


**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

**Buffalo Rubbing Stone School**

1308 Panatella Blvd. NW, Calgary, AB T3K 0X2 t | 403-817-3536 f | 587-933-9760 e | [buffalorubbingstonel@cbe.ab.ca](mailto:buffalorubbingstonel@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:** *To enhance learning excellence, we will improve assessment practices.*

**Outcome One:** *Improved summative assessment practices will build specific connections to the achievement of new curriculum outcomes in literacy and mathematics. This work will increase student learning excellence and teacher efficacy.*

**Outcome Two:** *Inclusive teaching and learning assessment practices that reflect diverse cultures and identities will increase student sense of belonging and learning excellence.*

### Celebrations

- Provincial literacy and numeracy screening assessments pre- and post-test data indicate 27% of students identified as requiring additional support in the fall moved into the not requiring additional support in the spring
- The Alberta Education Assurance Measures survey indicated 87.5% of parents of grade four students are satisfied or very satisfied that their children are taught attitudes and behaviours that will make them successful at work (increased from 61.5%)
- On the CBE Student Survey, grade 5 students reported I see my culture reflected in my school increased from 62% to 79%

### Areas for Growth

- Designing a variety of calibrated summative assessments (conversation, observation, product) and parallel assessments
- Building student engagement in good quality writing
- Improving sense of belonging for students of all cultures

### Next Steps

- Clearly articulating outcomes and success criteria
- Curating a grade level assessment resource
- Using the writing rope alongside rich writing tasks to engage students in writing
- Conferencing with small groups of students to further writing competency
- Advancing anti-racism pedagogy

## Our Data Story:

At Buffalo Rubbing Stone School, approximately 44% of our students are learning English as an Additional Language (EAL). Within that group, one-third are beginning learners (LP1&2) and two-thirds are expanding their English language proficiency (LP3-5). English language vocabulary is a focus for all learners. Our School Development Plan focused on comprehensive assessment of learning outcome achievement. As we carefully addressed all the outcomes of the new curriculum, we focused on both progress and achievement. Progress was monitored through individual student improvement and achievement was measured relative to summative assessments of learning outcomes. This focus has enhanced student, teacher, and parent understandings of curriculum expectations. Grade team calibrated assessments highlighted the need for parallel tasks to support the assessment of students not yet working at grade level. Assessed student work and summative assessments were sent home monthly; summative assessment results were shared with parents in PowerSchool. Parents became more knowledgeable about their children's current learning relative to grade level outcomes. Student achievement, as reported in terms of June report card indicators, remained relatively consistent when compared with the 2023/2024 school year. The percentage of students earning 3s or 4s changed as follows:

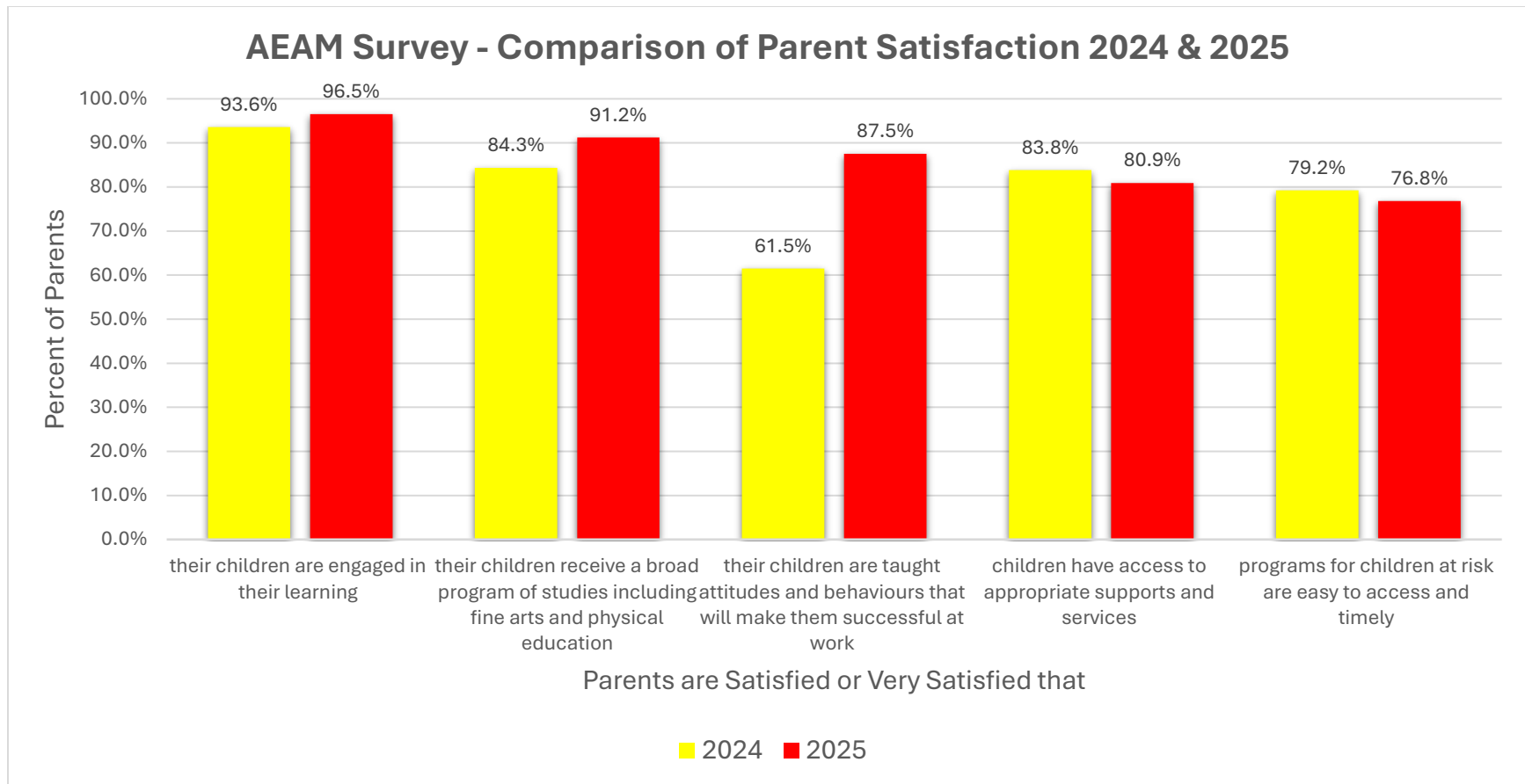
- Reading increased from 70% to 71%
- Competent writing remained steady at 67%
- Mathematics aggregate indicators decreased from 76% to 75%

