

**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

Sir Wilfrid Laurier School

819 32 St SE, Calgary, AB T2A 0Y9 t | 403-777-7370 f | 587-933-9898 e | sirwilfridlaurier@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 literacy and mathematics will improve.

Outcome One: Student achievement will improve in reading and mathematics through intentional design of collaborative learning environments.

Outcome Two: Students will build trusting relationships within the school community through increased opportunities to collaborate.

Celebrations

- In the 2024-25 school year Sir Wilfrid Laurier School saw significant improvement in students' sense of belonging and overall well-being with 84% of students reporting that they feel welcome at school (up from 62% in the prior year)
- Students reported significant increases in areas such as student care and respect for one another. (an increase from 34% to 51%)
- Students report significant increases in opportunities to read, write and talk with classmates (from 34% to 82%)
- In mathematics students indicate that they are more likely to share their ideas and ask questions (from 65% to 73%)
- Academic achievement was noted through report card indicators in cohort grade groups. For example, students who moved from grade 6 to grade 7 demonstrated a decrease in the percent of students receiving a "2" (Basic) indicator in the number strand in mathematics. (18.5% in grade 6 to 11.7% in the same group in grade 7)

Areas for Growth

- Increase the number of students who report that they see their culture reflected at school (this number has stayed static at approximately 64% over 2 years).
- Implement year over year tracking for reading and numeracy skills to ensure that students are demonstrating growth

Next Steps

- Implement daily number talks into mathematics classrooms in all grades
- Humanities classrooms will provide regular opportunities for Socratic seminars at least once a month to provide students with opportunities to discuss texts and ideas before, during and after reading

Our Data Story:

Sir Wilfrid Laurier's 2024-2025 School Development Plan had broad goals to improve literacy and numeracy as well as students' perceptions regarding opportunities to connect with classmates in their learning. Through data analysis and teacher observations the school noted that many students were working in isolation and had limited comfort when asked to share their ideas and when talking about their learning. Student perception data demonstrated that students didn't feel as though they had opportunities to speak with classmates about their learning and to share their ideas. To address these observations school staff implemented talk moves in mathematics classes and utilized [Socratic Seminars](#) (Davenport, 2016) during literacy activities. Teachers collaborated in subject and grade teams to design common tasks and assessment rubrics to increase the frequency of these activities in all grades. Through this work the school saw significant increases in student perceptions regarding their opportunities to interact with classmates and to share their ideas in both mathematics and literacy. (Figure 1)

