

**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

Glamorgan School

50 Grafton Drive, Calgary, AB T3E 4W3 t | 403-777-8310 f | 403-777-8313 e | glamorgan@cbe.ab.ca

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 across all disciplines will improve.

Outcome One: Students will increase their ability, engagement, and confidence in reading in order to improve depth of understanding and comprehension across all disciplines.

Celebrations

- Report Card Achievement data indicated an improvement in reading and writing:
 - Reads to explore, construct and extend understanding: Level 4 (excellent) increased from **29.4%** → **33.6%**, and Level 2 (Basic) decreased from **23.4%** → **20.9%**.
 - Writes to develop, organize and express information and ideas: Level 4 (excellent) increased from **16.8%** → **24.6%**, and Level 2 (basic) decreased from **32.0%** → **28.0%**
- Cross-curricular literacy professional learning led to more students using annotation, questioning, and vocabulary strategies independently in all disciplines
- Staff observed increased student engagement in reading through Learning Commons “wish lists” and identity-affirming text selections.
- CBE Student Survey data indicated that students’ confidence in themselves as learners increase from **60.9%** → **66.1%**
- Students who achieved below the acceptable standard on the Grade 9 ELA Part B Provincial Achievement Test (PAT) decreased from **11.5%** → **9.4%** and students who achieved the acceptable standard increased from **88.5%** → **90.7%**

Areas for Growth

- Many students continue to perform at the “Basic” or “Good” levels in their Report Card Achievement, and fewer students are now reaching excellence on the Provincial Achievement Test Grade 9 ELA Part B. The proportion of students achieving excellence **declined from 23.0% to 16.7%**, indicating emerging gaps in higher-order comprehension and disciplinary thinking.
- Students need more consistent support transferring reading strategies independently across subjects
- Some students continue to struggle with academic vocabulary, impacting comprehension in science, social studies, and mathematics
- Diagnostic assessment use varies across grade teams, limiting precision in planning next steps for instruction

Next Steps

- Strengthen disciplinary literacy through targeted instruction in inference, synthesis, and disciplinary vocabulary across all subjects
- Implement consistent diagnostic literacy cycles using the Reading Decision Tree to guide targeted intervention and enrichment
- Expand modelling and guided practice opportunities so students can apply reading strategies independently across contexts
- Increase cross-curricular alignment of task design to ensure literacy instruction is cohesive and embedded in all disciplines

Goal Two: Students' sense of belonging will improve.

Outcome One: Students will experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities.

Celebrations

- The CBE Student Survey results indicated the following:
 - Students reporting they feel **welcome** increased from **61.95%** → **67.38%**
 - Students reporting they feel **included** increased from **58.45%** → **67.25%**
 - Students reporting **learner confidence** increased from **60.9%** → **66.08%**
- Sharing circles, Diversity Day, Kindness Day, and expanded student leadership opportunities strengthened connection and peer relationships
- Staff observed increased student willingness to address discriminatory language and advocate for others

Areas for Growth

- Student perception data in the CBE Student Survey revealed that:
 - Only **42.21%** of students feel they can see their culture reflected in school visuals and materials
 - Just over **50%** of students believe the school consistently addresses racism or discrimination
- Students require additional support to build relational safety and confidently navigate peer conflict
- Belonging varies across grade levels, with some students still hesitant to take risks academically or socially

Next Steps

- Continue strengthening culturally responsive pedagogy and expand visible representation throughout the school
- Refine and align staff responses to discriminatory behaviour to ensure they are timely, restorative, consistent, and clearly communicated
- Deepen sharing circle practices and cross-grade connections to build relational trust schoolwide
- Expand student-led initiatives and clubs that promote identity, connection, leadership, and peer collaboration
- Continue embedding Ensouling Our Schools practices to support identity, emotional regulation, and belonging

Our Data Story:

Glamorgan School's 2024–2025 School Development Plan focused on two interconnected priorities: improving student achievement in literacy across all disciplines and strengthening students' overall sense of belonging. These goals emerged from student achievement data, student perception surveys, and feedback from staff and families indicating a need to improve comprehension, deepen students' engagement with texts, and build stronger cultural representation and connection within the school environment. The literacy goal centered on strengthening students' ability, engagement, and confidence in reading to support deeper comprehension across subject areas. The belonging goal emerged from perception data showing that just over half of students felt included and a sense of belonging at school.

