

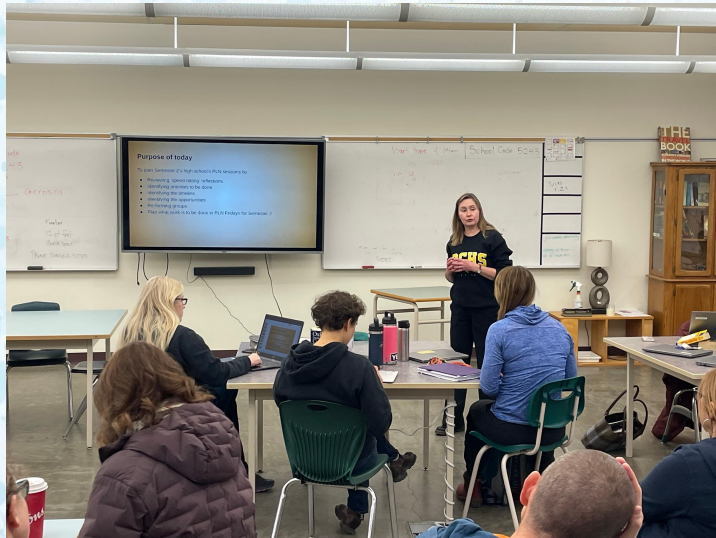
2025 - 2026 School Year

SCHOOL EDUCATION PLAN

Banff Community High School

Canadian Rockies Public Schools





Principal's message

Students at BCHS continue to feel safe at our school and have a higher sense of belonging than is the norm for Canada. Their self esteem has continued to grow since 2022 and mental health indicators of anxiety and depression have fallen compared to 2023. We are on the right track: *"If children feel safe, they can take risks, ask questions, make mistakes, learn to trust, share their feelings and grow,"* Alfie Kohn (1999). However, the majority of students at BCHS report that they are not interested or motivated in their learning despite BCHS having strong Grade 9 PAT results and also improved results in many diploma courses. Considerable emphasis in this School Education Plan is therefore placed on designing learning so that students learn in a variety of ways in the classroom and have learning experiences beyond the classroom. Through the establishment of Student Wellness Advisory Groups in August 2025 there will be opportunities for students to develop their digital literacy skills through the creation of portfolios, understand the role AI has in their present and futures, undertake purposeful career and goal planning while enhancing their sense of belonging and finding an advocate in the school for themselves. Teachers will further develop their understanding of Universal Design for Learning so that all students will feel that there is choice pertaining to their learning pathways. Finally by celebrating the richness of our multicultural community and involving parents in these celebrations BCHS students will continue to thrive, learn, and contribute to our community.

Natasha Miles

* All data reported from Our School Survey 2025

GOALS



Learners are ready to learn

We recognize that learners thrive in safe, supportive, and inclusive learning environments. By infusing a variety of supports, our staff fosters a sense of belonging, promotes wellness, and nurtures social-emotional learning, ensuring learners are prepared to learn.



Learners are inspired to succeed

We design real world learning experiences that ignite curiosity, collaboration, communication and critical thinking. Through thoughtful instruction and assessment practices, learners gain the confidence and skills to navigate their unique journey, turning challenges into opportunities for growth.



Learners are future ready

We foster the knowledge, skills, and attitudes learners need to navigate an increasingly complex world with confidence and adaptability. Through enacting the Shared Vision of Learning, we empower learners to become engaged citizens who apply their learning to real-world situations, embrace innovation, and contribute positively to their communities.

SHARED VISION OF LEARNING

We are committed to inspiring hearts & minds. Our “Shared Vision of Learning” defines our collective beliefs about learning that guide our actions.

“In what ways will we strive to empower learners to be critical, creative thinkers, innovators, problem solvers, effective communicators and collaborators, who are globally aware, independent, responsible citizens?” We believe:



Instructional excellence and leadership are essential to ensuring each learner will flourish in our complex, exponentially changing and interconnected world.



Exemplary teachers consistently design and assess to ensure that all learners develop, create, and find joy in learning.



In and embrace the importance of whole child education in the development of each learner.



Diversity of experiences and connections in nature and community enhance learning beyond the classroom.



Positive relationships foster effective and engaging learning experiences.



Direct relationship between professional learning, personal commitment, and instructional excellence.



Our Vision

Creating a better world through transformational education that celebrates nature, diversity and well-being.

Our Mission

Inspiring the hearts and minds of every student.

Our Motto

We are **BEARS**. We **Belong** and **Excel**, we are **Accountable** and **Respectful**, and we make our school **Safe** for all.



