


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

Sunalta 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: School improvement in literacy will increase.

Outcome One: Students' reading and writing will improve through disciplinary literacy.

Outcome Two: Students' perception of their identity being reflected in learning will improve through culturally responsive disciplinary literacy.

Celebrations

- Grade 6 Provincial Achievement tests in English Language Arts and Literature overall show that our students achieve at least the acceptable standard 5% higher than the provincial average, and the standard of excellence 17.3% higher than the provincial average.
- Student sense of belonging in grade 6 increased by 8% and student's self-esteem increased by 9% according to Our School Survey results.
- At-Risk population fell by 8% in the LeNs at the Grade 2 level.
- Students in grade 4 & 5 with a positive eudaimonic outlook (happiness and well-being achieved through living a meaningful life) increased by 9% according to Our School Survey results.
- Improved consistency in collaborative task design and assessment calibration at the grade team level was noted, through the establishment of structured learning sprints.
- Strengthened communication between home and school by establishing consistent parameters for PowerSchool publishing. Families now receive timely and clear information about student progress, fostering transparency and shared understanding of assessment and achievement.

Areas for Growth

- Improving student perception of writing identity and ability across disciplines.
- Improving the number of students who are engaged in their learning at school.
- Improve how students will see themselves as valued contributors in a learning community that recognizes their identities and experiences as integral to academic success.

Next Steps

- Provide authentic opportunities for students to read, write, and communicate like "experts" in each subject area.
- Integrate culturally responsive texts and multimodal literacies that reflect students lived experiences and diverse perspectives.
- Create rich, interdisciplinary literacy tasks that invite personal expression, identity exploration, and peer collaboration.

- Support teachers in facilitating inclusive discussions that affirm multiple ways of knowing and communicating.

Our Data Story

Last year, Sunalta's School Development Plan focused on strengthening students' foundational skills in literacy through the lens of disciplinary learning. Data collected through the CBE Student Survey, the Education Assurance Survey, and teacher professional observations collectively indicated a need to enhance student writing, particularly the ability to communicate ideas with clarity, purpose, and audience awareness across subject areas.

Our literacy goal emphasized fostering a strong sense of identity and perseverance among students to support their growth as confident and capable learners. In literacy, we concentrated on developing students' ability to write clearly and effectively to express information and ideas. Through collaborative Professional Learning Communities (PLCs), teachers engaged deeply with the English Language Arts and Literature (ELAL) curriculum and the CBE ELAL Scope and Sequence, ensuring alignment between curriculum outcomes, instructional design, and assessment practices. Targeted professional development offerings on Disciplinary Literacy, including tangible strategies and thinking routines, particularly to support these practices with our significant English as an Additional Language (EAL) population (53%), contributed to this progress. Staff-wide engagement in book study, Disciplinary Literacy in Action: How to create and sustain a school-wide culture of deep reading, writing, and thinking (Lent, 2018) further contributed to improved staff capacity and ensured alignment, engagement, and commitment toward shared school goals.

Using PLCs, high-impact learning sprints, and common rubrics, teachers examined student work to identify patterns, plan responsive instruction, and determine next steps for learning. These collaborative cycles helped teachers refine their use of formative assessment and targeted feedback to improve student writing outcomes. The results demonstrated measurable improvement: an overall increase in the number of students in Grades 4–6 achieving a “4” indicator, and a decrease in students receiving a “1” or “2” indicator in writing.

Teachers intentionally celebrated student growth and identity as writers. By connecting writing tasks to personal experiences, curiosity, and cross-curricular learning, students began to view themselves as authors and communicators with unique voices and perspectives. Growth was also reflected in the CBE Student Survey, where a slightly higher percentage of students (an increase of 5%) indicated that they can share their ideas effectively through writing. While the increase was modest, it highlighted both progress and the ongoing need to provide explicit instruction and feedback that empower students to communicate confidently and creatively through writing.

CBE Student Survey 2024-2025 Spring Administration (Grade 5 & 6)

| | | |
|--|-------------|-------------|
| Literacy Framework: | Spring 2024 | Spring 2025 |
| Question: I know what to do next to improve my writing skills | 81.69% | 87.5% |

Provincial assessment data also supports the positive direction of this work. On the Grade 6 Provincial Achievement Tests, 87.5% of Sunalta students achieved the acceptable standard in Writing, exceeding the provincial average of 85.3%. Twenty percent of students achieved the standard of excellence. In Reading, 85% of students met the acceptable standard (compared to 76% provincially), and 42.5% achieved the standard of excellence, evidence of strong comprehension, fluency, and engagement with text.

Table 2.2
Standards Achieved by Students Writing the Test, by Reporting Category

| Reporting Category | Maximum Possible Score | Cut Score ^a | School n = 40 | | Province n = 34975 | |
|----------------------------------|------------------------|------------------------|------------------|---------|-----------------------|---------|
| | | | Number | Percent | Number | Percent |
| Acceptable Standard ^b | | | | | | |
| Total Test | 100 | 50 | 34 | 85.0 | 27841 | 79.6 |
| Writing | 50 | 25 | 35 | 87.5 | 29658 | 84.8 |
| Reading | 50 | 25 | 34 | 85.0 | 26259 | 75.1 |
| Standard of Excellence | | | | | | |
| Total Test | 100 | 78 | 13 | 32.5 | 4739 | 13.5 |
| Writing | 50 | 40 | 8 | 20.0 | 3107 | 8.9 |
| Reading | 50 | 38 | 17 | 42.5 | 10267 | 29.4 |

In terms of student engagement, the results of the CBE Student Survey for Grades 5 and 6 showed 67% of students agreed that they “write on topics that interest me,” and 81% agreed that “I am a good (competent) writer.” These results suggest that while many students view themselves as capable writers, there is room to deepen motivation and personal connection to literacy tasks. As students engage with the new English Language Arts and Literature curriculum, they are increasingly invited to see themselves as agents in their own learning, readers, writers, and thinkers whose voices matter.

Looking forward, our next steps will focus on increasing engagement and choice by integrating high-interest, age-appropriate texts and authentic writing opportunities that foster curiosity and purpose. We will continue to emphasize disciplinary literacy, helping students apply literacy skills to make meaning within each subject area, while also nurturing a strong sense of belonging and identity in our learning community. By combining explicit writing instruction, targeted feedback, and student-centered learning experiences, we aim to ensure every student at Sunalta grows as a skilled communicator and confident learner.

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 | Sunalta 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 | 94.8 | 96.9 | 95.9 | 83.9 | 83.7 | 84.4 | Very High | Maintained | Excellent |
| | Citizenship | 94.8 | 98.1 | 97.6 | 79.8 | 79.4 | 80.4 | Very High | Maintained | 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 |
| | 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 | 96.0 | 95.0 | 96.0 | 87.7 | 87.6 | 88.2 | Very High | Maintained | Excellent |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 95.7 | 100.0 | 97.2 | 84.4 | 84.0 | 84.9 | Very High | Maintained | Excellent |
| | Access to Supports and Services | 92.0 | 91.9 | 89.5 | 80.1 | 79.9 | 80.7 | Very High | Maintained | Excellent |
| Governance | Parental Involvement | 96.0 | 86.4 | 87.9 | 80.0 | 79.5 | 79.1 | Very High | Improved | Excellent |