


**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*

**Wilma Hansen 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.

**Goal One:** Well-being and Student achievement in reading will continue to improve across all disciplines through task design that allows multiple entry points and student voice and choice.

**Outcome One:** Reading Achievement will improve.

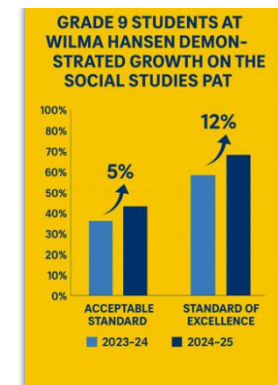
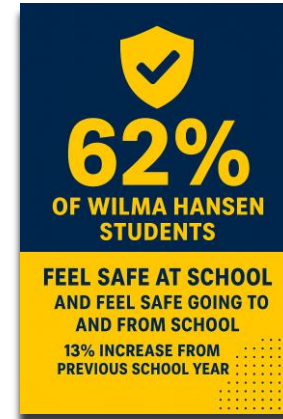
**Outcome Two:** Student connectedness and belonging will increase.

### Celebrations

- Grade 9 students at Wilma Hansen demonstrated growth on the Social Studies PAT, with a 5% increase in the number of students achieving the acceptable standard and a 12% increase in those achieving the standard of excellence.
- Grade 7–9 students demonstrating achievement at a level 3 or 4 in reading and reading comprehension increased by 3% compared to the previous school year.
- 62 % of all Wilma Hansen students report feeling safe at school and when traveling to and from school, representing a 13% increase from the previous school year according to OurSchool survey results.
- 67 % of Wilma Hansen students report feeling included at school, representing a 14% increase from the previous year’s results.

### Areas for Growth

- Focus on improving vocabulary development and reading comprehension for lower-level readers to further strengthen overall student outcomes.
- Decline in education quality amongst grade 7 teachers, students and parents. Specifically, 8 % decline in education quality according to assurance measures survey.
- Enhance student engagement through the implementation of varied instructional strategies and interactive learning opportunities to foster deeper participation and motivation.



## Next Steps

- A more concentrated focus is needed on supporting students currently performing at Level 2 and below, with the goal of raising their achievement to higher indicator levels.
- Enhancing explicit vocabulary instruction, deepening comprehension strategies, and providing responsive supports to ensure all learners continue to thrive in literacy.
- Given the decline in student engagement, our next steps will focus on implementing evidence-based practices to re-energize and support learners. This will include increasing opportunities for student voice and choice, integrating structured collaborative learning, and embedding interactive, high-impact instructional strategies to foster greater participation and improve overall engagement.

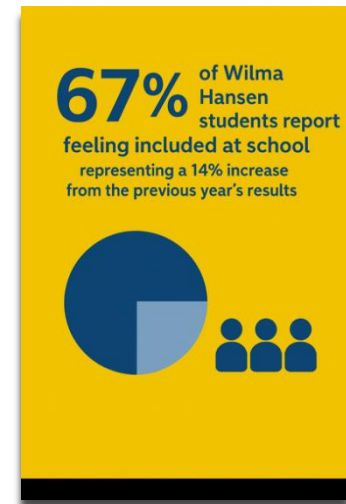


## Our Data Story:

Wilma Hansen’s School Development Plan is grounded in the strong connection between student well-being and academic achievement—specifically, the idea that improved student connectedness and belonging leads to stronger reading and reading-comprehension outcomes. To better understand our progress, we examined a wide range of student survey data, report card results, and PAT information to identify both successes and areas for growth for the 2024–25 school year.

Overall, the data shows a significant improvement in student well-being and connectedness compared to last year. Results from the OurSchool survey indicate notable increases across several social-emotional measures: a 13% increase in students feeling safe at school, a 12% increase in students reporting strong self-regulation skills, a 9% increase in students’ sense of belonging, and an 8% increase in self-esteem. Similarly, the CBE Student Survey reflects a positive trend, with students reporting stronger relationships with their teachers—an increase from 57% in 2023–24 to 72% in 2024–25.

Academic data shows encouraging literacy growth as well. Report card and local assessment results reveal a 3% increase in the number of students achieving at level 3 or 4 in reading and reading comprehension, bringing the total to 53%. Local CORE/Maze assessments further emphasize strong reading-comprehension outcomes: 74% of students maintained their achievement levels, and 24% demonstrated measurable growth. Despite these positive trends, feedback from Grade 7 students, parents, and teachers highlights education quality and student engagement as areas requiring continued attention. Satisfaction with the quality of education declined from 74% last year to 65% this year, and student-engagement results dropped by 8%, with 74% of respondents indicating that students are engaged in their learning.



# 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: 9685 Wilma Hansen School

Assurance Domain	Measure	Wilma Hansen 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>	76.0	85.8	83.2	83.9	83.7	84.4	Very Low	Declined	Concern
	<a href="#">Citizenship</a>	69.7	68.3	61.9	79.8	79.4	80.4	Low	Improved	Acceptable
	<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>	56.0	53.0	51.8	62.5	62.5	62.6	Very Low	Maintained	Concern
	<a href="#">PAT9: Excellence</a>	12.5	7.0	9.5	15.6	15.4	15.5	Low	Maintained	Issue
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
	<a href="#">Education Quality</a>	76.4	81.7	82.0	87.7	87.6	88.2	Very Low	Declined	Concern
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	80.1	76.3	73.2	84.4	84.0	84.9	Low	Improved	Acceptable
	<a href="#">Access to Supports and Services</a>	71.7	82.2	74.8	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	<a href="#">Parental Involvement</a>	81.8	76.5	69.9	80.0	79.5	79.1	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Report Generated: Oct 04, 2025  
Locked with Suppression for Fall 2025

Report Version 1.0  
Data Current as of Sep 15, 2025

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