



Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Métis, 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

Olympic Heights School

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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

24-25 School Goals

- Reading Fluency
- Conceptual Understanding of Mathematics
- Perseverance When Faced with Learning Challenges

Our School Focused on Improving

Last year, assessment served as our overarching theme. More specifically, staff focused on developing their understanding of creating and utilizing clear learning intentions during instruction. Professional development focused on understanding and employing success criteria with learners. Through an intentional, consistent, and universal use of clear learning intentions in classrooms, and success criteria we saw student achievement in many areas. Teachers had reflected upon their practice using the “Teacher Reflection” survey.

What We Measured and Heard

Our school used report card stem data related to reading, writing, and numeracy to guide planning last year. We compared indicators Semester 1 (February) Report Cards, against the Semester 2 (June) Report Card. We also used data from the CBE Student Survey, as well as the Teacher Self Evaluation tool to support our findings.

2023-2024 Report Card Data

Stem:	Semester 1 - Feb. 2024			
	Indicators (Whole School 1-6)			
	1	2	3	4
Reads to explore, construct and extend understanding:	4%	24%	46%	27%
Writes to Express Information and Ideas:	5%	31%	49%	15%
Understands and applies concepts related to number, patterns (and algebra):	3%	20%	50%	28%

Stem:	Semester 2 - Jun . 2024			
	Indicators (Total Grades 1-6)			
	1	2	3	4
Reads to explore, construct and extend understanding:	2%	20%	44%	33%
Writes to Express Information and Ideas:	3%	30%	47%	20%
Understands and applies concepts related to number, patterns (and algebra):	3%	21%	40%	35%

Overall, there was improvement on report card indicators with a reduction in the percentage of students earning “1s” and an increase in the percentage of students earning “3s” and “4s” in “reading” and “writing” stems. On the “number” report card stem, there was an increase in percentage of “4s”

The summary of well-being data that directly impacts student success suggests that areas such as school connectedness and belonging, and resilience require ongoing focus:

Connectedness:

Assurance Survey (gr. 4) N78	Spring-23	Jun-24	Change
I can get non-school work help	78.00%	68.00%	-10.00%
I feel welcome	90.00%	90.00%	0.00%

CBE Student Survey	Spring-23	Jun-24	Change
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I feel included	86.52%	81.58%	-4.94%
I can talk about how I feel	64.10%	71.58%	7.48%
There are high expectations	95.12%	90.16%	-4.96%
I have 1 adult who I connect with	75.00%	81.37%	6.37%

Last year we employed “relationship mapping” activities with staff to identify students who may be disconnected from adults in the building. Our data identified targeted students for staff to actively seek out and engage. This year, participation activities such as our Student Wellness Action Team and Student Voice meetings will serve to engage students, while professional development in social emotional learning (Zones of Regulation, Seven Sacred Teachings, learning intentions) as well as direct instruction using clear learning intentions and success criteria will deepen our work in addressing these areas.

Resilience and mental health:

Our School Survey	Spring 2023	Jun-24	Change
I can create a plan	67.11%	77.41%	10.30%
I can set goals	59.33%	78.44%	19.11%
I can track my progress	56.67%	81.16%	24.49%

Staff participated in extensive professional development focused on learning intentions and success criteria last year. Through continuing this focus, staff will be better able to model plan development, goal setting, and self-evaluation/progress analysis with students. Common language throughout the school such as “We are learning to (WALT)” and analyzing rubrics to determine success criteria and learning progress markers will be further employed and explored.

Last year staff incorporated the Indigenous Education Holistic Lifelong Learning Framework (IEHLLF) throughout the year in a variety of ways, most notably through the introduction and teaching of “The Seven Sacred Teachings.” From collected student and staff responses, this positively impacted the emotional well-being and sense of community among some of our more vulnerable students. By emphasizing holistic well-being across spirit, heart, body, and mind, teachers gained valuable opportunities to connect with each student individually. Using a school-wide approach of Seven Sacred Teachings, along with our work with Elder Hal Eagletail, staff deepened teacher-student relationships, fostering a supportive learning environment and enabling meaningful discussions about how emotions and belonging influence students' ability to learn and interact positively. The use of IEHLLF language, coupled with clear learning intentions, empowered students to better understand their emotions and helped develop conflict resolution skills.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
• The report card data suggests an overall reduction in the number of students requiring support. We attribute our work that we started with classroom learning intentions and success criteria as a key reason why there was a reduction in our at-risk population. We will continue our work on learning intentions and success criteria for this year. • Upon analyzing the data and consulting with teachers, it was determined that, teachers believed that learning intentions and work with success criteria was supporting student learning. This conclusion was reflected in the overall positive trend in the report card data • Teachers were able to share evidence of how student work had improved because of learning intentions/success criteria and identify impactful strategies • By using learning intentions and success criteria, teachers were able to model critical elements of goal setting	• Overall, there was improvement on report card indicators with a reduction in the percentage of students earning “1s” and an increase in the percentage of students earning “3s” and “4s” in “reading” and “writing” stems. On the “number” report card stems, there was an increase in the number of students achieving “4s” • Students are reaching deeper levels of understanding in their learning in both math and literacy through the success criteria based on report card data • 97% of students reported on the CBE Survey that school was a place where learning was accessible and 90% of teachers had reported in the Teacher Self-Evaluation that they ensure the type of assessment they use matches the nature of the learning outcomes. • There was a 25% increase in the number of students who felt they can track their learning progress.	• In the numeracy stem, although we had noticed an increase in the number of “4s” between the Semester 1 and Semester 2 report cards, we had noticed a slight decrease in the total number of “3s” on the numeracy stem, and a slight increase in the number of “2s”, and a slight increase in the number of “1s” • School connectedness and belonging, and resilience require ongoing focus. • In the Teacher Self Evaluation, 30% of teachers felt they were beginning or emerging in helping students understand what success looks like.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Spring 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	Olympic Heights 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	91.0	90.9	90.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	88.3	91.7	90.9	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	n/a	83.3	83.3	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	33.3	33.3	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.0	94.8	95.0	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.3	94.7	94.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	80.3	76.2	79.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	88.2	80.8	81.5	79.5	79.1	78.9	Very High	Maintained	Excellent

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