


**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

**Rideau Park 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 achievement in literacy will improve through authentic personalization/differentiation.

**Outcome One:** Student achievement in reading and writing will improve through disciplinary literacy development.

**Outcome Two:** Students' overall sense of belonging will improve through increased confidence and value in their learning.

#### Celebrations

- Overall student reading achievement on **Report Cards** at the 3 and 4-levels of the proficiency scale increased by 2% from June 2024 to June 2025, to 78.2%.
- All students across grades 1 through 6 participated in daily, multi-age ability groupings to support foundational and enriched literacy development (reading and writing). These groups were planned collaboratively by teachers and school administration, allowing students to work with a variety of teachers and peers.
- Rideau Park grade 9 students (96%) outperform the Alberta average (82%) for “acceptable” standard on the **Provincial Achievement Test** for English Language Arts.
- A strong majority of students (92%) across grades 3-9 report through the **CBE Student Survey** that they can understand what they read.
- Students also report through the **CBE Student Survey** improved agreement from 40% (2023-24) to 65% (2024-25), that they have interesting books to read.

#### Areas for Growth

- **CBE Student Survey** results report slightly improved agreement from 53.6% (2023-24) to 56% (2024-25) that they have the opportunity to learn with different people and in different spaces, to improve their reading and writing skills.
- 64% of students report through the **CBE Student Survey** that they have the opportunity to receive feedback from others to improve their writing.
- **Alberta Education Assurance** survey measures show declining perception of welcoming, caring, respectful and safe learning environments, as identified by students and teachers.

## Next Steps

To improve overall perception of student learning engagement and education quality, our team will:

- Continue to provide daily reading intervention/enrichment multi-age flexible groupings continue across grades 1-6. Teachers monitor progress weekly with UFLI, Words their Way
- Engage in school-wide Professional Learning Communities (PLCs) that focus on disciplinary literacy through differentiated task design where teachers will collaborate to identify and practice discipline-specific instruction to improve student literacy achievement across the curriculum.
- Provide opportunities for Middle Years learners to provide voice in text selection for learning and enjoyment, through engagement with our Learning Commons.
- Engage our Student Well-Being Action Team (SWAT) to improve student sense of belonging and safety at school.

## Our Data Story:

### Learning Excellence – Literacy

For the 2024-2025 school year, our team determined that it was necessary to focus on disciplinary literacy to improve students' achievement in reading and writing, through an instructional focus that surfaces the importance of literacy skills across all academic disciplines. Additionally, by approaching this learning with a lens on authentic personalization and differentiation, we anticipated that students would improve their overall sense of belonging and confidence as learners.

### Outcome Measures – ELA Report Card Stems

Course	Stem	Indicator 1- Not Meeting	Indicator 2- Basic	Indicator 3- Good	Indicator 4- Excellent
All students combined <b>June 2024</b>	<b>Reads to</b> explore, construct & extend understanding	1.6%	22.3%	45.1%	30.9%
All students combined <b>June 2025</b>	<b>Reads to</b> explore, construct & extend understanding	2.4%	19.3%	37.9%	40.3%

Course	Stem	Indicator 1- Not Meeting	Indicator 2- Basic	Indicator 3- Good	Indicator 4- Excellent
All students combined <b>June 2024</b>	<b>Writes to</b> develop, organize and express information and ideas.	1.7%	25.9%	44.6%	27.8%
All students combined <b>June 2025</b>	<b>Writes to</b> develop, organize and express information and ideas.	1.9%	25.1%	50.5%	22.5%

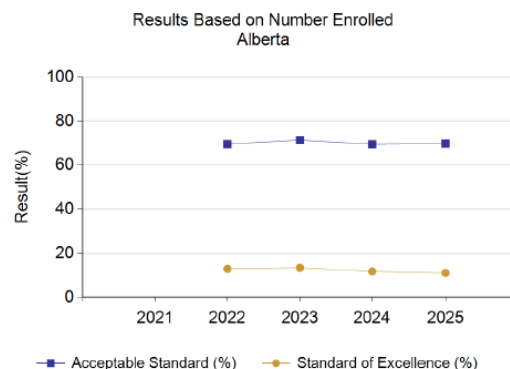
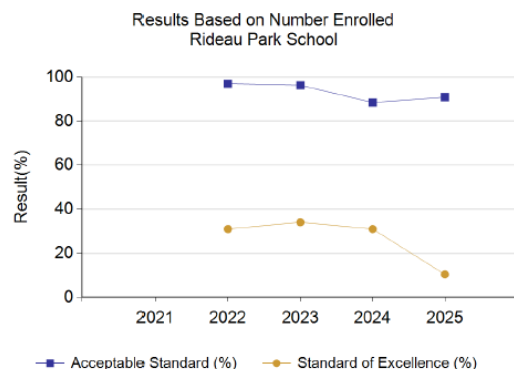
## Outcome Measures – Provincial Achievement Tests (PAT)