School

Banff Community High School
Natasha Miles, principal
330 Banff Avenue,
Banff, Alberta
T1L 1K1
403 762 4411
bchs.crps.ca



Profile

Grades 9-12
170 students
10.5 teachers
2.4 support staff
1.0 administrator



Unique features

Upgraded commercial kitchen to support innovative Dual Credit programming
Fashion Studies lab
Multicultural school community
Located in Banff National Park
19% Coded EAL students
3% FNMI students

Assurance statement

I, Natasha Miles , certify that the School Education Plan for Banff Community 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.

A handwritten signature in blue ink that reads "Natasha Miles". The signature is written in a cursive style and is contained within a white rectangular box.

Principal Signature

Overview of 2024/25 accomplishments

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

- BCHS students feel safe at school and report fewer symptoms of depression and anxiety relative to the Canadian norms.
- The BCHS learning environment reflects a positive learning climate, positive student teacher relations, and maintains positive expectations of success.
- Parents, students and teacher agree that students have appropriate supports and services at school.

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

- Grade 9 PAT results at the acceptable standard and standard of excellence are considerably higher than the province in all four subjects.
- Three year graduation rates are statistically excellent and five year rates are statistically good for all students. EAL students five year rates are also good.
- Social 30-1 and 30-2 diploma performance are excellent statistically at the acceptable standard and, Eng 30-1, Bio 30 and Chem 30 diploma performance are good at the acceptable standard and are acceptable at the standard of excellence.

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

- Students and teachers have foundational knowledge about First Nations, Metis and Inuit people.
- Students feel challenged and confident at levels above the CRPS and Canadian norm while, appropriately, few students feel confident and not challenged, not confident and challenged and not confident and not challenged.



Priority areas of focus

LEARNERS ARE READY TO LEARN

- Increase opportunities for Student Wellness Committee to promote mental health and wellness in the school
- Establish student connections to staff advocates for increased student support; promote family and student outreach to bring them into the school to see the school as staff and students do.

LEARNERS ARE INSPIRED TO SUCCEED

- Focus on relevant, hands-on learning activities that are connected to real world problems to improve student interest, motivation and engagement.
- Continue high school design sessions focusing on designing learning tasks that are engaging, provide students with choice and variety through UDL and have high interest.
- Action on student feedback (through student focus groups and surveys) must be communicated back to students. Ensure that students know how their feedback is considered through SARR and SEP development.
- Support staff engagement in collaborative work to advance their understanding of the assessment that is accurate, bias-resistant and motivational. Support staff so that they feel their ongoing professional development can meet their professional growth needs.
- Further develop UDL and differentiation in the classroom for EAL learners so that they can be on par with their peers' academic success in all grades and have the opportunity to achieve their potential.

LEARNERS ARE FUTURE READY

- Improve communication with students and parents about available supports and students' and school successes.



01

LEARNERS ARE READY TO LEARN

“Learners are ready to learn at BCHS because they feel safe in their surroundings (Susan H.) and they feel supported by teachers and parents” (Kristen M.).

GOAL 1

Learners are ready to learn



Outcome 1.1: Learning environments promote wellness, safety, a sense of belonging and Social Emotional Learning (SEL)* for all.

Performance Measures:

- (CRPS)** The percentage of students, parents, and staff who agree that learning environments promote wellness, safety, a sense of belonging and Social Emotional Learning for all.
- (CRPS)** Student and staff perceptions that students are ready to learn, as identified through small group discussions.
- (ABed)** The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

Strategies:

- Implement the Action Plan for School Change as defined in “Supporting Positive Behaviours in Alberta Schools.”
- Build teacher capacity around the Universal Design for Learning (UDL) guidelines to create classrooms that are accessible, inclusive, and challenging for every learner.

**(SEL = Self Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-Making)*



School action steps

- Establish and implement thrice weekly multigraded Student Wellness Advisory Groups in 25/26.
- Celebrate cultural heritage days throughout the year to recognise the cultural diversity of our student body at BCHS and promote family inclusion on these days.
- Empower the Student Wellness Committee to continue to promote mental health and wellness in the school.
- Implement the [Action Plan for School Change](#) recognising that while wellness and mental health indicators generally are trending positively since 2023 in the Our School Survey of 2025 there continue to be some areas below the Canadian norm. The Action Plan will target these key areas.
- Implement [Universal Design for Learning guidelines](#) for multiple means of engagement that have a specific focus on well being: Welcoming Interests, Identities and Emotional Capacity.

