

**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

Radisson 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 math will improve.

Outcome One: Student understanding of math concepts will improve through focus on math vocabulary and communication of learning.

Celebrations

- Increased percentage of students being graded with numerical achievement indicators on report card stems (decrease in students receiving EAL/IPP indicators) suggesting that more students able to access and engage with grade-level mathematics expectations. (Number, Patterns, Algebra – Jan/25=83% graded & June/25=86% graded) (Measurement, Statistics, Geometry – Jan/25=82% graded & June/25=87% graded)
- Strong report card results, showing that many students are achieving success in classroom assessments. (June 2025: Number, Patterns, Algebra – 89%; Measurement, Statistics, Geometry – 94% receiving grade level indicators)
- Decrease in the number of students requiring additional support based on Alberta Education grade 1-3 provincial numeracy screenings, suggesting early intervention and classroom instruction are becoming more effective. (Jan/25: 42.31%; June/25: 40.24% requiring additional support)
- Teachers are demonstrating greater confidence in using curriculum-based assessments and identifying student progress accurately.

Areas for Growth

- Ongoing gap between “basic” and “good/excellent” levels of achievement on report cards (June/25: Number, Patterns, Algebra: 70% graded good/excellent; Measurement, Statistics, Geometry: 65% graded good/excellent) — students achieving acceptable levels may still lack deeper conceptual understanding or consistency across strands.
- Grade 6 Provincial Achievement Test results suggest that many students still rely on procedural understanding and struggle with deeper reasoning and application. (27% of grade 6 students achieved provincial standard on math PAT)
- Continued focus is needed on developing higher-order thinking, problem-solving, application, and communication skills to bridge the gap between rote procedural learning and deeper conceptual understanding.
- Ongoing monitoring and collaborative analysis of data to ensure classroom assessments accurately reflect student mastery of curriculum outcomes.

Next Steps:

- Increase hands-on, concrete learning experiences to help students move from rote procedural practice to deeper conceptual understanding.
- Incorporate tasks that require problem-solving, reasoning, and real-world application to close the gap between basic/rote understanding and deeper conceptual understanding.

- Provide structured opportunities for students to communicate mathematical ideas orally and in writing, strengthening understanding and retention.
- Use observational assessments to capture students' thinking, strategies, and explanations rather than relying solely on worksheets or tests.
- Provide professional development for teachers on integrating hands-on learning, fostering student discourse, and designing assessments that reflect both understanding and skill.

Goal Two: **Students' experience of a welcoming, safe, caring and inclusive learning environment will improve.**

Outcome One: **Student sense of connection and belonging will increase.**

Celebrations

- Grade 4&5 Our School survey data shows improvement in sense of belonging and feeling safe compared to previous year. (feel sense of belonging: 2024=67%; 2025=71%; increase of 4 percentage points) (feel safe at school: 2024=59%; 2025=60%; increase of 1 percentage point)
- Student responses on the AERR measure ("welcoming, caring, respectful, safe environment") showed a significant increase, indicating students are feeling more supported. (2025 student results 80.6% increased 9.5 percentage points from 2024 student results of 71.1%)
- Improvement trends align with school efforts, suggesting current strategies are beginning to have impact.

Areas for Growth

- Grade 4&5 Our School survey data for sense of belonging remains slightly below Canadian norms, indicating continued need for targeted work. (sense of belonging: school 71%, Canadian average 75%) (feel safe at school: school 60%, Canadian average 64%)
- Grade 6 Our School student data is significantly lower than Canadian norms, highlighting a critical area requiring focused intervention. (sense of belonging: school 62%, Canadian average 72%) (feel safe at school: school 53%, Canadian average 69%)
- Our School survey responses to open-ended question, "What would make Radisson Park a better place for you and your learning?" identified students wanting more choice and opportunities during recess and learning tasks

- Overall AERR measure (“welcoming, caring, respectful, safe environment”) remains low and declined by 1.8 percentage points, suggesting ongoing concerns at a school-wide level.

