



Buffalo Rubbing Stone School

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School Improvement Results Reporting| 2023-24

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

Each year, schools capture evidence of continuous improvement toward 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 2021-24 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

BRS School Goals

- Vocabulary
- Proportional Thinking and Problem Solving
- Independence and student voice

Our School Focused on Improving

In 2023-24, our focus was to strengthen student identity. This holistic goal encompassed developing students' sense of self as learner, reader, writer, mathematician, and school citizen. We integrated social-emotional learning with academic instruction to provide a strong foundation for increasing student engagement and achievement.

Through active task engagement, we worked to increase

- proportional thinking and problem solving in mathematics
- vocabulary in reading comprehension and writing
- independence and student voice in well-being

What We Measured and Heard

Provincial assessments, including the LeNS, CC3, and Numeracy assessments in grades 1-3 measured growth in literacy and mathematics. Pre-testing identified approximately 20% of our students in the “at risk” category. Following instruction and intervention, approximately 50% the students identified “at risk” moved into the “not at risk” category as follows:

LeNS – Students moving from “at risk” to “not at risk”

Grade 1	+48.39%
Grade 2	+42.86%

CC3 – Students moving from “at risk” to “not at risk”

	Regular Words	Non Words
Grade 2	+40.74%	+51.85%
Grade 3	+69.57%	+56.52%

Numeracy – Students moving from “at risk” to “not at risk”

Grade 1	+41.18%
Grade 2	+64.71%
Grade 3	+72.73%

Literacy and mathematics report card marks in all grades indicate an increase in proficiency levels between January and June.

Student perception data was gathered from grade 5 students in the CBE Student Survey. These data indicated students have experienced increased self-confidence and independence with 90% of grade 5 students reporting they are confident they can learn mathematics, 88% indicating they know what to do to improve their reading skills, and 80% of students indicating they are good (competent) writers. An area of concern and an indication of self-awareness is only 59% of students indicated they take care of themselves by ensuring they don't have too much screen time. 95% of students reported they are proud to be part of our school.

The Alberta Education Assurance Measures, surveyed grade 4 students', their parents', and our teachers' perceptions of learning and teaching at BRS. Buffalo Rubbing Stone averages exceeded the provincial average in all measures. When compared with our school's previous three-year averages, 2024 data shows increases on all but one measure.

Highlights include 100% parent satisfaction

- that teachers care about their children,
- that their children are encouraged to try their best,
- with the variety of subjects available,
- that literacy skills children are learning are useful,
- that their children find school work interesting,

- that students at school care about each other,
- that their children are safe going to and from school, and
- that Buffalo Rubbing Stone School is a welcoming place for their children to be at school.

Highlights of student perceptions include greater than 90% satisfaction

- that teachers care about them,
- that they are encouraged to try their best,
- it is easy to get help with school work at school, if needed,
- that BRS is a good or very good school,
- that BRS has good or very good teachers, and
- that they are proud of their school.

Highlights include 100% teacher satisfaction

- that teachers care about their students,
- that students are encouraged to try their best,
- that teachers are available to help students when needed,
- with the variety of subjects available,
- that the literacy and numeracy skills students are learning are useful,
- that students find school work interesting,
- that students help each other when they can, and
- that students are taught the knowledge, skills, and attitudes necessary for lifelong learning

There is a great deal of agreement between parent, student, and teacher perceptions on most measures. One measure that indicated substantial discrepancy is Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE). Parents rate all criteria at 88% satisfaction or higher; similarly, teachers rate all criteria at 93% or higher. Grade four students rate the criteria substantially lower.

Within the WCRSLE measure, grade four students indicated

- 64% satisfaction that most students respect each other,
- 68% satisfaction that most students care about each other, and
- 70% satisfaction that other students treat peers well.

The remaining criteria in the measure scored more than 86% satisfaction.

The Citizenship measure has declined, primarily due to the perception of students following the rules.

- parents indicated 75% of students follow the rules,
- grade four students indicated 47% of students follow the rules, and
- teachers indicated 90% of students follow the rules.

Perception data from grades two and three students from the CBE Well-Being Survey echoed much of the data gathered from grades four and five students. Three data points to highlight are

- 94.25% of grades two and three students indicated they treat others with kindness; whereas, 79.74% of grades two and three students indicated others treat them with kindness,
- 76.98% of grades two and three students indicated they finish what they start at school, and
- 51.74% of grades two and three students indicated they feel tired during the school day.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
LeNS, CC3, and Numeracy Assessment data indicate that our intervention strategies for “at risk” students are meeting with success for approximately 50% of our “at risk” students. Grade 3 students have been most positively impacted by intervention. Student perception data indicates increased engagement in learning tasks with subsequent increases in perseverance, confidence, independence, student voice, and achievement. Because many of our Alberta Education Assurance Measures are rated as excellent overall, improving is difficult. We are pleased to maintain this level of achievement.	Students’ decoding skills and vocabulary have improved. Students’ enjoyment of mathematics has improved. Students feel safe at school to share their ideas with teachers. Parents indicated 87.5% agreement that our school has improved or stayed the same for the last three years. This result is a 9-percentage point increase over the three-year average.	Increase deep reading comprehension Provide targeted intervention for students at all grade levels Incorporate active math problem solving tasks to increase self-efficacy and understanding in mathematics Students’ perceived care and respect for one another

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:

- 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 2024

School: 2029 Buffalo Rubbing Stone School

Assurance Domain	Measure	Buffalo Rubbing Stone 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	90.7	89.4	88.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	83.9	88.7	89.5	79.4	80.3	80.9	Very High	Declined	Good
Teaching & Leading	Education Quality	94.2	93.7	93.8	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.5	92.2	92.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	85.3	80.4	82.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	88.5	81.6	85.3	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