

ANNUAL EDUCATION RESULTS REPORT SUMMARY

2023-24 Academic Year

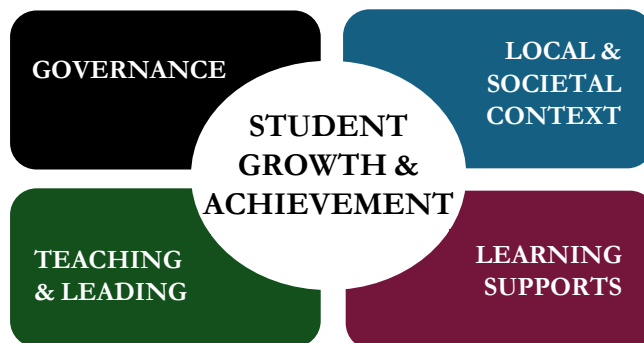
OVERVIEW



FFCA has been an essential part of the public charter education system for over 25 years. We are proud of the long history of results and service our staff, students and families have contributed to in our communities.

The Annual Education Results Report (AERR) focuses on how FFCA will fulfill its responsibilities and demonstrate continuous improvement using local and provincial assurance measures. The AERR is closely connected to the Three-year Education Plan.

These two documents inform one another and are the core documents for demonstrating accountability and providing assurance to the province, our stakeholders and the general public. The five domains that are encompassed are distinct yet woven together and dependent on each other to ensure we are successfully supporting **student growth and achievement**.



OUR GUIDING PRINCIPLES



FFCA fosters strong, positive, respectful partnerships among students, staff, parents, and community. These relationships are characterized by trust, integrity, openness and collaboration and exist to support learning for all stakeholders. FFCA encourages leadership among all stakeholders through shared decision-making.

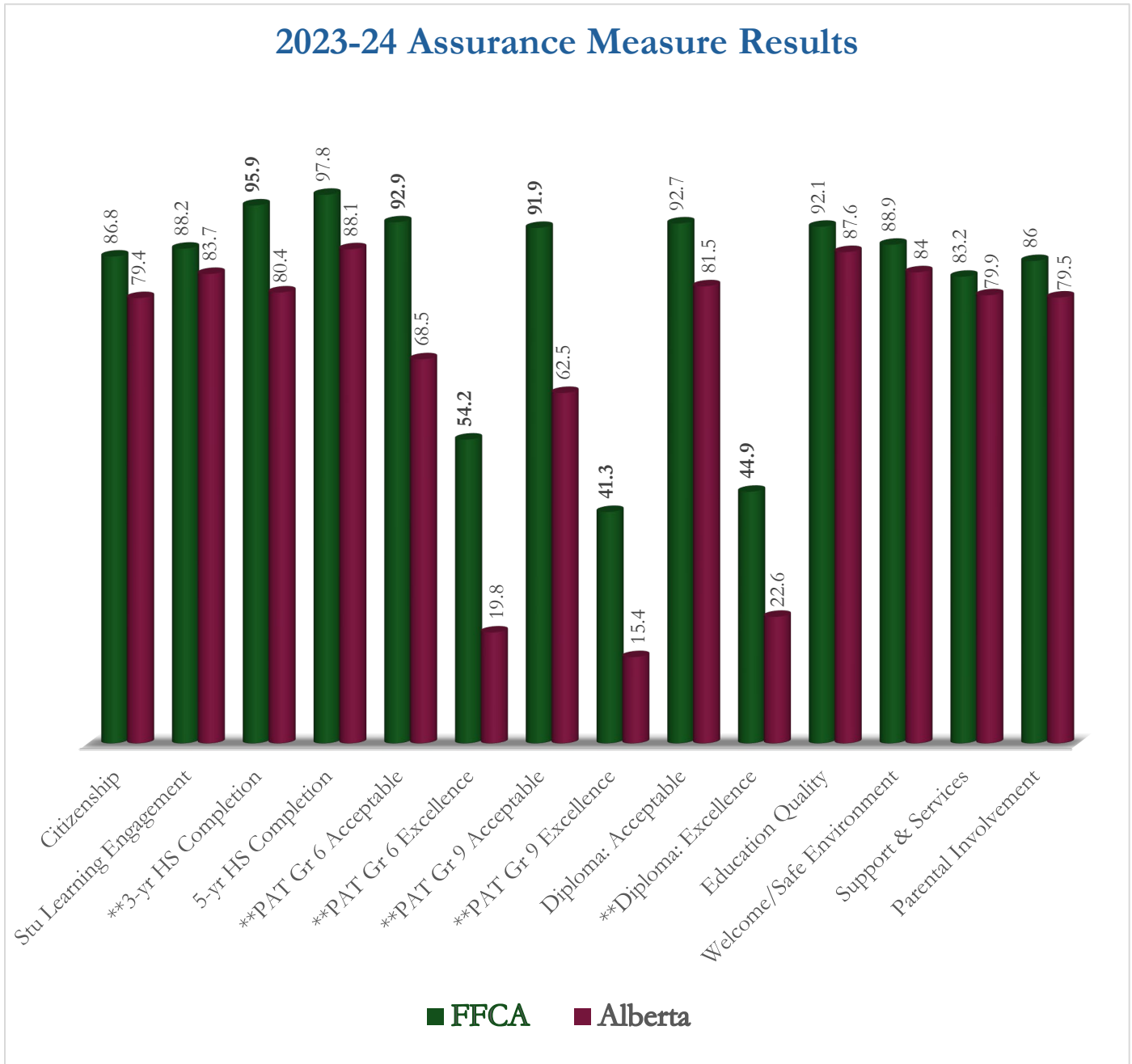
FFCA provides a safe & caring environment where academic excellence, character development, parental involvement, & staff leadership are valued & fostered.



