


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

King George School

2108 10 St NW, Calgary, AB T2M 3M4 t | 403-777-6210 e | kinggeorge@cbe.ab.ca

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 achievement in French language Acquisition will improve.

Outcome One: Student writing in French will improve by making explicit connections on intended learning goals and being actively involved in the assessment process.

Celebrations

- Teacher perception data indicates a significant increase in teacher confidence in creating a feedback rich culture in their classrooms, and in student understanding of success criteria and ability to use feedback to improve their work.
- Student perception data with students indicating “my reading and writing skills help me achieve my future goals” increased from 82.98% (Spring 2024) to 91.67% (Spring 2025)
- FLA writing indicator 4 increased from January 2025 (27.43%) to June 2025 (36.01%).
- Student perception data showed an Increase in students creating plans to reach goals rose from 58% to 72.56%.
- Student survey data indicates that there is a significant increase in student perception of students feeling welcomed at school, rising from 70% (Spring 2024) to 88.17% (Spring 2025).
- Data from student perception surveys indicate Increased confidence in overcoming learning challenges increased from 84.91% (Spring 2024) to 92% (Spring 2025).
- Student perception data indicates a significant increase in students making strong connections to their learning and being active participants in assessing their progress.
- Student perception CBE survey that they feel confident that they can overcome challenges in their learning.

Areas for Growth

- There was a decrease in student perception of students feeling that their teachers care about them went from 86% Spring 2024 to 76.6% Spring 2025.
- Student perception of getting help with their problems decreased from 71% in Spring of 2024 to 59.57% in Spring of 2025.
- Student perception data also indicated that there was a decrease in recognition of the strategies available to decrease stress at school.

- There was a slight decrease but no significant movement in writing Indicators 3 and 4 (Spring 2024 to Spring 2025 a difference of -0.71 and -0.85 respectively).

Next Steps

- Focus on communicating key regulation strategies using MindUp curriculum.
- Providing opportunities for regular data review for teachers to analyze writing indicator progress throughout the year.
- Due to the significant decline in students feeling like teachers care about them, teachers will collaboratively review data, discuss, and implement strategies that will increase student's perception in this area.
- Regularly scheduled whole school meetings (staff meetings, NID time, system learning day opportunities, etc.) to review professional learning provided and adapt to school context.
- Provide ongoing, regular opportunities for students to act upon teacher- and peer-provided feedback, to improve confidence and achievement in relation to French writing skills.
- A focus on Oral Language skills (French vocabulary, speaking, and listening) in French will increase student confidence and achievement in French language acquisition in all areas.
- Work with students to provide opportunities for student advocacy and engagement (co-designing tasks, talk time, feedback circles, etc.)

Our Data Story:

We used two measures to determine the extent to which we accomplished our outcome of improving students' writing in French by making explicit connections to intended learning goals and being actively involved in the assessment process.

We tracked:

1. French Writing indicators in FLA on report cards
2. Student perception wellness and literacy on CBE survey
3. Truth and Reconciliation (Holistic Life Learning Framework) Student Perception Data

We chose to focus on improving student writing in French by making explicit connections to intended learning goals and being actively involved in the assessment process. We chose this area as we noticed Report Card Data (Writing indicator in FLA) showed large discrepancies compared with that of the Area and CBE. We also noticed inconsistencies in the local

data collected during our perception data (e.g. CBE Student Survey, Alberta Education Assurance Measures, teacher survey). These discrepancies suggested a need to make learning visible to students, teachers, and parents/guardians.

1. French Writing Indicators on Report Cards

Data was tracked for grades 1 to 5, using the June 2024 and June 2025 report card results. This allowed us to compare student data after a significant amount of time allowing teachers to implement strategies and evaluate and adjust task design to improve indicator results. When looking at the data, the intention was to see a general trend of percentage of students' achievements of '3' and '4' indicators in French writing.

The following table shows the percentage of all indicators in French writing, June 2024 (Table 1) and June 2025 (Table 2), with the other columns representing percentages compared to the Area and CBE.

