

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

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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

- Assessment: *the systematic collection and analysis of information to improve student learning.*

Our School Focused on Improving

We focused on exploring the following questions: How can we determine what students understand? In what ways does data guide our next steps in task design? How can we utilize collaborative processes to enhance and refine our assessment practices?

- Literacy: Student ability to make meaning of what they are reading will improve.
- Math: Student ability to represent, compare and estimate number will improve.
- Wellness: Using Circle of Self and the Indigenous Education Holistic Lifelong Learning Framework, students’ ability to self-regulate and demonstrate learner readiness will improve.

We focused on these areas because student data from report cards and provincial assessments (LeNS, CC3, and Numeracy) indicated gaps in foundational skills were limiting students’ abilities to engage in more complex reading and number sense tasks. EAL data showed enhancing teacher skills in task design and assessment for early English language learners contributed to a reduction in at-risk students. Although data showed a decrease in the percentage of students “at risk”, student learning could improve even further if teachers leverage data from assessments more effectively to drive student progress.

What We Measured and Heard

We primarily used the LeNS, CC3 and Numeracy assessments to measure growth in the areas of literacy and mathematics. We noted the following improvements:

LeNS – Changes in not at-risk population

Grade 1	+16.1%
Grade 2	No change to at-risk population

CC3 – Changes in not at risk-population

	Regular Words	Irregular Words	Non Words
Grade 1	+19.43%	+15.57%	+6.38%
Grade 2	+22.95%	+16.3%	+19.4%
Grade 3	+5.5%	+5.5%	+14.73%

Numeracy – Changes in not at-risk population

Grade 1	+35.37%
Grade 2	+31.75%
Grade 3	+30%
Grade 4	+23.9%

CBE Student Survey:

Questions	2023 Results	2024 Results
I know what to do next to improve my reading skills.	89.06%	86.6%
I know what to do next to improve my writing skills.	92.81%	85%
I have the opportunity to receive feedback from others to improve my writing.	74%	49.09%
I know what to do next to improve my mathematics.	86.15%	85.57%
I feel welcome at school.	80.13%	82.14%

OURSchool Survey:		
Questions	2023 Results	2024 Results
I make friends easily	62.65%	67.36%
I feel like I belong at school.	70.08%	72.22%

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
• Student achievement has significantly improved on provincial assessments, underscoring the effectiveness of targeted instructional practices and robust support systems. • Student engagement levels also exceed provincial norms, reflecting a commitment to maintaining a positive and dynamic learning environment that keeps students actively involved in their education. • High teacher quality, consistently above provincial standards, further supports this growth, as dedicated teachers focus on delivering high-quality education and advancing their teaching skills. • Together, these elements create a supportive, achievement-focused school culture empowering students to excel.	▪ Students have shown improvement in phonemic awareness and decoding skills, with a 1.4% increase in the number of students demonstrating reading comprehension. ▪ Students’ numeracy skills are improving in concert with their ability in share ideas and ask questions in mathematics. ▪ Parents are more satisfied with the supports and services available at the school. ▪ Parents are more satisfied with the supports and services available at the school.	▪ Provide targeted feedback interventions across all grades to support writing development. ▪ Provide well-being intervention for students at all grade levels through the CASEL framework. ▪ Develop mathematical language through targeted feedback. ▪ Increase parental involvement through school council meetings.

• The data also underscores an urgent need for more structured and consistent feedback to address significant gaps in student learning and engagement. Feedback is crucial here—not only to maintain students' growing confidence but also to offer clear steps for improvement helping move student achievement forward. • Overall, the data reveals effective, targeted feedback is essential not only for academic improvement but also for fostering essential life skills. Strengthening the feedback loop can help clarify learning paths, boost student engagement, and promote both academic and personal development, equipping students for success beyond the classroom.		
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Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 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	Manmeet Singh Bhullar 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	85.2	92.0	91.7	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	71.9	85.4	84.7	79.4	80.3	80.9	Intermediate	Declined Significantly	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	67.1	64.8	64.8	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	12.9	10.2	10.2	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.3	94.8	92.5	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.6	88.1	87.3	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	74.1	85.2	84.2	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	69.7	83.2	77.5	79.5	79.1	78.9	Very Low	Maintained	Concern

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