


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

Georges P. Vanier

509 32nd Ave NE, Calgary, AB T2E 2H3 t | 403-777-7460 f | 587-933-9817 e | GeorgesPVanier@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 achievement in literacy and numeracy will improve as a result of targeted assessment intervention.

Outcome One: *Student achievement in Math, English Language Arts and French Language Arts will improve because of targeted intervention addressing specific learning outcomes. Students will feel safer, more connected and have a greater sense of belonging as staff address these in individual classes and on a whole school level.*

Celebrations

- **Targeted Intervention Success:** Outcome-based assessment and diagnostic tools successfully identified student needs, leading to clear academic growth.
- **Improved Literacy Achievement:** Below-grade-level reading declined from 1.1% (2023) to <1% (2025), with writing proficiency also rising across (ELA, FLA, LL, EFI, LFI).
- **Strong Numeracy Gains:** Students below grade level in Number decreased from 7.5% to 3%, and Shape & Space improved from 9% to 6% over three years.
- **Positive Student Well-Being Trends:** Increased sense of belonging, safety, and connection (e.g., belonging 45.8% → 54.6%; welcome 71% → 73%).
- **Decreased Student Isolation:** Fewer students identify as isolates and more reporting they have a trusted adult in the school.
- **Improved Diversity & Inclusion Measures:** Increase from 52.13% → 60.83% on diversity and inclusion indicators.
- **Growing School Community:** Increased enrolment while maintaining strong programming and supports.
- **Retention in French in High school:** Retained 79% of students in French moving to high school.

Areas for Growth

- **Consistent Support for Students with Learning Gaps:** Students with literacy/numeracy gaps often report lower academic self-perception and require ongoing confidence-building and targeted support.
- **Cultural Representation:** “I see my culture reflected” remained static at 43%, showing a need for deeper cultural inclusion.
- **Cross-Program/Grade Connections:** Students expressed wanting stronger connections outside their own program or grade level, indicating room to grow in whole-school community building.
- **Sustaining Staff Capacity:** As enrolment increases and demographics change, maintaining high-quality differentiation, intervention cycles, and UDL practices will require ongoing professional learning.
- **Monitoring Attendance Equity:** Continued focus is needed to sustain gains and support other attendance-vulnerable groups, not only Indigenous learners.

Next Steps

- **Deepen Outcomes-Based Instruction:** Continue refining outcome-based assessments and ensure alignment across teams for precise tracking of growth and targeted intervention.

- **Enhance RTI and Targeted Intervention Cycles:** Use diagnostic data multiple times per year and formally monitor intervention impact for literacy and numeracy.
- **Expand UDL and Differentiation Practices:** Provide targeted PL on multiple means of engagement, representation, and expression to support diverse learners.
- **Increase Cultural Visibility and Inclusion:** Strengthen classroom resources, celebrations, and visuals that reflect the diverse cultural backgrounds of students.
- **Scale Student Belonging Initiatives:** Continue expanding Lynx Dens, cross-grade programs, and extracurricular opportunities to build whole-school connection.
- **Continue Supporting Indigenous Students:** Enhance partnerships with Indigenous Education Teams, embed land-based learning, and strengthen communication with families.
- **Plan for Population Growth:** Adjust structures staffing, supervision, supports to ensure high-quality learning as enrolment increases.
- **Strengthen Teacher Collaboration:** Continue PLC cycles focused on diagnostics, data analysis, and instructional adjustments.
- **Ensure Every Student Has a Trusted Adult:** Maintain and reinforce intentional relationship-building strategies across all grade levels and programs.

Our Data Story:

At Georges P. Vanier, our 2024–2025 School Development Plan focused on strengthening the connection between strong teaching practices, outcomes-based assessment, and targeted intervention to improve literacy and numeracy. Throughout the year, teachers monitored student progress by specific learning outcomes to identify gaps early, adjust instruction, and provide students with the right support at the right time. Our belief remains clear: when teachers know where students are and teach at their level, consistent academic growth follows.

