



Bowness High School

4627 77th St NW, Calgary, AB T3B 2N6 t | 403-286-5092 f | 587-933-9753 e | bowness@cbe.ab.ca

School Improvement Results Reporting | For the 2024-25 School Year

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 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: 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.

Progress on the implementation of Outcomes-Based Assessment practices was made by staff with the aim of improving student achievement and engagement.

- This goal and outcome was measured using the Alberta Education Assurance Measures Report (AEAMR), the CBE Student Survey, the OurSchool Survey, the “Assessment & Reporting in the CBE – Teacher Self-Assessment Tool” and internal measures, such as the “BHS Student Outcomes Engagement Survey”.
- We expected to see improved achievement and engagement in the measures by examining some specific results we identified as areas for growth in our 2024-25 School Development Plan.
- Our goal was pursued across three system goals mentioned above: Learning Excellence, Well-being, Truth & Reconciliation, Diversity, and Inclusion.

Celebrations

- High School completion rates are still high and considered strong (AEAMR)
- Diploma Acceptable Standard and Standard of Excellence are still very high and considered excellent (AEAMR)
- Diploma Acceptable Standard and Standard of Excellence are both improved and excellent for our Indigenous Student Cohort (AEAMR)
- Well-being measures are all above national norms and all show improving trends (OurSchool Survey)

Areas for Growth

- Improving Student Engagement
- Improving student perception of Education Quality and Learning Supports
- Continuing to build a Welcoming, Caring, Respectful, and Safe Learning Environment for all

Next Steps

- Continuing to implement Outcomes-based Assessment, completing its implementation at the 10 level and beginning implementation in upper-level courses
- Continued efforts to make curricular outcomes useful and meaningful to students to improve engagement
- Promote awareness of under-utilized Learning Supports to students
- Highlight and integrate Indigenous Ways of being, knowing and belonging through TRC commitments and Indigenous Education Committee work at adopting significant dates from Indigenous calendars.

Our Data Story:

For **Learning Excellence**, we identified some questions to help us measure student engagement. These included questions from the CBE Student Survey asking if “courses being taken are useful to me” and if “they are interesting”. We also looked at whether students found “it is clear what I am expected to learn at school” from the Alberta Education Assurance Measures Report (AEAMR). This field of data was augmented by our internal BHS Student Outcomes Engagement Survey. Teachers found that students do understand the outcomes that are being taught and could differentiate the levels of proficiency when assessed. This improved students’ understanding of what they were expected to learn and why it might be useful to their learning. Continued efforts to make courses more interesting and relevant to today’s students will increase engagement. Teachers will make efforts to meet students where they are in their educational journey.

Measure / Question	Survey Source	2023-24	2024-25	Trend & Comment
<i>“It is clear what I am expected to learn at school”</i>	AEAMR	73%	78%	Improved but not quite back to previous level of 80%
<i>“Courses are useful to me”*</i>	AEAMR	71%	74%	Improved
<i>“Courses are interesting to me”**</i>	AEAMR	50%	54%	Improved
<i>“Did you know what learning outcome/s were being assessed?”</i>	BHS Student Outcomes Engagement Survey	-	Yes = 78%	(New Survey)
<i>“Do you understand why this curricular outcome is important to the course?”</i>	BHS Student Outcomes Engagement Survey	-	Yes = 71%	(New Survey)
<i>“Did you have an understanding of the levels of proficiency in this outcome?”</i>	BHS Student Outcomes Engagement Survey	-	Yes = 78%	(New Survey)

*Average of the 4 subject areas asked about in the survey: ELA, Math, Science and Social Studies

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

For **Well-being**, we identified two broad measures to assess if our efforts to improve student engagement through Outcomes-Based assessment were helping students feel a Welcoming, Caring, Respectful, Safe, Learning Environment (WCRSLE). These measures were the “WCRSLE” categories and the Access to Learning Supports from the AEAMR. We also reviewed the OurSchool Survey results specific to student well-being. We found that while the student overall WCRSLE measure was still considered low, it was improved upon from the previous year. The overall Access to Learning Supports was also a concern but did improve as well. This implies that we can continue to focus on making all students and parents aware of the supports that exist in our building and helping all embrace being part of the wider Bowness community. Additionally, we measured Student Well-Being via the OurSchool Survey, which showed our students being higher than the national norms in all areas and positive upward trends in all but two areas. This implies that our students are, overall, well-adjusted and have a good sense of well-being.