GOAL 1



Outcome 1.2.: Learning environments support the unique needs and backgrounds of all learners.

Performance Measures:

- (CRPS)** The percentage of students, parents, and staff who indicate that learning environments support* the unique needs and backgrounds of all learners.
- (CRPS)** The level of inclusive education implementation across schools, based on CRPS' Indicators of Inclusive Schools.
- (ABed)** The percentage of teachers, parents and students who agree students have access to the appropriate supports and services at school.

Strategies:

- Implement and build capacity around CRPS' Continuum of Supports by defining the universal, targeted and specialized supports available in each school.
- Define, implement and build capacity around the Indicators of Inclusive Schools.

**(Supports = Academic, Behavioural, Executive Functioning, Physical and Cultural)*



School action steps

- Develop teacher capacity in UDL.
- Develop teacher capacity in differentiation targeting student support.
- Share [Indicators of Inclusive Schools](#) in August with staff to establish shared values.
- Continue to implement English as an Additional Learning (EAL) strategies for all EAL students regardless of benchmarked proficiency level.



Goal One implementation plan

Resources to be used

- Expertise from CRPS Student Services team and BCHS Learning Support Teacher to lead Professional Learning (PL) for teachers
- CRPS websites: [Inclusion at CRPS](#). [Supporting EAL Learners](#)

Professional learning to be undertaken

- Monthly 'Design Time' on Universal Design for Learning and differentiation to build teacher capacity in the design of multiple means of engagement, representation and action and expression for all students.



02

LEARNERS ARE INSPIRED TO SUCCEED

“Learners are inspired to succeed at BCHS because our needs and opinions are considered and encouraged.” Jamienna G.

GOAL 2

Learners are inspired to succeed



Outcome 2.1: Learner achievement is fostered through real world learning experiences that spark curiosity, collaboration, communication, and critical thinking.

Performance Measures:

- (CRPS)** The percentage of students, parents and staff satisfied that students learn through real world experiences that spark curiosity, collaboration, communication, and critical thinking.
- (CRPS)** Student perceptions that they are inspired to learn as explored through small group discussions.
- (ABed)** The percentage of teachers, parents and students who agree that students are engaged in their learning at school.
- (ABed)** The percentage of teachers, parents and students satisfied with the overall quality of basic education.

Strategies:

- Transfer knowledge and instructional expertise among new and experienced teachers through a mentorship program to renew teacher capacity around the understanding, design and implementation of the Teaching Effectiveness Framework.
- Build capacity around the understanding and design of experiential learning to enhance the implementation of the K to 12 curriculum. (University of Calgary)



School action steps

- Prioritise student engagement in learning through ensuring a variety of learning activities in the classroom weekly.
- Incorporate more opportunity for students to collaborate and discuss with each other face-to-face in classrooms.
- Expand off-site curricular program opportunities through establishing requirements that all courses (yearlong, semestered or quartered) have at least one off-site activity.
- Seek stronger connections with the businesses and expertise in Banff to expand upon students' knowledge of the relevance in their learning.

GOAL 2



Outcome 2.2: Instruction and assessment practices support the unique needs of learners, build confidence, and inform their learning journey.

Performance Measures:

- (CRPS)** The percentage of students, parents and teachers who agree instruction and assessment practices support the unique needs of students, builds confidence and informs their learning journey.
- (CRPS)** The percentage of Gr. 1 to 6 students reading independently at grade level / working at grade level in math.
- (CRPS)** School administrator observations and evidence that instruction and assessment supports student learning.
- (ABed)** The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- (ABed)** Early Years Literacy & Numeracy Assessments Results for K to Gr. 3 Students.
- (ABed)** The percentage of All/EAL/Indigenous students who achieved the Acceptable Standard & Standard of Excellence on PAT.
- (ABed)** The percentage of students writing 1 or more diploma exams by the end of their 3rd year of high school.
- (ABed)** The percentage of All/EAL/Indigenous students who achieved the Acceptable Standard and Standard of Excellence on DIP.

Strategies:

- Build capacity around researched-based practices , targeting literacy, numeracy, and Indigenous education across all subject areas to ensure at least one year's growth. ([EAL Benchmarks 2.0](#) / [Literacy & Numeracy](#) / [Enriched Academy](#) / [The Thinking Classroom](#) / [Building Success for First Nations, Métis and Inuit Students](#) / [National Centre for Truth and Reconciliation](#))
- Inform students and teachers' next steps in learning by standardizing CRPS' K to 12 approach to researched-based equitable formative and summative assessments and reporting practices. ([Grading for Equity](#) / [Embedded Formative Assessment](#) / [The Differentiated Classroom: Responding to the Needs of all Learners](#) / [Embedding Formative Assessment](#)).



