



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

Banff Trail School

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School Improvement Results Reporting| 2023-24

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.

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

Banff Trail School Goal

To improve student capacity in French oral language.

Our School Focused on Improving

Our overall focus was to improve student capacity in French oral language.

In targeting French oral capacity development, we were looking to not only improve oral skill in relation to the French Immersion Language Arts and Literature (Kindergarten to Grade 3) and French Language Arts (Grades 4 and 5) curricula/programs of studies, but also student ability to communicate thinking in math and in social interactions. A confluence of these three aspects in our School Development Plan (literacy, mathematics, and well-being) aligned with teacher observation of student need to revisit oral ability in a targeted way. Teachers also felt that they could use some professional development relating to the Neuro-Linguistic Approach (a structured, research-based, pedagogical approach to learning and applying the new language in authentic situations); a survey of teachers in the school in November 2023 indicated that 50% of teachers either agree or strongly agree that they could use further professional development on the topic (and a further 33.3% were neutral on the question). The same survey also indicated that teachers found that students are challenged to articulate mathematical understanding through conversations (only 8% of teachers disagreeing with this statement). A focus on oral capacity development that touched upon the three aspects of literacy, mathematics and well-being also coincides with the deployment of new curricula (French Immersion Language Arts and Literature K-3, Math K-6, Physical Education and Wellness K-6). Report Card marks from the previous year, relating to French Oral capacity, also indicated room for improvement in 2023-24.

What We Measured and Heard

Literacy

Student gains in literacy were tracked via the use of French Oral Proficiency Rubrics, a student survey, and a teacher survey.

French Oral Proficiency Rubrics

A new French Immersion Language Arts and Literature curriculum was implemented in K-3, whereas the existing Program of Studies for French Language Arts remained in place for our grade 4 and 5 students. Each grade created a rubric that aligns with either the new curriculum (K-3) or the program of studies (grades 4-5). We tracked student progress in achieving mastery of associated French oral proficiency outcomes using these locally developed rubrics. The specific aspects of oral proficiency that each grade grouping tracked varied, due to different curricular expectations, and thus an overall average of achievement was tracked, by grade level. Average achievement gains within the 1- to 4-scaled rubric are noted, by grade level, as such:

Average French Oral Proficiency Rubric Scores (1-4 Scale)

	October	May	% improvement in average rubric score
Kindergarten	3.4	3.32	-2.4%
Grade 1	2.02	3.19	57.9%
Grade 2	2.15	3.07	42.6%
Grade 3	2.32	3	29.3%
Grade 4	2.76	3.11	12.7%
Grade 5	2.37	3.18	34.2%

Qualitative/Anecdotal notes by Grade Team relating to Literacy results:

Kindergarten:

- Although the results are virtually the same numerically, the demands of sample 3 are exponentially more complicated. This speaks to the significant progress made by students. In the first task, students simply had to say one word accurately (a colour) to be successful. In comparison, in the third task students had two separate roles, a hint giver and a guesser, to keep in mind.

They had to listen to, and speak, full sentences in French (ex. Ma forme roule et glisse). And students had to retain the information they were given orally to be able to give an accurate response back in French (ex. Ta forme est un cylindre).

- The overall theme of the samples was related to shape and space with the goal of building and improving related vocabulary. Colours -> 2D shapes -> numbers -> descriptive vocabulary -> 3D shapes -> more descriptive vocabulary -> Speaking full sentences. This process was done gradually with tasks increasing in complexity and vocabulary and more rigorous criteria for each changing rubric. The numerical scores being similar in the first task and the last reflect that students have been successful in growing with the challenges being presented to them, maintaining their previous knowledge, and building on it to learn more.
- We believe a big part of the achievement students experienced was due to the majority of the oral practice being in game form. This made the vocabulary more engaging for students and allowed each student with many individual opportunities to practice their French compared to whole class instructions or activities.

Grade 1:

- Students have shown improvement in their ability to express themselves in French and take risks using their French vocabulary.
- Students seem to be using the vocabulary learned throughout the year in new contexts and not just in practiced structured settings.
- Many students are able to produce more varied sentences when speaking.

Grade 2:

- With practice and consistency, the scores did improve. They were very engaged in our final sample because it was a game and they were able to use flip grid. We practiced "Pendant la fin de semaine" all year which made this predictable and accessible for students to speak about.
- We found that the students do well with structures that are familiar and practiced
- Students leveraged practiced vocabulary to help them formulate sentences
- Letting students know that they were allowed to use gestures and ask for help with French vocabulary was also helpful for them
- Using flip grid gave students the ability to speak more freely with more confidence

Grade 3:

- Students appreciated the routine and clear expectations- this helped to make the work achievable

It was important to highlight when we use these sentences in other situations so students could create connections and understand the value of the practice

- We made a conscious, targeted effort of boosting student oral communication and practice opportunities, instead of more frequent teacher speaking.