June 2024

Table 1
FLA Writing Indicators – Report Card

Chart			
Category	King George School	Area 2	CBE
Indicator 1	1.32	2.76	3.51
Indicator 2	18.90	24.45	25.29
Indicator 3	39.70	43.60	44.50
Indicator 4	36.86	26.38	24.16

June 2025

Table 2

FLA Writing Indicators

Chart			
Category	King George School	Area 2	CBE
Indicator 1	1.92	2.28	2.92
Indicator 2	21.15	26.58	26.11
Indicator 3	38.99	43.66	45.05
Indicator 4	36.01	25.64	23.82

This data indicates that there was a slight decrease in Indicator 3 and 4 for FLA writing indicators for King George students in comparison between the percentages of 3s and 4s between June of 2024 and June of 2025. It is worth noting that a deeper exploration of specific movement indicators from 3 to 4 will be the next steps in exploring this data further to gain a deeper understanding of the efficacy of task design and teaching strategies for FLA.

It is important to note that the new French Immersion Language Arts and Literacy curriculum was rolled out (K-3 in September 2023, and grades 4-6 this past school year in September 2024). Teachers collaboratively worked together to calibrate assessment and create a culture rich in feedback to ensure ongoing improvements/adjustments in assessments to properly serve students. Our school also worked closely with two other nearby French Immersion schools to begin the calibration of assessment and achievement expectations.

2. Student CBE Survey Perception

CBE Student Survey

Along with overall improvements on these local perception data, we also noticed an improvement in student perception, on the CBE Student Survey from last year to this year, in the following areas:

We noted the following improvements in Literacy*

Literacy	Difference between student perceptions From spring 2024 to spring 2025
I am a good competent writer	+6.50%
I can contribute to conversations about books, poems, non-fiction or other texts.	+7.64%
I have the opportunity to read, write, and talk with my classmates every day.	+7.03%
My reading and writing skills help me to achieve my future goals	+8.69
I have the opportunity to read, write, and talk with my classmates everyday	+7.03

The data indicates a significant increase in students' perception of making significant connections to their learning and being active participants in assessing their progress. The increases in student perceptions in writing indicate the task design, implemented collaboratively with students, has had a positive impact in producing written work and having conversations around what students have written.

We noticed a decrease in the following areas:

Literacy	Difference between student perceptions From spring 2024 to spring 2025
I know what to do to improve my writing skills	– 3.76%

However, student perception decreased in knowing how to improve their writing skills. Although students felt competent,

were able to have conversations and were given the opportunity to write, it seems there is a gap in specifically knowing how to improve their writing skills when they are unable to meet writing competencies. Seeing this data leads to more discussions around teachers being specific about how to improve writing skills and creating space for students to have access to time and resources with the teacher.

Well-Being	Difference between student perceptions From spring 2024 to spring 2025
I am safe from bullying at school	- 3.51%
I feel safe at school	+3.88
I feel welcomed at my school	+.02
I feel my teachers care about me.	-9.4%
I feel I can help with my problems.	-11.43%

Data indicates a gap in addressing social emotional needs of students. Students' perception of safety and acceptance by teachers decreased between Spring of 2024 and Spring of 2025. Although teachers have provided explicit instructions in social emotional competencies, there seems to be a gap in its application. King George School has actively implemented MindUp curriculum to address many of these gaps. It is worth distributing another survey after the first semester to see if there is a positive increase in the well-being perception data after students have had the opportunity to learn and implement the MindUp curriculum and the strategies included in the curriculum. It is also worth noting that we will aim to collaboratively address the identified areas of focus to create welcoming, caring, respectful and safe social and physical spaces (e.g., choose inclusive text sets, create posters/visuals encouraging inclusive spaces, utilize circle to build trust, address unsafe and identify safe places on school property etc.)

