

Henry Wise Wood High School

910 75 Ave SW, Calgary, AB T2V 0X6 t | 403-253-2261 f | 403-777-7929 e | henrywisewood@cbe.ab.ca

School Improvement Results Report | 2021-22

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' [Results Policies](#) for the full and detailed Results statements.

Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Métis, and Inuit students in Alberta are successful
- Alberta has excellent teachers, school leaders, and school authority leaders.
- Alberta's K-12 education system is well governed and managed.

Introduction

Alberta Education requires each school to create a plan to improve student learning. The School Development Plan aligns individual school goals with the identified goals in [CBE Education Plan | 2021 - 2024](#). Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement ([Funding Manual for School Authorities 2022-23 School Year](#), p. 140).

This report includes results relative to the goals and outcomes set in the 2021-22 School Development Plan and the school's Assurance Survey results.

School Development Plan Highlights

Look Back | School Goals

For 2021-22 our school's goals were focused in the following areas:

- Literacy
- Mathematics
- Well Being for Learning

A detailed copy of our 2021-22 School Development Plan that includes student goals, instructional actions, resources, key outcomes and measures, is posted on our school webpage at <https://school.cbe.ab.ca/school/henrywisewood/about-us/school/pages/default.aspx> under the About Us > Our School tab.

Literacy

Literacy Student Goal 2021-2022 | In English Language Arts, students will be supported in continuing to address individual next steps in their developing critical/ analytical thinking and writing skills.

Literacy Student Goal Reflection |

Upon examination of the Begin and End Literacy measures, we saw areas of improvement in:

- The number of 30-1 students who achieved the Standard of Excellence on their Diploma Exam increased.
- The number of 30-1 students who achieved the Standard of Excellence in Thought and Understanding on the Critical Response to Text writing increased.
- The number of 30-2 students who achieved less than Acceptable Standard decreased.
- The number of 30-2 students who achieved a standard of excellence on the Thought and Support in the Literary Exploration increased.

- In June 2022, 98% of 10-1 and 98% of 20-1 students received Acceptable Standard (50%) in their course mark.
- In June 2022, 0% of 10-4 and 0% of 20-4 students received less than Acceptable Standard in their course mark.
- The overall improvement is a direct reflection of our Professional Learning Community goals: focus on slowing down and reaffirming prior knowledge and skills. The opportunities for students to reflect on their writing and work on specific outcomes has aided in the development of skills. We are still assessing with an eye to pandemic impacts; the results for these groups may be skewed as we move into the next year.
- Our students in ELA–4 courses were focused and strong learners resulting in a 0% failure rate.

Begin and End Literacy measures did not indicate improvement in the following areas:

- The number of 30-1 students who achieved less than Acceptable Standard on their Diploma Exam increased.
- The number of 30-1 students who achieved less than Acceptable standard on Thought and Understanding on the Critical Response to Text increased.
- The number of 30-2 students who achieved the Standard of Excellence decreased.
- The number of 30-2 students who received less than Acceptable standard on the Literary Exploration increased.
- In June 2022, 5% of ELA 10-2 and 24% of ELA 20-2 enrolled students received less than Acceptable Standard in their course mark.
- The evidence for no improvement guides us to continue to support students in addressing their gaps in learning. Most specifically, the students enrolled in ELA 20-2 experienced a great deal of disruption in their grade 10 year, particularly in their writing. The expectations for students have stayed the same but the upset in their learning has impacted their confidence and their skills. We are also working to support our new to HWW teachers and build our consistency as a Professional Learning Community.
- This is a partial data set due to no January 2022 Diploma Exams being written. June 2022 Diploma Exam weighted at 10%. An increase in No Response and Insufficient was seen in the province.
- Variable results on our measures, some increase and some decrease.
- We are broadening our measures from grade 12 courses to include a measure for ELA 20-2, and ELA 10-4 and 20-4 as areas of need, particularly as these cohorts of students grow.
- Our next steps are to continue to focus on building critical analytical writing skills.
- We have narrowed our instructional actions to:
 - Staff will focus on formative work/assessment where they provide constructive and timely feedback in order to help create visible growth in student ability and skills – this will provide student agency for learning through transparency in next learning steps.
 - With students, staff will engage students to self-assess using exemplars to improve on their previous work and take opportunities to reflect on their writing in order to find strengths and areas in need of growth.
 - Aligned with the Holistic Lifelong Learning framework: Mind- to know: mastery, confidence and purpose

Literacy Student Goal 2021-2022 | In Science, through the development of student metacognition, teachers will, increase students' understanding and application of process skills to increase student achievement on tests and quizzes.

