


**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

Senator Patrick Burns 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.

SPB Goal One: Student achievement in reading will improve

SPB Outcome One: Student achievement in reading English Language Arts and Spanish Language Arts will improve through disciplinary literacy.

Celebrations

- Literacy intervention has become a daily occurrence for all students in all our classes. Intervention is based on screening data and tailored for the need of individual students. Reading fluency scores increased 30% in grade 6, 4% in grade 7 and 26% in grade 8.
- Through targeted professional learning sessions, we have established a school wide understanding that “every teacher is a teacher of literacy”, regardless of what subject they teach and that text understanding and vocabulary work is essential for every class.
- Spanish Language Arts reading comprehension (DELE Benchmarking Results) have improved for grades 6, 7 and 8, with the percentage of students below grade level decreasing by 17.8% in grade 6, a 4.6% in grade 7 and a 13.2% in grade 8.
- Wellbeing: OurSCHOOL survey results on the category of “Students who feel safe at school and while traveling to and from school” has improved by 12% overall since September 2023 indicating progress around introduced student safety measures.

Areas for Growth

- The percentage of students at risk in Grades 6 and 7 increased by 3% and 7% accordingly. Our next goal is to translate improvement in reading comprehension into improved results in all "Reads to explore, construct, and extend understanding" in ELA across the school and all grades. This will need to be a focus of our work moving forward.
- Continued professional learning sessions will need to continue to deepen the understanding of what it means that all teachers are teachers of literacy across all subjects.
- For Spanish, our objective is to enhance reading achievement across all grade levels. Another area for growth is to better align our practices with our bilingual feeder schools and high school, to ensure greater consistency in instructional practices.
- Wellbeing: Identify more of the underlying reasons why students feel unsafe at school and while traveling to and from school by gathering and analysing more data related to student safety.

Next Steps

- Continued focused literacy intervention during English language arts classes, every day.
- Continued professional learning sessions around literacy intervention with CBE specialist to support our work.
- We will maintain the dedicated SLA teacher model and continue applying focused reading and vocabulary strategies to enhance reading comprehension.
- Close cooperation with our Spanish Bilingual feeder schools and our high school partners to align Spanish teaching in all Spanish bilingual schools.
- Safety: “*You said* → *We did*” posters and slides on screens in hallways to address one area of concern every couple of weeks and what is being done about it.

Our Data Story:

Learning Excellence

Over the two years, our school has prioritized reading, and the following results will guide our direction and focus for the upcoming year. The literacy data, which includes ELA and SLA report cards from June 2024-2025, Grade 6 and 9 PAT results, and grade-level benchmarking screeners, will help us identify key areas to concentrate on in our reading targets.

English Language Arts:

Although the percentage of students receiving a 1 on the report card stem "Reads to explore, construct, and extend understanding," is low, our internal literacy screening data, indicates that we need to continue to focus on improving reading skills across all grade levels. Reading (decoding) and comprehension will continue to be an area of development at SPB this school year.

ORF / Dibels Results 2024-25

	Grade 6		Grade 7		Grade 8		Grade 9	
	Sept 2024	June 2025	Sept 2024	June 2025	Sept 2024	June 2025	Sept 2024	June 2025
Negligible risk	27%	42%	32%	34%	26%	39%	54%	52%
Minimal risk	31%	21%	31%	28%	26%	33%	23%	38%
Some risk	25%	17%	19%	13%	15%	12%	6%	5%
At risk	17%	20%	18%	25%	33%	16%	17%	5%

"Reads to explore, construct, and extend understanding" Report Card Stem

	1		2		3		4	
	2023 - 24	2024 - 25	2023 - 24	2024 - 25	2023 - 24	2024 - 25	2023 - 24	2024 - 25
Grade 6	0%	1.3%	15.5%	25.3%	53.4%	49.3%	31.1%	24%
Grade 7	0.6%	0%	11.5%	19.1%	41.8%	49.7%	46.1%	31.2%
Grade 8	0.5%	1.3%	13.2%	14.1%	51.9%	51.9%	34.4%	32.7%
Grade 9	0%	0%	21.7%	19.8%	51.1%	46.1%	27.2%	34.1%

Spanish Language Arts (DELE Benchmarking Results): Percentage of Students Below Grade Level

2023-24	2024-25
Grade 6 - 44%	Grade 6 – 26.2%
Grade 7 - 20%	Grade 7 – 15.4%
Grade 8 - 35%	Grade 8 – 21.8%
Grade 9 - 30%	Grade 9 – 35.7%

Well-Being

Student perception data is gathered through various surveys conducted throughout the school year, capturing their voices and providing valuable insights into their experiences within the learning environment. By comparing the Fall 2024 and Spring 2025 OurSCHOOL well-being data, we can identify our next steps.

In particular, the OurSCHOOL survey results on the category of “Students who feel safe at school and while traveling to and from school” suggest that prioritizing academic achievement will enhance students’ comfort and ease at school, ultimately improving their sense of safety and belonging.

Survey Questions	Percentage of agreement level – Fall 2023		
	Overall	EAL	Students who self-identify as Indigenous
Students who feel safe at school as well as going to and from school	51%	47%	42%

Survey Questions	Percentage of agreement level – Fall 2024			Percentage of agreement level – Fall 2025		
	Overall	EAL	Students who self-identify as Indigenous	Overall	EAL	Students who self-identify as Indigenous
Students who feel safe at school as well as going to and from school	57%	68%	28%	63%	74%	48%

Truth & Reconciliation, Diversity, and Inclusion

Our school population is diverse, and analyzing the student survey data shows that “feeling safe” in school and while traveling to and from school is a concern for many students. Some groups report lower levels of agreement on this measure, while others show inconsistent patterns. This highlights the importance of fostering trust, confidence, and a sense of belonging in learning to strengthen students’ feelings of safety.

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

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

School: 9640 Senator Patrick Burns School

Assurance Domain	Measure	Senator P. Burns 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	80.7	82.0	81.3	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	75.1	72.5	72.2	79.8	79.4	80.4	Intermediate	Maintained	Acceptable
	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	62.8	76.9	76.6	62.5	62.5	62.6	Low	Declined Significantly	Concern
	PAT9: Excellence	12.0	18.6	18.7	15.6	15.4	15.5	Low	Declined	Issue
	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	79.0	80.2	81.0	87.7	87.6	88.2	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.1	79.7	79.2	84.4	84.0	84.9	Low	Maintained	Issue
	Access to Supports and Services	71.0	75.5	73.3	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	77.8	84.2	78.5	80.0	79.5	79.1	Intermediate	Maintained	Acceptable