



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

Catherine Nichols Gunn 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

2023-2024 School Goals

- Improving student oral language development with a focus on interdisciplinary vocabulary development.
- Facilitating meaningful mathematical discourses, and
- Fostering positive relationships through restorative practices.

Our School Focused on Improving

For the 2023-2024 School Year, we chose to focus on improving meaningful communication through the following actions:

- Improving student oral language development with a focus on interdisciplinary vocabulary development.
- Facilitating meaningful mathematical discourses, and
- Fostering positive relationships through restorative practices.

This decision came as we reviewed data and noticed a consistent need to address student wellbeing. As we reviewed our data, we identified an area of growth within student belonging and positive relationships, as students develop their citizenship and sense of who they are. As a school community, an area of strength for us has been students' sense of belonging. However, in the 2023 Fall OUR School Survey data, we saw a decline in this area. We recognized this an opportunity to improve the well-being of students in the areas of belonging and positive relationships through meaningful communication across disciplines and enhanced within our literacy and numeracy work.

Additionally, teacher perception data in our SDP Planning Fall 2023 Teacher Reflective Pre-Assessment also indicates a low overall agreement that students are demonstrating skills to solve peer conflicts or take the perspectives of others. Teachers identified students' ability to communicate their needs could improve holistically.

What We Measured and Heard

To understand our progress in this work, we used several pieces of data including student and teacher perception data, literacy and numeracy assessments, and data presented within teacher professional learning communities.

OURSchool Student Perception Data

Outcomes	Fall 2023	Spring 2024	Change in Percentage Points
Students with a Positive Sense of Belonging (Elementary- Grades 4 and 5)	62%	66%	+4
Students with a Positive Sense of Belonging (Secondary School- Grade 6)	67%	69%	+2
Students with Positive Peer Relationships (Elementary- Grades 4 and 5)	57%	74%	+17
Students with Positive Peer Relationships (Secondary School- Grade 6)	71%	66%	-5

Teacher SDP Reflection

As part of teaching students about conflict and having students communicate their needs and feelings during conflict, students worked to develop an understanding of the conflict continuum. Teachers of students in grades 3-6 reported that students were better able to identify when they were experiencing conflict, rudeness, aggression/meanness/ or bullying. Teachers in K-6 reported that students were able to articulate what they were feeling and why they were feeling it more frequently, when in conflict with their peers. The significant improvement in student reports of positive peer relationships is reflective of this.

Literacy and Numeracy Assessments

As we developed our SDP for the 2023-2024 school year, we chose to also monitor the following measures, as improvements to meaningful communication would also be reflected in their learning.

LeNS Pre-Test Overall

	Student Identified as At-Risk
Grade 1	59%
Grade 2	51%

In the post-tests for LeNS, only students identified as at-risk were retested. The following chart shows the percentage of students who were retested who moved from at-risk to not-at-risk.

	Percentage of Students who Changed from at-risk to not-at-risk
Grade 1	12%
Grade 2	23%

CC3 Pre-Test At-Risk

	Student Identified as At-Risk		
	Regular Words	Irregular Words	Non Words
Grade 1	50%	57%	54%
Grade 2	49%	43%	45%
Grade 3	39%	30%	55%

In the post-tests for CC3, only students identified as at-risk were retested. While we saw overall improvement for all students. The following chart shows the percentage of students who were retested who moved from at-risk to not-at-risk in each category.

	Percentage of Students who Changed from at-risk to no-at-risk		
	Regular Words	Irregular Words	Non Words
Grade 1	18%	25%	18%
Grade 2	23%	29%	35%
Grade 3	22%	28%	50%

Numeracy – Pre-Test Overall

	Students Identified as At-Risk
Grade 1	62%

Grade 2	56%
Grade 3	14%

In the post-tests for Numeracy, only students identified as at-risk were retested. While we saw overall improvement for all students. The following chart shows the percentage of students who were retested who moved from at-risk to not-at-risk in each category.

	Percentage of Students who Changed from at-risk to not-at-risk
Grade 1	20%
Grade 2	25%
Grade 3	33%

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Student perception data showed improvements in their positive sense of belonging and positive peer relationships for grades 4-5, and improvement in sense of belonging for students in grade 6. LeNS, CC3 and Numeracy Assessment data indicate that there has been a decrease in the percentage of students in the at-risk category at each grade. Grade 6 students reported a decline in the number of positive peer relationships. Parent Involvement in School is in the very low category at 65%.	Significant improvements were noted in improved student peer relationships for grade 4 and 5 students with an increase from 57% to 74%. Teacher Professional Learning Communities intentionally designed learning for improvements in vocabulary and communicating understanding in literacy and mathematics. Improvements to the number of students identified as at-risk are reflective of this intentional work.	Continuing to work on increasing student belonging will be important as our school community grows to include a new community in the 2024-2025 school year. Continue to improve student literacy and numeracy results. Improve parent involvement. Continue to work on opportunities to increase student sense of belonging.

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	Catherine Nichols Gunn 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	85.6	88.0	87.4	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	76.7	74.3	78.6	79.4	80.3	80.9	Intermediate	Maintained	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	n/a	53.1	53.1	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	0.0	0.0	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.4	95.5	92.7	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.8	81.3	83.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	75.9	79.3	78.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	65.1	70.8	71.8	79.5	79.1	78.9	Very Low	Maintained	Concern

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