Grade 4:

- We think we should have reduced the number of strands we measured on our rubric, since this created a broader task with more elements to measure. This made it more challenging to design tasks that could target the areas of desired focus. If we had measured fewer strands on the rubric, task design would have been more focused, and results even more pronounced.
- Students continued to speak only in French during the final sample.
- A larger number of students provided relevant examples to support their conclusions, compared to the baseline sample.

Grade 5:

- Results have improved across the board.
- Students seemed more comfortable, and communicated more naturally in French by the final sample. They tended to include figurative language in a more natural way, to help enhance what they were trying to talk about.
- For oral language, the largest improvement in the rubric was in the 'content' section. Students became more comfortable with the task and samples after seeing exemplars and practicing strategies to help them further develop their ideas.
- Students also developed a richer vocabulary and knowledge of figurative language to enhance their description.

Student Survey

Students self-assessed their confidence in speaking in French during class time by answering a personalized question in the OurSchool Survey, both in October and May. Grade 4 and 5 students were asked to respond to the statement, "I feel confident speaking French in class." See results below.

Student Survey-Confidence in Speaking French

	Yes	Sometimes	No
Oct-23	85%	14%	1.0%
May-24	89%	10%	1.0%

Although most students began the year expressing confidence in speaking in French in-class, improvement was still noted in the number of students shifting from a 'sometimes' perspective, to a 'yes' perspective on feeling confident.

Teacher understanding and usage of the Neuro-Linguistic Approach (NLA)

Teachers were surveyed in November and May to examine their familiarity and usage of the Neuro-Linguistic Approach, in support of developing student oral capacity in French.

November 2023 Results:

Teacher NLA usage -November 2023					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am familiar with the principles of the neuro-linguistic approach to language learning.	0.0%	0.0%	0.0%	50.0%	50.0%
I incorporate neuro-linguistic techniques and sequencing into my daily work.	0.0%	0.0%	0.0%	50.0%	50.0%
I believe that the neuro-linguistic approach positively impacts students' language learning outcomes.	0.0%	0.0%	0.0%	50.0%	50.0%
I regularly reflect on and assess the effectiveness of my neuro-linguistic teaching strategies.	0.0%	0.0%	8.3%	83.3%	8.3%
I feel that the neuro-linguistic approach improves my effectiveness as a language educator.	0.0%	0.0%	8.3%	41.7%	50.0%
I regularly adapt my teaching strategies based on the neuro-linguistic approach.	0.0%	0.0%	33.3%	33.3%	33.3%

I could use some further professional development and exploration time to improve my sequencing and use of NLA.	0.0%	16.7%	33.3%	41.7%	8.3%
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May 2024 Results:

Teacher NLA usage -May 2024					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am familiar with the principles of the neuro-linguistic approach to language learning.	0.0%	0.0%	0.0%	38.5%	61.5%
I incorporate neuro-linguistic techniques and sequencing into my daily work.	0.0%	0.0%	0.0%	61.5%	38.5%
I believe that the neuro-linguistic approach positively impacts students' language learning outcomes.	0.0%	0.0%	0.0%	30.8%	69.2%
I regularly reflect on and assess the effectiveness of my neuro-linguistic teaching strategies.	0.0%	0.0%	15.4%	46.2%	38.5%
I feel that the neuro-linguistic approach improves my effectiveness as a language educator.	0.0%	0.0%	0.0%	46.2%	53.8%
I regularly adapt my teaching strategies based on the neuro-linguistic approach.	0.0%	0.0%	15.4%	61.5%	23.1%
I could use some further professional development and exploration time to improve my sequencing and use of NLA.	0.0%	7.7%	23.1%	46.2%	23.1%

An increased number of teachers feel they could use further professional development relating to NLA, but all other areas surveyed show increased agreement relating to realizing the value of and regularly incorporating NLA practices.

Math

Teacher perception: Communicating Mathematical Thinking

Teachers were surveyed in November and May about their perception relating to student ability to communicate mathematical thinking in French.

Teacher Perception of Math Communication--November 2023

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Students in my class can effectively articulate their understanding of math concepts through oral communication.	8.3%	41.7%	41.7%	8.3%	0.0%
I provide opportunities for students to discuss and explain mathematical ideas with their peers orally.	8.3%	0.0%	0.0%	75.0%	16.7%
I actively encourage students to use mathematical language and communicate their problem-solving strategies verbally.	8.3%	0.0%	8.3%	58.3%	25.0%
I observe that students feel comfortable expressing their mathematical thoughts and reasoning aloud in the classroom.	8.3%	16.7%	41.7%	25.0%	8.3%

Teacher Perception of Math Communication--May 2024

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Students in my class can effectively articulate their understanding of math concepts through oral communication.	0.0%	0.0%	0.0%	92.3%	7.7%

I provide opportunities for students to discuss and explain mathematical ideas with their peers orally.	0.0%	0.0%	0.0%	69.2%	30.8%
I actively encourage students to use mathematical language and communicate their problem-solving strategies verbally.	0.0%	0.0%	0.0%	61.5%	38.5%
I observe that students feel comfortable expressing their mathematical thoughts and reasoning aloud in the classroom.	0.0%	0.0%	15.4%	76.9%	7.7%

Teachers noted a dramatically improved ability and comfort level of students being able to articulate mathematical understandings in French, while noting improvements in personal teaching practice as well.

