


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 | 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: Student learning will move forward with responsive feedback from teachers

Outcome One: Student written communication will improve by building teacher capacity to deliver quality feedback in the components of writing

Outcome Two: Students will have a strong sense of number by building teacher capacity to frame questions, deliver feedback that facilitates meaningful discourse, and scaffold student thinking to build shared understanding of mathematical ideas in numeracy.

Celebrations

- More students felt they received helpful feedback to improve their writing (CBE Survey: 49.09% → 64.39%) and knew what to do next (85% → 88%).
- More students reported having the opportunity to receive feedback and know what to do next to improve their next steps in math (CBE Survey: 85.57% → 89.23%), showing better instructional clarity.
- Division 1 EAL students showed a 16.6% gain in writing indicators; Division 2 saw an 11.1% gain. Targeted feedback helped students take meaningful next steps. (EAL Benchmarks)
- Common writing tasks showed a 19.9% increase in positive indicators. Teacher collaboration and clear criteria boosted student confidence and expression.

Areas for Growth

- Student engagement in mathematics fell from 78% to 62% (Assurance Survey), suggesting a need for more meaningful learning or clearer math vocabulary.
- Grade 6 PATs in Mathematics indicated that 40.2% of student achieved acceptable standard.
- Teacher's perceptions of how students use self- and peer-assessment are inconsistent across classrooms.
- 55.3% of students feel they learn with different people in different spaces (CBE Survey), highlighting a need to strengthen flexible, collaborative environments.

Next Steps

- Boost student ownership of learning by using speaking strategies, like back-and-forth dialogue, in Division 1 and purposeful questioning in Division 2—to deepen engagement with feedback.
- Support EAL learners in math by reviewing how academic vocabulary builds across grades, helping teachers give targeted support during tasks and feedback.
- Track long-term impact by creating a Grade 1 cohort to monitor growth in math and writing over time.
- Strengthen teacher feedback practices through professional learning focused on co-created rubrics, self/peer assessment, mastery examples, and timely, visible feedback.

Goal Two: Student social emotional well-being will improve through the implementation of school-wide Social Emotional learning strategies

Outcome One:

Student sense of connection and belonging will increase as teachers learn, understand and apply SEL through the CASEL framework, 5 competencies and strategies.

Celebrations:

- Meaningful improvement in sense of belonging (OURSchool Survey 72.22% →78.4%) and the confidence in skill set to make friends easily (OURSchool Survey 67.36 →76.42 %) indicating students re developing the skills and understanding needed to build strong peer relationships.
- Strong student perception data that teachers treat students fairly (Assurance Survey 90.91%), that teachers care about their students (Assurance Survey 96.97%) suggests early implementation of CASEL SEL lessons is clearly helping to foster strong, supportive connections between students and staff.
- An increase in students' perception of helping one another (CBE Student Survey 70% →87.69%), highlights meaningful growth in their ability to build strong, supportive peer relationships.

Areas for Growth

- 70.23% (CBE Student Survey) of students reporting they talk to caregivers, friends, classmates, or teachers about how they feel, indicates the need to continue growing emotional literacy and open communication.
- School based data around students with limited connections with a staff or peer decreased by 10%.
- Gains in student perception that rule-following (CBE Student Survey 50% →71.21%), and peer respect (CBE Student Survey 50% - 69.70%) alongside increased Log Entries and Incident Reports, suggest intentional work on respectful community practices—grounded in SEL competencies like self-awareness and self-management is needed.

Next Steps:

- Continue to engage in SEL social awareness and social story tasks, specifically in the areas of self-awareness and self-management.
- Explore ways to embed SEL competencies (Self-awareness and self-management) throughout Wellness curriculum task design and assessment planning.
- Explore ways to embed Circle of Self throughout curriculum task design and assessment planning.
- Apply serve-and-return oracy development (Div 1) and questioning strategies (Div 2) to strengthen students' social-emotional growth by fostering meaningful dialogue, active listening, and confident self-expression.

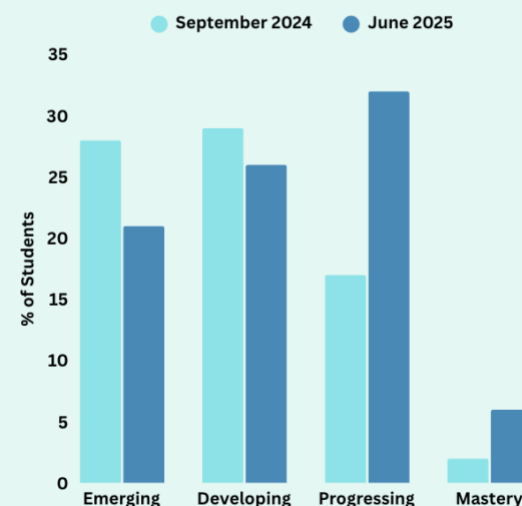
Our Data Story:

The 2024–25 School Development Plan at Manmeet Singh Bhullar School was guided by data showing students needed more consistent and meaningful feedback to support their learning. The initial focus was on helping teachers develop feedback practices that went beyond grading—shifting toward identifying student strengths and areas for growth throughout the learning process. Teachers began expanding their feedback practices during lessons to give students real-time opportunities to reflect, adjust, and improve. Their goal was to make feedback more meaningful and student-centered by helping learners take ownership of their progress—using clear examples, rubrics, and timely input they could act on immediately.

