



Panorama Hills School

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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 One: Students' achievement in Literacy will improve.

Outcome One: Students' written communication will improve through responsive feedback from teachers and peers.

Celebrations

Over the year, CBE Student Survey results at Panorama Hills School show strong growth:

- Students who know what to do next to improve their writing skills increased by 10.19%, from 79.17% to 89.36%.
- Students who can see their culture reflected in their school increased by 28.11%, from 60.78% to 88.89%.
- Students who have confidence in themselves as learners increased by 17.27%, from 68.75% to 86.02%.
- Students who care about each other showed a significant increase of 29%, from 62% to 91%.

Report card data for the ELAL Stem *"Writes to express information and ideas"* also indicates growth:

- Grades 1 and 2 showed the largest movement from Indicator 1 to Indicators 2 and 3.
- Grade 4 saw a notable increase in Indicator 4, rising from 4.7% to 13.2%, with fewer students at the lowest level.

Areas for Growth

Based on the CBE Student Survey and classroom observations:

- In Grade 5, 60% of students reported that they have had the opportunity to learn with different people in different spaces to improve their writing skills. The same percentage, 60%, reported that they have opportunities to receive feedback from others to improve their writing.
- Continue to support teachers in including Indigenous ways of knowing across different subjects.
- Work on bringing the Holistic Framework into everyday classroom learning, helping teachers connect learning to students' well-being, thinking, and communication.
- Build students' social-emotional language through circle practices, so they feel more comfortable sharing their thoughts and feelings.

Next Steps

To continue supporting student growth in writing and social-emotional learning, Panorama Hills School will:

- Track writing progress every six weeks using a locally developed tool aligned with the Writing Rope and K–6 ELAL System Rubrics. This will help teachers monitor student growth in organizing and expressing ideas.
- Develop critical thinking in writing by providing explicit instruction in all stages of the writing process including thinking, planning, drafting, revising, and editing. Student growth will be monitored through assessments and work samples.
- Use Visible Thinking routines to help students organize ideas, explain their thinking, and learn from others. Teachers will document growth through classroom discussions and student work.

- Build social-emotional skills using the CASEL framework with a focus on relationship skills, self-awareness, self-management, and responsible decision-making. Progress will be observed and reflected in student feedback.
- Embed Indigenous circle practices regularly in classrooms to support communication, belonging, and community. Participation and student feedback will be used to understand the impact.

Our Data Story:

Literacy

At Panorama Hills School, our 2024–2025 School Development Plan focused on strengthening students' writing across Grades 1–5, with a particular emphasis on syntax, the foundation of clear and expressive writing. Teachers noticed that while many students could communicate ideas, challenges with sentence structure, word order, conventions, and elaboration limited their growth. To address this, the school prioritized consistent, school-wide instruction, assessment, and strategies to support all learners.

Professional learning focused on the *CBE Literacy Framework* and *The Writing Rope* (Sedita, 2019), highlighting syntax alongside critical thinking, planning, and revising. Students completed three school-wide writing assessments targeting word order,

conventions, and sentence elaboration, giving teachers a clear picture of growth and guiding the next steps.

Grade teams used process boards to make learning visible, documenting students' journeys from initial ideas to final pieces with feedback and next steps. This approach helped students take ownership of their learning while allowing teachers to model sentence choices, guide revisions, and celebrate progress. In Professional Learning Communities, teachers examined student work, identified trends, and designed instruction that moved students from basic sentence construction to complex, purposeful writing. Guided practice, modeling, clear success criteria, editing checklists, and responsive feedback supported all learners, including EAL students.

By the end of the year, growth was evident across all grades. Grades 1–2 showed the largest movement from Indicator 1 to Indicators 2–3. Grade 3 EAL learners progressed from Indicator 1 to Indicators 3–4. Grade 4 saw Indicator 4 increase from 4.7% to 13.2%, with fewer students at the lowest level, and EAL learners made strong gains. Grade 5 students maintained or slightly improved achievement while consolidating their skills. Student survey data reinforces these gains, with the ability to identify next steps increasing from 79.17% to 89.36%, showing students are taking greater ownership of their writing.



Insights and Next Steps:

While progress is evident, the next focus is on deepening student independence and improving writing quality, particularly in longer and more structured pieces, as noted in teacher data reflections:

- Develop planning and organizational skills so students can write with clear beginnings, middles, and ends, particularly in Grades 4–5.
- Build revision independence through self-assessment and peer feedback in every writing cycle.
- Support students in generating and organizing ideas before drafting to strengthen content and expression.

Moving forward, students will engage more intentionally with the Critical Thinking and Syntax strands of The Writing Rope, practicing planning, organizing, drafting, and revising. Explicit instruction paired with choice and engagement will continue to strengthen independence, confidence, and effective communication.

Well-Being

At Panorama Hills School, our 2024–2025 School Development Plan focused on fostering students' well-being with particular attention to confidence, connection, and safety. Teachers and staff recognized that students learn best when they feel supported, valued, and secure. Early observations indicated that while students generally felt connected, many needed stronger confidence in themselves as learners and greater comfort in expressing their feelings.

