

SCHOOL EDUCATION PLAN

Canmore Collegiate High School
Canadian Rockies Public Schools



01

SCHOOL CONTEXT

“I have had each of my children attend CCHS they have all been well prepared for life after school.” CCHS Parent

principal's message

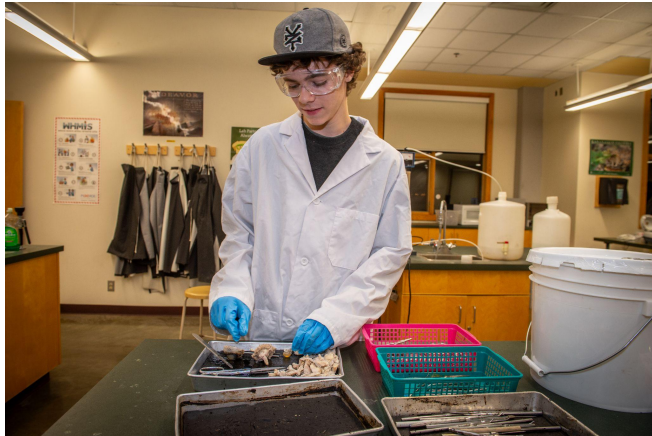
Chris Rogers

Our data suggests that our students are well prepared for postsecondary education and careers after graduation. While data from the Provincial Achievement Tests in grade 9 are somewhat below the provincial average, by grade 12 our students achieve at or above the provincial average in their Diploma Exams.

Our students do face challenges in areas such as positive self-esteem, anxiety and depression earlier in their high school years. However, we see improvements in these measures closer to Canadian norms as our students approach grade 12 and graduation. These results demonstrate that students' positive performance in school strengthens their social-emotional skills and resilience.

CCHS works to enact Truth and Reconciliation Commission's key Calls to Action. We work to retain more of our Indigenous students, ultimately increasing their graduation rate and thereby strengthening their ability to contribute meaningfully to their communities after graduation.

CCHS has created powerful experiential learning opportunities: Environmental Sustainability, the Grade 10 WimWe Nature Immersion, Career Exploration and Internships, Dual Credit, and Humanities/STEM Integration. CCHS is living the CRPS vision of transformational education that celebrates nature, diversity & well being.





our mission

As a caring school community, support and challenge our students to reach their individual potentials. We do this by teaching students new skills and sharing knowledge, while respecting them for who they are. We prepare students to meet challenges with confidence.



our vision

Fostering a Passion for Learning





school

Canmore Collegiate High School
Chris Rogers (Principal)
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profile

Grade 9-12
Student Population: 545
Number of teachers: 33
Number of support staff: 14



unique features

Indigenous Success Teacher Team
French Immersion
Building Renovations
Experiential Learning Programs
Wim Pauw - Nature Immersion
Grade 9/10 Humanities and STEM
Integration

assurance statement

I, Chris Rogers, certify that the School Education Plan for Canmore Collegiate High School was developed in consultation with staff and with advice from the school council and according to the other parameters, guidelines and expectations outlined by Canadian Rockies Public Schools.

Principal Signature

02

OVERVIEW

“We are grateful for the wonderful teachers at CCHS. The great connections my children have made with their teachers has made their time at CCHS special” CCHS Parent



overview of accomplishments

HEALTH AND WELLNESS - Outcome: Learning and working environments support the positive well-being of students and staff.

- Students and staff feel the school is a welcoming, caring, respectful, and safe place - both measures are currently above provincial norms.
- Teachers feel that mental health supports are effective in addressing their needs.

ENGAGED LEARNING - Outcome: Students and staff are meaningfully engaged in their learning.

- Increased graduation rates for our Indigenous Students
- 3, 4, and 5 year high school completion rates are above provincial average.
- Transformational programming with Environmental Sustainability Program.
- Our students feel both “challenged and confident”. These results are above the CRPS and Canadian measures (high percentage of students in the zone of proximal development).

STUDENT SUPPORTS - Outcome: Individual growth and success is fostered for every student.

- Development of yearlong Humanities and STEM programs in grades 9 and 10.
- CALM and Phys Ed are yearlong courses allowing students the entire year to complete these AB Ed required courses.

STUDENT SUPPORTS - Outcome: Students are literate and numerate.

- Strong Diploma Exam results relative to provincial levels at both acceptable and excellence levels.

