

**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

Olympic Heights 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.

2024-25 SDP Goal One: *Student achievement in written communication will increase*

Outcome One: *Student's written communication will improve through teacher's use of learning intentions and success criteria*

Celebrations

- Report Card Writing Indicator improved by **6.6%** in students achieving indicator 3/4
- Overall writing achievement improved by **5.2%** over all report card indicators
- In February, **79%** of teachers indicated on the SDP reflection survey that they were “always” or “often” providing feedback explicitly connected to learning intentions and success criteria. By June, this increased to **88%**.

Areas for Growth

- Teacher feedback identified limited access to shared exemplars and planning time as barriers to deepening Learning Intentions / Success Criteria work
- The indicator *“I can talk about how I feel”* decreased by **10 percentage points** in the May CBE Student Survey

Next Steps

- **Schedule dedicated calibration and planning sessions** to align Learning Intentions and Success Criteria across grades.
- **Embed SEL instruction into writing routines** (e.g., emotion check-ins, reflection prompts) to help students strengthen their emotional vocabulary.
- **Model and scaffold student self-assessment, feedback loops, and peer feedback routines** so students become more independent in using criteria to revise their work.
- **Leverage existing school structures** (e.g., Student Voice, Elder Hal partnerships, etc.) to build students' confidence in expressing emotions and connecting feelings to learning experiences.

Our Data Story:

At Olympic Heights School, our 2024–25 School Development Plan centered on *improving student achievement in written communication*. Data from the previous year indicated that 33% of students were achieving below grade level in writing, compared to stronger performance in reading and numeracy. Our team recognized that improving *teacher clarity*, specifically the use of *Learning Intentions (WALT)*, and *Success Criteria (WILF)* could directly strengthen students' understanding of what quality writing looks like and how to achieve it.

To support this goal:

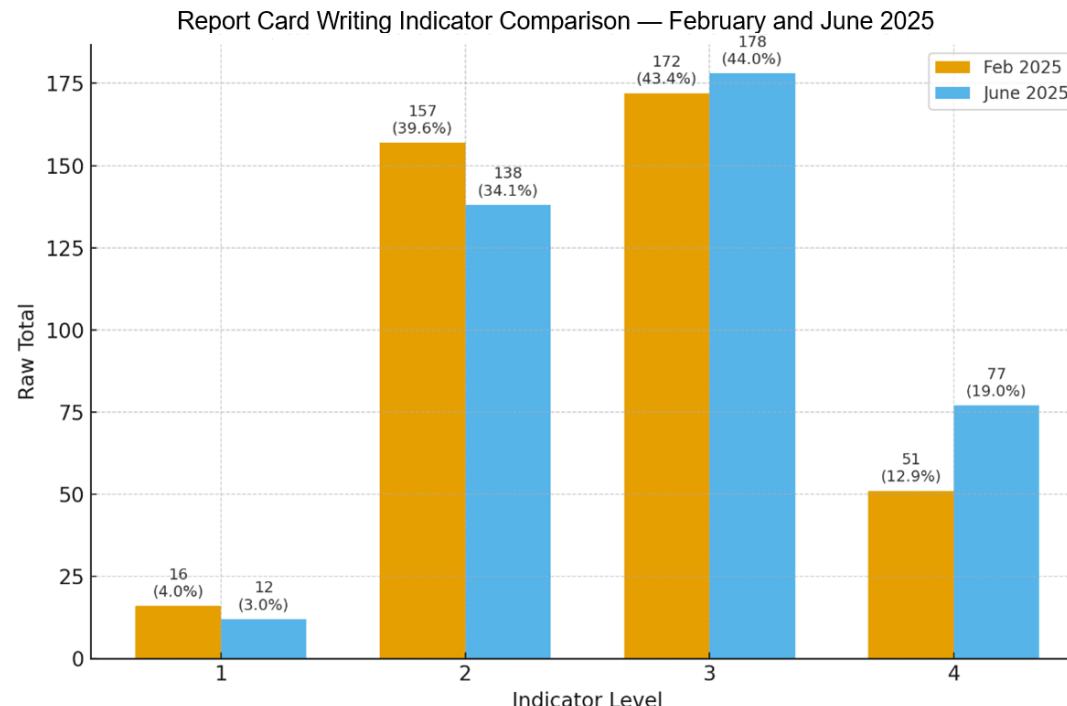
- Teachers embedded *visible learning intentions and success criteria* into daily instruction.
- Staff engaged in *professional learning communities (PLCs)* focused on common writing calibration.
- Students were encouraged to *set writing goals and self-assess progress* using classroom rubrics and exemplars.

Our school community—students, staff, and families—were united around the goal of fostering confident writers who could articulate their learning, revise with purpose, and take pride in their progress.