For the full 2023-24 AERR, [click here](#).

ALBERTA EDUCATION ASSURANCE MEASURES SUMMARY

FFCA maintained a high standard across all measures, consistently outperforming provincial results. The six highlighted (***) measures below are between 15% and 35% higher than AB averages.



FFCA envisions excellence in student achievement and character development through distinctive teaching and learning.



For the full 2023-24 AERR, [click here](#).

EDUCATION PLAN & PRIORITIES

STUDENT GROWTH & ACHIEVEMENT

Charter Goal: Students will develop essential understandings of character that will help them think critically, care deeply and act ethically.

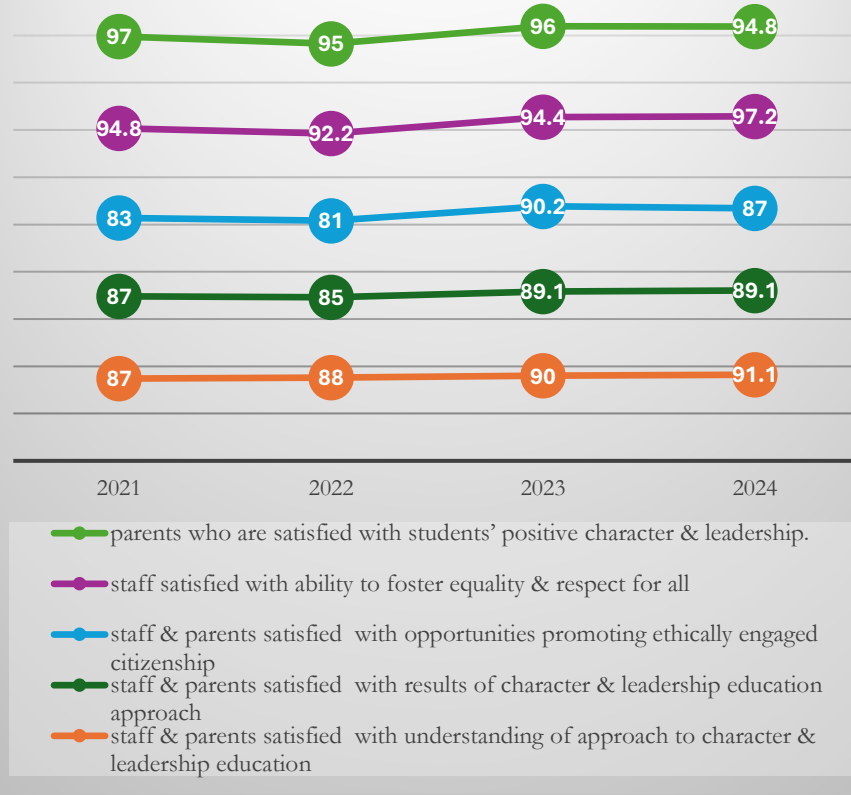
OUTCOME 1

FFCA students develop their character & leadership capacity through an intentional, integrated, & distinctive approach to character and leadership education that has evolved to help students develop the foundational competencies needed now and, in the future, locally & globally.

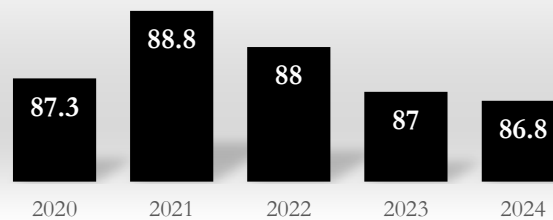
Agreement that students model characteristics of active citizenship



Local Measures Results (%)