Youth Well-Being Parent Series



In partnership, Canmore Collegiate High School (CCHS) and its School Council invites parents from CCHS, and Gr. 7 and 8 parents from Lawrence Grassi Middle and Exshaw schools to its parent series “Youth Well-Being,” led by Town of Canmore’s Youth/Teen Family Support Worker [Alida Kelly](#).

OCTOBER
19

Teen Brain Development & Emotions

- Understand teen brain anatomy & development
- Learn strategies for addressing teen & tweens’ emotional peaks

Boundaries and Communication

- Learn why it’s necessary to establish effective boundaries with teens and tweens
- Learn the significance of saying ‘no’ and its relation to mental health and family well-being

NOVEMBER
7

priority areas of focus

HEALTH AND WELLNESS - Outcome: Learning and working environments support the positive well-being of students and staff.

- Student self-reported measure of anxiety and depression are higher than their CRPS and Canadian peers. Implement Universal Mental Health Strategies to support student anxiety will be a focus for CCHS.

ENGAGED LEARNING - Outcome: Students and staff are meaningfully engaged in their learning.

- Focus on collaboration between staff at both high schools to transition to Outcomes Based teaching, learning and assessment to leverage expertise in both buildings to create a more equitable, engaging learning environment.
- To nurture staff advocate relationships through the creation of purposeful cross-grade groupings embedded in the timetable. A clear focus - the program needs to be shared with staff.

STUDENT SUPPORTS - Outcome: Individual growth and success is fostered for every student.

- Teachers and parents are satisfied with parental involvement in decisions about their child's education. Continue to promote and support involvement of parents in decision-making for their children's education.
- Introduction of French Language Arts 10 (moving to 20 and 30 over a 3 yr period)

STUDENT SUPPORTS - Outcome: Students are literate and numerate.

- Parent satisfaction with overall basic education needs further investigation
- Identifying and addressing gaps in student achievement in Mathematics.



steps already taken in 2023/24



- Students and staff feel the school is a welcoming, caring, respectful, and safe place - both measures are currently above provincial norms.
- Increased graduation rates for our Indigenous Students
- 3, 4, and 5 year high school completion rates are above provincial average.
- Transformational programming with Environmental Sustainability Program
- CALM and Phys Ed are yearlong courses allowing students the entire year to complete these AB Ed required courses.

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HEALTH AND WELLNESS

Outcome: Learning and working environments support the positive well-being of students and staff.

priority action steps

Outcome: Learning and working environments support the positive well-being of students and staff.

To improve students sense of well being, self esteem and connections to advocates

- Creation of purposeful cross-grade groupings embedded in the timetable. A clear focus - the program needs to be shared with staff.
- Focus on Indigenous students' rates of anxiety and depression and other social-emotional indicators



04

ENGAGED LEARNING

Outcome: Students and staff are meaningfully engaged in their learning.

priority action steps

Outcome: Students and staff are meaningfully engaged in their learning.

The school will work toward achieving this outcome with a focus of increasing student engagement, achievement in Math and to improve three, four, and five year graduation rates for marginalized students.

- Focus on collaboration between staff at both high schools to transition to Outcomes Based teaching, learning and assessment to leverage expertise in both buildings to create a more equitable, engaging learning environment
- Include stakeholders in both schools in furthering their understanding of how Outcomes Based teaching, learning and assessment can create a more equitable, engaging learning environment for our students.
- Provide PD for high schools in literacy and numeracy with a focus on engagement, real world learning, curiosity and relevance



05

STUDENT SUPPORTS

Outcome: Individual growth and success is fostered for every student.

priority action steps

Outcome: Individual growth and success is fostered for every student.

The school will work toward achieving this outcome with a focus on the three year graduation rate for our Indigenous Students and improving understanding and active family participation in developing a student's graduation pathway.

- More precise guidance in course selection for students, to better determine their graduation pathway to align with their post secondary aspirations.
- Provide more opportunities to engage with families in conversation about postsecondary pathways.
- Introduction of French Language Arts 10 (moving to 20 and 30 over a 3 yr period). Upon the successful completion of French Language Arts 30, arrange for students to challenge the DELF b2 certification.



05

STUDENT SUPPORTS

Outcome: Students are literate and numerate.

priority action steps

Outcome: Students are literate and numerate.

Improve Grade 9 Math PAT results

- Have Math 9 teachers work collaboratively to take a deep dive into the grade 9 PAT data.
- Use Outcomes-Based Assessment collaborative teacher time to focus on embedding the TEF in instructional and assessment practices.