Literacy Student Goal Reflection |

Upon examination of the Begin and End Literacy measures, we saw areas of improvement in:

- In our Sprint data, 83.9 % of students felt they were set to reach their goals. Goal met.
- Science 14-Failure rate reduced to 7.3%. 92% of students successfully completed the course. Goal met.
- Science 20- Failure rate reduced to 7.7%. 92% of students successfully completed the course. Goal met.
- In non-diploma science courses, 94.5% of students succeeded to move on to next level.

- The evidence of improvement is aligned with the work of teachers with students to reduce the learning disruptions caused by the pandemic. Students were encouraged to self-reflect on their learning and were given multiple opportunities to demonstrate their learning leading to the improvement. Science 14/24/20 are small classes so there will be a large variation in success rates due to the small sample size.

Begin and End Literacy measures did not indicate improvement in the following areas:

- Science 24-Failure rate reduced to 18.9%. 81% of students successfully completed the course. Goal not met but improvement made.
- Students who felt they spent enough time studying- 53.9%. Goal not met.

- The evidence for no improvement guides us to continue to support students in adjusting post pandemic to the rigours of in person learning.

- Variable results on our measures, some increase and some decrease.
- Two areas for growth identified, Science 14 completion rates and Science 24 completion rates.
- New student perception measures added:
 - Students who identify they ask for help when they need it.
 - Students who feel they are engaged in their learning.
- Our next steps are to continue our focus on student metacognition and building process skills.
- We have narrowed our instructional actions to:
 - Staff will create lab checklists in each grade level as a metacognitive tool that students do before, during and after their learning. Use PLC and PD time to collaborate in subject/course teams to continue providing consistent assessment of labs and assignments through the use of checklists.
 - With students, staff will engage students in the use of rubrics, checklists and guides to monitor and adjust the quality of their learning, so they know where they are and what their next steps are.
 - Aligned with the Holistic Lifelong Learning framework: Mind- to know: mastery, confidence and purpose

Literacy Student Goal 2021-2022 | In Social Studies, teachers will, at all grade and course levels, implement formative and summative writing tasks to reflect each Related Issue in the Program of Studies.

Literacy Student Goal Reflection |

Upon examination of the Begin and End Literacy measures, we saw areas of improvement in:

- In the 2021-2022 school year, the Standard of Excellence results in Social Studies 30-2 students increased in Defense of Position.
 - Assignment 2 was 31.7% (increased by 4.1%). Goal met.
 - Assignment 3 was 26.7% (increased by 18.1 %). Goal met.
- Baseline data- In the Knowledge and Employability course sequence, the 2 year average of Acceptable standard is 74% for grade 10 and 71% for grade 11.

- The overall improvement can be attributed to a number of things. It was a very strong semester of 30-2 students who did well throughout the semester. The teacher teaching all of the 30-2 students is highly experienced with the content and standards of the course. Collaboration within our Professional Learning Community as a department related to teaching strategies, assessment practices and standards and content mastery helps us to help our students be successful.

Begin and End Literacy measures did not indicate improvement in the following areas:

- In the 2021-22 school year, the Standard of Excellence score for Social Studies 30-1 students in the category of argumentation was 30.1%. Goal not met. Slight decrease.
- The evidence for no improvement guides us to note that our previous achievement levels were already extremely high, in some cases as much as 15% above provincial average. When achievement is very high it can be difficult to improve further. Many of our students who typically score extremely well on the 30-1 Diploma Exam did not write in June as they were scheduled to write in January, in particular our IB student cohort. As lifelong learners and professionals, there remains work to do as a Professional Learning Community in developing our skills and strategies for teaching writing in Social Studies.

- Variable results on our measures, some increase and some decrease.
- Two areas for growth identified Social 10-4 completion rates and Social 20-4 completion rates, we have added a measure for each.
- Our next steps are to continue our focus on student metacognition and building process skills.
- We have narrowed our instructional actions to:
 - Staff will, develop and share scaffolded lessons targeted to strengthen student understanding of how to use factual evidence and integrate it as a component of writing at each grade and sequence.
 - With students, staff will engage in multiple strategies to help students understand and master their own use of factual information about social studies in their writing and lives. This will include multiple attempts at Diploma style written work, scaffolding and formative assessments, opportunities for peer and self-assessment and the use of exemplars to help clearly illustrate standards and expectations.
 - This is aligned with the Holistic Learning Framework - Mind – To Know: mastery, confidence, and purpose, accountability and leadership.