Teachers also recognized that students with literacy or numeracy gaps often held negative beliefs about their abilities. To address this, PLCs, CRTs, and fall professional learning strengthened our diagnostic and intervention practices. Teachers used diagnostic assessments, outcome-based tracking spreadsheets, RTI triangles, and social-networking surveys to build a clearer picture of student needs. This work established targeted intervention and RTI as key drivers of progress in Math, English Language Arts, and French Language Arts. Collaboration played a central role. PLCs and team planning sessions focused on selecting and refining diagnostic tools and outcome-based assessments, deepening teachers' alignment to outcomes, their use of Universal Design for Learning (UDL), and their ability to adjust instruction responsively.

By year's end, measurable growth was evident across Learning and Literacy, Community English, Early French Immersion, and Late French Immersion. Students reading below grade level decreased from 1.1% (2023) to under 1% (2025). In mathematics,

students below grade level in Number decreased from 7.5% to 3%, and in Shape & Space from 9% to 6%, reflecting strengthened foundational numeracy and spatial reasoning. Academic gains were matched by improvements in student well-being, belonging, and connection. Students reported increased feelings of safety and peer connection, fewer identified as isolated, and fewer said they lacked a trusted adult at school. Belonging rose from 45.8% to 54.6% (OurSchool Survey), and students feeling welcome increased from 71% to 73% (CBE Survey). Diversity and inclusion measures improved from 52.13% to 60.83%.

These improvements occurred during rapid demographic change: student enrolment grew from 447 to 534 to 594. Students reporting “I feel accepted” increased from 61% to 67%, while “I see my culture reflected” held steady at 43%—an ongoing area for growth. A significant highlight was improved Indigenous student attendance, rising from 45% (2023) to 65% (2025) attending over 80% of the time an important indicator of trust and connection.

Student voice shaped our direction this year. At the Middle Years Well-Being Symposium, students shared their desire for more cross-grade and cross-program connections. In response, we are creating Lynx Dens, which will bring students together across the school and strengthen community identity. Students also shared that extracurricular activities, clubs, and supportive adult relationships continue to foster their confidence, safety, and sense of belonging. Together, these academic and social-emotional gains tell a clear story of growth, resilience, and community. They reflect the commitment of our students and staff and the strong partnerships we share with families. At Georges P. Vanier, we remain dedicated to ensuring every learner feels known, supported, and connected.

Key Insights:

This year confirmed that targeted intervention and outcomes-based assessment significantly support achievement. By tracking mastery of specific outcomes, teachers provided timely support, reducing the number of students below grade level in reading, writing, and core math areas. Alongside this growth, students reported feeling safer, more connected, and more supported at school, conditions that directly contribute to learning. Collaboration through PLCs, CRTs, and partnerships such as CoPs and OLEP projects strengthened instructional consistency and data-informed decision-making. Our growing and diverse population reinforced the need for inclusive, culturally responsive practices. Above all, student voice played a pivotal role, leading to the creation of Lynx Dens and reinforcing the importance of connection and belonging across grades and programs

Next Steps:

Moving forward, we will continue refining outcome-based assessments so teachers can pinpoint each student’s next steps and adjust instruction responsively. We will expand targeted intervention by using diagnostic data multiple times each year to support students proactively, especially those just below grade level. UDL will continue guiding our planning so students can access learning in multiple ways, supporting coded, EAL, and diverse learners. We will deepen belonging and cultural safety by expanding Lynx Dens, increasing cultural representation, and ensuring every student has a trusted adult. Building on improved Indigenous

attendance, we will continue to strengthen partnerships with families. As our population grows, we will continue adjusting staffing, supervision, and programming so every student at Georges P. Vanier receives the support needed to thrive.



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

Assurance Domain	Measure	Georges P. Vanier 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	85.6	77.3	82.9	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	76.8	68.3	73.6	79.8	79.4	80.4	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	59.7	63.9	62.4	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	12.5	9.8	11.9	15.6	15.4	15.5	Low	Maintained	Issue
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	82.1	75.1	82.4	87.7	87.6	88.2	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.6	75.1	81.2	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	77.4	72.0	73.9	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	73.2	79.8	79.9	80.0	79.5	79.1	Low	Maintained	Issue