### Grade 6 ELA – Rideau Park compared to Alberta

Provincial Achievement Test	Acceptable Standard Rideau Park	Standard of Excellence Rideau Park	Acceptable Standard Alberta	Standard of Excellence Alberta
Grade 6 English Language Arts and Literature	89.2%	27%	80.3%	14.7%

\*We do not have data available for the years 2022-2024 to compare grade 6 achievement over time.

### Grade 9 ELA – Rideau Park compared to Alberta



### Outcome Measures – Student Perception Data

Student Perception Data	Survey Question	Agreement (%)
CBE Student Survey (grades 3-9)	• I understand what I read	92%
	• My reading and writing skills help me achieve my future goals	82%
AEA Measures (grades 4, 7)	• I understand how the language arts I am learning is useful to me	83%

### Outcome Measure – Creation of Student Well-Being Action Team (SWAT)

In January 2025, grade 8 students participated in the Middle Years Well-being Symposium along with teacher leaders and school administration. This opportunity led to the development and implementation of a school-wide buddy program which paired all div 1 and 2 classes with a division 3 buddy class. Our students determined that creating a buddy program would offer tangible support for inclusion and belonging. Students and teachers reported that relationships across grade levels strengthened and overall sense of safety improved due to the implementation of buddies. For example, younger students no longer felt intimidated by older students. Additionally, our older students became more aware of and sensitive to the needs of younger learners. Having grade 8 students lead this work during the 2024-25 school year, sets the stage for grade 9 student leadership for the 2025-26 school year.

### Insights and Next Steps

While strong achievement in reading and writing is evident, a deeper dive into our data story demonstrates that this is not the case for specific cohorts within our student population and that we can work to improve outcomes for these students. Additionally, students do not universally report that they have opportunities to receive valuable feedback or to learn with and from different people. We also notice uneven perceptions of student learning engagement and overall quality of education.

As a result, the school will focus on uncovering strategic and differentiated disciplinary literacy strategies that are visible to students so that they can understand the purpose and importance of their own literacy development in all academic areas. Through PLC collaboration, teachers will identify meaningful instructional practices that support reading and writing skills across the curriculum, design tasks that are engaging for learners and offer clear and consistent assessment criteria. To ensure all students have access to learning, tasks will be designed using the model of “low floor and high ceiling” to allow for multiple task entry points that are reflective of the range of learner abilities.

To further improve students' sense of connection and belonging at school, which can translate to improved learning outcomes, Middle Years students will be tasked with continuing the work of our School Well-being Action Team (SWAT) and school-wide buddy program.

As a school community, we remain committed to ensuring that student learning is visible, successes celebrated and parents engaged as partners in learning.

# 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

## Fall 2025 Required Alberta Education and Childcare Assurance Measures – Overall Summary

Assurance Domain	Measure	Rideau Park 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	79.2	80.8	82.9	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	73.8	76.3	81.0	79.8	79.4	80.4	Intermediate	Declined	Issue
	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	83.6	84.8	87.0	62.5	62.5	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	21.8	35.1	36.2	15.6	15.4	15.5	High	Declined Significantly	Issue
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	83.7	84.4	87.9	87.7	87.6	88.2	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.1	83.7	87.1	84.4	84.0	84.9	Low	Declined	Issue
	Access to Supports and Services	62.0	64.2	71.5	80.1	79.9	80.7	Very Low	Declined	Concern
Governance	Parental Involvement	75.2	77.2	79.0	80.0	79.5	79.1	Intermediate	Maintained	Acceptable