When considering the difference in achievement between writing and mathematics, factors teachers identified included the need for conferencing with small groups to extend writing competency and the limitation of class-size and complexity to address the diverse learning needs of our student population.

When commenting on literacy and mathematics in the CBE Student Survey, grade five students indicated agreement with the following:

- 85% of students agreed my reading and writing skills help me achieve my future goals
- 90% of students agreed I am confident I can learn mathematics

Grades one, two, and three Fall 2024 provincial literacy and numeracy screening assessments indicated approximately 14-28% of our learners required additional support to learn English and academic foundational skills. Following intervention throughout the year, approximately 27% of students identified in pre-testing moved into the not requiring additional support category in post-testing. The number of students requiring additional support fell to 10-20% in June 2025; this need has increased since June 2024 when approximately only 10% of our students were identified as requiring additional support. Our Fall 2025 data indicates some gains made over the previous year have been maintained as this year's provincial assessments indicate 13-24% of students require additional support addressing literacy and mathematics outcomes.



Parent perceptions of their children's experience at Buffalo Rubbing Stone School were collected in the Alberta Education Assurance Measures Survey. Parents of grade four students at Buffalo Rubbing Stone School indicated greater satisfaction in all survey items as compared with parents of grade four students throughout Alberta, with most items scoring 80% or higher agreement. Three specific areas of increase included:

- 96.5% of parents are satisfied or very satisfied that their children are engaged in their learning (up from 93.6% in 2024)

- 91.2% of parents are satisfied or very satisfied that their children receive a broad program of studies including fine arts and physical education (up from 84.3%)
- 87.5% of parents are satisfied or very satisfied that their children are taught attitudes and behaviours that will make them successful at work (up from 61.5%)

Two specific areas of decline included:

- 80.9 of parents are satisfied or very satisfied that children have access to appropriate supports and services (down from 83.8%)
- 76.8% of parents are satisfied or very satisfied that programs for children at risk are easy to access and timely (down from 79.2%)

In 2025/2026, we will continue the development of collaborative, calibrated assessments used by grade teams and we will leverage their strength to develop parallel assessments. We will design learning tasks that move students toward the success criteria required to fulfill the learning outcome expectations.