Professional learning focused on social-emotional learning strategies, restorative practices, and relationship-building routines, emphasizing empathy, inclusion, and responsibility. Teachers intentionally embedded these strategies into classroom discussions, leadership opportunities, and community-building activities, while maintaining open communication with families. These approaches created a positive school climate and reinforced peer connections.

Student growth was measured through the CBE Student Survey, OurSCHOOL Survey, and Alberta Education Assurance Measures. Students completed surveys assessing confidence, willingness to talk about feelings, safety, and relationships. Teachers also reflected student engagement and the school climate through collaborative discussions and observations.

By the end of the year, measurable growth was evident: Grade 5 students' confidence as learners increased from 68.75% to 86.02%, and their willingness to discuss feelings rose from 61.43% to 77.78%. OurSCHOOL Survey results for Grades 4–5 show positive relationships reaching 100% and feeling safe from bullying improving from 66% to 91.4%. Assurance Measure results indicate that students increasingly see their school as a place where rules are followed; peers are kind, and respect is mutual. Teacher observations confirm that

Assurance Measure results indicate that students increasingly see their school as a place where:

- Rules are followed
- Peers are kind
- Respect is mutual

student engagement in learning remains high at 100%. Collectively, these results show that students feel more confident, connected, and supported.

Insights and Next Steps:

While we are encouraged by the progress students have made, our next focus is on deepening well-being, promoting empathy, and supporting responsible decision-making:

- Embed SEL routines to strengthen self-awareness, emotional regulation, and empathy across all grades.
- Maintain restorative practices and proactive conflict resolution to foster a safe, inclusive, and respectful school climate.
- Provide leadership opportunities and structured peer interactions to enhance confidence, connection, and community engagement.

Moving forward, students will continue to develop confidence, relational skills, and responsible decision-making, ensuring that well-being remains a central part of learning at Panorama Hills School.

Truth & Reconciliation, Diversity, and Inclusion

At Panorama Hills School, our 2024–2025 School Development Plan focused on fostering understanding, respect, and inclusion across all grades, with particular emphasis on Truth & Reconciliation and celebrating cultural diversity. Teachers and staff recognized that students thrive when they feel seen, respected, and connected to the broader community. Early observations indicated that while students had general awareness of different cultures, many needed deeper opportunities to engage with Indigenous perspectives and see their own cultures reflected in their learning. Professional learning and school-wide initiatives focused on embedding culturally responsive practices, opportunities to learn from Indigenous Elders and Knowledge Keepers, and strategies to celebrate and honour diverse cultures. Classroom discussions, projects, and school events were intentionally designed to promote inclusion, empathy, and understanding.

Student growth was measured through Panorama Hills School Surveys and the CBE Student Survey. Students reflected on cultural awareness, representation, and inclusion. By the end of the year, measurable progress was evident: students' understanding of other cultures increased from 78% in 2024 to 93% in 2025. Grade 5 students reported seeing their own culture reflected in school at 88.89%, up from 60.78% (+28.11), and access to learning from Indigenous Elders or Knowledge Keepers rose from 81.25% to 95.70% (+14.45). Additionally, students' sense of inclusion improved from 71.25% to 76.60% (+5.35).



These results demonstrate that students are developing a stronger understanding of cultural diversity, a sense of belonging, and respect for different perspectives.

Insights and Next Steps:

While these gains are encouraging, our next focus is on deepening students' understanding of Indigenous histories, perspectives, and diverse cultures, and ensuring all students feel included and represented:

- Expand opportunities to learn from Indigenous Elders, Knowledge Keepers, and community members across grades.
- Embed culturally responsive teaching practices into all learning areas to ensure students see their cultures reflected in their school experiences.
- Celebrate diversity and inclusion through school events, classroom activities, and discussions to foster empathy, understanding, and belonging.
- Integrate Indigenous knowledges, languages and teaching methods into classrooms by incorporating talking circles and the *Seven Grandfather Teachings*, by James Vukelich Kaagegaabaw, 2023.

Moving forward, students will continue to strengthen cultural awareness, inclusion, and respect, ensuring that Truth & Reconciliation, diversity, and equity remain central to the Panorama Hills School learning experience.

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



Required Alberta Education Assurance Measures - Overall Summary

Spring 2025

School: 1452 Panorama Hills School

Assurance Domain	Measure	Panorama Hills 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	88.3	86.3	85.7	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	89.8	79.2	84.1	79.8	79.4	80.4	Very High	Improved	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	*	0.0	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	*	0.0	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	96.7	91.5	92.0	87.7	87.6	88.2	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSEL)	94.5	85.2	88.6	84.4	84.0	84.9	Very High	Improved	Excellent
	Access to Supports and Services	90.8	72.9	77.0	80.1	79.9	80.7	Very High	Improved Significantly	Excellent
Governance	Parental Involvement	99.3	78.5	79.3	80.0	79.5	79.1	Very High	Improved Significantly	Excellent