


**Alberta Education Outcomes**

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

**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

**Andrew Sibbald School**

1711 Lake Bonavista DR SE, Calgary, AB T2J 2X9 t | 403-777-6830 | 587-933-9740 e | andrewsibbald@cbe.ab.ca

## School Improvement Results Reporting | For the 2024-25 School Year

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 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

## School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- Learning Excellence
  - Strong student achievement for lifelong learning and success
- Well-Being
  - Students and employees thrive in a culture of well-being
- Truth & Reconciliation, Diversity and Inclusion
  - Students and employees experience a sense of belonging and connection.

Goal One: Students' foundational skills in literacy and mathematics will improve.

Outcome One: Students will improve their writing skills and processes across a range of disciplines.

Outcome Two: Students' procedural fluency will improve through a focus on number sense.

### Celebrations

- Early Years Assessments (K-3 Provincial Assessments) reveal *fewer students requiring support* in both literacy and numeracy.
- June 2025 Report Card data reveals that the number of students achieving 'very good' and 'excellent' achievement of *writing outcomes* increased by 16.4% and by 11.4% on the mathematics stem *understands and applies concepts related to number, patterns and algebra*.
- Students are reporting higher feelings of self-confidence in themselves and an increase in perceived strategies to support stress or feelings of worry (CBE Student Survey; K-3 Wellbeing Survey).
- Students continue to report strong perceptions around teachers who both care and demonstrate high expectations for their learning (Alberta Education Assurance Survey).

### Areas for Growth

- Building students' procedural fluency in mathematics to support efficiency and reduce cognitive load in problem solving.
- Improving student's perceived feelings of enjoyment while learning literacy and mathematics: Assurance Survey shows a decline of 10% in students liking literacy and 6% in math.
- Strengthen student's self-management strategies: Assurance Survey reveals 64.8% of students agreed they possess strategies to support their feelings of stress. Although this is an improvement from 2023-24, it remains an area for growth.

### Next Steps

- Using grade-specific student data tracking in procedural fluency (fluency folders) to increase ownership in learning, goal setting, and feelings of success.
- Using teacher math running records to assess students' fact fluency.
- Increase opportunities for student voice and choice within writing topics and contexts.
- Utilize engaging and joyful short writing lessons and activities from *The Writing Revolution 2.0*.
- Provide explicit instruction around SEL (Socio-Emotional Learning) Competencies (CASEL Wheel) that develop students' understanding and application of stress management strategies.

## Our Data Story:

### Learning Excellence Outcome One: Writing

The goal for the 2024-25 school year was improving students' foundational skills in literacy and mathematics. In the area of writing, we focused on supporting students who were achieving at the basic or good level and through teacher feedback and instruction, increasing their achievement. End of year report card data in the writing stem showed a 16.4% increase in the number of students achieving a 3 or 4 as compared to June 2024 data. Teacher professional learning centered around first using clear instructional assessment criteria from the New Curriculum to guide instruction, and second, ensuring time within the literacy block to meet with students in small groups or one-on-one to provide meaningful feedback. Teachers provided next steps for students related to goals/areas for growth and documented this feedback for students to reference on one-page sheets that made success and growth visible for students. These teacher and student actions proved successful. At the end of the year, in June 2025, 90.91% of students noted high feelings of perceived self-efficacy in writing: "I am a good (competent) writer" which was higher than they had in June 2024 (83.78%) on the CBE Student Survey. Within Teacher Professional Learning Communities, teachers noted growth in students' willingness to return to their written work and apply feedback from their teachers but also identified greater student independence in utilizing criteria checklists and assessment rubrics on their own. Many students showed an interest in setting goals for themselves as writers which were often displayed visually within classrooms. Lastly, students clearly articulated the positive benefits of using loose parts to either generate ideas before engaging in the writing process or using loose parts to scaffold their thinking around concepts taught within Science or Social Studies, aiding their writing content and organization.

### Learning Excellence Outcome Two: Procedural Fluency

In the area of Mathematics and increasing students' procedural fluency skills, report card data showed an increase in 11% of students who achieved a 3 or a 4 in the stem: understands and applies concepts related to number, patterns and algebra. The end-of-year Early Years Assessment for numeracy showed a slight decrease in the number of students requiring support in 2025: 10.13% compared to 12.2% in June 2024. Teacher professional development around



procedural fluency supported the initiation of some grade groups implementing the use of fact fluency strategies which included ongoing student data-tracking and teacher assessment of their individualized progress. Students who engaged in fact fluency practice within their classrooms verbalized enjoyment of this learning and the ownership and agency they had within it.