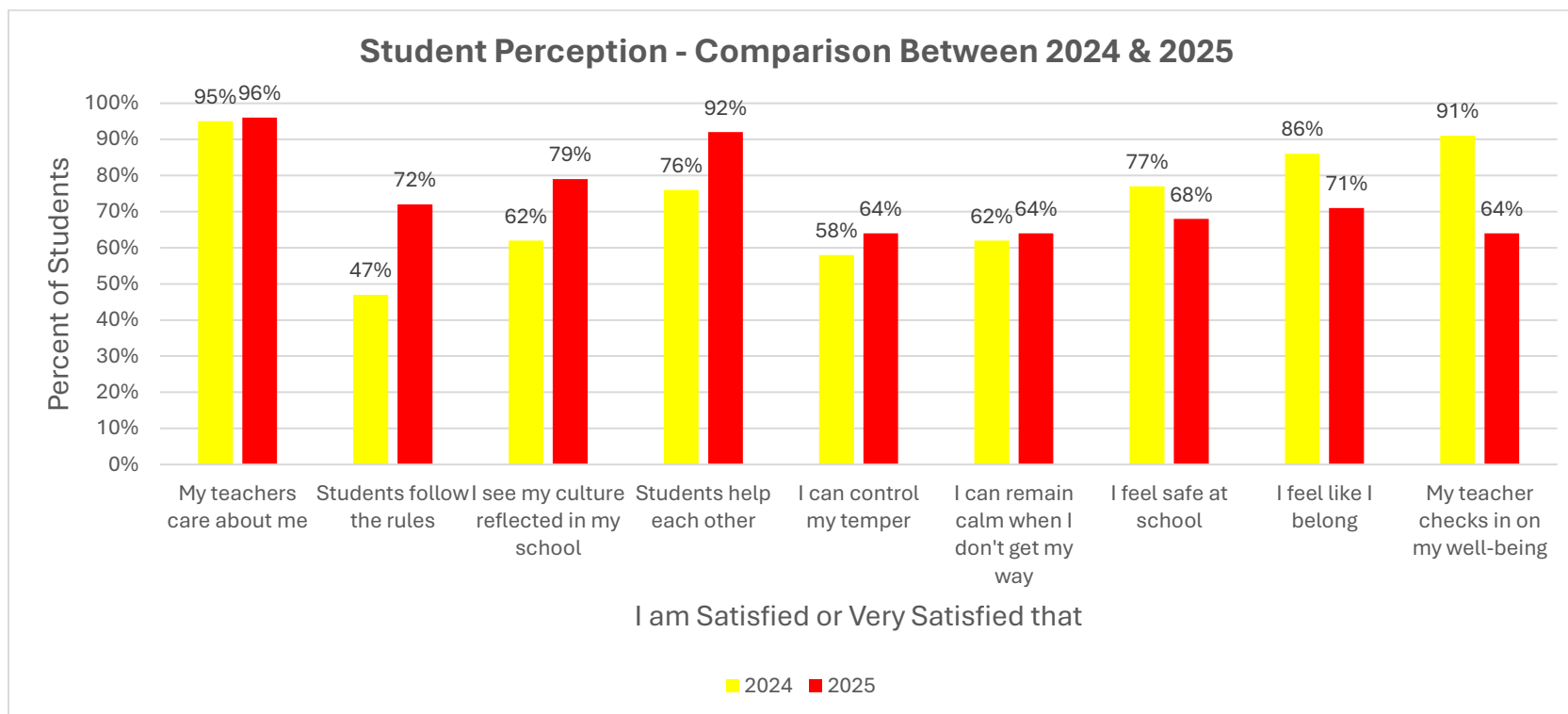
Students at Buffalo Rubbing Stone School speak 31 languages and were born in 36 countries. Learning about the cultures of our students and ensuring everyone feels a sense of belonging is very important to us. We recognize dates of significance and learn about each other's culture in all grades. Student perception measures including the Alberta Education Assurance Measures, the CBE Student Surveys, and the Our School Survey indicated Buffalo Rubbing Stone students are proud of their school, they believe their teachers care about them, and they reported they are always encouraged to try their best. Many survey items remain in the 90-100% agree or strongly agree range. Our focus on student identity and belonging has resulted in the following increases since the 2023/2024 school year:

- Students follow the rules from 47% to 72%
- I see my culture reflected in my school from 62% to 79%
- Students help each other from 76% to 92%
- I can control my temper from 58% to 64%

One item that remained relatively unchanged (62% to 64%) was students reporting they remain calm when they don't get their way.

There are anomalies in the data when addressing areas that have decreased. While increases reported above indicate increased satisfaction in social climate, the following items showed decreases:

- I feel safe at school from 77% to 68%
- I feel like I belong from 86% to 71%
- My teacher checks in on my well-being from 91% to 64%



We will be investigating the substantial discrepancies in these data. In the Our School Survey, one student commented, “The cultures of students at school are reflected in many ways, normally people respect each other’s’ religions, but sometimes religions can be taunted or made fun of.” In our diverse community, it is essential we learn about each other and respect everyone. Explicit teaching about anti-racism has been a focus for the last two years and will continue this year.

Learning on the land is infused in Buffalo Rubbing Stone school culture as part of how we engage in Indigenous ways of being, knowing, and doing. Being outdoors throughout the year, connecting students with the land, water, and sky, is deeply valued by staff and students. Sit spots, the pond, and our quarterly sunrises to recognize each solstice and equinox provide powerful moments of learning, reflection, and belonging.

# 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	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	88.9	90.7	89.0	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	88.6	83.9	87.6	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
	PAT6: Acceptable	n/a	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.5	94.2	94.0	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.4	91.5	91.8	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	85.8	85.3	83.5	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	90.0	88.5	86.4	80.0	79.5	79.1	Very High	Maintained	Excellent