



## Belfast School

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## School Improvement Results Reporting | For the 2024-25 School Year

### 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

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: Students' achievement in literacy will improve.

Outcome One: Students' writing will improve through responsive, actionable feedback from teachers.

#### Celebrations

- Less students in Grades 1-3 are requiring additional supports in June than in January
- More students are achieving an Indicator 4 (Excellent) in writing
- Less students are receiving an Indicator 1 (Not Meeting) in writing
- 94.7% of Belfast students met the Acceptable Standard on the Provincial Achievement Test (PAT) for ELAL
- Teacher engagement in the writing PLC and reflection on the Teacher Self-Assessment Tool demonstrate growth
- 29% of EAL students showed growth in writing by moving up a proficiency level during the school year

#### Areas for Growth

Move students out of "Requiring Additional Supports" on the LeNS and CC3

- Continue to increase the number of students receiving Excellence on the writing component of the PAT
- Improved alignment between reading and writing scores

#### Next Steps

- Explicit focus on developing EAL student writing through intentional task design and other high-impact language strategies
- Lean on the PLC group to share understanding with colleagues about sentence structure (lowest-performing area on PAT exam)
- Access writing professional learning beyond the school
- Individualized tracking for each students' intervention
- Ensure every student has a goal for writing

## Our Data Story:

For the 2024-2025 school year, our goal was student achievement in literacy will improve. The desired outcome was students' writing will improve through responsive, actionable feedback from teachers.

Our outcome measures were:

- CC3 and LeNS data
- Report card data: reading and writing
- EAL Benchmarks Analytics Writing Strand

What we expected to see:

- Students move out of the “Requiring Additional Support” category on the CC3 and LeNS
- Improvement in report card data in June, 2025 compared to June, 2024
- More students would achieve excellence in writing on the report card
- Excellence in reading and writing would become more closely aligned
- EAL Benchmarks would reflect improvement on the writing strand
- Teacher perception data would indicate a higher percentage of teachers excelling in the Assessment & Reporting Teacher Self-Assessment Tool

The data:

### 1. CC3 and LeNS

	Sep 2024	Jan 2024	May 2025	Sep 2025
<b>LeNS (grades 1, 2)</b>	19%	29%	26%	14%
<b>CC3 (grades 2,3)</b>	16%	20%	17%	20%

### 2. Report Card Data

		June, 2024	January, 2024	June, 2025
<b>Reading</b>	<b>Indicator 1</b>	6%	6%	4%

	<b>Indicator 2</b>	22%	19%	12%
	<b>Indicator 3</b>	40%	40%	38%
	<b>Indicator 4</b>	21%	21%	30%
<b>Writing</b>	<b>Indicator 1</b>	9%	10%	7%
	<b>Indicator 2</b>	29%	33%	29%
	<b>Indicator 3</b>	38%	31%	32%
	<b>Indicator 4</b>	10%	9%	12%

### 3. EAL Benchmarks Analytics Writing Strand

<b>Percentage of Students who Improved in Writing from E1 to Y1</b>	29%
<b>Percentage of EAL Students with an EAL Indicator on the Report Card (June, 2025)</b>	33%

### 4. Teacher Perception Data 2024-2025

Percentage of teachers who reflect that they are proficient or excelling at [Learning Goals on the Teacher Self-Assessment Tool](#):

<b>October, 2024</b>	<b>March, 2025</b>	<b>May, 2025</b>
58%	67%	90%

Percentage of teachers who reflect that they are proficient or excelling at [Actionable Feedback on the Teacher Self-Assessment Tool](#):

<b>October, 2024</b>	<b>March, 2025</b>	<b>May, 2025</b>
58%	75%	100%

Percentage of teachers who reflect that they are proficient or excelling at Formative Assessment [on the Teacher Self-Assessment Tool](#):

<b>October, 2024</b>	<b>March, 2025</b>	<b>May, 2025</b>
83%	100%	90%

What the data tells us:

- We are experiencing a decrease in students requiring additional support in reading (LeNS & CC3); however, this decrease is minimal (3%)
- Although excellence in writing improved from January to June, the discrepancy between reading and writing excellence has increased
- Fewer students received a 1 (Not Meeting Grade Level Expectations) in both reading and writing
- Almost a third of EAL students moved up an entire indicator over the course of the school year
- Roughly six times as many students achieved excellence in reading than in writing on the PATs
- Teacher perception data demonstrated an improvement in teachers who believe they are proficient or excelling in providing learning goals, actionable feedback, and formative assessment

What worked:

- Push-in teacher intervention within grade teams
- Professional Learning Community (PLC) group with explicit writing focus
- Daily Heggerty and UFLI explicit teaching for reading

Gaps:

- We are not yet meeting our goal of increasing writing excellence
- Better documentation and tracking are needed during push-in intervention
- More time needed for team calibration

Overall, the data shows why we have a three year goal: we have started significant professional learning in writing, we have made gains with student intervention, and we have structures and processes in place to continue to move the work forward. We will continue to focus on improving student achievement in literacy.