### Wellbeing

Student perception data through the OurSCHOOL Survey, CBE Student Survey and the Alberta Education Assurance Survey continue to demonstrate strength and progress in student wellbeing. The OurSCHOOL Student Survey noted an increase in the students who are reporting positive relationships at school and the number of students who feel safe at school is well above other Canadian schools with similar demographics. Andrew Sibbald students continue to demonstrate strong connection to their learning of Indigenous ways of knowing and understanding and showed an increase in their awareness of other cultures: in Spring 2025, 85% of students possessed an awareness of ‘other cultures’ an improvement from 78% in Spring 2024.

CBE Student Survey	2024	2025
My teachers care about me	93.58%	93.88%
There are high expectations for me to be successful in my learning	93.4%	94.0%
<b>OurSCHOOL Student Survey</b> Students reporting positive relationships at school	83.78%	90.91%

### Insights and Next Steps

#### Writing

Although students’ confidence grew as noted on the CBE Student Survey, 73% of students agreed to the statement, ‘I have confidence in myself as a student’ (previous year’s result was 69.64%) this remains an area of growth. Further, although students noted very high levels of efficacy in their *competence* as writers, only 73% of students agreed with the statement, ‘My writing skills help me when I need to communicate my thoughts.’ Lastly, students perceived feelings of enjoyment during literacy learning did decrease with only 73% of students agreeing with the question, “Do you like learning language arts?” (Alberta Education Assurance Survey, 2025). Together, this data shows that increasing opportunities for choice, voice and reflective writing opportunities are important next steps.

The reading of the professional text, *The Writing Revolution 2.0* was initiated in 2024-25; however, *The Writing Rope* was the main anchor for developing professional understanding of the components of skilled writing and where to place instructional and assessment focus. In 2025-26, Teachers will deepen their understanding of *The Writing Revolution 2.0* within Professional Learning Communities and document student assessment of writing diagnostics using a school-wide

tracking system. Learning Leader time has been designated to support both teacher and student learning around writing achievement. Teachers have also completed a teacher perception survey that measures their own efficacy in criteria such as supporting student voice and ownership in writing topics. This will be measured again in May of 2026.

### Mathematics

Every K-5 Teaching Team has selected to utilize a 'Fluency Folder' tracking system for their students this year to meet the developmental and learning needs of their students. Further, teachers will be implementing running records to support the assessment of fact fluency. Learning Leader time has also been assigned to supporting this work within classrooms. The *School Council Government Grant* was utilized in the Spring of 2025 to purchase board games that students signed out and played at home with family members to practice procedural fluency skills. This strategy was effective and according to the Alberta Education Assurance Survey, 100% of parents and teachers agreed that both the literacy and numeracy skills their children are learning at school are useful (May 2025). More K-3 games will be purchased this year for the same purpose.

### Wellbeing

Through purposeful, small group literacy instruction, teachers have reported increased positive relationships with students. This time with students has increased personal connection and opportunities for feedback and assessment that has a direct impact on student's feelings of success and academic growth. Further, student goal setting within both procedural fluency and writing activities have improved students' feelings of positive agency. As previously noted, students are reporting increased self-confidence; however, these scores remain low in relation to other wellbeing outcomes. Older students also continue to report relatively low self-management strategies around possessing strategies to reduce stress. Teachers will utilize the Socio-Emotional CASEL Wheel resources to directly teach students self-management strategies that help students identify their own stressors and appropriate strategies to manage these.

<b>CBE Student Survey</b>	<b>2024</b>	<b>2025</b>
I have confidence in myself as a student	69.64%	73%
I have strategies to help myself that I use if I feel stressed about school	60.95%	64.8 %
<b>K-3 CBE Wellbeing Survey</b>	84.78%	85.29%
I know what to do when I feel stressed or worried at school		

# Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 2025



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

Spring 2025

School: 9336 Andrew Sibbald School

Assurance Domain	Measure	Andrew Sibbald 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	<a href="#">Student Learning Engagement</a>	85.8	87.8	84.8	83.9	83.7	84.4	High	Maintained	Good
	<a href="#">Citizenship</a>	89.4	88.8	86.3	79.8	79.4	80.4	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	n/a	98.2	94.7	n/a	68.5	67.4	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	26.3	24.6	n/a	19.8	18.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	89.8	94.3	93.0	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	91.6	94.7	93.6	84.4	84.0	84.9	Very High	Maintained	Excellent
	<a href="#">Access to Supports and Services</a>	82.7	81.3	80.7	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	<a href="#">Parental Involvement</a>	92.9	90.0	87.6	80.0	79.5	79.1	Very High	Maintained	Excellent