Mathematics

Mathematics Student Goal 2021-2022 | In Math, all grade/level teachers will continue to implement strategies for advancement in students' reasoning about important mathematical ideas and relationships (CBE Math Framework – Teaching Practice #4), resulting in student improvement in written response portions of assessments.

Mathematics Student Goal Reflection |

Upon examination of the Begin and End Mathematics measures, we saw areas of improvement in:

- Currently no improvement captured on current measures.

Begin and End Mathematics measures did not indicate improvement in the following areas:

- In the 2021-2022 year, 40.8% of 30-1 students met the standard of excellence in the Written Response portion of the Diploma Exam. Goal not met.
- In the 2021-2022 year, 7.3% of 30-2 students met the standard of excellence in the Written Response portion of the Diploma Exam. Goal not met.
- In the 2021-2022 year, the average score on the written response portion of the final exam in 10C, 20-2, 20-1 was 66.5%. Goal not met.
- The evidence for no improvement guides us to continue to review and adjust our instructional strategies. We also consider:
 - In the 2021-2022 year, only two sections of Math 30-1 wrote diploma exams. These sections were in Semester 2. Typically there are 8 sections each year, 6 of which are in Semester 1 as those students continue on to Calculus in Semester 2. This was a small sample size that was not representative of the sample from previous years.
 - In the 2021-2022 year, only 2 sections of Math 30-2 wrote diploma exams. Typically, there are 4-5 sections each year. This was a small sample size.
 - In the 2021–2022-year, non-diploma final exams only took place in June. Therefore, the sample didn't include IB students writing exams in January. This was a small sample size that was not representative of the sample from the previous year.
- Our next steps are to continue our focus on building student strategies for written response.
- Broaden our measures to include Math 20-3 and Math 20-4 as areas of identified need.
- We have narrowed our instructional actions to:
 - Staff will support productive struggle (CBE Math Framework – Teaching Practice #8). When appropriate, provide opportunities for reflective growth on formative and summative assessments – ex. self-evaluations, checklists.
 - With students, staff will engage students to monitor and reflect on the process of Math by assessing their own work in completing written response questions.
 - Aligned with the Holistic Learning Framework: Mind – To Know: Mastery, Confidence and Purpose.

Well-Being for Learning

Well-Being for Learning Student Goal 2021-2022 | Students will develop self-advocacy skills regarding identifying the supports that they need academically, emotionally and physically.

Well-Being for Learning Student Goal Reflection |

Upon examination of the Begin and End Well-Being for Learning measures, we saw areas of improvement in:

- In 2021-2022, 68.5% of students reported that they have strategies for dealing with stress. This represents a 5.5% increase from 2020-2021.
- By August 2022, 91.2% of grade 10 students earned all credits from previously registered courses. This represents a 4.6% increase from 2020-2021.
- In 2021-2022, successful completion of off campus education opportunities was maintained at >99%. We maintained this measure.

- The overall improvement can be attributed to a number of things. The increase of students with strategies for dealing with stress is impacted by our lunchtime wellness sessions, our stress and anxiety management strategies shared in LINK, and our school-wide focus on student wellbeing.
- We increased credit recovery opportunities in both January and June and reduced exam weightings.
- We have a vibrant Work Experience program at HWW.

Begin and End Well-Being for Learning measures did not indicate improvement in the following areas:

- In 2021-2022, 65.3% of students reported they ask for help when they need it. This represents a 2.7% decline.
- In 2021-2022, 54.6% of students reported that they speak to others about feelings. This represents a 3.4% decline.
- In 2021-2022, the high school completion rate was 80.5%. This represents a 1.4% decline from 2020-2021.

- A small percentage decline was in evidence. This guides us to continue to ensure that students are aware of wellbeing supports within the school and in the community.
- We continue to support students in sharing their feelings around stress with trusted others.
- The exam sitting in June may have impacted our high school completion rate. There were no formal exams for the last two years.

