

**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| 2023-24

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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Goals and outcomes related to the information shared here are outlined in the 2024-25 School Development Plan.

School Improvement Results

CBE's Education Plan for 2021-24 prioritized creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that informed the 2021-24 Education Plan and system actions for improvement across the organization were identified.

- Literacy
- Mathematics
- Well-Being

Wilma Hansen School Goals

- Reading comprehension
- Computational proficiency of Mathematics
- Resilience and Mental Health

Our School Focused on Improving

Literacy

- Reading comprehension across all disciplines.

Numeracy

- Computational proficiency and computational thinking skills in mathematics.

Well-Being

- Resilience and Mental Health.

We chose to focus on these areas as our student data as measured on report cards and on provincial achievement tests (PATs) indicated that gaps in these foundational skills were limiting students' ability to engage in more complex reading and math problems. We also noticed, based on the CBE Student Survey results as well as teacher perceptions, that students are reluctant to take risks and persevere through difficult learning tasks. It was also an area of concern with students indicating that they do not have the strategies to use when feeling "stuck" in a learning task.

What We Measured and Heard

We primarily used report card indicators and PAT results.

Number of students in grade 7-9 who received an indicator of 3 or 4 on the ELA stem: reads to explore showed an decrease from 57% to 52%.

Grade 9 PATs – 71.3% of students achieved an acceptable standard and 16% achieved standard of excellence on ELA Part B

Number of students in grade 7-9 who received an indicator of 3 or 4 on the math stem: develop number sense showed an increase from 43% to 47%.

Grade 9 PATs – 37.5% of students achieved an acceptable standard and 11% achieved standard of excellence on Math Part A. 56.5% of students achieved an acceptable standard and 8% achieved standard of excellence on Math Part B.

Along with improvements on these standardized assessments, we also noticed an improvement in our students' perception on the OurSCHOOL survey maintained consistent at 56% indicate a sense of belonging and a 6% decrease in self-reported anxiety.

On the Alberta Education Assurance Measures, we maintained the percentage of parents that agree that students have access to supports and services at school, and they also indicated that their students were receiving quality education. We showed significant improvement in access to supports and services based on student, parent and teacher perception.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Our report card data for grade 7-9 students over all did show an increase in the number of students achieving a 3 or 4 in Math. There was also an increase in the ELA reading stem for students in grade 7-9, who achieved an indicator of 3 or 4. Our Provincial assessments showed that we are trending in a positive direction. However, when compared to the provincial average we are very low. In addition to student data, teachers and parents were satisfied that their students were receiving quality education at Wilma Hansen.	▪ Student achievement on PATs in ELA have increased ▪ Students' numeracy skills have improved ▪ Students are more confident and more able to identify when they feel they are facing a challenge and state they have strategies to help them move forward. ▪ Parents are more satisfied with the supports and services available at the school. ▪ Students level of anxiety has decreases	▪ Incorporate direct teaching of subject specific vocabulary ▪ Direct teaching of reading comprehension strategies ▪ Provide rigours tasks that allow for student voice with fair and equitable assessment practices. Implement structures to increase Students feeling safe at school ▪ Increase parental involvement

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Spring 2024



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	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	Student Learning Engagement	85.8	88.1	81.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	68.3	57.0	58.6	79.4	80.3	80.9	Low	Improved	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	64.5	54.5	54.5	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	12.9	9.1	9.1	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	53.0	50.6	50.6	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	7.0	12.0	12.0	15.4	15.5	15.5	Very Low	Declined	Concern
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	81.7	87.1	82.1	87.6	88.1	88.6	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.3	71.3	71.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	82.2	75.4	71.1	79.9	80.6	81.1	n/a	Improved Significantly	n/a
Governance	Parental Involvement	76.5	71.3	66.6	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

Note | The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time