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Calgary Board of Education

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 | GeorgePVanierl@cbe.ab.ca

School Improvement Results Reporting | For the 2025-26 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 2026-27 School Year p. 209).

This report includes results relative to the goals and outcomes set in the 2025-26 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 and Teachers will continue to identify student's achievement by outcome in Literacy and Numeracy and identify next steps for student's growth.*

Outcome One: *If we continue to use Outcomes Based Assessment to track student achievement and teach students at their appropriate level then we will see year over year academic growth for all students.*

Outcome Two: *Students will identify that they are more connected to their peers and more have a trusted adult to seek help from.*

Celebrations

- **Targeted Intervention Success:** Outcome-based assessment and diagnostic tools successfully identified student needs, next steps in learning and lead to clear academic growth over time.
- **Improved Literacy Achievement:** Below-grade-level reading remains < 1.3%, with writing proficiency continuing to rise across (ELA, FLA, LL, EFI, LFI).
- **Strong Numeracy Gains:** Students below grade level in Number continues to decrease from 3% (2025) to 2.2% (2026)
- **Strengthened Access to Inclusive Learning Environments:** Positive perceptions of safe and accessible learning and extracurricular opportunities increased from 83.00% to 84.98%, reflecting continued progress toward creating opportunities for student participation and engagement.
- **Increased Cultural Representation and School Pride:** Students reporting that they see their culture reflected in school increased from 48.53% to 51.60%. Grade 8 students demonstrated particularly strong gains in school pride (+13.22), inclusion (+13.24), and feeling welcome (+14.20) over the course of two years.
- **Improved Student Well-Being and Adult Support:** Students reporting that teachers regularly check in about their well-being increased from 43.97% to 53.02%, while students reporting that they communicate their feelings with others increased from 63.89% to 69.55%.
- **Positive Trends in School Safety:** Student perceptions of school efforts to prevent and reduce bullying increased from 63.33% to 68.26%.
- **Decreased Student Isolation:** Fewer students identify as isolates and more reporting they have a trusted adult in the school.
- **Growing School Community:** Increased enrolment while maintaining strong programming and supports.

Areas for Growth

- **Meaningful Adult Connections:** Despite improvements in overall belonging, the percentage of students identifying a trusted adult at school decreased from 68.92% to 66.95%, highlighting the need for more intentional relationship-building.

- **Cultural Identity and Representation:** With only 51.60% of students reporting that they see their culture reflected at school, further work is needed to ensure diverse identities, languages, and perspectives are meaningfully represented.
- **Equitable and Responsive School Environments:** Only 57.73% of students agree that the school takes steps to address racism and discrimination, identifying a need to strengthen students' confidence in broad and responsive practices.
- **Consistent Student Confidence and Engagement:** While academic outcomes have improved, student confidence remains an area for growth, particularly for learners requiring additional literacy, numeracy, or well-being support.
- **Connections Across Programs and Grade Levels:** Continued opportunities are needed to strengthen peer relationships and student voice across English, French Immersion, and Learning and Literacy programming.

Next Steps

- **Strengthen Intentional Relationships and Belonging:** Expand structured check-ins (SEL and Holistic Lifelong Framework), Student Council, Cross-program learning opportunities, and student connection surveys to ensure every student has access to a trusted adult and meaningful peer relationships.
- **Embed the Holistic Lifelong Learning Framework:** Continue professional learning focused on Spirit to be, Heart to be belong, Body to do, and Mind to know, emphasizing listening before responding, understanding behaviour as communication, and protecting student dignity through equitable pathways back to learning (Attendance Framework, Vanier Continuum of Supports, One pagers, School wide framework to Student Regulation).
- **Advance Truth and Reconciliation Through Meaningful Practice:** Deepen opportunities for Indigenous perspectives, circle processes, land-based learning, and collaboration with Elders, Knowledge Keepers, and Indigenous Education supports.
- **Strengthen Cultural Representation and Student Voice:** Intentionally incorporate diverse student identities, languages, and perspectives into classroom learning, school-wide initiatives, and decision-making processes.
- **Continue Responsive Instruction and Targeted Intervention:** Use outcomes-based assessment, diagnostic data, collaborative response meetings, and One Pagers to monitor student growth and strengthen both academic achievement, learner confidence, and student well-being.

