

Ohpaho Secondary School



OHPAHO SECONDARY SCHOOL Assurance Plan - 2025-2026



School Profile

Ohpaho Secondary School is a grade 8 – 12 school in the Black Gold School Division in Leduc, Alberta. It is located 20 km south of Edmonton.

2025-2026 Population

The school has a total population of 919 Students

Grade 8 – 148 students **Grade 9** – 131 students **Grade 10** – 206 students **Grade 11** – 220 students **Grade 12** – 214 students

Our staff consists of 45 teachers, 10 educational assistants, 5 secretaries, 5 custodians and a full-time librarian.

Guiding Principles

Ohpaho Secondary School is committed to creating a welcoming and inclusive learning environment where students, staff, and community members feel a strong sense of belonging. Over the past year, the administrative team worked with students, staff, and families to develop a shared understanding of the culture and values that guide our school.

Through collaboration with Student Council, School Council, and staff, a clear priority emerged around student wellness and community building. As a result, the student leadership goal for the School Assurance Plan is to improve student wellness and strengthen community within the school, recognizing that well-being and connection support student success.

Parent voice has been central in shaping these guiding principles. A School Council survey with 112 parent responses identified respect, accountability, kindness and compassion, excellence, and achievement as the most important values for the school.

Together, these guiding principles inform decision-making and foster a caring, accountable, and high-achieving school culture that prioritizes student success.



Celebrations: We are proud to celebrate the many successes happening at Ohpaho Secondary School. Whether in classrooms, on teams, or through leadership and community involvement, our students and staff continue to demonstrate dedication, growth, and pride in their school.

- Celebratory Assemblies with students and parents to acknowledge sports and academics
- The inaugural OSS Arts Celebration, *Visual Voices – Student Art Show*, showcased mixed media, visual art, photography, film, band, choral, and musical theatre, and was very well attended and overwhelmingly well received.
- Strong student leadership group (Student Council) spearheading school engagement, community involvement and activism
 - CBC Radio highlighted this group's food drive initiative
 - Leading and organizing Mental Health days
 - Involved in developing school policy, such as the Dress Code
- Active staff participation in BGSD Staff Wellness activities
- Involvement with community service organizations - school-wide events such as “Back to School Pancake Breakfast” with the Lions Club
- Grad Ceremony at the Winspear Centre
- Prom Event was elegant and exciting for everyone, bringing together students, staff & parents working toward a common goal
- Connections to seniors in the community with visits to bring music and games to share
- Medical services and Drama students took part in the City of Leduc mock-disaster
- OSS Choir was invited to sing at the Edmonton Airport at Christmas time
- Drama and Musical Theatre students put on a production of *Hadestown - Teen Edition*
- Many co-and extra-curricular excursions for students
- Consistent support from a core group of parents on our School Council who work to amplify parent voice in school decision-making
- Collaboration with the SWISS workers to support new students (within 5 years) in Canada



Alberta Education Assurance Measures - OHPAHO SECONDARY SCHOOL

Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

School: 2564 Ohpaho Secondary School

Assurance Domain	Measure	Ohpaho Secondary School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	75.0	n/a	n/a	83.9	83.7	84.4
	Citizenship	60.0	n/a	n/a	79.8	79.4	80.4
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9
	PAT9: Acceptable	68.7	n/a	n/a	62.5	62.5	62.6
	PAT9: Excellence	11.3	n/a	n/a	15.6	15.4	15.5
	Diploma: Acceptable	87.5	n/a	n/a	82.0	81.5	80.9
	Diploma: Excellence	19.9	n/a	n/a	23.0	22.6	21.9
Teaching & Leading	Education Quality	80.5	n/a	n/a	87.7	87.6	88.2
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	72.2	n/a	n/a	84.4	84.0	84.9
	Access to Supports and Services	72.7	n/a	n/a	80.1	79.9	80.7
Governance	Parental Involvement	75.4	n/a	n/a	80.0	79.5	79.1



Comments on Alberta Education Assurance Measures Results for Ohpaho Secondary School:

The data shows a mixed performance profile for Ohpaho Secondary School. While student achievement in diploma-level outcomes is strong and exceeds provincial averages, perceptual measures related to engagement, citizenship, school climate, and learning supports are significantly below Alberta norms. This suggests that students who persist to senior high are achieving academically, but many students experience barriers earlier in their schooling related to engagement, belonging, and support.

Areas of concern

- Citizenship: Ohpaho: 60.0% Alberta: 79.8%
- Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE): Ohpaho: 72.2% Alberta: 84.4%
- Student Learning Engagement: Ohpaho: 75.0% Alberta: 83.9%

Areas of concern identified in the data are influenced by the context of Ohpaho Secondary School as a newly opened facility. As a new school community, students, staff, and families are still developing shared routines, expectations, relationships, and a collective sense of identity. This period of adjustment is reflected in lower perceptions of engagement, citizenship, and learning supports as systems and connections continue to be established. Additionally, a portion of students are enrolled at Ohpaho Secondary School primarily due to geographical boundaries rather than school choice, which has impacted initial student buy-in and sense of belonging. As the school community becomes more established and structures mature, these perceptions are expected to improve.



Priority Focus 2024-2027					
School Goal #1: Advance students' achievement in numeracy and literacy					
** Indicate Alignment with Division Priorities Success	A significant area of concern, need or desire for improvement	What we need to do to address this	What our students will be able to do if we are successful	How will we know we are making progress	Actions we are taking in 2024-2027
It is important that every student is continually improving their functional numeracy and literacy skills in order to question and challenge assumptions that are presented to them in their daily lives.	We do an admirable job meeting the needs of most of our students. We still struggle to meet the needs of our students who are struggling or those who need to be challenged beyond the curriculum.	Teachers need to work collectively to determine how to assess the strengths and weaknesses of their students.	Students will gain the confidence to learn where they are. They will take ownership of their learning, recognizing when and how they can be best supported in their learning.	All students will improve their baseline numeracy and literacy skills. Students will continue to meet the acceptable standard on PAT and Diploma assessments. An increase in the number of students meeting the standard of excellence on provincial assessments.	<ol style="list-style-type: none"> 1. Work with department heads to ensure teachers are working together to plan and build assessments. 2. Have all junior high students enrolled in a year-long numeracy and literacy class that operates independently from their core classes. 3. Use screeners and IXL information to track student progress.



Priority Focus 2024-2027					
School Goal #2: Build a thriving, inclusive culture at Ohpaho Secondary School that ensures all students, staff, and community members feel welcomed, valued, and empowered. We are dedicated to sustaining a caring, respectful, and safe environment that supports success and well-being for all.					
** Indicate Alignment with Division Priorities Engagement and Partnerships	A significant area of concern, need or desire for improvement	What we need to do to address this	What our students will be able to do if we are successful	How will we know we are making progress	Actions we are taking in 2024-2027
It's really important that we improve student wellness and focus on building community within the school.	Establishing activities and events that foster a positive school culture. Ensure students are aware of events to support our community.	We need to continue to plan and promote activities that build school spirit. All staff need to be intentional about building relationships with students.	Our students will participate and take pride in the school community outside of their classes.	We will know we have made progress because we will see improvement on our Assurance Surveys. A tangible improvement in our school culture is seen by staff, students and parents.	1. Discuss Assurance measures with staff and brainstorm ways to improve. 2. Continue working with our School Council and Leadership teams to develop a mission and vision for the school. 3. Plan events and activities that showcase OSS