For students to learn, it is important to have the proper task design and to also create an environment where students feel safe and welcome to learn. We will aim to continue to work with students to provide opportunities for student advocacy and engagement (co-designing tasks, talk time, feedback circles, etc.), have students provide feedback on tasks and texts, and have students assess texts based on inclusive criteria to ensure representation, appropriateness, and effectiveness of materials

3. Truth and Reconciliation (Holistic Lifelong Learning Approach Framework) Student Perception Data

The holistic lifelong learning approach framework focuses on addressing students' spiritual, emotional, physical, and intellectual (spirit, heart, body, mind) needs. In the following data analysis, we focus on addressing the gaps of the Spirit – to be and the Heart – to belong. Within the Spirit Domain – To Be, we hold space for King George students to relate to their ways of being in and through their learning at school. We found that it was important to focus on the Spirit and Heart Domains because the learning spirits of all King George School students and staff should be honored through the intentional development of their gifts, capabilities and strengths within and beyond the school environment. Furthermore, we know that Indigenous ways of being benefit all CBE learners. The Heart – To Belong domain focuses on students' emotional and relational needs, emphasizing the importance of feeling included, welcomed, and connected within the school community. This domain complements the Spirit – To Be, as both support the holistic development of King George students by fostering a sense of belonging and connectedness that is essential for engagement and well-being.

Below we have CBE student perception data –Spirit – To Be (Spring 2024 and Spring 2025)

Chart- Spring 2024	
Category	Spirit - To Be percentage in CBE Student Survey by Question
At my school I get to learn from Indigenous Elders, Knowledge Keepers.	92.86
I am proud to be a part of my school.	95.83
I can see my culture reflected in my school.	65.22
The things I'm learning in school are meaningful to me.	86.27

Chart- Spring 2025	
Category	Spirit - To Be percentage in CBE Student Survey by Question
At my school I get to learn from Indigenous Elders, Knowledge Keepers.	86.57
I am proud to be a part of my school.	91.03
I can see my culture reflected in my school.	62.07
The things I'm learning in school are meaningful to me.	83.54

Notably there is a -6.29% difference in” At my school I get to learn from Indigenous Elders, Knowledge Keepers. Along with decreases in the other areas of pride in our school, culture reflected in school, and learning things in school that are meaningful. It is interesting to note that all areas have an above 80% positive perception except for “I can see my culture reflected in my school”. We will aim in addressing all the decreases in the Spirit by consistently collaborating with students to reflect on personal values and beliefs and identify and celebrate a variety of cultures and diverse individuals throughout the year in respectful and appropriate ways in the classroom. It will also be important to connect with staff and students to gauge progress and adjust in strategies we use to address these issues.

Below we have CBE student perception data –Spirit – To Be (Spring 2024 and Spring 2025)

Chart – Spring 2024	
I feel included	61.4
I feel welcome at school	71.3
My teachers care about me	94.34
My teachers want me to be successful	100%
There is at least one adult at school who I really connect with	75.68

Chart – Spring 2025	
I feel included	67.9
I feel welcome at school	71.95
My teachers care about me	90.70
My teachers want me to be successful	94.94

There is at least one adult at school who I really connect with	66.67
---	-------

The Heart – To Belong data indicates some shifts between Spring 2024 and Spring 2025. Notably, there was an increase in students reporting that they feel included (+6.5%) and a small increase in those feeling welcome at school (+0.65%). However, there were decreases in areas related to adult-student connections and teacher care: students reporting that their teachers care about them decreased from 94.34% to 90.70%, and those who feel there is at least one adult at school they really connect with decreased from 75.68% to 66.67%. Additionally, students reporting that their teachers want them to be successful decreased slightly from 100% to 94.94%.

Required Alberta Education Assurance Measures (AEAM) Overall Summary Spring 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

Required Alberta Education Assurance Measures - Overall Summary Spring 2025

School: 9608 King George School

Assurance Domain	Measure	King George 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	83.7	85.9	86.0	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	80.0	80.0	81.6	79.8	79.4	80.4	High	Maintained	Good
	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
	PAT6: Acceptable	n/a	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.6	90.5	91.6	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.1	85.2	87.3	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	71.4	68.4	71.1	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	77.5	82.3	79.7	80.0	79.5	79.1	Intermediate	Maintained	Acceptable

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