Next Steps

- Implement targeted belonging and connection initiatives, such as mentorship, advisory circles, leadership roles, or peer-connection activities for students in grades 5 and 6.
- Increase relational, community-building classroom routines across all grades (e.g., morning meetings, check-ins, talking circles, etc)
- Expand student voice and choice opportunities to better understand their needs and co-design belonging-building strategies, starting with recess and extracurricular activities.
- Build on strong attendance trends by connecting attendance interventions to overall student engagement and sense of connection.

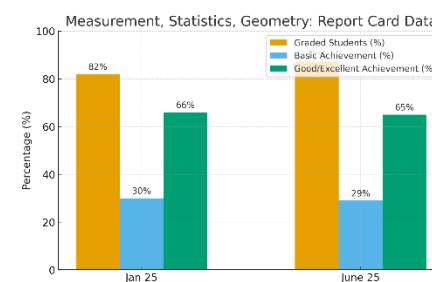
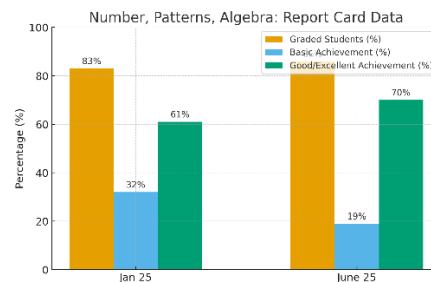
Our Data Story:

Radisson Park School's 2024-2025 School Development Plan included two goals, one centered on improved math achievement and the other on increased sense of belonging within a safe, caring, inclusive learning environment.

Math

An effective math classroom goes beyond the simple regurgitation of facts or completion of worksheets. It is a dynamic learning environment where students actively engage with mathematical ideas through hands-on exploration, problem solving, and meaningful discussions using math vocabulary. Students are encouraged to share their reasoning, explain their thinking, and learn from one another's perspectives. This approach not only deepens conceptual understanding but also builds confidence, curiosity, and a genuine appreciation for the power of mathematics in the world around them. Through professional conversations, teachers noted that many students demonstrate relative strength in recalling and applying basic math facts, such as addition, subtraction, multiplication, and division. However, they often experience difficulty when asked to apply these skills to problems that require deeper conceptual understanding. Students may complete routine tasks accurately but struggle to explain their reasoning, make connections between ideas, or communicate their mathematical thinking effectively. To address this, teachers collaborated in professional learning to build math classes that incorporated more hands-on learning experiences with manipulatives and provided increased opportunities for students to discuss and explain their ideas. This work emphasized supporting students in moving beyond memorization toward a more meaningful understanding of mathematical concepts.

By the end of the year, teachers reported increased confidence in implementing more hands-on learning opportunities with students in math; however, identified that much of their assessment data continued to come through artifacts of learning such as worksheets, quizzes and tests. Additionally, during collaborative task design and assessment calibration, teachers reflected that basic math achievement often emphasizes rote procedural knowledge, whereas good and excellent achievement requires students to apply skills in meaningful contexts and communicate their mathematical understanding. Building on this professional reflection, teachers recognize the need to provide more hands-on tasks and opportunities for students to share their thinking moving forward, while also incorporating observational data into grading and reporting to more accurately reflect student understanding.



Insights and Next Steps: While an increase in hands-on learning and practice with math manipulatives has been noted, these opportunities continue to be more teacher-led, with assessment practices relying heavily on worksheets rather than on observations or student conversations. This indicates that while foundational skills are being addressed, there is still room to strengthen student-centered learning and authentic assessment practices. Moving forward, the focus will be on increasing opportunities for hands-on learning, collaborative problem solving, and student talk to deepen conceptual understanding. Teachers will also work toward balancing traditional assessments with observation and conversation-based assessments that capture students' reasoning, strategies, and ability to communicate mathematical ideas.