Well-Being

Our School: Positive Relationships, Sense of Belonging

In the OurSchool survey, we tracked the percentage of positive respondents in “Students with positive relationships” and “Students with a positive sense of belonging”, when comparing fall 2023 results to spring 2024.

Our School: Positive Relationships

	Grade 4	Grade 5	Overall	Canadian Norm
Oct-23	93%	94%	93%	80%
May-24	87%	91%	89%	80%

Our School: Positive Sense of Belonging

	Grade 4	Grade 5	Overall	Canadian Norm
Oct-23	93%	94%	93%	75%
May-24	93%	86%	90%	75%

Though results declined minimally, we remained well above Canadian norms for students who have positive relationships and a positive sense of belonging at Banff Trail School.

Our School: Personalized Question-Working Through Problems

In the OurSchool survey, we measured student ability to work through social conflict in French, via a personalized Yes/No question: “I am able to communicate in French when working through problems with other students at recess.” (No, Somewhat, Yes).

Our School: Personalized Question-Working Through Problems

	Yes	Sometimes	No
Oct-23	54	32	13
May-24	68	20	12

More students now feel they can work through social problems with other students, in French.

Overall Alberta Education Assurance Measures

Achievement in all required Alberta Education Assurance Measures were once again above Alberta school averages (Student Learning Engagement, Citizenship, Education Quality, Welcoming/Caring/Respectful/Safe Learning Environments, Access to Supports and Services, Parental Involvement). Though some declines were noted from previous years (primarily due to responses of “I don’t know”), achievement was always noted as either Very High or High in the measure evaluation, with overall scoring of Excellent, Good and Acceptable throughout the measures. There was notable high achievement, in relation to Alberta school averages, in Citizenship (93.9% vs 79.4% Alberta average) and Welcoming, Caring, Respectful and Safe Learning Environments (96.6% vs 84% Alberta average).

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Student achievement in being able to competently express themselves has improved over the course of the year across the domains of literacy, math and well-being. This was demonstrated through locally generated rubrics and	- Student French oral capacity has improved across all grades. - Student ability to articulate mathematical thinking in French has improved.	Seek to inform families about how they can be involved (calling/emailing the school, participation in council, surveys, volunteering opportunities, etc.).

surveys, as well as provincial surveys (administered to students, teachers, and parents). For literacy (French Oral Production), all grade-level rubrics demonstrated significant improvement in student achievement; Kindergarten, despite showing a lower result, had modified their rubric extensively to account for more challenging oral content, and thus also showed great improvement from beginning to end-of-year. For Math, teacher perception surveys indicated that students have been provided with more frequent opportunities to practice and learn about communicating mathematical understandings with both peers and the teacher, which has been an instrumental factor in students showing growth and increased capacity to effectively articulate mathematical thinking. For well-being, many more students indicated in an online survey that they can work through problems by communicating effectively in French. Though the grade 4/5 Assurance survey indicated a slight decrease in the number of students with a positive sense of belonging, the results remain very high, and significantly above Alberta norms.	• Students are more confident in their ability to work through social problems in French. • In all areas where our school is normed for schools across Canada in the OurSchool survey, students indicated a significantly better school experience at Banff Trail School (relating to positive sense of belonging, positive relationships, lower levels of anxiety, and feeling safe attending school). • Achievement in all required Alberta Education Assurance Measures were once again above Alberta school averages (Student Learning Engagement, Citizenship, Education Quality, Welcoming/Caring/Respectful/Safe Learning Environments, Access to Supports and Services, Parental Involvement).	• To address “I don’t know’ answers in provincial surveys, include more data around Student Learning Engagement in communications, so that families are aware of the usefulness of various curricular outcomes, and how to access some supports for students in need. • Offer ongoing PD relating to the NLA approach and Assessment to Teachers. • Although Student Engagement is above provincial norms, it is noted that it has declined slightly from last year. A focus on student awareness of success criteria for tasks will aim to sustain and/or improve engagement. • A focus upon improving French written work will complement and build upon gains made in oral production.
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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:

- 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	Banff Trail 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	86.5	90.1	91.4	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	93.9	93.6	94.6	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.9	95.3	96.2	87.6	88.1	88.6	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	96.6	95.4	96.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	81.8	86.9	88.6	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	80.7	89.4	87.9	79.5	79.1	78.9	High	Declined	Acceptable

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