



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 e | caedmonds@cbe.ab.ca

School Improvement Results Reporting| 2023-24

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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Goals and outcomes related to the information shared here are outlined in the 2024-25 School Development Plan.

School Improvement Results

CBE's Education Plan for 2021-24 prioritized creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that informed the 2021-24 Education Plan and system actions for improvement across the organization were identified.

- Literacy
- Mathematics
- Well-Being

2023-2024 School Goals

- Outcomes Based Task Design
- Decrease of students identifying themselves as isolates
- Increased student connection as a result of teachers designing tasks that promote collaboration

Our School Focused on Improving

Our Holistic Goal was Outcomes Based task design leading to greater Student Connectedness and Belonging.

Our core-subject teachers assessed students based on the learning outcomes in the program of studies. A review of the outcomes for each grade, and what the outcomes are the grade above and below, improved teacher understanding of progression through the middle school years.

Teachers in Literacy planned tasks that reflected the outcomes of the program of studies and then assessed them in grade teams. In some PLCs, teachers would evaluate with teachers from other grades to gain an understanding of the student progressions through the middle school years. This resulted in purposeful task design and greater student engagement. Using the synthesized outcomes on the school generated spreadsheets, teachers gained a deeper understanding of curricular progressions. This resulted in tasks with multiple entry points, which led to greater student engagement.

Teachers in Numeracy tracked student achievement using the synthesized outcomes data spreadsheet. This resulted in teachers having a deeper understanding of curricular progressions at the middle school level, with even an understanding gained of upper-elementary outcomes. The data was used to create a starting point for teachers this school year for the outcomes in the math curriculum. Tasks were created with student ability and accessibility of the material. Teachers gained a better understanding of where the student was at and could move their understanding forward from there.

We measured students' sense of belonging through a survey three times a year using Gephi (A network mapping software). Students answered questions regarding their connectedness to peers in their homeroom. This showed less isolates as the year progressed.

What We Measured and Heard

Outcome Based Task Design

We primarily used student baseline data in Numeracy and Literacy. Through the Professional Learning Communities (PLCs), teachers created engaging tasks with multiple entry points. The assignments were then assessed and calibrated during PLC meetings. What we saw is that teachers returned to their Program of Studies to review outcomes to ensure that the tasks were in alignment with curricular expectations. Having teachers from different grade levels support the planning and evaluation deepened their understanding of grade level expectations. Outcome Based Spreadsheets demonstrated growth over the school from September to May.

Use of Data Spreadsheets: **85%** of teachers used the spreadsheets accurately,

Student Connections

In student surveys conducted in September, January and May we saw improved connections amongst peers over the school year. This included a reduction of isolates (students identifying no trusting relationships in their class), an increase of trusting relationships between students, and an increase in the amount of working relationships students have in class.

83% decrease in students who feel isolated
13% decrease in students with no trusting relationship
33% increase in average amount of individuals a student would work with

Sense of Connection

Using the results from the OurSCHOOL Survey, we reviewed "Students with a Positive Relationship". We have seen improvement with positive relationships. Teachers planned purposeful lessons where students had multiple entry points to build their confidence and therefore engagement with their learning.

	2023-2024	2022-2023
Grade 6 - Improvement	81% school, 77% Canadian Norm	85%
Grade 7 - Improvement	77% school, 75% Canadian Norm	77%
Grade 8 - Improvement	82% school, 78% Canadian Norm	71%
Grade 9 - Improvement	84% school, 78% Canadian Norm	75%

Students were also asked the question: "When thinking about your mental health, who/what are you most likely to reach out to for support? (Select all that apply)"

Knowing that 264 students chose "Trusted adult such as parent, grandparent, aunt/uncle, neighbour, etc) (Adult)", we wanted to ensure our staff was creating relationships with students. Having trusting relationships with students could support student wellness with academics and mental health concerns.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Teachers have a better understanding of their curricular outcomes for their grade, as well as the grades above and below. The synthesized outcomes allowed teachers to see the progression through the middle years curriculum. Teachers planned tasks with multiple entry points. Students could feel successful with assignments and showed their learning in a variety of ways. Students will reach out to an adult for mental health support. How are we creating safe space for students to reach out to school staff?	• Greater student engagement with tasks due to multiple-entry points. Voice and choice were considered more often than in the past. • Students ELA provincial achievement results in ELA increased. • Use of CORE time allowed for flexible groupings. This targeted intervention increased student confidence to be successful in smaller groupings to target literacy and numeracy skills. • Fewer isolates were indicated through the three survey points of the year.	• Create rubrics for reading that can be used that reflects student progression in reading comprehension using effective strategies from our school wide project. • Continue to apply Reading Strategies across the school in all subject areas. • Teachers update PowerSchool using the synthesized outcomes and have the rubrics posted in Google Classroom or D2L shell.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Spring 2024



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	77.3	86.1	85.7	83.7	84.4	84.8	n/a	Declined Significantly	n/a
	Citizenship	68.3	75.0	76.3	79.4	80.3	80.9	Low	Declined	Issue
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	73.1	73.1	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	20.9	20.9	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	60.9	60.9	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	14.0	14.0	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	75.1	86.9	86.0	87.6	88.1	88.6	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	75.1	83.8	84.2	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	72.0	74.8	74.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	79.8	84.6	80.0	79.5	79.1	78.9	High	Maintained	Good

Note | The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time