Student Sense of Belonging

When children believe they belong, it means they feel accepted, included, and supported by peers, teachers, and the wider school community — what research describes as school belonging. At Radisson Park School we are seeing signs of students feeling increasingly included, connected, seen, and valued — and that is a cause for celebration. Last year, our professional learning focused on exploring ways to increase student sense of belonging, with teachers collaboratively creating and implementing strategies in classrooms and school-wide initiatives. These teacher-led initiatives contributed to survey results, observations, and anecdotal reports showing that students are feeling more seen, safe and supported at school. This matters deeply because strong sense of belonging is consistently associated with higher academic engagement (behavioral, emotional, and cognitive), stronger motivation, better attendance, fewer behavioral concerns, and improved academic outcomes. Moreover, the connections between belonging and

voice and agency are well-documented: when students feel their perspectives matter and they have opportunities to influence decisions, their sense of ownership of learning and school life increases — which in turn promotes engagement and achievement. At Radisson Park, we have seen initial evidence of this through increased student-led conversations, peer-led initiatives, and classroom opportunities that solicit student input. Yet growth areas remain: some students report they still don't feel they can influence recess routines, play spaces, or some classroom activities; others feel less confident in shared decision-making or informal play settings. Recognizing these gaps is an opportunity: by further strengthening voice and agency, especially in non-instructional times (recess/play), and by fostering teacher understanding of developmentally appropriate practice and play, we can deepen belonging, engagement, and ultimately achievement for all learners.

|  | OUR SCHOOL SURVEY | 2025 | 2024 | Increase |  | ALBERTA ASSURANCE SURVEY | 2025 Student Response | 2024 Student Response | Increase |
|---|---------------------|-------------------------------------|------------------------------------|----------|---|--------------------------|-----------------------|-----------------------|----------|
| | Sense of Belonging | Grade 4 & 5: 71% Grade 6: 62% | Grade 4 & 5: 67% Grade 6: NA | +4 NA | | Learning Environment | 80.6% | 71.1% | +9.5 |
| | Feel Safe at School | Grade 4 & 5: 60% Grade 6: 53% | Grade 4 & 5: 59% Grade 6: NA | +1 NA | | | | | |

Insights and Next Steps: Moving forward and building on last year's teacher-led work, there is a clear need to intentionally include student voice and agency within these strategies, ensuring that students have authentic opportunities to influence classroom routines, school activities, and recess/play environments. Students will be engaged as co-designers of recess/play routines, play equipment zones, games, and peer-led sessions, giving them authentic decision-making power rather than token consultation. By embedding student voice and agency directly into strategies to increase sense of belonging, we strengthen students' ownership of their learning and school environment, which enhances engagement, motivation, and academic outcomes. Additionally, it is important that staff deepen their understanding of developmentally-appropriate practice and play, ensuring that both classroom and recess/play experiences are child-centered, include opportunities for student choice and voice, and foster belonging, social-emotional learning, and inclusive peer interactions. Professional learning will include play-theory, scaffolding student-driven play, reflection on student experiences, and strategies for including students who may feel marginal or less confident. Implementation will involve student focus groups about recess, a student-recess committee, teacher workshops, sharing of best practices, and regular monitoring of belonging indicators. By combining teacher expertise with authentic student voice and agency, Radisson Park aims to create a visible, lived, and sustained sense of belonging that directly supports engagement and achievement for all learners.

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 | Radisson 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 | 83.0 | 87.3 | 86.9 | 83.9 | 83.7 | 84.4 | Intermediate | Maintained | Acceptable |
| | Citizenship | 75.2 | 77.5 | 82.0 | 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 | n/a | n/a | n/a | 62.5 | 62.5 | 62.6 | n/a | n/a | n/a |
| | PAT9: Excellence | n/a | n/a | n/a | 15.6 | 15.4 | 15.5 | n/a | n/a | n/a |
| | 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 | 89.1 | 90.6 | 93.1 | 87.7 | 87.6 | 88.2 | High | Maintained | Good |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 81.1 | 82.9 | 85.2 | 84.4 | 84.0 | 84.9 | Low | Maintained | Issue |
| | Access to Supports and Services | 73.9 | 80.1 | 81.3 | 80.1 | 79.9 | 80.7 | Very Low | Declined | Concern |
| Governance | Parental Involvement | 70.2 | 68.5 | 84.1 | 80.0 | 79.5 | 79.1 | Very Low | Declined | Concern |