



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

Highwood School

11 Holmwood Ave NW, Calgary, AB T2K 2G5 t | 403-777-6200 e | highwood@cbe.ab.ca

School Improvement Results Reporting| 2023-24

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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Goals and outcomes related to the information shared here are outlined in the 2024-25 School Development Plan.

School Improvement Results

CBE's Education Plan for 2023-24 prioritized creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that informed the 2021-24 Education Plan and system actions for improvement across the organization were identified.

- Literacy
- Mathematics
- Well-Being

Highwood School Goals

- Literacy: Phonemic Awareness
- Numeracy: Understanding of number sense through Mandarin oral language
- Well Being: Regulation and mental health with a focus on conflict resolution

Our School Focused on Improving

- Literacy: Phonemic Awareness
- Numeracy: Understanding of number sense through Mandarin oral language
- Well Being: Regulation and mental health with a focus on conflict resolution

We chose to focus on these areas as our student data as measured on school-based assessments and on provincial assessments (LeNS, CC3 and Numeracy) indicated that gaps in these foundational skills were limiting students' ability to decode when reading/writing in English and expressing their mathematical reasoning in Chinese. We also noticed, based on school-based assessments, CBE Student Survey results, as well as teacher perceptions, that students were experiencing difficulty with conflict resolution, regulating emotions, and the impact their mental health has on various aspects of their life.

What We Measured and Heard

The following data was compiled from school-based assessments to measure the growth in literacy and numeracy. We noted the following improvements:

English- percentage of students who knew all of the graphemes during the pre-test vs. post-test (average of 3 cycles of testing)

Grade	Average on the pre-test	Average on the post-test	Difference based on percentage points
Grade 1	22%	84%	+62
Grade 2	21%	85%	+64
Grade 3	40%	83%	+43
Grade 4	39%	84%	+45

Numeracy – percentage of students who spoke in detailed Chinese sentences about number sense during the pre-test vs. post-test (average of 3 cycles of testing)

Grade	Average on the pre-test	Average on the post-test	Difference based on percentage points
Kindergarten	0%	43%	+43
Grade 1	3%	55%	+52
Grade 2	7%	55%	+48
Grade 3	1%	39%	+38
Grade 4	4%	37%	+33

Numeracy – percentage of students who comprehended number sense concepts during the pre-test vs. post-test (average of 3 cycles of testing)

Grade	Average on the pre-test	Average on the post-test	Difference based on percentage points
Kindergarten	0%	82%	+82
Grade 1	11%	77%	+66
Grade 2	10%	75%	+65
Grade 3	8%	51%	+43
Grade 4	3%	55%	+52

Well-Being – percentage points of improvement on the number of students who demonstrated a good understanding of six Zen Zodiac concepts from the pre-test to the post-test

Grade	Honest Horse	Talk it Out Tiger	Brain Break Bunny	Let it Go Pig	Stop Snake	Shake a Paw Dog
Kindergarten	+58	+72	+60	+67	+70	+72
Grade 1	+41	+28	+32	+60	+59	+75
Grade 2	+46	+48	+56	+48	+40	+46
Grade 3	+67	+70	+75	+71	+57	+33
Grade 4	+62	+57	+63	+46	+32	+49

The following data was compiled from the Letter-Name Sound Test (LeNS) provincial assessment to measure the growth of grapheme sound recognition in Grade 1 students. We noted the following improvements:

Grade	Pre-test (Feb 2024): # of students who were identified as 'at risk'	Post-test (June 2024): # of students who were identified as 'at risk'	Difference
Grade 1	18	6	12 fewer students were identified as 'at risk'

On the Alberta Education Assurance Measures, we maintained a very high percentage (95%+ over the past 3 years) of parents, students, and staff who felt that Highwood is a welcoming, caring, respectful and safe learning environment. This is in part a reflection of the strategies that are in place to support students when they are dealing with a difficult situation and are having trouble regulating emotions. It has been intentional in ensuring that strategies and vocabulary used are consistent and familiar amongst all staff.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Our school based assessments consistently indicated that after concepts (literacy, numeracy, and well-being) were directly taught to students, and reinforced with specific tasks, games, and authentic application, the percentage of students who gained mastery greatly increased. Purposeful recycling, reusing, and reviewing of strategies, concepts, and vocabulary were implemented in Chinese and English. Parents have shared that they really like the Zen Zodiac and the link between culture and problem solving strategies. They also shared that students have been talking about and using these strategies at	- Students' knowledge of English graphemes have improved and teachers have seen it transferred into student reading (decoding) and writing (spelling) - Students' comprehension of number sense concepts improved - Students are more confident and better able to speak in full and logical sentences in Mandarin - Students have more 'tools' in their toolbox to solve problems, as well as common language amongst staff and students to communicate feelings and solutions - Parents continue to be satisfied with the school environment and culture	- Provide targeted English intervention for LP1 EAL students in the higher grades (specifically those that are new to Canada) - Build students' confidence and ability to speak in full and logical sentences in Mandarin AND English - Continue to work with students and staff on Zen Zodiac strategies to further promote independent problem solving, clear communication, and regulation of emotions

home, even reminding their parents to use certain strategies themselves!		
--	--	--

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Spring 2024



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	Highwood 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	89.1	91.4	90.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	92.3	94.0	93.9	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.8	96.4	94.9	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.5	95.4	95.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	91.0	90.9	93.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	91.2	96.1	95.8	79.5	79.1	78.9	Very High	Maintained	Excellent

Note | The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time