

**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

F.E. Osborne 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: Student academic achievement in Literacy will improve.

Outcome One: Student achievement in reading comprehension will improve through equitable and culturally responsive teaching pedagogies.

Celebrations

- Grade 6 and 9 students, on average scored higher on the Provincial Achievement English Language Arts Test in "Reading" (See *Figure 1*).
 - Grade 9 PAT Reading score **36.5** of a possible 55 (provincial average 34.1). Students scored **2.4** higher than the Provincial average
 - Grade 6 PAT Reading score **38.7** of a possible 50 (Provincial average of 31.3). FEO Students scored **7.4** higher than the Provincial average.
- Students achieving 2, 3 or 4 in ELA Reading increased over the previous year.
- CBE Student Survey reports students having the opportunity to read everyday has increased **7%** this year to **90% overall** from 83% overall in 2023-2024.

Areas for Growth

- **Report card data shows year-over-year improvement** in the ELA – Reading outcome.
 - Achievement of the **"4"** indicator:
 - **3.2% below** Area 1 average.
 - Just under **1% below** the CBE average.
- **English as an Additional Language (EAL)** learners:
 - Achieving **indicator "2"** above Area 1 and CBE averages.
 - **Below average** in all other indicators.
 - **Focus on differentiated instruction and targeted interventions** for EAL learners and students not meeting higher achievement indicators.
- **Monitor and analyze report card data** to track year-over-year improvement and adjust strategies accordingly.

Next Steps

- 6 week reading assessment cycles for all students with a locally developed tool that is based on the Reading Decision Tree to track incremental student progress and a standard set of reading engagement questions.
- Expand opportunities for students to exercise voice and choice in literature selection by incorporating texts that reflect diverse identities, interests, and perspectives. This approach promotes engagement, ownership of learning, and deeper connections between students and the curriculum.
- Enhance the Learning Commons collection of literature to ensure representation and perspectives.

Our Data Story:

F.E. Osborne's 2024–2025 School Development Plan focused on improving student achievement in literacy, with a specific emphasis on enhancing reading comprehension through equitable and culturally responsive teaching practices. To enhance literacy development across all subject areas, the school adopted a structured, evidence-informed approach grounded in the Calgary Board of Education's Literacy Framework. Instructional planning was guided by the reading assessment decision tree, ensuring that next steps were responsive to individual student needs. A range of tools was employed to strengthen the reciprocal relationship between reading and writing, fostering integrated skill development. Tasks were intentionally designed to promote reading comprehension and to provide multiple entry points for engagement, enabling students to explore texts across disciplines. Furthermore, low-floor, high-ceiling tasks were incorporated to ensure accessibility while offering opportunities for deeper cognitive challenge, thereby supporting the diverse learning needs of all students.

Teachers collaborated within professional learning communities and team planning sessions to design and refine reading activities that explicitly embedded social-emotional learning and self-regulation. Grounded in both the Calgary Board of Education's Literacy Framework and Well-Being Framework, this work emphasized modeling persistence, reflection, and emotional awareness—the same metacognitive skills students require to monitor and adjust their reading strategies. These tasks were intentionally designed not only to strengthen comprehension but also to foster a sense of belonging within the school community, ensuring that literacy learning supported both academic growth and overall student well-being.

By the end of the year, measurable growth was evident across all grades.

- Grade 6 and 9 students, on average scored higher on the Provincial Achievement English Language Arts Test in "Reading" (See *Figure 1*).
 - Grade 9 PAT Reading score **36.5** of a possible 55 (provincial average 34.1). Students scored **2.4** higher than the Provincial average
 - Grade 6 PAT Reading score **38.7** of a possible 50 (Provincial average of 31.3). FEO Students scored **7.4** higher than the Provincial average.



