



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

Guy Weadick 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

Guy Weadick School Goals

- Word Recognition in Reading
- Procedural Fluency in Mathematics
- Student Self-Regulation in Learning

Our School Focused on Improving

Our focus for the 2023-2024 school year included:

- word recognition in reading
- procedural fluency mathematics
- student self-regulation in learning

We chose to focus on these areas as our student data as measured on report cards and on Grade 1-3 provincial assessments (LeNS, CC3 and Numeracy) 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 from our grades 4-6 students, as well as teacher perceptions, that student self-regulation was an area for growth.

What We Measured and Heard

We primarily used the LeNS, CC3 and Numeracy assessments to measure growth in the areas of literacy and mathematics. We noted the following improvements:

LeNS – Changes in not at-risk population

Grade 1	+8.9%
Grade 2	+1.9%

CC3 – Changes in not at risk-population

	Regular Words	Irregular Words	Non Words
Grade 1	+9.3%	+6.98%	+12.6%
Grade 2	+10.9%	+10.9%	+20.0%
Grade 3	+3.51%	+7.12%	+8.8%

Numeracy – Changes in not at-risk population

Grade 1	+9.6%
Grade 2	+12.3%
Grade 3	+15.5%

Along with improvements on these standardized assessments, we examined results from the CBE Student Survey from last year to this year. We saw an increase in the number of grade 5 and 6 students who reported “I am confident that I can learn mathematics.” An increase was also reported in students able to identify strategies to help themselves when they were stressed about school.

Throughout the school, teachers and students from Kindergarten to Grade 6 engaged in specific lessons and utilized read alouds to help students develop and refine self-regulation strategies.

On the Alberta Education Assurance Measures, Guy Weadick School showed either improved results to a very high achievement level or maintained results at a very high achievement level in all areas. There was a significant increase in the percentage of students who agree that students are engaged in their learning at school. In addition, we also noted an increase in the number of parents and students who are satisfied that students model the characteristics of active citizenship.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
- LeNS, CC3 and Numeracy Assessment data indicate there has been a significant decrease in the percentage of students in the at-risk category at each grade - Data collected from the CBE Student Survey and questions posed to students in class points to improvements in students' math skills - Students indicated improvement in confidence levels in engaging in mathematics tasks - Data on the Literacy Framework collected from the CBE Student Survey showed students are still building their confidence in reading, as well as, making connections to books and their ability to contribute to conversations related to what they have read	- Students' decoding skills have improved - Students' numeracy skills have improved - Students are more confident and able to use self-regulation strategies to help them engage in learning tasks - Parents are more satisfied with the level of student engagement at the school	- Improved decoding skills by Incorporating decodable texts into daily literacy practice - Provide targeted literacy intervention for students at all grade levels - Improved parental involvement in school through increased attendance at Student Learning Conferences

- Parents have reported that they agree that learning environments at the school are welcoming, caring, respectful and safe

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	Guy Weadick 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	89.7	85.8	84.2	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	85.1	79.8	77.2	79.4	80.3	80.9	Very High	Improved	Excellent
	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	52.6	52.6	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	2.6	2.6	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	92.7	93.1	90.8	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	89.0	86.6	84.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	82.1	82.0	80.0	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	83.1	78.4	71.3	79.5	79.1	78.9	Very High	Improved	Excellent

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