrooms, monthly posting of Individual Student Reports, missed assessment steps, Coffee & Connect with Teachers, parent calls)
- Continued wrap-around services will provide students with specialized academic and personal support (including Student Services, LearnWrite, Extended Learning Opportunities, the Den and Student Support Coach, and Indigenous High School Completion Coach, SRO, Mental Health Therapist)
- Continued Graduation Checklists to include Fall Gr 12 Checklists and Spring Gr 11 Checklists.

What data will you use to track continuous improvement?

Indicators: Graduation checklists, 3-5 High School Completion, Diploma results, DFS (Student increase in feedback is helpful, feel supported, staff know me and how I learn, better at math, writing, reading; Family increase in positive relationship; Staff increase in ELL/specialized supports), AEM (Increases in Student Learning Engagement, Parent Involvement, School Improvement)

Division Priority 2

By June 2026, we will see an increase in students' ownership of their habits, responsibilities and future focus, including gaining clarity and confidence in their life/career interests and goals. Staff will feel empowered around school-wide consistency and impact on student future focus.

Achievement of this goal will be supported by:

- Career Pathways staff PL to build staff capacity.
- Future Focus student presentations, info sessions, and post high-school counselling (up-to-date post-secondary requirements, scholarship Google Classroom, social media strategy)
- RAP, Work Experience, Campus EPSB & Collegiate opportunities
- Exploring trade/technology expansion areas for CIF pathways
- High expectations for student conduct and safety will be clearly and consistently reinforced, and we will continue to respond to diverse student needs through a progressive, solution-focused, restorative justice, collaborative approach, by engaging parents, and specialized and community supports.
- Attendance/Late Monitoring & Interventions (including family involvement)
- Spare/Hallway Monitoring & Interventions
- Our new School Resource Officer (Edmonton Police) will focus on building relationships, presence, engagement, and education.

What data will you use to track continuous improvement?

Indicators: Late/Attendance data, Conduct incidents, DFS (Student increase in prepared for life; Family increase in transition to life), AEM (Increases to over 80% in Citizenship, Lifelong Learning, Program Access & Work Preparation)

Division Priority 3

By June 2026, students will feel a greater sense of safety, belonging, and mattering at school, including feeling that they have voice and impact. Staff will feel empowered around having voice/input and around positive community/team culture.

Achievement of this goal will be supported by:

- Student Leadership programming will develop student leadership and engagement, and we will explore ways to gather and empower student voice. (A-Team leads major

Plans

school events and the Wolf Pack leads spirit activities.)

- Agora Days, along with assemblies and spirit and Grad events, will foster community and connection.
- Robust athletic and extracurricular offerings will engage students and foster peer connections (25 in-house athletic teams, clubs, open gym)
- Student Services will continue to target strategies for specialized support, and our new Mental Health Therapist will provide additional specialized support.
- Staff Wellness Team initiatives include spirit team competitions, staff talks, staff socials, staff recognition, & workouts.
- Embedded Indigenous cultural connections through our High School Completion Coach (smudging, Indigenous Studies, field trips, Indigenous Family Dinner, cultural activities and presentations)
- Leadership Development: School leaders will frequently meet, reflect, and exchange feedback, along with studying commitments from Conscious Leadership.

What data will you use to track continuous improvement?

Indicators: Agora & Event attendance, Student Engagement Conversations, School Surveys, DFS (Student increase to over 80% in safety, belonging, caring; Family increase in welcomed, informed, connected, caring), AEAM (Over 80% in Citizenship, School Improvement)

Budget Summary Report

	2025-26 Spring Proposed		2025-26 Fall Revised	
Resources		12,081,744		12,465,611
Internal Revenue		0		0
REVENUE TOTAL		12,081,744		12,465,611
Classroom	62.003000	6,720,133	63.863563	6,921,787
Leadership	9.375000	1,268,779	9.854545	1,320,754
Teaching - Other	.000000	30,000	.000000	44,700
Teacher Supply	.000000	300,000	.000000	260,000
TOTAL TEACHER	71.377998	8,318,912	73.718109	8,547,241
(% of Budget)		68.86%		68.57%
Exempt	5.400000	600,989	5.400000	600,989
Exempt (Hourly/OT)	.000000	500	.000000	500
Support	17.600000	1,142,197	17.600000	1,142,197
Support (Supply/OT)	.000000	26,000	.000000	49,000
Custodial	12.000000	960,861	12.000000	960,861
Custodial (Supply/OT)	.000000	169,500	.000000	169,500
TOTAL NON-TEACHER	35.000000	2,900,047	35.000000	2,923,047
(% of Budget)		24%		23.45%
TOTAL STAFF	106.377998	11,218,959	108.718109	11,470,288
(% of Budget)		92.86%		92.02%
SUPPLIES, EQUIPMENT AND SERVICES		594,085		704,463
INTERNAL SERVICES		264,200		286,360
OTHER INTEREST AND CHARGES		4,500		4,500
TOTAL SES		862,785		995,323
(% of Budget)		7.14%		7.98%
TOTAL AMOUNT BUDGETED		12,081,744		12,465,611