Goal Two: Students' and staff's experience of feeling safe and welcome at school will improve.

Outcome One: Students' and staff's sense of belonging at school will improve.

#### Celebrations

- Our "Sense of Belonging" improved in every area examined
- For the second year in a row, 100% of parents on the AEAM Survey "Agree or strongly agree their child's school is a welcoming place to be"
- Many clubs and school activities are available to students and students have a high level of engagement

#### Areas for Growth

- Although the parent data has improved, both students and teachers indicate less engagement with learning at school (teachers: 92.5%, down from 100% in 2024; students: 52.7%, down from 61.7% in 2024)
- Overall, less teachers, parents, and students felt that the "learning environments are welcoming, caring, safe, respectful, and safe" (85.2% agreed, down from 90.4% in 2024)
- Students' feelings of safety and their experience of positive friendships do not align with feelings of belonging

#### Next Steps

- What we are doing to foster inclusion, belonging and a sense of welcome is working – we need to continue these actions
- Increased focus on safety and fostering positive friendships is warranted
- A focus on engagement in learning to bolster belonging is warranted

## Our Data Story:

For the 2024-2025 school year, our goal was students' and staff's experience of feeling safe and welcome at school will improve. The desired outcome was students' and staff's sense of belonging at school will improve.

Our outcome measures were:

- AEAMs Survey: "I feel like I belong" & "I feel welcome"
- Our School Survey: "I feel included at school" & "I feel welcome at school"
- Our School Survey, Sense of Belonging Summary
- Our School Survey: "Do you feel like you belong at Belfast School? What activities and opportunities do the school provide that help you feel like you belong?"

What we expected to see:

- An increase of students who feel like they belong, are included, and feel welcome at school
- Students that can express how the school helps them to feel belonging
- Strong participation in clubs and extra-curricular activities

## The Data

		2024	2025
<b>Alberta Education Assurance Survey February Survey</b>	(Parent) School is welcoming	100%	100
	"I feel like I belong"	74%	81%
	"I feel welcome"	78%	79%
	"My child's school is a welcoming place to be"	100%	100%
<b>Our School Survey Spring Student Survey</b>	"I feel included"	73%	77%
	"I feel like I belong"	66%	74%
	Sense of Belonging	76%	82%
<b>Local School Data</b>	Number of clubs available	11	
	Participation numbers	201	

- 90% of teachers strongly agree or agree with the statement: "This year, I design and implement activities that foster a sense of belonging and engagement within the school community (outside of my classroom)." (Up from 75% in fall, 2024, Teacher Perception Survey)

- Our School Survey, October 2025:

	<b>Boys</b>	<b>Girls</b>	<b>Average</b>
<b>Grade 4 Positive Friendships</b>	88%	33%	59%
<b>Grade 4 Belonging</b>	100%	78%	88%
<b>Grade 4 Safety</b>	86%	67%	75
<b>Grade 5 Positive Friendships</b>	82%	86%	85%
<b>Grade 5 Belonging</b>	75%	86%	78%
<b>Grade 5 Safety</b>	67%	86%	74
<b>Grade 6 Positive Friendships</b>	70%	91%	77%
<b>Grade 6 Belonging</b>	60%	73%	64%
<b>Grade 6 Safety</b>	80%	100	86

#### Key Insights

- Our Sense of Belonging improved in every area examined
- Many clubs and school activities are available to students and students have a high level of engagement in them
- We looked closely into the Positive Relationships and Safety outcomes as we felt that they strongly related to belonging and yet, demonstrated some weaker data sets

#### What worked:

- Introducing new clubs, Communities, school-wide events
- Intentionally planning community-building events
- Student relationship-mapping to ensure all students have someone connected to them

#### Gaps:

- Sense of Belonging and Positive Relationships for Grade 6 boys is lagging
- Positive Friendships for Grade 4 girls is very low
- Engagement in learning has continued to decrease



As our spring belonging data was very strong, we conducted and examined the results of the Our School Survey in October 2025 in order to uncover insights that may lead us to evolve our belonging goal for year two. We looked closely into the Positive Relationships and Safety outcomes as we felt that they strongly related to belonging and yet, demonstrated some weaker data sets. Overall, we have made strong gains in improving a sense of belonging at Belfast, yet there are key areas we need to shift our focus to.

## 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	Belfast 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	<a href="#">Student Learning Engagement</a>	80.4	85.0	86.7	83.9	83.7	84.4	Very Low	Declined	Concern
	<a href="#">Citizenship</a>	82.9	87.6	87.6	79.8	79.4	80.4	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	92.9	92.1	91.9	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	85.2	90.4	89.5	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	<a href="#">Access to Supports and Services</a>	77.8	80.9	83.7	80.1	79.9	80.7	Low	Declined	Issue
Governance	<a href="#">Parental Involvement</a>	89.0	91.5	88.4	80.0	79.5	79.1	Very High	Maintained	Excellent