



Colonel Walker School

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School Improvement Results Reporting | 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.

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

2024-25 | Colonel Walker School Development Plan Overview

Goal: Students will engage in learning so that achievement in literacy and numeracy improves.

Outcome One: Students will continue to develop confidence in themselves as learners with an ongoing focus on what they can do to improve as readers, writers, mathematicians and caretakers of their own well-being.

Outcome Two: More students will report they belong in their classroom communities and in the broader school community.

During the 2024-25 school year at Colonel Walker School, teachers focused on supporting student engagement in learning to improve well-being and academic success. Learning actions included data informed decision making, targeted teacher professional learning, and school-wide implementation of research informed best practices to support all learners in our inclusive school community. School specific goals, outcomes, measures, processes, resources and actions aligned with and lifted the priorities identified in the CBE 3 year education plan: Learning Excellence, Well-being and Truth and Reconciliation, Diversity and Inclusion.

Celebrations

- Improved achievement in reading (2.5 percentage point increase in student results on the report card between January and June)
- Improved achievement in writing (2.6 percentage point increase in results on the report card between January and June)
- Improved achievement in math (3.9 percentage point increase in Number stem results on the report card between January and June; 1.5 percentage point increase in Measurement stem results on the report card between January and June)
- Improved achievement in well-being (2.2 percentage point increase in results on the report card between January and June)
- Common curriculum aligned assessments identified and supported strategic intervention to support students identified as “at-risk” in reading, writing and math (fewer students identified as “at-risk” between September 2024 and June 2025))
- Overall, students reported improved confidence in themselves as learners
- Highly engaged and supportive parent community

Areas for Growth

- Reduce the number of students reporting anxiety
- Increase the number of students reporting positive relationships with peers (belonging)
- Increase students' reporting confidence asking questions, sharing ideas and working through challenging real-world problems in Math
- Increase student engagement in learning as new curriculum is implemented across all subject areas

Next Steps

- Explicit social-emotional learning to help students to develop self-awareness and self-management skills
- Ongoing school-wide initiatives to support relationship skills, social awareness and responsible decision-making
- Task design and assessment to support student engagement in learning across subject areas (Universal Design for Learning)
- Teacher feedback on learning to support personalized goal setting and strategies for improvement

Our Data Story:

The following measures were used to track progress towards our goal and outcomes during the 2024-25 school year.

Learning Excellence in Reading

Report Cards

Report card stem	% 1s and 2s in January (Grades 1-6)	% 1s and 2s in June (Grades 1-6)	Improvement
Reads to explore and understand	18	15.5	2.5%

Fewer students achieved 1 and 2 indicators on the reading stem in June 2025 compared to January 2025, indicating improvement across grades 1-6.

K-3 Provincial Assessments

Assessment	% At Risk Pre-test	% At Risk Post-test	Improvement
LeNS	30.65	19.67	10.98%
CC3	32.22	23.86	8.36%

Improvement across all literacy assessments; fewer students in grades 1-3 were identified as “at risk” in May on provincial assessments when compared to student results earlier in the school year.

CBE Survey

Survey Question	% Agreement Spring 2024	% Agreement Spring 2025	Improvement
I can understand what I read	93.88	89.13	-4.75%
I know what to do next to improve my reading skills	80.43	80.85	0.42%

More students reported knowing what they need to do to improve as readers in May 2025 compared to May 2024. Reading comprehension remains an area for growth.

Learning Excellence in Writing

Report Cards

Stem	% of 1s and 2s in January	% of 1s and 2s in June	Improvement
Writes to express information and ideas	19.9	17	2.6%

Fewer students achieved 1 and 2 indicators on the writing stem in June 2025 compared to January 2025, indicating improvement across grades 1-6.

CBE Survey

Survey question	Spring 2024	Spring 2025	Improvement
I am a good (competent) writer	80	82.61	2.61%
I know what to do next to improve my writing skills	82.98	72.34	- 10.64%

Students' confidence in themselves as writers improved year over year (comparing results from May 2024 to May 2025). Students' understanding of what they can do to improve (goal setting and metacognition) remain areas for growth.

