


**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

**Hawkwood 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 foundational skills in literacy and mathematics will improve.

Outcome One: Students will improve in phonological awareness and decoding skills.

Outcome Two: Students fluency in mathematics will improve through a focus on conceptual understanding.

#### Celebrations

- Literacy results from the Early Years Assessments improved in all areas ranging from 3% - 20%
- Numeracy results from Early Years Assessments also improved ranging from 5% - 9%.
- Student surveys showed improvement, 2% - 13% in identified areas of resilience, connectedness and self-regulation.

#### Areas for Growth

- Build students' early literacy skills by continuing to assess and intervene as early as possible.
- Build students numeracy skills specific to the area of math fluency.
- Increase student feelings of representation within the diverse school community.

#### Next Steps:

- Completion of the continuum of supports for literacy through the Collaborative Response Model.
- Model the use of Literacy and Numeracy groupings in classrooms to support diverse learning and improve task design.
- Host a school-wide "Cultural Night" celebrating the diversity of our students and families.
- Host a "Communi-Tea" to plan how the teepee will be incorporated into our Learning Commons.
- Utilize the Collaborative Response structure to monitor growth during Math units.

### Our Data Story:

Our Key Goal for the 2024-2025 school year was to improve the foundational literacy and mathematics skills of our students. This was to be accomplished by focusing on building early reading skills and conceptual understanding in Math. Our success was measured by examining results from early years assessments, reports cards and student surveys. The need to focus on these basic literacy and math skills is supported by the increase we saw in the number of identified students as well as LP1's and LP2's.

### Student Demographics

School Year	Special Ed.	LP1 & LP2	Absences Above 20%
June 2024	38.8%	29.3%	11.6%
June 2025	41.9%	33.5%	9.6%

### School Development Plan – Outcome Measures

Our primary source of outcome measures was the provincial Early Years Assessments of numeracy skills and early literacy skills completed on our kindergarten to grade 3 students. Numbers reflect the percentages of students not requiring additional support.

CC3 - Reading	Sep. / Jan. Pre	June Post	Differential
Gr. 1	78%	87%	+9%
Gr. 2	74%	80%	+6%
Gr. 3	78%	81%	+3%

LeNS - Phonics	Sep. / Jan. Pre	June Post	Differential
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<b>Gr. 1</b>	65%	85%	<b>+20%</b>
<b>Gr. 2</b>	77%	86%	<b>+9%</b>

<b>Numeracy</b>	<b>Sep. / Jan. - Pre</b>	<b>June Post</b>	<b>Differential</b>
<b>Gr. 1</b>	81%	86%	<b>+5%</b>
<b>Gr. 2</b>	73%	82%	<b>+9%</b>
<b>Gr. 3</b>	81%	87%	<b>+6%</b>

Current data demonstrates growth in most areas of early literacy and numeracy. Discussions with school leadership team, classroom teachers and examination of report card data, reveals several sources for this growth:

- Staffing decisions that facilitated the availability of literacy lead teacher.
- Initiating literacy intervention sessions in November following our first round of data.
- Identification of and creation of EAL intervention groups of LP 1's and LP 2's in October.
- Creation of Continuum of Supports for in-class literacy blocks through the Collaborative Response Model.

Beyond these outcomes, we also recognize the importance of student well being and how it can directly impact learning and achievement at school. Data collected in this regard was generated from the CBE Student Survey and the OurSchool Survey.

### **School Connectedness & Belonging - Agreement**

	<b>CBE Student Survey</b>	<b>Our School Survey</b>
2023-2024	79%	76%
2024-2025	82%	78%
<b>Differential</b>	<b>+3%</b>	<b>+2%</b>

### Resilience & Mental Health - Agreement

	<b>CBE Student Survey</b>	<b>Our School Survey</b>
2023-2024	76%	70%
2024-2025	89%	75%
<b>Differential</b>	<b>+13%</b>	<b>+5%</b>

### Regulation - Agreement

	<b>CBE Student Survey</b>	<b>Our School Survey</b>
2023-2024	75%	65%
2024-2025	82%	68%
<b>Differential</b>	<b>+7%</b>	<b>+3%</b>

Diversity & Inclusion - Agreement		
	CBE Student Survey	Our School Survey
2023-2024	78%	58%
2024-2025	77%	60%
<b>Differential</b>	<b>-1%</b>	<b>+2%</b>

This section of our data story shows aspects of our students that are not directly academic but have significant impacts on whether a student is or can be successful at school. Self-regulation, resiliency and the feeling of being connected can have a significant impact on learning and levels of achievement at school.

Teaching staff spend a significant amount of time in the early part of the school year building a “community of learners” in each of our classrooms. This builds the safe and caring environment that is essential for long term learning success. Strategies included in this process include:

- class meetings
- talking circles
- opportunities to share aspects of family
- voice and choice in learning
- collaborative creation of classroom rules

At a school wide level, the creation of community and connection occurs through:

- monthly assemblies lead by students
- big and little buddy classes
- school wide learning like the 7 Sacred Teachings
- student leadership opportunities

## **Insights and Next Steps**

Our data indicates that the structures that we have in place to identify and support students in need of additional support are working. These structures will be maintained and enhanced where possible during this current school year.

Our classrooms continue to become more diverse. With this in mind, we will continue to look at ways we design our learning tasks as well as how we assess those tasks, to ensure our learning opportunities are accessible to all students.

Our school community is comprised of students and families from 42 different countries. While making sure that each student feels connected, we will create space and opportunities for every student to share and celebrate who they are.

# 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	Hawkwood 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>	82.4	85.3	80.4	83.9	83.7	84.4	Low	Maintained	Issue
	<a href="#">Citizenship</a>	75.2	79.1	76.3	79.8	79.4	80.4	Intermediate	Maintained	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="#">PAT6: Acceptable</a>	n/a	70.5	70.6	n/a	68.5	67.4	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	5.7	12.0	n/a	19.8	18.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	85.7	88.6	86.3	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	82.3	85.7	82.6	84.4	84.0	84.9	Low	Maintained	Issue
	<a href="#">Access to Supports and Services</a>	60.4	67.0	61.7	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	<a href="#">Parental Involvement</a>	63.0	78.8	70.1	80.0	79.5	79.1	Very Low	Maintained	Concern