


**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

**Woodman School**

8706 Elbow Dr. SW, Calgary, AB T2V 1L2 t | 403-777-7490 f | 403-777-7499 e | woodman@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:** Student achievement in literacy will improve.

**Outcome:** Through the intentional design of the learning environment, students will improve in well-being, speaking and reading across disciplines

### **Celebrations**

- Teachers identify the vital role of vocabulary development in literacy achievement across subject areas; they see value in utilising Professional Learning Communities (PLCs) and Professional Learning Days to develop pedagogy for vocabulary acquisition.
- Noteworthy results in Grade 6 Provincial Achievement Tests across subject areas with (100% Acceptable/25% Excellent in English Language Arts (similar results in Social Studies and Mathematics)
- Students identify how the language arts they are learning at school is useful to them (Education Assurance Model, Feb. 2025, 85.8%).
- Overall perception results that students model the characteristics of active citizenship is high, with teacher and student stakeholder groups indicating the highest results since 2022.
- A high percentage of parents, teachers and students indicate that the school has improved or stayed the same over the last three years.

### **Areas for Growth**

- Continue to build teacher capacity in understanding grade level instruction and achievement of reading in English and French across subject areas.
- Increase PAT levels of Excellence in Gr. 9 Science (select cohorts) Social Studies, English Language Arts (Reading) and French Language Arts (Reading)
- Improve student perceptions related to inclusive classroom practices that allow them to be known, and connect to culturally responsive texts and other learning resources.

### **Next Steps**

- Design common vocabulary/reading tasks and assessment standards, resulting in greater congruence between various data points (report cards, Provincial Achievement Tests).
- Share and monitor diagnostic and achievement data between Bilingual Humanities and Science/Math teachers, through Collaborative Response and PLC tracking sheets (focus on Below Grade Level readers and English Language Learners).

- Implement three cycles of pre/post student surveys (November, February, June) in all Physical Education/Health classes, with the goal to improve results in the Diversity and Inclusion dimension of School Results.
- Monitor absenteeism rates within vulnerable student populations and establish early intervention between home and school.

## **Our Data Story**

Woodman School's 2024-2025 School Development Plan had continued goals of strengthening literacy levels in English and French across subject areas. We welcomed a high number of English Language Learners with Language Proficiency Levels 1 and 2, as an overflow school for Elboya and Rideau Park Schools. To accommodate rapid growth and an increasing diverse student body, re-structuring and strategic instructional planning occurred. The goal was to provide intensive English language supports in sheltered classes, strengthen the use and effectiveness of accommodations for students with learning exceptionalities, and work towards closing historical literacy gaps that had been identified and were being tracked from 2-3 years ago. Simultaneously, we were seeking to respond to student perceptions around students' treatment of each other (levels of respect, following the rules), and to what degree students felt that their culture was recognized and celebrated within the school environment.

There are encouraging Alberta Education Assurance Model results in student beliefs about the high expectations that their teachers hold for them, and the importance of the work students are undertaking. All stakeholders (parents, teachers, students) express high levels of satisfaction with the broad offerings of various programs of study (including Music, Drama, Art, Languages, and Career Technology Foundation) and extra curricular offerings. Results indicating that the school has improved or remained the same over the last three years are the highest documented since 2022.

In 2024-2025 significant professional efforts were directed towards utilizing diagnostic screeners, tracking achievement over time, and building common literacy and assessment practices within a specific subject area. This was a priority because of shifting student demographics/complexities, as well as numerous teachers being new to their assignment of program, grade, or subject area.

Through triangulation of diagnostic and achievement results (some of which had disparate results) continued gaps in higher level reading comprehension skills were identified. This validates the need for continued focus and effort on vocabulary development in Year 2 of the Three-Year School Development Plan.

Triangulating the student perception data of system-directed surveys reveals the need to provide the correct background information, set the right time for conducting a survey, and ensure that all students understand and can read the survey is vital to data integrity. In addition to these surveys - to gain a better understanding of student perceptions - teachers intentionally leveraged student voice and leadership to launch a Well Being Team, Wellness Days and Cultural Celebrations. These efforts were born from student analysis of their own survey results, leading them to take action on targeted areas needing improvement. Informal data sources – such as the level of participation in school clubs/athletics and Wellness Day student feedback – suggest more positive school integration and

inclusive practices than standardized survey results. For this reason, customized surveys that are short and specific, will be implemented by Physical Education/Health teachers in 2025-2026 to capture real-time student perceptions in relation to specific lessons and instructional strategies.



## Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 9631 Woodman School

Assurance Domain	Measure	Woodman 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>	84.5	83.3	84.8	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	<a href="#">Citizenship</a>	78.0	77.9	79.6	79.8	79.4	80.4	High	Maintained	Good
	<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>	70.2	80.0	78.4	62.5	62.5	62.6	Intermediate	Declined	Issue
	<a href="#">PAT9: Excellence</a>	19.7	23.2	21.5	15.6	15.4	15.5	High	Maintained	Good
	<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>	87.7	86.8	87.4	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	83.3	83.0	84.8	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	<a href="#">Access to Supports and Services</a>	71.3	81.6	78.0	80.1	79.9	80.7	Very Low	Declined	Concern
Governance	<a href="#">Parental Involvement</a>	78.8	83.1	80.5	80.0	79.5	79.1	High	Maintained	Good