Measure / Question	Survey Source	2023-24	2024-25	Trend & Comment
WCRSLE Measures	AEAMR	67.5%	71.7%	Improved but still low
Access to Learning Supports	AEAMR	70.8%	74.6%	Improved but still low
Sense of Belonging	OurSchool	61%	72%	Improved & Higher than national norm
Positive Relationships	OurSchool	74%	80%	Improved & Higher than national norm
Positive Life Satisfaction	OurSchool	72%	74%	Improved & Higher than national norm
Positive General Health	OurSchool	79%	84%	Improved & Higher than national norm

Finally, for **Truth & Reconciliation, Diversity and Inclusion**, we identified questions from the CBE Survey to help us assess if our students “get to learn from Indigenous Elders and Knowledge Keepers” and if our Indigenous Cohort of students saw an improvement in their “confidence in themselves as a learner”. We found that some of our students continued to get to learn from Elders, but this could still be improved upon through the work of our Indigenous Education Committee and departmental commitments to “ReconciliAction”. Our Indigenous Cohort of students saw an improvement in their confidence as learners and saw a huge increase in their Diploma results. Bowness students continue to report that they saw their culture reflected in our school through the efforts of our Staff and Students Union.

Measure / Question	Survey Source	2023-24	2024-25	Trend & Comment
<i>“At school I get to learn from Indigenous Elders & Knowledge Keepers”</i>	CBE Student Survey	42.6%	39.5%	Down slightly
<i>Indigenous Student Cohort - Diploma Results Acceptable Standard</i>	AEAMR	67.4%	94.4%	Improved & Excellent relative to province
<i>“I can see my culture reflected in my school”</i>	CBE Student Survey	61.5%	60.8%	Stable
<i>“I feel included at school”</i>	CBE Student Survey	66.4%	71.77%	Improved
<i>“Teachers care about me”</i>	CBE Student Survey	83.2%	88.2%	Improved
<i>“People's different cultures and identities should be valued.”</i>	CBE Student Survey	-	92.1%	Not asked previously

Our efforts are making an impact but also there are still improvements to be found in student engagement making our students feel welcome, safe and respected in our building. Bowness students continue to perform well on academic measures and overall have a good sense of self and well-being.

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

Fall 2025

School: 9847 Bowness High School

Assurance Domain	Measure	Bowness High 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	74.9	77.1	80.3	83.9	83.7	84.4	Very Low	Declined Significantly	Concern
	Citizenship	67.5	69.4	70.9	79.8	79.4	80.4	Low	Declined	Issue
	3-year High School Completion	86.5	84.6	86.1	81.4	80.4	81.4	High	Maintained	Good
	5-year High School Completion	91.1	92.8	89.8	87.1	88.1	87.9	High	Maintained	Good
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	88.0	85.4	84.6	82.0	81.5	80.9	Very High	Improved	Excellent
	Diploma: Excellence	26.3	23.7	24.0	23.0	22.6	21.9	Very High	Maintained	Excellent
Teaching & Leading	Education Quality	83.2	82.6	84.2	87.7	87.6	88.2	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.6	76.3	79.6	84.4	84.0	84.9	Very Low	Declined	Concern
	Access to Supports and Services	79.0	75.0	79.4	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	71.6	72.8	74.1	80.0	79.5	79.1	Low	Maintained	Issue