Teachers, Parents, Students agree that students model active citizenship



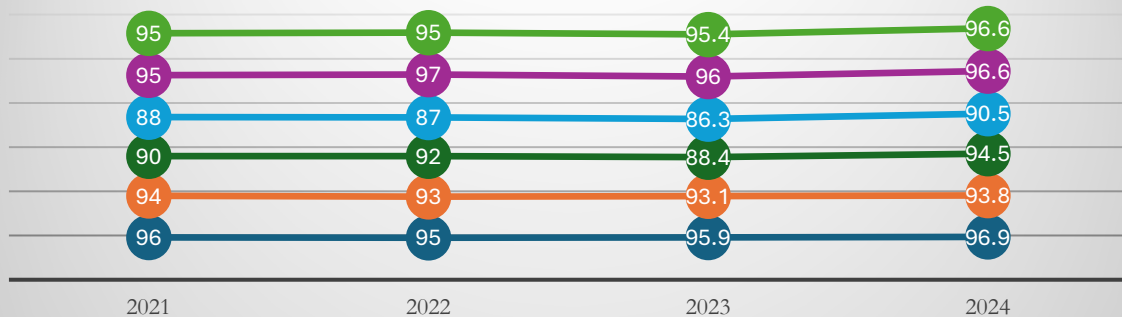
TEACHING & LEADING

Charter Goal: Teachers & leaders provide a consistent & coherent learning experience.
 Charter Goal: Staff leadership is fostered throughout the school and campuses.

OUTCOME 2

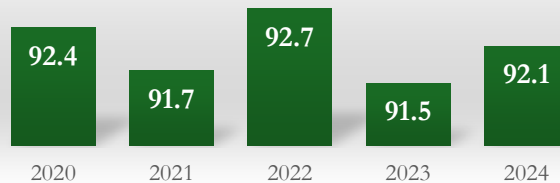
FFCA students are consistently and effectively taught utilizing a distinctive approach to teaching & learning that has evolved to help students develop the foundational competencies needed now and, in the future, and that is clearly understood by FFCA’s staff, students & parents.

Local Measures Results (%)



- parents satisfied with results of distinctive approach to teaching & learning.
- parents satisfied with understanding of FFCA’s Charter & distinctive approach to teaching & learning.
- staff satisfied with ability to articulate connection between teaching practices and key elements of distinctive teaching & learning framework.
- staff satisfied that they have a clear understanding of FFCA’s Charter and the distinctive approach to education.
- staff satisfied with the overall quality of education offered at FFCA
- parents satisfied with the overall quality of education student receives.

Teachers, Parents, Students Satisfied with Quality of Education



ADDITIONAL INFORMATION

- The Fraser Institute Report ranked SHS and NHS the first and second among publicly funded high schools in Calgary. FFCA's Middle and Elementary Campuses are grouped together on the report and achieved the highest-ever ranking, 28th out of 858 schools in Alberta, placing the group in the 97th percentile provincially.
- FFCA saw an increase in stakeholders' satisfaction, indicating that we are developing the knowledge, skills, and attitudes for lifelong learning and that students are engaged in their learning at school. However, student satisfaction is noticeably lower than that of the other stakeholders.
- FFCA experienced a 12.6% rise in staff satisfaction regarding involvement in school decision-making. This improvement is likely due to collaborative efforts in working committees focused on the new curriculum. Enhancing staff engagement remains a priority for 2024-2025.
- Satisfaction improved regarding student access to supports and services. In 2023-2024, FFCA employed full-time Youth Development Counsellors at elementary campuses, Family School Liaison Workers at middle and high schools, Inclusion Facilitators at each campus, and a central team of Behavioural Assistants and Inclusion Leads. Contracted psychological, occupational, and speech therapy services also saw increased hours.
- There has been a 6% increase in all stakeholders' belief that FFCA has improved or stayed the same over the last three years.
- There is a 94% satisfaction rate from parents and staff in leadership and communication by the Board of Directors.
- FFCA results are beginning to see a trend in students delaying post-secondary entry. The high school to post-secondary transition rate within 4 years of entering grade 10 has been declining over the last few years with a high point of 88.1% down to 77%. Interestingly, the transition rate within 6 years of entering grade 10 is increasing from a low of 88.2% up to 98.6%. The provincial 4-year transition rates, by comparison, have held steady at around 40% and the 6-year rate at around 60% over the last 5 reporting periods.



GROWTH PRIORITIES

- FFCA's 2024-2025 Education Plan was developed to address growth areas identified in the 2023-2024 Assurance Survey and local measures.
 - The growth priorities focused on assessment and reporting were developed from discussions with campus administration and teachers. Specifically, the new curriculum and FFCA's priority on inclusion highlighted these as priorities. Goals include:
 - Enhancing teachers' connection to professional development.
 - Increasing parents' satisfaction with communication about their child's progress.
 - Improving staff satisfaction with assessment methods, ensuring varied opportunities for students to demonstrate understanding.
 - Evolving assessments to be both authentic and accessible, enhancing the learning experience.
 - Staff leadership development and engagement targets both the two measures that we would like to see growth in:
 - staff satisfied with the opportunity to take on formal and informal leadership roles
 - staff satisfaction with the opportunities they have to be involved in school decision-making



PUBLICATIONS & LINKS

- Link to this summary and the full AERR, [click here](#).
- Link to FFCA Audited Financial Statements, [click here](#).
- Link to Audited Financial Statements for all Alberta Jurisdictions, [click here](#).
- Link to the Fraser Institute Rankings, [elementary/middle](#), [NHS](#), [SHS](#).



For the full 2023-24 AERR, [click here](#).