


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

Nickle School

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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: Student achievement in literacy and numeracy will improve.

Outcome One: Through the intentional design of the learning environment, students will improve in literacy, numeracy and well-being.

Data to summarize as Celebrations, Growth and advise on next steps

Celebrations

- 93% of students agreed that they could apply strategies they have learned and used before when they are solving a math problem as reported in the CBE Student Survey.
- 85% of students agreed the feedback they receive from teachers is helpful in improving their understanding and working, as reported in the CBE Student Survey.
- Students who see their culture reflected in the school increased by 12% as reported in the CBE Student Survey
- 71% of students reported a high sense of belonging, in the MySCHOOL Survey, where students feel accepted and valued by their peers and by others at their school is above the Canadian norm for these grades (65%)

Areas for Growth

- Strengthen instructional practices and refine teacher pedagogy to support all learners, including multilingual and diverse profiles.
- Provide more targeted support for students who are at the beginning stages of English language acquisition.
- Enhance integration of Indigenous ways of knowing and being into learning experiences.

Next Steps

- Engage all teachers in planning learning tasks and assessments to align with best practices for diversity in classroom.
- Provide additional resources and professional learning for staff specifically supporting EAL students.
- Engage all teachers in benchmarking procedures, planning and best practices for EAL students.
- Student reported sense of belonging data requires ongoing tracking to monitor trends.
- Continue learning cycles and data tracking of literacy and numeracy assessments using a locally developed tool to track incremental student progress and a standard set of reading engagement questions.

What We Measured

- Reading Comprehension
- Writing
- Sense of Belonging

We chose to focus on these areas as our student data, as measured on report cards and diagnostic assessments (MIPI, DIEBELS/ MAZE, Core Vocabulary) indicated that gaps in these foundational skills were limiting students' ability to engage with more complex literacy concepts. Data from student survey results and teacher perception identified a focus was required on student sense of belonging in the learning community.

What We Discovered

We primarily used report card data, specifically, stems on the report card related and student achievement assessed and reported on the report card (indicator scale). We tracked improvements in Literacy and Numeracy from the January 2025 reporting period to the June 2025 report card data. Through the course of the year, teachers monitored literacy and numeracy development within units and tracked specific conceptual assessments and the relation to the tracked report card stems.

Report Card Data Review

Change of Reported Indicator from January 2025 to June 2025 Report Cards — Percentage of Students Achieving a 3 or 4 on the Indicator Scale in Relation to Report Card Stems

Course	Report Card Stem	Jan 2025	June 2025	Change
Mathematics	Patterns and Relations - Uses algebraic reasoning to represent patterns and relationships	50.7%	54.3%	+3.6%
English Language Arts	Reads to explore, construct and extend understanding	56%	60.3%	+4.3%
English Language Arts	Writes to develop, organize and express information and ideas	45.3%	50%	+4.7%
English Language Arts	Manages and evaluates information and ideas	46.8%	53.2%	+6.4%

Student Survey Data Review

We gathered student perception data from the fall OurSCHOOL Student Survey and the spring CBE Student Survey to measure self-reported sense of belonging at the start of the year and change through the year. As the school population grows, due to designation as an overflow school for students in two newer Calgary communities, we wanted to measure, track and learn how we can better support all our students in fostering a sense of community. Further well-being perception data was tracked through the We also examined well-being perception data reported through the Alberta Education Assurance Survey (AEA Survey).

Well-Being

Student Surveys: Students who reported a “strong sense of belonging”		
		Percentage Change
OurSCHOOL Student Survey		
Fall 2023	64%	
Fall 2024	73%	+9%
CBE Student Survey		
Spring 2024	81%	
Spring 2025	77%	-4%
Alberta Education Assurance Survey (AEA Survey)		
Spring 2024	77%	
Spring 2025	81%	+4%

Truth & Reconciliation, Diversity & Inclusion

We gathered student perception data to determine if students were provided with the opportunity to engage with land-based learning, and if students felt that Indigenous ways of knowing, being and doing have been incorporated into their educational experience.

Students who reported positive agreement in the Diversity & Inclusion		
		Percentage Change
OurSCHOOL Student Survey		
Fall 2023	58%	
Fall 2024	58%	0%
CBE Student Survey		
Spring 2024	80%	
Spring 2025	70%	-10%

Our Data Story

At Nickle School, our work last year focused on improving student achievement in literacy and numeracy and fostering a stronger sense of belonging within the learning community. Our School Development Plan goals were grounded in a commitment to the intentional design of the learning experiences (learning), learning environments and relationships to support social and academic learning and well-being.

Over the course of the year, we provided several learning opportunities for students, staff, and families to engage with our work within the school and share their perspectives. Students contributed through homeroom discussions, our Student Well-Being Advisory Group, Student Leadership, and discussions with homeroom teachers. Families provided input through conversations with teachers and administration and more formally through school council meetings and surveys. Through staff meetings, team meetings, Professional Learning Communities (PLC) and Collaborative Teams Meetings, Staff examined emerging data together to ensure our progress and next steps were grounded in evidence and reflection.

While we noted small improvements in report card indicator data over the year, the collaborative workspaces centered on learning and assessment enabled a broader shift in assessment practices. Specifically, a major focus was on calibration in the assessment of student work anchored in using common resources within the discipline/subject. The calibration and collaboration supported an increase the validity and consistency across and within grades. For example, the Humanities PLC developed a common assessment rubric, (managing ideas and information report card stem), to provide students with formative feedback and reported that students better understood learning expectations and targets. The result is a stronger and more reliable foundation for assessment and reporting moving forward. Feedback from student surveys, classroom conversations and parent input indicated a slight improvement in students' sense of belonging and connection at the school and an area of continued focus as the school grows.

The Student Well-Being Advisory Group worked with school leadership to analyze data and identify areas of need within the school. They learned that the diversity within the school population was diverse and needed to be highlighted so that everyone felt included and involved. The Group actioned the creation of an installation in the main foyer to highlight the diverse backgrounds of students and countries of birth which led to informal conversations between students, and students and staff. More formally, Student Leadership created events and opportunities for students to get involved and be celebrated through actions such as the Veteran's Food Bank Drive, Hype Rallies and Pep Rallies throughout the school year.

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	Nickle 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	84.2	87.6	88.3	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	76.4	85.7	85.7	79.8	79.4	80.4	Intermediate	Declined	Issue
	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
	PAT9: Acceptable	59.8	60.5	68.6	62.5	62.5	62.6	Very Low	Declined	Concern
	PAT9: Excellence	13.4	8.9	12.1	15.6	15.4	15.5	Low	Maintained	Issue
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.0	92.8	91.5	87.7	87.6	88.2	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.0	88.4	89.0	84.4	84.0	84.9	Intermediate	Declined	Issue
	Access to Supports and Services	79.1	90.1	86.7	80.1	79.9	80.7	Intermediate	Declined	Issue
Governance	Parental Involvement	86.0	93.3	80.3	80.0	79.5	79.1	Very High	Maintained	Excellent