Figure 1 - PAT Results June 2024-2025

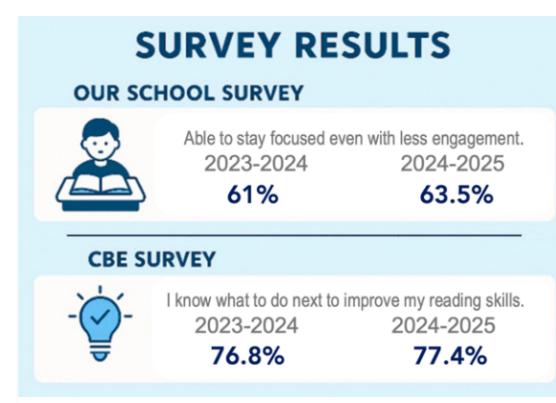


Figure 2 - Survey Results

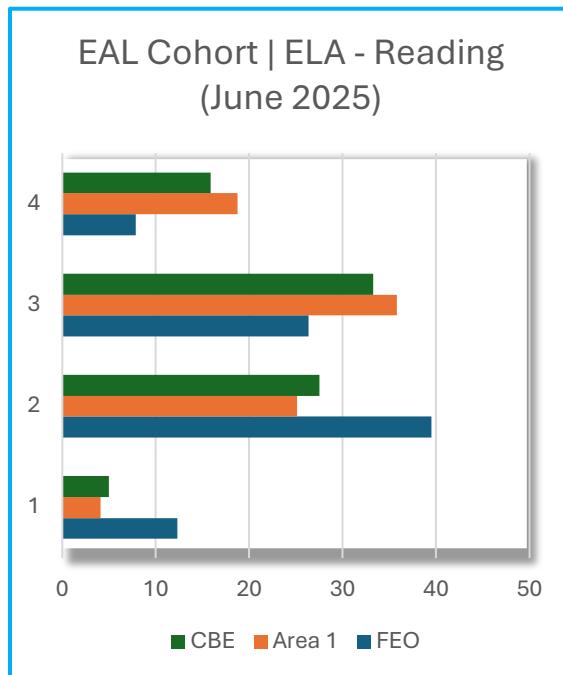


Figure 3 - ELA Reading Outcomes

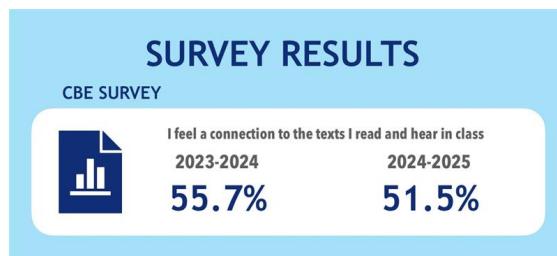


Figure 4 - CBE Survey Results 2025-2025

and include an increase of student voice. By intentionally pairing explicit skill instruction with opportunities for choice, curiosity, and engagement, teachers will support students in improving their academic achievement in literacy but also their connection to their learning through meaningful text.

- Students achieving 2, 3 or 4 in ELA Reading increased over the previous year.

Improved self-regulation is closely linked to literacy growth. As students strengthen their ability to manage focus and emotions, they become more confident in identifying strategies to enhance their reading skills. This is reflected in the CBE Student Survey, which rose from 76.8% to 77.4%. Similarly, the OurSCHOOL Survey shows a notable increase in students' ability to stay on task, climbing from 61% to 63.5%, reinforcing the connection between self-regulation and successful literacy learning (See *figure 2*).

Insights & Next Steps

While continued progress is evident, there are several areas for growth that need to be addressed in supporting literacy at the school. While the report card data shows a year over year improvement in the ELA – Reading outcome, we are achieving the “4” indicator 3.2% below Area 1 average and just under 1% below the CBE average. Our English as an Additional Language (EAL) learners are achieving indicator “2” above area 1 and CBE average while remaining below in all other indicators (See *figure 3*).

Survey data also suggests that students are not feeling connected to the literature that they are reading. In the CBE Student survey, 51.5% of students state that they feel a connection to the texts they read and hear in class decreasing 4.2% from the previous year (See *figure 4*). “When students see themselves in the curriculum, they feel that they belong and are valuable members of society, which improves their performance” (Gay, 2024).

Together, these results suggest that while progress is being made regarding student achievement in literacy, students also need rich opportunities to explore literature that resonates with their identity. As we move forward, F.E Osborne will continue to strengthen the connection between literacy and a sense of belonging and connectedness. We will continue to lean into the CBE’s Literacy Framework to underpin the work while re-examining the texts that are thoughtfully selected for study

Goal Two: Students will have an increased sense of belongings at school.

Outcome One: Students will build trusting relationships within the school community (peer-peer, staff-student, student-community).

Outcome Two: Students sense of feeling connected to the school, inside and outside of the classroom, will improve (i.e. Intramurals, Clubs, Teams, Fine Arts, Activities, e-Sports, ect.).

Celebrations

- **Prioritized student well-being and belonging** as foundational to learning and engagement.
- **Created an inclusive environment** where every student feels valued, respected, and connected.
- **Used low-floor, high-ceiling tasks** to ensure accessibility while encouraging deeper engagement for all learners.
- **Supported diverse social and emotional needs** through intentional planning and multiple entry points for participation.
- In the OurSchool Survey, FEO students across all grades rated their sense of belonging at school **higher** than the Canadian norm (See *figure 5*).
- In the CBE Student Survey, **90.3%** of students have positive relationships with friends and family.
- The 2024-25 school year saw a **7.7% increase** in students feeling welcome at school from the previous year (See *figure 4*).

Areas for Growth

- Address fluctuations in students' sense of belonging, as AEA survey data shows an 8.7% decline in students reporting "I feel like I belong," indicating the need for sustained strategies throughout the school year.
- Implement ongoing strategies to maintain and strengthen students' sense of belonging throughout the school year, using regular check-ins, targeted interventions, and community-building activities to address fluctuations identified in survey data.

Next Steps

- Continue prioritizing the well-being goal by implementing structured opportunities for belonging, such as a dedicated homeroom period for middle years learners to strengthen relationships, social-emotional learning, and community engagement.
- **Increase opportunities for school spirit and community building** through activities such as school assemblies, pep rallies, and other events designed to strengthen students' sense of belonging.