What We Learned

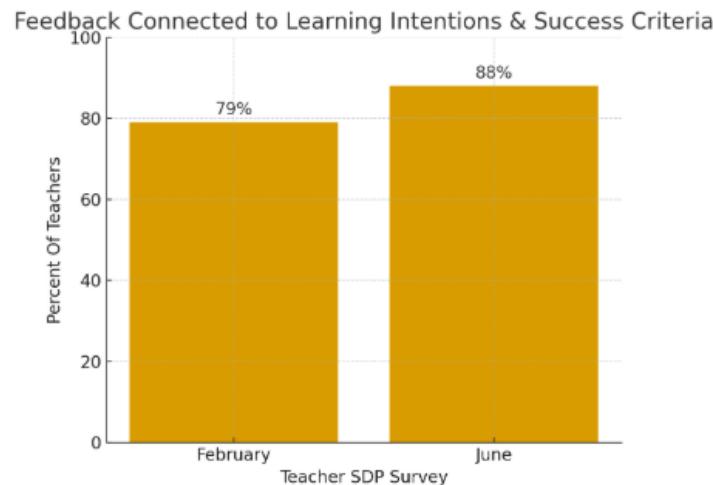
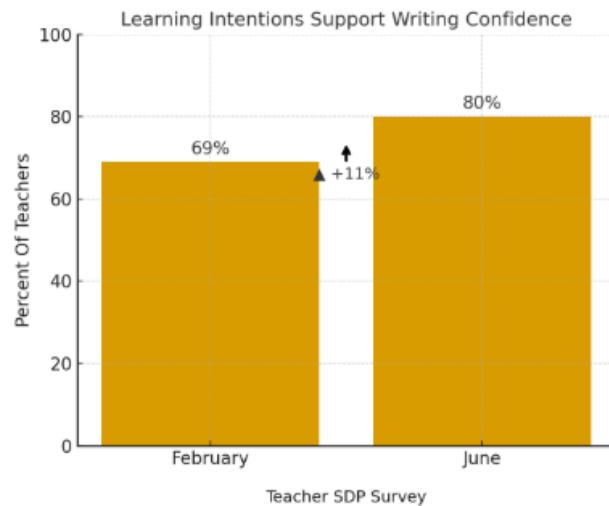
Over the course of the year, meaningful shifts occurred in *both student data and teacher practice*.

1. Student Achievement Improved



- The percentage of students achieving *at or above grade level* in writing increased from **56.3% in February to 63.0% in June**, a **6.6% gain**.
- The average writing indicator rose from **2.652 to 2.790 (+5.2%)**, showing broad growth across grades.
- Teachers observed that students began referring to the success criteria more independently when revising their work.

2. Teacher Practice Became More Consistent

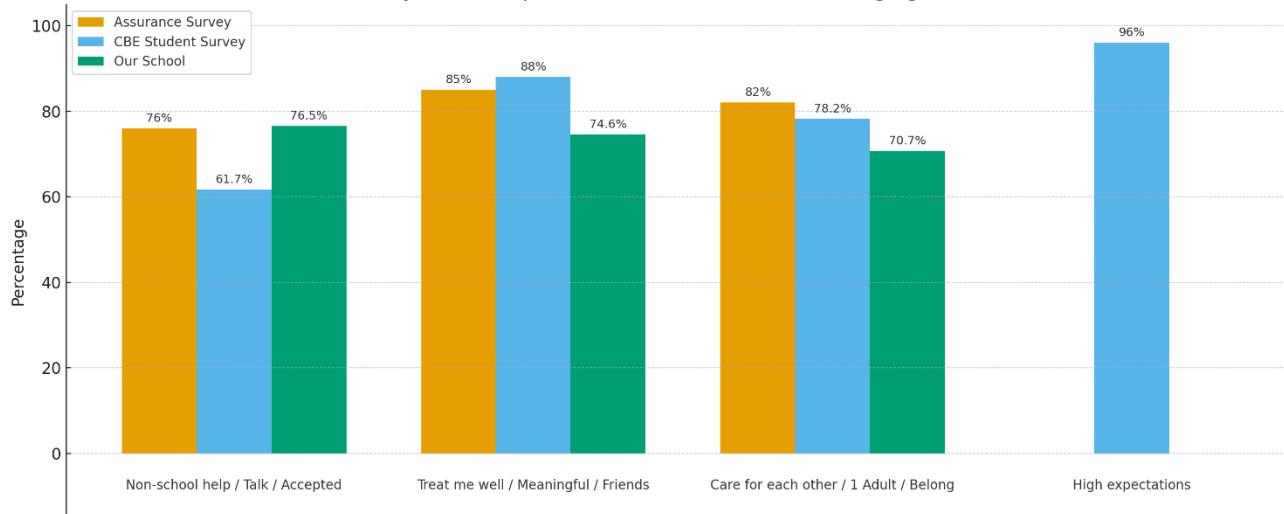


80% of teachers reported they were very assured that learning intentions supported student confidence in writing in June (an **11%** increase from February)

In February, **79%** of teachers indicated on the SDP reflection survey that they were “always” or “often” providing feedback explicitly connected to learning intentions and success criteria. By June, this increased to **88%**.