Professional Learning Communities (PLCs) became the arena for teachers to collaborate. Together, they designed learning tasks and assessments that encouraged students to take part in giving and receiving feedback. This included more opportunities for self and peer assessments in writing, co-creating rubrics and success criteria with students, and using feedback during lessons so students could act on it immediately. Teachers also created examples and visual aids to show what good work looks like, making feedback clearer and more focused on growth. These efforts made writing feedback more effective and meaningful for all students.

This shift was reflected in the CBE Survey results: a 15% increase in students receiving helpful writing feedback, and 3% more said they knew how to improve. This points to clearer instructional clarity and engagement. As teachers applied these feedback strategies beyond English Language Arts into math, student understanding improved - reflected a 4% increase in students identifying their next steps. An unexpected but encouraging outcome emerged among English as an Additional Language (EAL) students. In Division 1, writing benchmark indicators improved by 16.6%, while Division 2 saw an 11.1% increase—clear evidence of significant growth in writing over the year. By using these indicators to pinpoint specific areas for development, teachers were able to provide targeted feedback that empowered EAL students to take meaningful next steps in their learning and celebrate their progress.

SCHOOL WRITING ASSESSMENT 2024-2025 PROGRESS



SURVEY RESULTS

CBE SURVEY



Students felt they received feedback to improve writing

2023-2024

49%

2024-2025

64%



Students felt they know how to improve their writing

2023-2024

85%

2024-2025

88%

Insights and Next Steps

Alongside intentional feedback practices that strengthened student learning, students' sense of belonging and feeling welcome at school also grew. According to the Alberta Assurance Survey, 90.91% of students reported feeling treated fairly by adults, and the OURSchool survey showed a 6% increase in students feeling welcome. These results suggest meaningful, student-centered feedback not only supports academic progress but also helps create a more inclusive and caring school environment.

Despite notable gains, sustained improvement remains necessary—particularly in mathematics. While 76% of Grade 4 students reported finding Language Arts interesting, reflecting a 7% increase, engagement in mathematics declined by 16%. Additionally, Early Learning Numeracy Assessments showed a 12.39% improvement among students requiring support. However, Grade 6 Provincial Achievement Test results revealed that only 40.2% of students met the acceptable standard in Mathematics. Given the school's high EAL population, this decline may be linked to challenges in accessing subject-specific vocabulary. When students struggle with academic language, it can affect their engagement, sense of belonging, and ability to persevere through learning challenges.

Additionally, 55.5% of students said they had chances to learn with different peers in different spaces to improve literacy. This indicates a need for more varied learning experiences and opportunities for peer feedback. Teachers also found it hard to give ongoing feedback in flexible group settings, as not all students were ready to engage deeply. Aligning flexible group work with peer and self-assessment could help students build communication skills, ask questions, and deepen their understanding.

The data highlights a need to broaden our feedback practices by actively involving students—developing their speaking and listening (oracy) skills, readiness to engage, and ability to access academic vocabulary. These efforts, alongside teacher strategies such as self and peer assessment, help create a more inclusive and responsive learning environment. Feedback continues to be a key driver of student success at Manmeet Singh Bhullar School—not only by building confidence and achievement, but by fostering shared ownership of learning between students and teachers.

ENGLISH LANGUAGE LEARNERS

WRITING BENCHMARK INDICATOR GAINS
2024-2025

17%



Division 1

11%



Division 2

SURVEY RESULTS

OURSchool Survey



*Students felt that they belong
at school*

2023-2024

72%

2024-2025

78%



*Students felt that they have
skills to make friends easily*

2023-2024

67%

2024-2025

76%

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	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	77.8	85.2	89.5	83.9	83.7	84.4	Very Low	Declined Significantly	Concern
	Citizenship	75.1	71.9	80.5	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	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	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	87.2	92.3	92.4	87.7	87.6	88.2	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.2	82.6	85.8	84.4	84.0	84.9	Low	Declined	Issue
	Access to Supports and Services	81.1	74.1	80.8	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	74.7	69.7	74.9	80.0	79.5	79.1	Intermediate	Maintained	Acceptable