Our Data Story: From Feeling Welcome to Experiencing Belonging

At Georges P. Vanier School, our commitment to *One School, Many Communities, Endless Possibilities* reflects the diverse identities, languages, strengths and learning needs of our students. As a dual-track middle school offering English, Continuing French Immersion, Late French Immersion and Learning and Literacy programming, we recognize that academic success is inseparable from student well-being, relationships and belonging.

Our School Development Plan has emphasized improving student achievement through responsive instruction, assessment-informed practices, differentiation and targeted intervention. Alongside these priorities, we have continued to strengthen school culture and student well-being through our *Vanier First* philosophy, with a focus on creating an environment where students feel safe, welcomed, included and supported. Our commitment to Truth and Reconciliation further shapes our understanding of student success. Through the Indigenous Education Holistic Lifelong

Learning Framework, we recognize the interconnected dimensions of Spirit (To Be), Heart (To Belong), Body (To Do) and Mind (To Know). This perspective challenges us to consider not only what students are learning, but also whether they experience the relationships, dignity, identity and safety necessary to participate meaningfully in learning. Success would therefore be reflected in improved literacy and numeracy achievement, stronger student confidence and engagement, increased belonging and well-being, meaningful relationships with trusted adults, and learning environments that honour students' cultures and identities.

Discovery | What Our Data Reveals

Historical OurSCHOOL results showed an increase in students' sense of belonging from 45.8% to 54.6%. Diversity measures also increased from 52.13% to 60.83%. Indicating that students are experiencing increasingly welcoming and safe school environments. More recent CBE Student Survey results reinforce this positive direction. From 2024 to 2026, students reporting that they feel welcome increased from 73.80% to 79.85%, while those reporting feeling included increased from 73.19% to 76.10%.

Grade-level data provides an additional insight. Grade 8 students demonstrated increases of 14.20 percentage points in feeling welcome, 13.24 percentage points in feeling included, and 13.22 percentage points in school pride. Although these are comparisons between successive Grade 8 groups rather than longitudinal tracking of the same students, the results suggest that our work to develop a unified school culture is moving in a positive direction.

Our second discovery is that students increasingly recognize intentional support for their well-being, but meaningful adult connections remain an area of growth. The percentage of students reporting that teachers regularly check in about their well-being increased from 43.97% to 53.02%, a gain of 9.05 percentage points. Students reporting that they can talk about their feelings with others increased from 63.89% to 69.55%. Perceptions of school efforts to prevent and reduce bullying also increased from 63.33% to 68.26%.

However, the percentage of students identifying with at least one adult at school with whom they genuinely connect decreased slightly from 68.92% to 66.95%. This contrast is significant. While students increasingly recognize that adults are checking in, not all students are experiencing the depth of connection that contributes to trust, safety and sustained belonging. Our data challenges us to move beyond the frequency of interactions toward the quality and consistency of relationships.