- Our next steps are to continue our focus on student self-advocacy skills.
- We have narrowed our instructional actions to:
 - Staff will implement resiliency supports such as accessing mental health supports shared in D2L, review with exemplars to build confidence in understanding and make expectations clear, model and share strategies with students' strategies for self-reflection, identifying wellness strategies, and implementing pro-social coping strategies, and students will be given opportunities to practice self-advocacy in their interactions with peers and with their teacher. Warrior Connect will serve as the opportunity for information delivery and engaging students and staff in helping develop community and sense of belonging through increased connection resulting in increased student well-being and resilience

- This is aligned with the Holistic Lifelong Learning Framework: Body-To Do: Risk-Taking and Resiliency.
- With students, staff will work to ensure that all students will be aware of and equitably access community services as required (Holistic Lifelong Framework: Spirit-To Be: Healing & Well-Being). Students will engage in Warrior Connect learning and activities to increase knowledge, build capacity in resiliency and wellness as well as increased sense of belonging through connection
- This is aligned with the Holistic Lifelong Framework: Heart-To Belong: Belonging & Relationships.

Well-Being for Learning Student Goal 2021-2022 | In the spirit of the HLLF, a goal has been created for EACH quadrant.

East, Spring, Spirit-" To Be"

All students will gain a better understanding of truth THEN reconciliation in order to learn the truth of Canadian history. This work will foster generosity, interconnectedness among the student body and promote healing and connectedness within the school community.

South, Summer, Heart-" To Belong"

Students will gain a sense of belonging and build relationships with peers and staff as we engage community members such as Elders and families to infuse Indigenous values, language and culture into our curricula.

West, Fall, Body-" To Do"

Students will foster independence and resiliency as they move through the incorporation of Indigenous Ways of Knowing and land-based learning opportunities. Students will benefit from experiential learning and risk-taking that will be reflected in course completion.

North, Winter, Mind-" To Know"

Students will achieve mastery, confidence and purpose as they gain success moving towards their goal of high school completion.

Well-Being for Learning Student Goal Reflection |

Upon examination of the Begin and End Well-Being for Learning measures, we saw areas of improvement in:

- Students who strongly agree or agree that they get to learn from Indigenous Knowledge Keepers and Elders is 40.94%. Increase of 31%. Goal met.
- Students who strongly agree or agree that they learn about Indigenous ways of being, belonging, doing and knowing is 50.78%. Increase of 20%. Goal met.
- Students who strongly agree or agree that they are given opportunities to learn from the land is 43.24%, Increase of 10%. Goal met.
- Students who stated that they have at least one adult they connect with is 64.04%. Increase of 11%. Goal met.
- 62.23% agree that they learn things that are meaningful to them. Increase of 10%. Goal met.
- The strong evidence of improvement in this area can be attributed to our ongoing and consistent focus as a school on embedding Indigenous Pedagogies and our Truth and Reconciliation commitments in our school and classrooms. There have been a number of classroom opportunities for students to engage in land-based learning, guest speakers, and circle protocol. Additionally, our connection with the Indigenous Professional Learning Network and Indigenous Strategist supports have been key contributing factors in this improvement.

Begin and End Well-Being for Learning measures did not indicate improvement in the following areas:

- N/A
- Our next steps are to continue our focus on the Holistic Lifelong Learning Framework.
- We have narrowed our instructional actions to:
 - Staff will continue to participate in professional learning opportunities that will enhance their understanding of framework and implementation in their classrooms through the collaborative response model.
 - With students, staff will support students in being able to articulate their ability to use the Holistic Lifelong Learning Framework in their wellbeing.

Alberta Education Assurance Measures (AEAM)

The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
 - Citizenship
 - Student Learning Engagement
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parent Involvement

Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Henry Wise Wood High 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	85.7	86.6	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	83.8	81.3	81.8	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	80.5	81.9	77.7	83.2	83.4	81.1	Intermediate	Maintained	Acceptable
	5-year High School Completion	85.2	83.0	84.0	87.1	86.2	85.6	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	93.8	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	42.2	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.9	87.2	89.2	89.0	89.6	90.3	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.0	86.9	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	83.6	83.9	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	76.5	80.0	78.4	78.8	79.5	81.5	Intermediate	Maintained	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 and 2020/21 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. Caution should be used when interpreting high school completion rate results over time.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.

Highlights

- Very High (and maintained) achievement in Education Quality measure.
- Very High (and maintained) achievement in Citizenship measure.
- Very High (and improved significantly) Rutherford Scholarship Eligibility Rate.
- Very High (and maintained) achievement on Safe and Caring measure.
- Very High (and improved) achievement in Program of Studies measure.
- High (and maintained) achievement on Work Preparation measure.
- High (and maintained) achievement in Lifelong Learning measure.

4. Aggregated 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
6. 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 Examination 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.

Upon examination of the overall summary, we saw areas of improvement in:

- All required Alberta Education Assurance measures were maintained.

