


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

Lake Bonavista 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: Task design and assessment will improve student achievement in literacy.

Outcome One: Students' written communication will improve through engagement in and responsive feedback from literacy tasks.

Outcome Two: Student sense of safety and belonging will increase as teachers apply Social Emotional Learning within their task design.

Celebrations

- *More grade 5-6 students have reported that they feel included and welcomed at school.*
- *All grade six students reached acceptable standard of achievement in writing in the Provincial Achievement tests.*
- *An overall increase from teachers, parents and students in the satisfaction of overall quality of basic education was shown in the Assurance Survey results thus demonstrating an increase in engagement to learning.*

Areas for Growth

- *Building students' confidence in knowing what their next steps are in improving their writing through feedback and self-assessment.*
- *Increasing the number of students who agree that they have at least one adult at school with whom they really connect.*

Next Steps

- *Six week assessment cycles with a locally developed tool based on the "Writing Strategies" to increase feedback and increase students awareness of how to improve their writing. Using manipulatives, visual models, and open-ended tasks to build conceptual understanding.*
- *Place based learning residency to enhance and improve the concept of connection.*
- *Explicit instruction in Social Emotional learning to model and increase growth mindset and focus on connection.*

Our Data Story:

Lake Bonavista School's 2024-2025 School Development Plan centered around improving the achievement level in writing. There were three areas we focused on to support the achievement in writing: feedback, growth mindset, and oral language. We explored the relationship of safety and belonging to success in academics through the explicit teaching of Social Emotional Learning skills related to growth mindset and executive functioning. Effective written communication requires a writer to have a strength in oral language skills, thus a focus on loose parts to encourage and promote oral language development was introduced. Writing is a tool for communication and communication can be practiced in many formats including play, drama, sharing circles, loose parts and reading response to high quality literature.

Teachers gathered in professional learning to utilize loose parts and explore connections to writing. Exploration occurred into creating loose part prompts, the role of the teacher to encourage oral language, the ways that feedback could be integral in the process and how to bridge the physical loose parts time to written production.

Our focus for the school year was based in STORY. We began the year looking at our own unique stories, discovering who are school community is and how we all belong with the Montessori program at Lake Bonavista School. The year progressed through the lens of our story to the story of others. We explored story through loose parts, land based learning and working alongside experts. We invited an Indigenous Elder to share their story and expand our understanding and connection to Indigenous ways of knowing.

In setting the foundation for professional learning communities, teachers worked in grade groups to highlight every aspect of writing in the ELAL curriculum beyond the obvious and beyond the act of printing alone. Teachers took an inventory to identify target areas through the resource of "Writing Strategies" by Jennifer Serravallo. Using the hierarchy of writing goals, teachers created targeted tasks in areas such as composing with pictures, generating ideas, organization/structure, word choice and elaboration. Learning Sprints in PLCs included this targeted group paired with a writing strategy to promote achievement in the given area. Teachers also include an action through social emotional learning to introduce skills sets. The function being that if a student has executive functioning skills and a positive-growth mindset, engaging in written tasks becomes more accessible to students.

Through the sprint data collected in Professional Learning Communities time, teachers noticed:

- The development of loose part routines: story retelling, story creation, character development and "show what you know" assessment
- Loose parts contributing to improved idea generation, retelling and assessment

- Teaching assistive technology to reduce frustrations in writing
- Lessons on resiliency through mentor texts
- Explicit instruction in using graphic organizers