Our Data Story:

F.E. Osborne's 2024–2025 School Development Plan prioritized fostering a strong sense of belonging for all students, recognizing that well-being is foundational to learning and engagement. The school committed to creating an inclusive environment where every student feels valued, respected, and connected to the school community. Strategies were grounded in equitable and culturally responsive practices, ensuring that classroom experiences reflect and honor diverse identities. Instructional planning emphasized opportunities for collaboration, voice, and choice, enabling students to see themselves in their learning and build meaningful relationships. Activities and tasks were intentionally designed to promote connection—both peer-to-peer and student-to-school—through shared experiences and multiple entry points for participation. By incorporating low-floor, high-ceiling approaches, the school ensured accessibility while encouraging deeper engagement, supporting the diverse social and emotional needs of all learners.

Teachers collaborated within professional learning communities and team planning sessions to design and refine learning experiences that explicitly supported student well-being and a sense of belonging. Grounded in the Calgary Board of Education's Well-Being Framework and informed by the CBE's Middle Year Learners Series, this work emphasized creating inclusive spaces where students feel connected, valued, and supported. Instructional practices modeled persistence, reflection, and emotional awareness—skills that help students build resilience and positive relationships while engaging in learning. Tasks were intentionally designed to foster connectedness within the school community, ensuring that every student has multiple entry points for participation and success. To further advance this goal, a newly created Student Well-Being Committee attended the CBE's Well-Being Symposium, bringing forward ideas and initiatives to enhance belonging and inclusion across the school.

By the end of the year, measurable growth was evident across all grades.

- In the OurSchool Survey, FEO students across all grades rated their sense of belonging at school **higher** than the Canadian norm (See *figure 5*).
- In the CBE Student Survey, **90.3%** of students have positive relationships with friends and family.
- The 2024-25 school year saw a **7.7%** increase in students feeling welcome at school from the previous year (See *figure 4*).

Having students across all grades at FEO report a sense of belonging that exceeds the Canadian norm is a significant achievement. A strong sense of belonging is closely linked to student well-being, as it fosters feelings of safety, inclusion, and connection within the



Figure 5 - OurSchool Survey Results
2024-2025

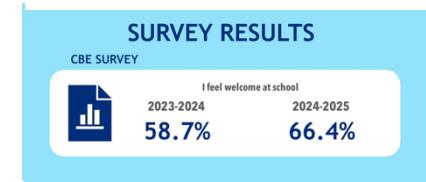


Figure 6 - CBE Student Survey 2024-2025

school community. Research consistently shows that when students feel they belong, they are more engaged, motivated, and resilient, which directly contributes to improved academic outcomes. This success is further reinforced by the fact that **90.3% of students report having positive relationships**, and there has been a **7.7% increase in students who feel welcome at school**. These indicators highlight the effectiveness of FEO's commitment to creating an inclusive and supportive environment, ensuring that every student feels valued and connected.

Insights & Next Steps

While progress is evident, there remain areas for growth in supporting students' sense of belonging at school. Both the CBE Student Survey and the OurSchool survey indicate positive movement toward our well-being goal; however, the Alberta Education Assurance (AEA) Survey revealed an **8.7% decline** in students responding "I feel like I belong" (see Figure 7). This suggests that a student's sense of belonging is not static throughout the school year and may be influenced by multiple variables both within and beyond the school environment.

While progress is being made in strengthening students' sense of belonging, our well-being goal must remain a priority. Survey data indicates positive trends, yet continued efforts are essential to ensure all students feel connected and supported. As a next step, introducing a dedicated **homeroom period focused on middle years learners** could provide structured opportunities for relationship-building, social-emotional learning, and community engagement. This intentional approach would help students deepen connections with peers and staff, fostering a stronger sense of belonging that supports both well-being and academic success.

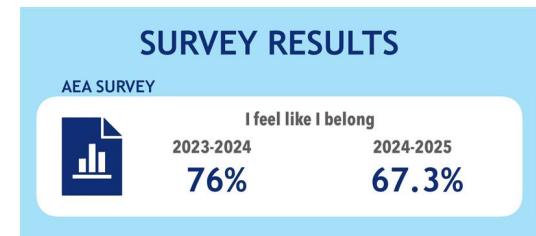


Figure 7 - AEA Student Survey Results

References

Gay, G. (2024). Impact of racial representation in curriculum content on student identity and performance. *World Journal of Advanced Research and Reviews*, 2913-2933.

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

Assurance Domain	Measure	F. E. Osborne 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	75.8	79.4	81.7	83.9	83.7	84.4	Very Low	Declined	Concern
	Citizenship	58.3	63.0	70.5	79.8	79.4	80.4	Very Low	Declined Significantly	Concern
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	68.9	74.3	71.4	62.5	62.5	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	19.0	21.4	20.5	15.6	15.4	15.5	High	Maintained	Good
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
	Education Quality	75.9	84.4	84.8	87.7	87.6	88.2	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	70.4	69.5	78.1	84.4	84.0	84.9	Very Low	Declined Significantly	Concern
	Access to Supports and Services	65.9	71.0	74.6	80.1	79.9	80.7	Very Low	Declined Significantly	Concern
Governance	Parental Involvement	70.6	67.4	70.9	80.0	79.5	79.1	Very Low	Maintained	Concern