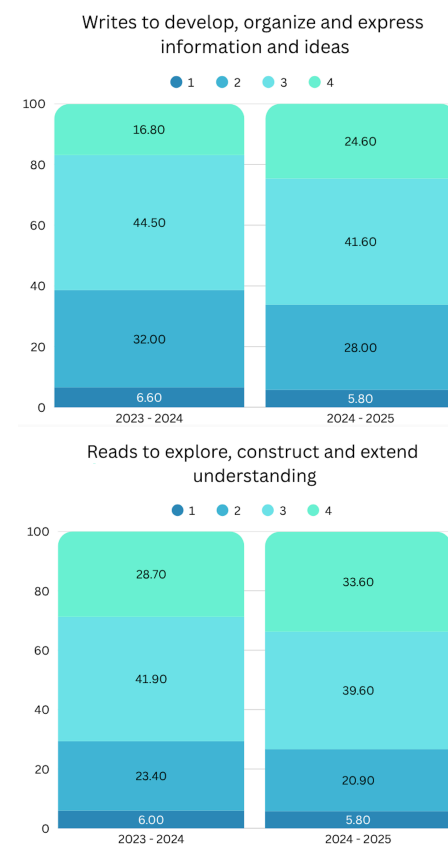
Literacy Achievement Across Disciplines

Teacher reflections early in the year revealed that many students required greater explicit instruction in how to navigate and comprehend complex texts across subject areas. Students often relied on surface-level strategies when reading or interpreting content, which affected their ability to make inferences, understand disciplinary vocabulary, or synthesize information. Teachers also noted that challenges in reading comprehension limited students' abilities to express their understanding in writing, as writing tasks required students to communicate, organize, and extend their thinking in increasingly sophisticated ways.

To address these needs, the school implemented a coordinated set of actions to strengthen disciplinary literacy. Teachers engaged in a yearlong professional learning plan dedicated to high-impact literacy strategies that supported comprehension across subject areas. Workshop cycles focused on modelling annotation, active reading approaches, vocabulary development, summarizing, and metacognitive strategy use. These strategies were intentionally transferred across all disciplines.

These instructional shifts were complemented by deliberate work in the Learning Commons. Teachers partnered with the librarian to review and diversify available texts, incorporating student voice through grade-specific "wish lists" that prioritized meaningful, identity-affirming literature. Students' active participation in selecting new materials increased their engagement and fostered a stronger sense of ownership over their reading lives.

By June, Glamorgan observed measurable improvements in literacy achievement across disciplines. On the reading indicator, the proportion of students achieving Level 4 ("Excellent") increased from 29.4% to 33.6%, while those at Level 2 ("Basic") decreased from



23.4% to 20.9%. Growth was also evident in writing, an essential component of disciplinary literacy. Students achieving Level 4 on the writing indicator rose from 16.8% to 24.6%, and those at Level 2 decreased from 32.0% to 28.0%. The Grade 9 English Language Arts Provincial Achievement Test results further reinforced these patterns as students achieving below the acceptable standard decreased from 11.5% to 9.4%, while those achieving the acceptable standard increased from 88.5% to 90.7%, demonstrating growth in overall comprehension and reading performance. These shifts indicate that students were increasingly able to comprehend, process, and express complex ideas across subject areas.