Examination of the overall summary did not indicate improvement in the following areas:

- N/A- the overall summary did not indicate a lack of improvement in any area.
- Three areas for continued focus on our intermediate results in:
 - 3-year High School Completion
 - 5-year High School Completion
 - Parental Involvement

Our next steps are to:

- Continue our focus in our School Development Plan on student success and high school completion.
- Continue access and support to students, and building self-advocacy skills.
- Continue to partner closely with our families to support students.

School Development Plan 2022-23

Look Forward | School Goals 2022-23

Our school development plan spans three years' time. The 2022-23 school year is the third and final year of our plan. To that end, our 2022-23 goals will continue from last year.

- **Literacy Goals 2022-23 |**
- **Mathematics Goal 2022-23 |**
- **Well Being for Learning Goals 2022-23 |**
 - **Literacy Goals 2022-23 |**
 - In English, students will reflect through exemplars, rubrics, self-assessment opportunities, on building skill sets in all levels of critical/analytical thinking and writing.
 - In Science, through the development of student metacognition, teachers will, increase students' understanding and application of process skills to increase student achievement.
 - In Social Studies, teachers will, at all grade and course levels, implement formative and summative writing tasks to reflect each Related Issue in the Program of Studies.
 - **Mathematics Goals 2022-23 |**
 - In Math, all grade/level teachers will continue to implement strategies for student improvement in written response.

- **Well Being for Learning Goals 2022-23 |**

- Students will develop self-advocacy skills regarding identifying the supports that they need academically, emotionally and physically.
- In the spirit of the Holistic Lifelong Learning Framework, a goal has been created for EACH quadrant.
- East, Spring, Spirit-" To Be"
 - All students will gain a better understanding of truth THEN reconciliation in order to learn the truth of Canadian history. This work will foster generosity, interconnectedness among the student body and promote healing and connectedness within the school community.
- South, Summer, Heart-" To Belong"
 - Students will gain a sense of belonging and build relationships with peers and staff as we engage community members such as Elders and families to infuse Indigenous values, language and culture into our curricula.'
- West, Fall, Body-" To Do"
 - Students will foster independence and resiliency as they move through the incorporation of Indigenous Ways of Knowing and land-based learning opportunities. Students will benefit from experiential learning and risk-taking that will be reflected in course completion.
- North, Winter, Mind-" To Know"
 - Students will achieve mastery, confidence and purpose as they gain success moving towards their goal of high school completion.

A detailed copy of our 2022-23 School Development Plan that includes student goals, instructional actions, resources, key outcomes and measures, is posted on our school webpage at <https://school.cbe.ab.ca/school/henrywisewood/Pages/default.aspx> under the About Us > Our School tab.

Our School

Henry Wise Wood High School is the home of Artists, Scholars and Champions. Our school is a vibrant community of approximately 1700 students, grades 10-12. We have a rich and diverse set of core and complementary courses which allow students to personalize their program. We also provide specialized programming in GATE, International Baccalaureate (IB), ACCESS, PLP, LEAD, and The Class. Our student population is comprised of a large number of English Language Learners, a robust International Student Program, and many students who experience the support of an Individual Program Plan. Each of our learners are known, seen, welcome and cared for, and are able to demonstrate their learning in multiple ways. We create our Warrior community through our Clubs, Athletics, Arts, Academic offerings and Warrior Connect and LINK Programs. Student voice is engaged through our Warrior Voice Advisory Council and Warrior Voice Cafes. Henry Wise Wood High School was designated as an 'open' high school last year; we anticipate our student population will increase again next year.

School Council Involvement

Alberta Education requires school boards to provide School Councils with an opportunity to offer feedback on a school's school development plan, school improvement results report and budget priorities.

At Henry Wise Wood High School, we have an outstanding School Council and Parent and Alumni Association with whom we partner closely. There are also a Music Parent Association, and the Friends of Wise Wood who meet on a regular basis. The School Council is made up of interested parents/guardians, as well as the school principal and monthly staff guests. The fundraising activities of the Parent and Alumni Association are casinos, typically held once every 18-24 months.

Our Administration regularly updates the School Council about our SDP goals and progress. In December 2022, the Principal will provide a thorough overview of the updated School Development Plan, School Improvement Results Report and the Report on Fees. School Council will have an integral part in setting next year's SDP priorities and reflecting on the accomplishments of this year.

Other Reports

School Fees

The detailed Report to Parents/Guardians on Fees 2021-22 is posted on our school webpage at <https://school.cbe.ab.ca/school/henrywisewood/Pages/default.aspx> under the Registration > Fees tab.