


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

Elbow Park School

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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: Students' demonstration of resilience and risk-taking at school will improve.

Outcome: Students will report an increased sense of connectedness within school through a greater willingness to take social and academic risks.

Celebrations

- *Students' ability to solve complex math problems improved by **18.3 percentage points** (9.5% to 27.8%), as measured by the percentage of students scoring a Level 4 on the CBE Problem Solving Rubric from 2023-24 to 2024-25*
- *Teacher observations across Grades 1–6 indicate measurable growth in students' willingness to take academic risks and demonstrate perseverance when engaging with complex mathematical problems*
- *Grade 6 students reported greater "positive sense of belonging at school" (86%) than they did in Grade 5 (76%) on the OurSCHOOL survey*
- *Self-reported levels of anxiety decreased among Grade 5 students by **6 percentage points** (37% to 31%) and among Grade 6 students by **5 percentage points** (25% to 20%) on the OurSCHOOL survey*
- *Students' overall scores related to understanding their own culture improved by **28 percentage points** (49% to 77%)*

Areas for Growth

- *39% of Grades 2-6 students remain at a basic level on HLAT writing assessment, demonstrating functional writing skills*
- *Grade 5 students self-reported a lower "positive sense of belonging" (54%) than they did in Grade 4 (63%) on the OurSCHOOL survey*
- *68% of Grades 4-6 students "values cultural learning through friends from different cultures" on the OurSCHOOL survey. This data presents an opportunity to further develop students' interest and confidence in connecting with peers from diverse cultural backgrounds and in recognizing the value of cultural understanding for building inclusive relationships*

Next Steps

- *Develop a **K–6 scope and sequence** for mathematical problem solving that outlines a coherent progression of skills, strategies, and language of reasoning across grade levels.*
- *Offer **explicit instruction and timely feedback** throughout the writing process to empower students to take risks and apply new techniques in functional writing*
- *To strengthen **students' sense of belonging**, revisit the Shared Elbow Park School Values framework, expand opportunities for classroom sharing circles and continue cross-grade buddy programs*
- *Provide **authentic and meaningful opportunities to explore diversity and inclusion**, with a focus on building cultural awareness and empathy*

Our Data Story:

Elbow Park School's 2024–25 School Development Plan centered on the relationship between students' resilience and confidence to take risks, and their resulting sense of belonging—both socially and academically. We believe that students who possess well-being skills such as perseverance, confidence, and self-regulation are better equipped to achieve their potential among peers and in their academic pursuits.

Teachers and parents alike have observed that some students' overall well-being is impacted by limited resilience when faced with new or challenging tasks or social situations. This is particularly evident when students are asked to justify solutions to complex mathematical problems involving multiple concepts or to navigate unstructured social settings such as recess, where self-regulation and problem solving are required.

In response, the school staff, School Council, and Parent Society collaborated to implement a range of supports and opportunities aimed at building resilience. These included explicit classroom instruction, guest speakers, residencies, and parent workshops focused on risk-taking, anxiety reduction, and perseverance. Many Physical Education residencies emphasized inclusive risk-taking activities designed to challenge all students regardless of athletic ability. Parent workshops featured psychologists and other professionals addressing topics of anxiety and resilience.

Teachers engaged in professional learning communities and team planning sessions to design and refine instructional approaches in mathematics, writing, and social-emotional learning. This work included:

- Designing problem-solving strategies that promote persistence and multiple approaches in mathematics;
- Embedding explicit instruction and feedback cycles in functional writing tasks; and
- Teaching self-awareness, emotion regulation, and growth mindset strategies that support risk-taking and confidence in learning.

Literacy – Functional Writing

Students at Elbow Park School have historically performed well on the creative writing component of the Provincial Achievement Tests. However, performance on the functional writing component was comparatively lower. As a result, instructional focus shifted to include the explicit teaching of writing strategies specific to this format.

- By the end of 2024, report card data showed a **10.5 percentage point increase** in students achieving at or above grade-level expectations (from 70.9% to 81.4%)
- In 2024–25, a similar pattern was observed, with a **7.4 percentage point increase** (from 72.7% to 80.1%)
- Improvement was also evident in HLAT writing assessments from first to second semester in both years, with consistent gains by June of 2024 and 2025

2023-25 Report Card: Writes to Express Information & Ideas Stem

Writes...	1	2	3	4
Feb'24	2.8%	26.3%	60.3%	10.6%
Jun'24	0.6%	18.0%	55.6%	25.8%
Jan'25	1%	26.3%	50%	22.7%
Jun'25	3%	16.9%	54.2%	25.9%

2023-25 HLAT Writing Assessment

HLAT	Absent	1	2	3	4	Totals
Nov'23	2.4%	23.2%	57.7%	16.1%	0.6%	100%
Mar'24	6.3%	1.7%	33.9%	50.0%	8.0%	100%
Jun'24	3.4%	1.4%	24.5%	52.4%	18.4%	100%
Oct'24	3.8%	26%	48.1%	19.2%	2.9%	100%
Jun'25	2.9%	8.8%	30.4%	46.1%	11.8%	100%

Building Resilience and Risk-Taking through Solving Complex Problems in Mathematics

Teacher observations across Grades 1–6 indicate measurable growth in students' willingness to take academic risks and demonstrate perseverance when engaging with complex mathematical problems. Throughout the year, students developed increased independence and confidence in problem solving, moving from initial reliance on teacher support to more self-directed and collaborative approaches.