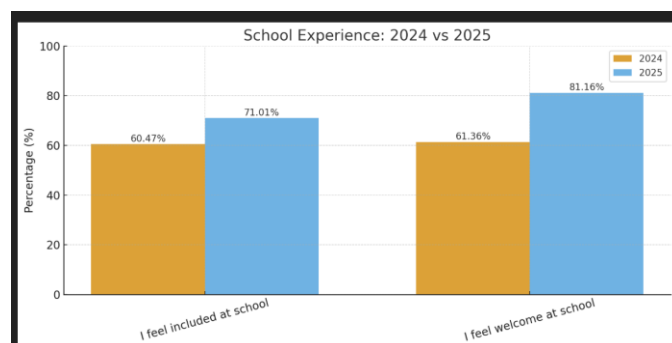
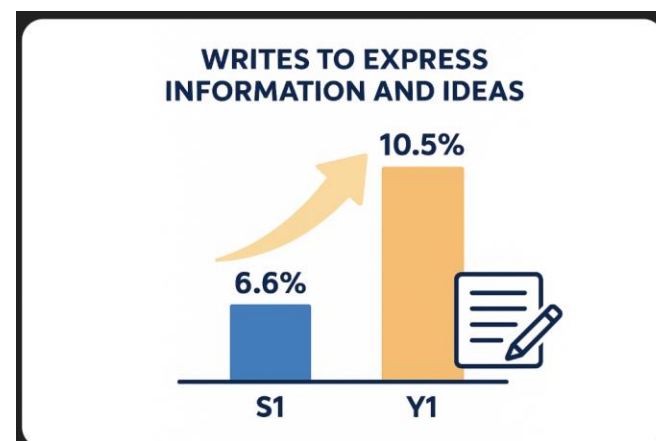
Teachers celebrated success in:

- Increased student engagement and participation
- Increased confidence in student sharing
- More visible understanding of story elements
- Increased resiliency in accepting and applying feedback
- Students better contributing to co-generation of success criteria

As a staff we identified next steps to include:

- Calibrating student achievement with oral sharing
- Continued focus as a school on SEL
- Structured approach to peer-assessment to increase accuracy and depth of reflection

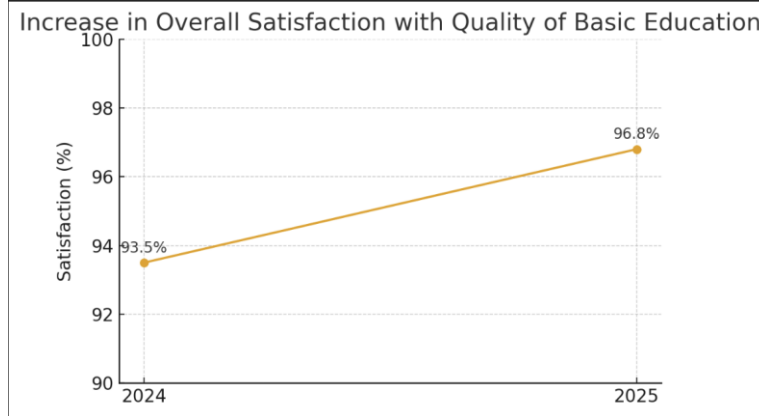
To further our goal around belonging we worked alongside Elder Shirley in a residency to foster relationships and expand our sense of belonging for all students. Through the residency we collected qualitative data to support the voice of students, their stories, and their connection to Indigenous Ways of Knowing. We saw comments in our student survey that reflected the power of this partnership.



By the end of the year, measurable growth in writing and in a sense of belonging was evident.

- The number of students receiving a 4 in the ELAL stem "Writes to express information and ideas" increased by 3.9 percentage points.
- In the grade six provincial achievement test Part A writing 100% of students met the acceptable standard, with 13.8% of our students reaching a standard of excellence. No students scored below acceptable.

- In the CBE Student Survey 76% of students reported “I am a good writer” with 78% of students agreeing “I know what to do next to improve my writing skills.
- Through the assurance survey it was also noted an increase in the percentage of teachers, parents and students who agree that students are engaged in their learning at school. This increased from 85.4 to 87.7 this school year.



Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 2025



Required Alberta Education Assurance Measures - Overall Summary

Spring 2025

School: 9334 Lake Bonavista School

Assurance Domain	Measure	Lake Bonavista 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	87.7	85.4	80.7	83.9	83.7	84.4	Very High	Improved	Excellent
	Citizenship	89.6	90.9	83.9	79.8	79.4	80.4	Very High	Improved	Excellent
	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
	PAT6: Acceptable	n/a	86.8	82.6	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	23.7	24.9	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.8	93.5	91.4	87.7	87.6	88.2	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.2	92.6	90.7	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	73.5	77.5	71.0	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	86.5	78.8	76.6	80.0	79.5	79.1	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.