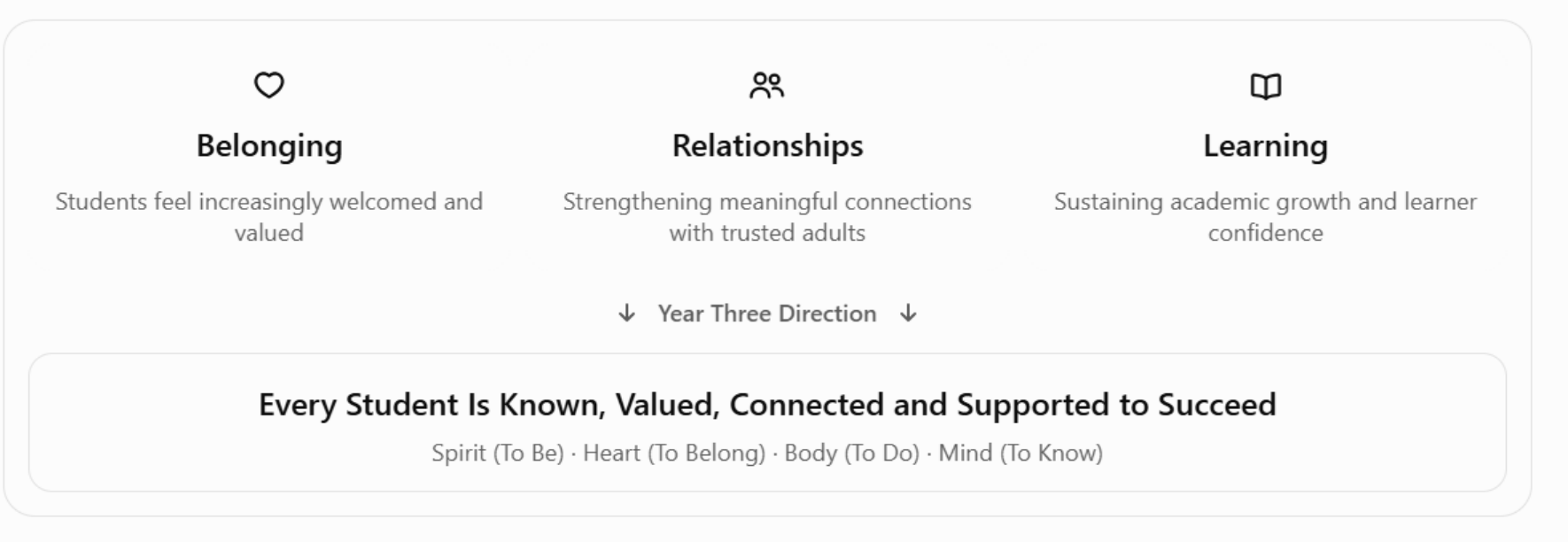
These findings connect directly to our Truth and Reconciliation Commitment. They reinforce the importance of listening to student experiences, honouring Indigenous ways of knowing, creating culturally responsive learning environments and ensuring that students see their identities and perspectives reflected in everyday school life.

Our third discovery is that targeted academic support remains an important foundation for student success. Our previously reported school improvement results demonstrated positive trends in literacy and mathematics. The percentage of students reading below grade level decreased from 1.1% in 2023 to less than 1% in 2025. In mathematics, the percentage of students performing below grade level decreased from 7.5% to 3% in Number and from 9% to 6% in Shape and Space over the reported three-year period.

These results provide encouraging evidence of academic progress. They also reinforce the importance of continuing collaborative assessment practices, differentiated instruction and timely intervention. Student confidence increased from 64.94% to 67.42% in the two most recent CBE Student Surveys, suggesting positive movement while identifying continued opportunities to strengthen students' identities as capable learners.

Resolution | What This Means for Vanier
Together, our data tells a story of a school making measurable progress in student achievement, well-being and belonging, while uncovering important differences between feeling welcome, feeling connected and experiencing authentic belonging.
Our next phase of improvement will focus on three interconnected priorities: sustaining academic growth through responsive instruction, strengthening meaningful student and adult relationships, and deepening equitable and culturally responsive practices grounded in our Truth and Reconciliation Commitment.

This work requires continued collaboration with students, staff and families. Student voice, school-based perception data, classroom evidence and ongoing assessment will help us better understand which students experience belonging and success, which students continue to face barriers, and how our practices can respond. Ultimately, our goal is not simply for students to attend a welcoming school. It is for every student at Georges P. Vanier to experience being known, valued, connected and capable of success.



Required Alberta Education and Childcare Assurance Measures (AECAM) Overall Summary - Fall 2026

The Alberta Education and Childcare 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 and Childcare 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	**81.9**	85.6	83.0	**84.2**	83.9	84.0	Low	Maintained	Issue
	Citizenship	**76.7**	76.8	73.4	**81.2**	79.8	79.8	Intermediate	Maintained	Acceptable
	3-year High School Completion	**n/a**	n/a	n/a	**82.1**	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**86.7**	87.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	**61.0**	59.7	61.5	**60.8**	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	**13.5**	12.5	12.1	**15.5**	15.6	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	**n/a**	n/a	n/a	**80.2**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**22.9**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**81.6**	82.1	81.4	**87.8**	87.7	87.8	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**82.6**	83.6	80.8	**85.8**	84.4	84.4	Low	Maintained	Issue
	Access to Supports and Services	**75.6**	77.4	74.8	**79.5**	80.1	80.2	Low	Maintained	Issue
Governance	Parental Involvement	**77.6**	73.2	79.2	**79.9**	80.0	79.5	Intermediate	Maintained	Acceptable