Well-Being and Belonging

Alongside literacy, Glamorgan prioritized strengthening students' sense of belonging. Teacher observations and parent feedback highlighted concerns around peer interactions, discriminatory language, and students' hesitancy to address harmful behaviour. Perception data and family input indicated that many students did not consistently see their identities reflected in learning materials or school visuals, reinforcing the need for a more intentional approach to relational safety and representation.

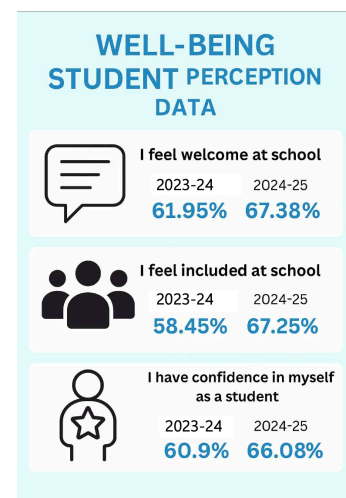
To address these concerns, teachers participated in an Ensouling Our Schools–centered PLC focused on identity, emotional regulation, and relational trust. Sharing circles became a regular practice in homeroom classrooms, creating structured opportunities for students to share experiences and build community. The school also reviewed and refreshed signage and visual displays to better reflect the cultural and linguistic diversity of the student population.

Schoolwide events such as Diversity Day and Kindness Day further supported empathy, inclusion, and connection. Student leadership opportunities expanded through clubs and interest-based groups, enabling students to create spaces that reflected their strengths and identities. Teachers also designed learning tasks emphasizing collaboration and collective responsibility, reinforcing positive peer interactions.

These efforts resulted in measurable improvements. Students reporting that they felt welcome increased from 61.95% to 67.38%, those who felt included rose from 58.45% to 67.25%, and learners' confidence increased from 60.9% to 66.08%. Staff also observed a shift in students' willingness to address discriminatory behaviour and advocate for peers, reflecting enhanced relational safety and a more positive peer culture.

Insights and Next Steps

The year's data demonstrate meaningful progress in disciplinary literacy and belonging. Improvements in reading and writing suggest that explicit strategy instruction, intentional task design, and increased access to diverse texts strengthened



students' comprehension across subjects. However, many students continue to perform at the "Basic" and "Good" levels, indicating a need for continued refinement of literacy practices, further use of diagnostic tools, and deeper alignment across grade teams and subject areas.

Well-being data also reveal a number of areas for continued focus. While measures of welcome, inclusion, and learner confidence improved, perception data show that only 42.21% of students feel they can see their culture reflected in school, and just over 50% believe the school consistently addresses racism or discrimination. These insights highlight the need for stronger cultural representation, clearer and more visible responses to harmful behaviour, and continued work to strengthen trust, consistency, and relational safety across classrooms and common spaces.

In the coming year, Glamorgan School will deepen disciplinary literacy instruction by expanding strategy instruction across grades, refining scaffolding, and using diagnostic tools to guide targeted supports. The school will continue enhancing well-being practices by strengthening cross-grade relationships, deepening sharing circle practices, refining schoolwide events, and expanding opportunities for student-led initiatives that promote representation, empathy, and connection. Additional focus will be placed on strengthening culturally responsive pedagogy, increasing visible representation throughout the school, and ensuring that responses to discriminatory behaviour are timely, restorative, and aligned across staff. Through these efforts, Glamorgan aims to ensure that every student experiences belonging, confidence, and academic growth while engaging deeply with texts across all areas of 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

Assurance Domain	Measure	Glamorgan 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	81.6	80.0	81.2	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	72.4	64.5	73.3	79.8	79.4	80.4	Intermediate	Maintained	Acceptable
	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	85.9	85.1	82.5	62.5	62.5	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	35.0	32.3	29.0	15.6	15.4	15.5	Very High	Maintained	Excellent
	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	84.9	78.6	84.4	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.9	66.9	77.2	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	75.0	67.1	72.2	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	82.0	72.6	79.3	80.0	79.5	79.1	High	Maintained	Good