

**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

Collingwood School

3826 Collingwood Drive NW, Calgary, AB T2L 0R6 t | 403-777-6180 f e | Collingwood@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.

2024-25 SDP GOAL ONE: Students foundational skills in literacy will improve.

Outcome one: Students will improve in phonological awareness, decoding and fluency skills in English and Spanish.

Our Data Story:

LeNS Assessment Results 2024/25

Grade	% of students not at-risk in Sept 2024	% of students not at risk in June 2024	% improvement
Grade 1	86.4	96.6	10.2
Grade 2	78.7	97.8	19.2

CC3 Assessment Results June 2024

Grade	% of students not at risk in Sept 2024	% of students not at risk in June 2025	% improvement
Grade 1	87.4	89.7	2.3
Grade 2	82	92.2	10.2
Grade 3	84	91.4	7.4

The LeNS and CC3 are standardized provincial English literacy assessments that measure foundational literacy skills including: decoding skills, phonemic awareness and word recognition. For each of these assessments, the provincial government provides standards that students are expected to achieve. Students whose results are above those standards are considered “not at risk”. Collingwood’s assessments demonstrate strong results overall for phonemic awareness and basic literacy skills in English, however it also shows some remaining learning gaps for improvement.

Learning Excellence

On the June 2025 report card stem for Spanish reading, 65% of students received a 3 or 4 on the stem “reads to explore and understand”

On the Our School Survey of grade 4 and 5 students in June 2025, 56% of students reported being confident or very confident in their ability to read in Spanish.

This data demonstrates the need to continue with a focus on improving phonemic awareness and fluency in reading in English and Spanish with an additional focus on improving comprehension and confidence in reading in Spanish.

Well-Being

On the CBE student survey of grade 5 students from June 2025, 82% of students reported feeling connected to the texts they read and hear in class.

On the CBE student survey of grade 5 students 68% of students reported having strategies to help themselves that they use if they are feeling stressed out about school

On the Our School survey, 19% of grade 4 & 5 students reported moderate to high levels of anxiety. This is 7% below the Canadian average.

On the Our School Survey 80% of grade 4 & 5 students reported having the ability to consciously control their emotions and behaviours and maintain focus on a task.

Based on this data, our focus for this year will be on providing diverse reading materials and working on building resiliency through class discussions, ongoing cross-grade Collaborative Response Meetings to support strategies to build resiliency and the Friendology programs for use at home and school.

Truth & Reconciliation, Diversity, and Inclusion

On the Our School Survey of grade 4 and 5 students, 81% of students reported a high sense of belonging. This was 6% above the Canadian norm. The result was also reflected on the CBE Student Survey of grade 5 students where 75% reported feeling included at school and 70% reported feeling

welcome at school. On this same survey, 76% of students reported being able to see their culture reflected in their school.

Celebrations

Based on this data, our focus for this year will be on promoting resiliency. This will include working with an indigenous knowledge keeper to raise awareness of indigenous world views and the CBE Lifelong learning Framework.

- There was a the

significant improvement on provincial literacy assessments, over 19% improvement in grade 2.

- Grade 4 and 5 students reported levels of anxiety 7% below the Canadian average.
- Grade 4 and 5 students reported a high sense of belonging, 81%, which is 6% above the Canadian norm.

Areas for Growth

- Building student's confidence in their ability to read in Spanish
- Continuing to improve student English reading skills, fluency and comprehension
- Promote student resiliency

Next Steps

- Support student Spanish language skills through school-wide Neurolinguistic Approach (NLA) strategies to prioritize oral Spanish, give immediate feedback and use the literacy loop to improve Spanish reading and writing.
- Provide school-wide small group guided reading instruction. Continue to implement UFLI structured phonemic literacy lessons
- Focus teacher cross grade collaborative response discussions on strategies to build student resiliency.

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	Collingwood 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	83.9	87.8	85.2	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	82.9	88.0	87.0	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	89.0	97.4	92.9	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.8	94.0	90.9	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	66.9	74.9	74.6	80.1	79.9	80.7	Very Low	Declined	Concern
Governance	Parental Involvement	73.3	87.2	78.9	80.0	79.5	79.1	Low	Maintained	Issue

