



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

Bowness High School

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School Development Planning

Introduction

Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. 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.

Data Story

What is the school data story and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement?

Learning Excellence

At Bowness High School we continue to see and celebrate excellence. Learning Excellence is demonstrated by the Alberta Education Assurance Measures Report (AEAMR) which shows an increase in the Acceptable Standard and the Standard of Excellence on our Diploma Courses. Areas that are helping us define the direction of our focus are: Engagement and Connections with the Curriculum. This need is highlighted by the CBE Student Survey whereby questions related to the core courses being "interesting" or "useful to me" were down from the previous year. In a similar vein, the Alberta Education Assurance Measures Report asked, "It is clear what I am expected to learn at school" and students reported a decrease here.

These tell us that we need to focus on the "why" of the curriculum, and then connecting students to their learning outcomes via Outcomes Based Assessment and Reporting will be the vector through which we achieve our goal.



	Survey	Measure/Question	2022-23	2023-24
Celebration	AEAMR	Diploma Results – Acceptable Standard	80.3%	83.8%
Celebration	AEAMR	Diploma Results – Standard of Excellence	19.5%	24.4%
Celebration	Student Services	Graduation Rates	95%	98%
Area for Growth	CBE Student Survey	"Courses are useful to me"*	78%	71%
Area for Growth	CBE Student Survey	"Courses are interesting"**	60%	50%
Area for Growth	AEAMR	"It is clear what I am expected to learn at school"	80%	73%

*Average of the 3 subject areas asked about in the survey: Math, Science and Social Studies

**Average of the 2 subject areas asked about in the survey: Math and ELA

Well-being

A celebration of Well-being is seen in our students who report an increase in being proud to be part of our school and having at least one adult they connect with (CBE Student Survey). However, the Alberta Education Assurance Measures Reports showed that "Welcoming, Caring, Respectful, Safe Learning Environment" (WCRSLE) measures declined amongst students. The Assurance Report also shows that students feel access to Learning Supports has decreased, even though parents feel these continue to be good.

These student survey results point to the need to pay close attention to creating supportive and inclusive learning environments that foster a sense of community and connection among students. Additionally, we will aim to increase awareness of the learning supports that exist at Bowness.

	Survey	Measure/Question	2022-23	2023-24
Celebration	CBE Student Survey	"Proud to be part of our school"	67%	76%
Celebration	CBE Student Survey	"I have at least one adult I really connect with"	69%	76%
Area for Growth	AEAMR	WCRSLE measures	76.7%	67.5%
Area for Growth	AEAMR	Access to Learning Supports	80.0%	70%

Truth & Reconciliation, Diversity, and Inclusion

Bowness celebrates its diverse population and some of this diversity is captured in the following data: 4.5% of our students identify as Indigenous (65 students), 27% of our students who are English Language Learners are coded Language Proficiency Level LP1 or LP2, and 42.4% of our student population have special education coding and vary in their learning needs.

We have several celebrations, as in the June 2024 CBE Student Survey, where we saw that more students reported that they "learn about indigenous





CBE 2024-27 Education Plan

**Learning Excellence**

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

ways of being, belonging, doing and knowing". Furthermore, in the same survey we saw an increase in the percentage of students reporting that they see their culture reflected in our school.

We've identified the following areas where we will strive to grow: Learning from Elders, and Indigenous Student Confidence as Learners. While improved from the year before, we still find that many of our students do not report getting to learn from Indigenous Elders and Knowledge Keepers. Additionally, many of our students who self-identify as Indigenous reported in the CBE Student Survey as having low confidence in themselves as a learner. These students are in Grade 12 now and we aim to support them in our SDP goal and its plan that follows.

	Survey	Measure/Question	2022-23	2023-24
Celebration	CBE Student Survey	"I learn about Indigenous Ways of Knowing"	57%	72%
Celebration	CBE Student Survey	"I see my culture reflected in my school"	54%	62%
Area of Growth	CBE Student Survey	"At my school I get to learn from Indigenous Elders, Knowledge Keepers"	19.4%	42.5%
Area of Growth	CBE Student Survey	Indigenous Student Cohort "I have confidence in myself as a learner"	*	33%

*cohort specific data not previously collected





School Development Plan – Year 1 of 3

School Goal

Student academic achievement will improve through assessment practices that make explicit connections to the intended learning goals and actively engage students in the assessment process.

Outcome:

The implementation of Outcomes-Based Assessment practices across all disciplines will support student engagement and equitable assessment practices.

Outcome Measures

- *Alberta Education Assurance Measures Survey – “What I learn is meaningful” or “interesting to me.”*
- *Report Card data and course completion data*
- *Teacher perception data – Assessment & Reporting in the CBE “Teacher Self-Assessment Tool”*
- *School Authority Report – Diploma Examination Results alignment with School Awarded Marks*

Data for Monitoring Progress

- *Credit Recovery and Credit Rescue Tracking*
- *High School Diploma Analytics – how many did not earn credits and which outcomes they are not performing well on*
- *Alberta Education Assurance Measure Results Report: 3-Year High School Completion*
- *Internally generated and delivered Metacognitive Student Survey to assess Student understanding of curricular outcomes*

Learning Excellence Actions

- *Consistent use of clear learning intentions aligned with identified course outcomes and assessment criteria connected to the High School Proficiency Scale*
- *Teachers use various assessment types and mitigate the impact of distorting factors to ensure fairness and accuracy in the assessment information gathered*
- *Provide timely, consistent and constructive feedback to help students understand their progress and areas for improvement*

Well-Being Actions

- *Provide students with opportunities for continued learning and reassessment to encourage student engagement and motivation in learning*
- *Creating clear curricular connections increases student connection to the program of studies, fosters a growth mindset and provides a bridge between the curriculum and the real world*
- *Teachers create opportunities for student voice in assessment practices that develop a sense of ownership, self-advocacy and personalization in their learning*
- *Additional time is provided to all students to reduce anxiety to complete assessments to ensure that the achievement of the intended learning goal is met*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Identify places across curriculum where Indigenous ways of being, belonging, doing and knowing can be weaved into teacher practice and then design new learning tasks*
- *Develop confidence and success in students who identify as Indigenous by engaging them in the assessment process and making connections to the curriculum by improving access and exposure to Indigenous Ways of Knowing*
- *Ensure all students see their culture reflected in our school by implementing culturally responsive pedagogy*





Professional Learning

- *System Professional Learning - Outcome - Based Assessment - review and continue refinements of assessments to support improved use of the Proficiency Scale*
- *Design of personalized tasks that map with the outcomes and assessments that engage students by including them in the development process of some assessments*
- *Calibration through the exploration of student work to the Proficiency Scale to build collective understanding*

Structures and Processes

- *Protocol driven Collaborative Response Meetings and processes that help staff develop communal Tier 2 supports and best practices*
- *Professional Learning Cycles focused on calibration of assessments that help teachers align their expectations and grading practices, across classrooms*
- *Additional PD Sessions delivered by Admin and resident experts to support teachers in implementing best practices of OBA&R and develop capacity in Power Teacher Pro*
- *Collaborative Response structures and processes are used to identify students at risk to provide additional support and potential referral to Alpha Triage (Tier 3) supports and beyond*

Resources

- *Assessment & Reporting in CBE*
- *Assessment & Reporting in CBE | Practices & Procedures*
- *Assessment & Reporting in CBE | Teacher Self-Assessment Tool*
- *Making Teaching & Learning Visible*
- *EAL Benchmarking Tool*
- *Indigenous Education Holistic Lifelong Learning Framework*
- *Indigenous Author Book Club – committee selected books/works for study*