School action steps

- Continue to roll out the five year implementation plan of Outcomes Based Assessment
 - Year 3 = Grade 10 implementation and Grade 11 preparation
- Expand the use of EAL Benchmarks 2.0 into all subject areas in order to create a team approach to supporting EAL students in their English language proficiency.
- Use MIPI and benchmark ELA assessments with Grade 9 students to identify student's current knowledge and skills in order to plan for one year's growth in Numeracy and Literacy.
- Establish a Division 3 PL team with Banff Elementary School teachers to look at vertical learning across the two schools.



Goal Two implementation plan

Resources to be Used

- Alberta Professional Learning Consortium experts
- Building Thinking Classrooms (new high school Math text by Peter Liljedahl expected summer of 2025)
- CRPS Indigenous Service Coordinator's resource bank

Professional Learning to be Undertaken

- Half day Fridays PL time: continued development on Outcomes Based Assessment in Semester 1 and PL choice for Semester 2 in AI, UDL, Division 3 connections, TQS 5 (FNMI), SWAG
- Staff meeting 'Learning Moments' to develop TQS competency 5 (First Nations, Métis and Inuit knowledge and understanding) and knowledge, understanding and application of UDL.



03

LEARNERS ARE FUTURE READY

“Learners are future ready at BCHS because they understand the world they live in and are equipped with the tools they need to meet its challenges”. Jared S.

GOAL 3

Learners are future ready

Outcome 3.1 Learners develop the knowledge, skills and attitudes (KSA) to thrive in a rapidly changing world.



Performance Measures:

- (CRPS)** The percentage of students, parents and teachers who agree instruction and assessment practices support the unique needs of students, builds confidence and informs their learning journey.
- (CRPS)** Student retention rates (K-12).
- (CRPS)** The percentage of students who transition to post-secondary or the workforce within two years of graduating.
- (ABed)** The percentage of teachers, parents and students who report that students model the characteristics of active citizenship.
- (ABed)** High School to Post Secondary Transition Rate.
- (ABed)** All/EAL/Indigenous Three- and Five-Year High School Completion.

Strategies:

- Engage K-12 students to reflect on their learning, set meaningful goals, explore career pathways, and build the competencies (KSAs) needed to transition successfully through school and beyond.
- Equip students and staff with the skills to effectively use current and future technologies to enhance student learning and personal development.



School action steps

- Students will start to build digital portfolios to track and record their progress in Student Wellness Advisory Groups setting meaningful goals.
- Students will be encouraged to take part in volunteering and active citizenship in Student Wellness Advisory Groups.
- Students will be supported in their academic use of Artificial Intelligence.
- Career Exploration Week for Grade 9s will be expanded to include more students, more locally.
- Through the opportunity provided by Student Wellness Advisory Groups, Work Experience 15/25/35 will be promoted as valuable course to add to a portfolio for graduation.

GOAL 3



Outcome 3.2: Ongoing professional learning and instruction empower learners to enact the Shared Vision of Learning.

Performance Measures:

- (CRPS)** The percentage of educators who indicate that professional learning in CRPS has contributed to their ability to demonstrate the Shared Vision of Learning.
- (CRPS)** Administrators and teachers demonstrate the tenets of the Shared Vision of Learning.
- (ABed)** The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.
- (ABed)** The percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Strategies:

- Engage administrators in the Nurturing Excellence in Instructional Leadership (NEIL) process to advance instructional leadership skills.
- Build capacity around the Indicators of Shared Vision of Learning to strengthen teacher practice and improve student achievement.



School action steps

- School principal to build capacity of Lead Learners through NEIL to support teachers to enact the Shared Vision of Learning.
- School principal's time in classrooms towards NEIL will focus on Shared Vision specifically on Goal 2: students are inspired to learn.
- Staff meetings will include monthly expectation to bring forward evidence on the Shared Vision of Learning
- PL opportunities to further develop their knowledge and understanding of Truth and Reconciliation and will undertake design to incorporate the requirements of TQS Competency 5c



Goal Three implementation plan

Resources to be Used

- Education Leadership Team members for NEIL learning together
- CRPS website: [Building Success for First Nations, Metis and Inuit Students](#)

Professional Learning to be Undertaken

- Artificial Intelligence PL
- Indigenous ways of knowing and learning - weaving into all curriculum by re-examining TQS competency 5