Common themes emerged across grade levels. Teachers consistently attributed student growth to:

- **Explicit modeling and guided practice** that built clarity around problem-solving processes and expectations.
- **Repeated exposure to complex, multi-concept tasks** that required persistence and application of multiple strategies.

- **Use of visual and organizational supports**, including number lines, charts, manipulatives, and graphic organizers, which improved students' accuracy, efficiency, and comprehension.
- **Constructive feedback cycles** and class discussions that normalized error-making, clarified misunderstandings, and reinforced learning from mistakes.
- **Collaborative learning structures** (e.g., partner and small-group problem solving, math talks) that promoted shared risk-taking and strengthened communication of mathematical reasoning.

Teachers noted that as students' confidence and competence increased, they became more willing to attempt challenging tasks, revise their thinking, and share strategies with peers. This shift reflects a growing sense of **academic belonging and connectedness**, consistent with the school's focus on fostering resiliency and risk-taking within learning contexts.

By year's end, students across all divisions demonstrated greater **strategic independence**, deeper conceptual understanding, and enhanced ability to articulate mathematical reasoning through multiple representations.

2023-25 Complex Problem Solving Assessment

Math PS	Absent	1	2	3	4	Totals
Dec'23	2.9%	18.8%	44.1%	30.6%	3.5%	100%
Mar'24	1.3%	0.6%	26.6%	55.2%	16.2%	100%
Combined 2023-24	2.6%	11.3%	33.6%	43.1%	9.5%	100%
2024-25	1.9%	6.4%	18.8%	45.1%	27.8%	100%

Truth & Reconciliation, Diversity and Inclusion

Elbow Park School continues to respect and celebrate diversity by intentionally designing inclusive learning tasks that consider multiple perspectives and promote safe, caring classroom environments. We strive to create spaces where all students can take risks in their learning and build confidence through connection.

Student perception data from the 2023 *OurSCHOOL* survey showed low results (49%) in the area of *Diversity and Inclusion*. By October 2024, these results improved by **28 percentage points** to 77%, reflecting a positive shift in students' understanding and appreciation of their own culture.

However, survey data continue to indicate a need to strengthen students' curiosity and engagement with peers from diverse backgrounds. This includes valuing cultural learning through friendships and recognizing the importance of cultural knowledge in fostering inclusive relationships.

OurSCHOOL results for “Positive Sense of Belonging at School” are:

Results	Overall Percentage for Agreement		
	Grade 4 (Cndn Norm)	Grade 5 (CDN)	Grade 6 (CDN)
Oct '23	74% (79%)	82% (72%)	70% (72%)
May'24	63% (79%)	76% (74%)	89% (72%)
Oct '24	77% (79%)	54% (72%)	86% (72%)

Next Steps for 2025–26

- **Develop a K–6 scope and sequence** for problem-solving skills and strategies, ensuring consistent language and progression of complexity across grades.
- **Embed explicit instruction on resilience and growth mindset** within functional writing tasks and mathematical inquiry, highlighting the connection between perseverance, learning from error, and confidence.
- **Refine common tools and structures** (e.g., graphic organizers, visuals, feedback routines) that scaffold independence and encourage persistence.
- **Leverage peer collaboration and discussion structures** (e.g., math talks, partner problem-solving, think-pair-share) to further strengthen students' sense of belonging and connectedness through shared risk-taking.
- **Create more opportunities for cultural learning and connection**, incorporating literature, classroom discussion, and collaborative projects that celebrate diversity. Teachers will provide explicit instruction and modeling of inclusive language and perspectives to deepen students' empathy and understanding of how cultural knowledge fosters connection.

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	Elbow Park 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	80.4	82.0	83.3	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	84.2	86.0	87.8	79.8	79.4	80.4	Very High	Maintained	Excellent
	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	91.2	91.1	92.0	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.2	92.6	92.5	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	74.7	84.4	83.5	80.1	79.9	80.7	Low	Declined	Issue
Governance	Parental Involvement	86.0	90.0	89.7	80.0	79.5	79.1	Very High	Maintained	Excellent