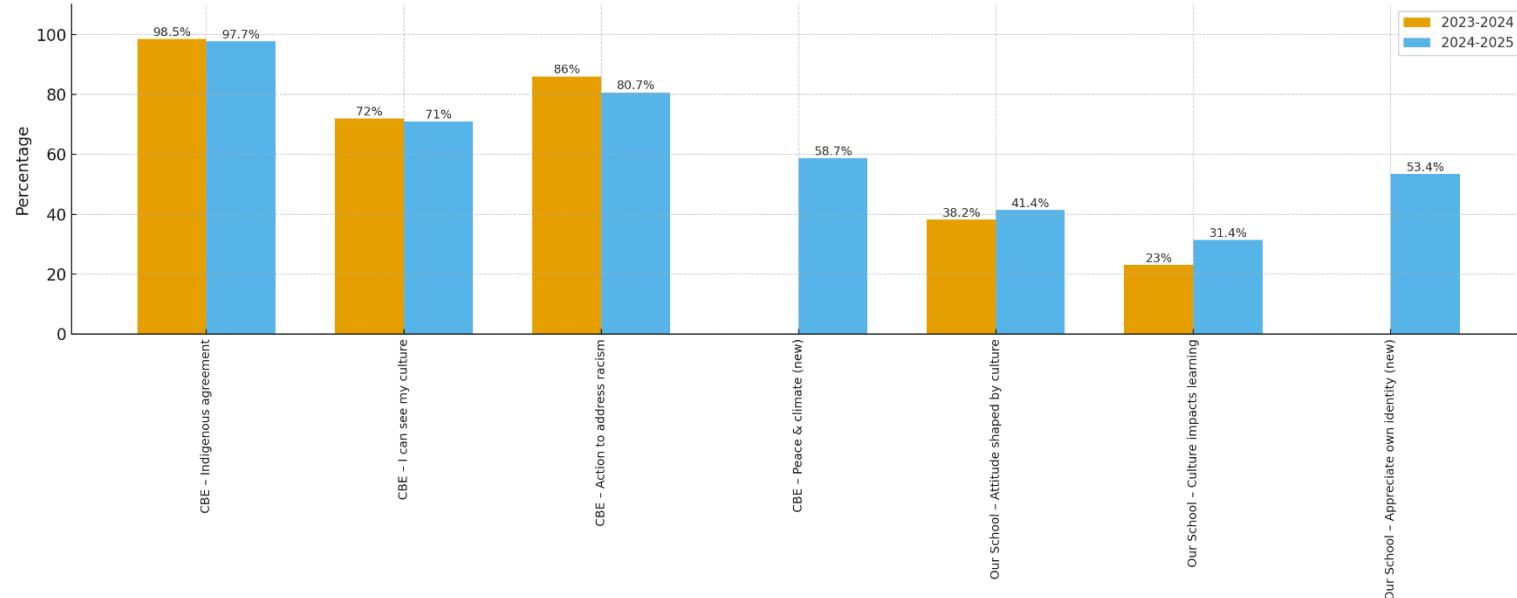
3. Student Belonging and Well-Being Strengthened

Side-by-Side Comparison of Connectedness / Belonging Indicators



Diversity & Inclusion Indicators — Year-Over-Year Growth

CBE Student Survey & Our School (2023-2024 → 2024-2025)



"I feel accepted at school" and "I feel like I belong" both improved. Indigenous belonging data remained very strong (**98% positive**), supported through school-wide implementation of the *Seven Sacred Teachings* and collaboration with *Elder Hal*. One area of decline emerged from the CBE Student Survey: the indicator "*I can talk about how I feel*" dropped by **10**

percentage points, suggesting a need to reinforce emotional expression and self-advocacy. Overall, the data suggests that students are feeling more accepted, welcomed, and connected, but less confident expressing their feelings.

SDP Summary

School-wide data shows continued improvement in written communication, with the percentage of students achieving at or above grade level increasing from 56.3% to 63.0% and strong teacher uptake of Learning Intentions and Success Criteria practices. Teacher feedback further indicates that students are increasingly using criteria independently to revise and monitor their writing. At the same time, well-being and inclusion data highlight the need to strengthen students' ability to express emotions and see their identities reflected in learning. These findings collectively show that clarity, assessment for learning, and intentional writing structures are positively impacting student achievement while also revealing areas requiring deeper instructional focus.

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

Fall 2025 Required Alberta Education and Childcare Assurance Measures – Overall Summary

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	84.4	91.0	90.7	83.9	83.7	84.4	Intermediate	Declined	Issue
	Citizenship	90.2	88.3	90.0	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	94.3	98.0	95.3	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.8	93.3	94.2	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	73.2	80.3	79.8	80.1	79.9	80.7	Very Low	Declined	Concern
Governance	Parental Involvement	80.3	88.2	83.7	80.0	79.5	79.1	High	Maintained	Good