Learning Excellence in Math

Report Cards

Stem	% of 1s and 2s in January 2025	% of 1s and 2s in June 2025	Improvement
Understands and applies concepts related to number and patterns	18.3	14.4	3.9%
Understands and applies concepts related to measurement, geometry and statistics	13.4	11.9	1.5%

Fewer students achieved 1 and 2 indicators on the writing stem in June 2025 compared to January 2025, indicating improvement across grades 1-6.

K-3 Assessments

Assessment	% At Risk Pre-test	% At Risk Post-Test	Improvement
Numeracy	34.07	23.6	10.47%

Improvement is noted across grades 1-3 on provincial numeracy assessments; fewer students were identified as “at risk” in May 2025 when compared to student results in September 2024 and January 2025.

CBE Survey

Survey Question	% Agreement in Spring 2024	% Agreement in Spring 2025	Improvement
I am confident that I can learn Mathematics	83.33	76.09	- 7.24%
I know what to do next to improve in mathematics	70.83	73.91	3.08%
I share my ideas and ask questions in mathematics class	84	65.96	- 18.04%
I enjoy working on challenging problems in mathematics	64.58	63.83	- 0.75%

Students’ confidence in Math remains an area for growth. Specific actions to target moving forward include encouraging students to ask questions and share their ideas in Math and building their stamina when working through challenging problems.

Student Well-being (belonging)

Report Cards

Stem	% of 1s and 2s in January 2025	% of 1s and 2s in June 2025	Improvement
Demonstrates skills to support the wellbeing of self and others	14.1	11.9	2.2%

Fewer students achieved 1 and 2 indicators on the well-being stem in June 2025 compared to January 2025, indicating improvement across grades 1-6.

Our SCHOOL Survey

Secondary Survey (Grade 6, 10 students responded)

Outcome	October 2024	May 2025	Improvement
Sense of belonging (accepted and valued by peers and others at school)	70%	80%	10%
Positive relationships (friends at school they can trust)	80%	60%	-20%
Anxiety (moderate to high)	20%	10%	10%

Students' reported an improved sense of belonging between October 2024 and May 2025. Reported levels of anxiety also decreased during this time period. Students' reporting positive relationships with peers decreased over this same time period.

Elementary Survey (Grades 4 and 5, 39 students)

Outcome	October 2024	May 2025	Improvement
Sense of belonging	65	62	-3%
Positive relationships	84	77	-7%
Anxiety (moderate to high)	29%	33%	-4%

Students in grades 4 and 5 reporting a sense of belonging, positive relationships and lower levels of anxiety are areas for growth. Survey results show a decline in these measures between October 2024 and May 2025. Ensuring students understand the language of the survey is necessary; teacher led check-ins throughout the year did not align with these survey results.

CBE Survey

Survey question	Spring 2024	Spring 2025	Improvement
I feel included at school	73.47	66.67	- 6.8%
I see my culture reflected in my school	67.5	64.1	- 3.4%
I have confidence in myself as a learner.”	70	73.91	3.91%

Students’ confidence in themselves as learners has increased year over year when comparing results from May 2024 to May 2025. An identified area of growth is supporting students to see themselves, their world and their culture reflected in learning are areas for growth moving forwards.

Teacher Survey

- *More teachers shared learning outcomes with students in ELAL and Math between November 2024 and June 2025*
- *The number of teachers who set personalized learning goals with students in literacy, numeracy and well-being increased between November 2024 and June 2025*

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

Required Alberta Education Assurance Measures - Overall Summary Spring 2025

School: 9602 Colonel Walker School

Assurance Domain	Measure	Colonel Walker 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	76.6	78.6	84.2	83.9	83.7	84.4	Very Low	Declined	Concern
	Citizenship	76.8	84.2	87.1	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
	PAT6: Acceptable	n/a	77.8	78.2	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	33.3	31.0	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	79.1	93.1	92.0	87.7	87.6	88.2	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	82.5	85.4	89.3	84.4	84.0	84.9	Low	Declined	Issue
	Access to Supports and Services	73.6	84.5	80.7	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	86.7	98.0	89.3	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.