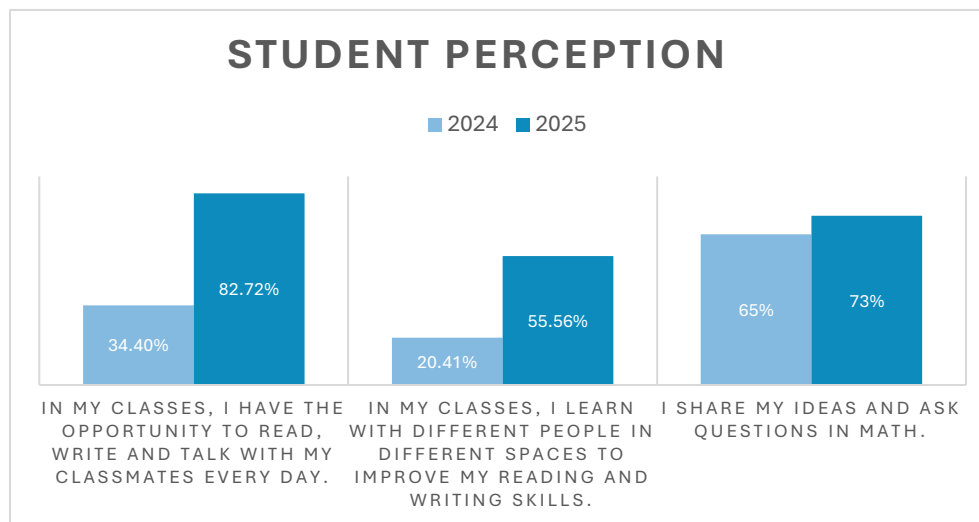


Figure 1

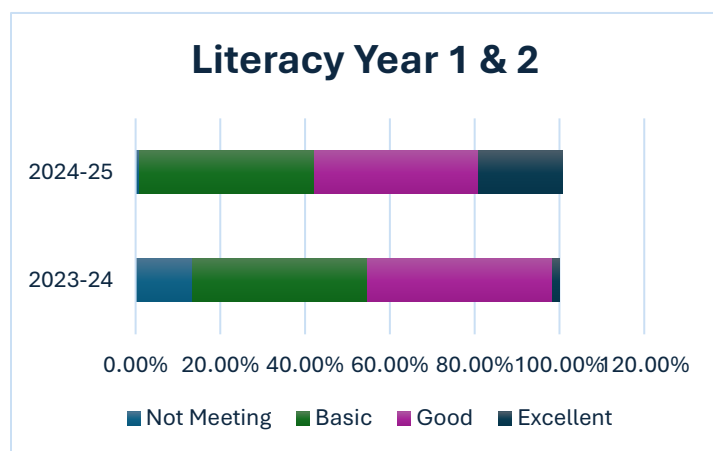


Figure 2

By the end of the year, the school noted measurable growth in student achievement through the analysis of report card stems. For example, the percentage of students receiving an indicator of “1” (Not Meeting) in the literacy stem “Reads to explore, construct and extend understanding” decreased from 13.4% in grade 6 to only 1% the following year. Figure 2 demonstrates the overall shift in student achievement for students in Grade 6 (2023-24) against the same cohort's achievement in the following year in grade 7.

In mathematics report card data demonstrated improvement in students' overall achievement in the “Number” stem. Generally, the school saw an increase in the percentage of students who achieved “3” (Good) and “4” (Excellent) indicators on their final report cards. While the total percentage of students receiving “3” and “4” indicators increased, there was a decline in the

percentage of students who received a “4” (Excellent) in the number strand (see Figure 3). Thus, the data in mathematics is less indicative of consistent improvement. Similar results are noted in each of the grades which has resulted in a shift in strategy for mathematics.

Insights and Next Steps

While continuous improvement is evident, there is indication that the school can improve outcomes for students in mathematics. Talk Moves were generally modelled by the teacher with few students engaging in the practice themselves. As a result, the school will focus on opportunities for students to share their thinking through daily Number Talks in all grades. The practice of Number Talks aims to improve students’ ability to explain their thinking and justify their reasoning when completing mental math tasks. Through a daily practice, teachers aim to improve students’ computational abilities and continue to support their confidence when working with numbers.

In literacy the school will continue the practice of Socratic Seminars to continue to provide students with opportunities to discuss their ideas and construct meaning to extend their understanding. The practice was well-received by staff and students and yielded improvements with opportunities for continuous growth in literacy.

Through these practices the school aims to continue to improve students’ sense of belonging and overall well-being by supporting students to continue to develop connections to one another. When engaging with one another in these ways students continue to develop empathy, and a better sense for who their classmates are. By further developing students’ communication skills we aim to improve the number of trusted relationships they build while learning.

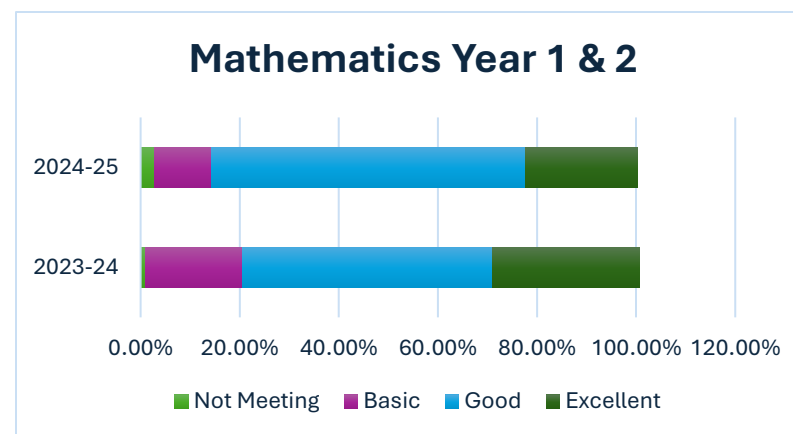


Figure 3

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	Sir Wilfrid Laurier 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	88.8	85.9	89.3	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	74.0	64.4	73.7	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	81.8	73.4	73.8	62.5	62.5	62.6	High	Improved	Good
	PAT9: Excellence	17.9	17.4	17.4	15.6	15.4	15.5	Intermediate	Maintained	Acceptable
	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	89.4	85.4	89.0	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.0	69.7	77.3	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	85.9	83.2	86.9	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	88.8	71.2	79.0	80.0	79.5	79.1	Very High	Improved	Excellent