

**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

Branton School

2103 20 Street NW, Calgary, AB T2N 3W1 t | 403-777-7440 f | 587-933-9755 e | Branton@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: Students achievement in literacy will improve.

Outcome One: Students achievement in Reading Comprehension will improve.

Celebrations

- Students continue to have a deeper understanding of their culture. Activities that promoted self-expression, discussions around diversity, and inclusive curriculum changes have continued to help students feel connected to and recognized within the school environment.
- Continue increased sense of belonging among students. This is an area of continued improvement that has been affected by community-building efforts and intentional practices to foster inclusivity and student voice.
- Achievement improvements in Grade 6 and Grade 8 report card reading results. The rise in the higher report card marks in reading suggest that some targeted teaching strategies and other student activities to align with the students' needs were successful.
- Achievement improvements in Grade 9 PAT in Social Studies, Science and Math. Gains in these areas are because of targeted academic teaching strategies along with other interventions to assist the struggling students.
- Learning engagement and Education Quality both also increased this year.

Areas for Growth

- Grade 6-9 Reading Comprehension

Despite the improvements in a couple of grade areas, reading comprehension remains inconsistent. This suggests the need for more targeted, sustained approach across all grade levels to ensure literacy skill development. Targeted interventions will focus on differentiated reading strategies tailored to individual student needs.

- Attendance

There was a decline in attendance, both the above 10% and 20% areas. We will take a closer look at our attendance management strategies in support of improvement in student attendance. Attendance levels are an indicator of positive activities and lessons that students want to be engaged in.

- Grade 6 Mathematics PAT

There was a noticeable decline in the results for the Grade 6 PAT in Math. Next steps will be examine the exam more closely and look for trends that could be targeted with specific teaching strategies moving forward.

Next Steps

- We will continue our implementation and learning of the Neurolinguistics Approach (NLA) across all disciplines.
- We will utilize high impact strategies for reading across all disciplines.
- We will use the Reading Assessment Decision (RAD) Tree to guide next steps to support students.
- We will continue to work in the area with students about key factors of resilience.
- We will continue to learn and use the common understanding around states of mental health (focus on Tiers 1 and 2).
- We will engage our leadership/Student Voice committee, teachers and parents to be part of creating impactful actions to foster a school culture that values and promotes diversity, equity, anti-racism, and inclusion.

Our Data Story:

Upon examination of the overall summary, we saw areas of improvement in:

25% of Gr. 6 French Reading report card results received a “4” in June 2025 compared to 18% in June 2024.

80.3% of Gr. 9 Social Studies PAT results in acceptable standard compared to 69.2% for the province.

42% of Gr. 8 ELA “Read to explore” report card results received a “4” in June 2025 compared to 20% in June of 2024.

15.3% of Gr. 9 Mathematics PAT results has below acceptable standard in June 2025 compared to 15.5% in June of 2024.

32.5% of Gr. 9 Science PAT results has excellence standard compared to 22.6% for the province.

31.8% of Gr. 9 Mathematics PAT results has excellence standard in June 2025 compared to 29.3% in June of 2024.

Student Learning Engagement went from 86.7% to 87.7%.

Education Quality went from 88.4% to 89.1%.

Examination of the overall summary did not indicate improvement in the following areas:

29.6% of Gr. 9 ELA PAT results has excellence standard in June 2025 compared to 30.2% in 2024.

64.9% of Gr. 6 Math PAT results in acceptable standard in June 2025, 12.4% excellence.

70% of Gr. 6 Social Studies PAT results in acceptable standard in June 2025 compared to 86.5% in June 2024.

Well-Being

Upon examination of the overall summary, we saw areas of improvement in:

The percentage of students who had a high sense of belonging went from 79% to 82%.

The percentage of students who had positive relationships went from 80% to 83%.

The percentage of students with moderate or high levels of anxiety went from 23% to 20%.

The percentage of students who understand their own culture went from 61% to 66%.

Examination of the overall summary did not indicate improvement in the following areas:

The percentage of students who possess understanding of other cultures went from 87% (23-24) to 83% (24-25).

The percentage of students who were above 10% absenteeism went from 27.29% (23-24) to 32.85% (24-25).

The percentage of students who were above 20% absenteeism went from 4.38% (23-24) to 5.19% (24-25).

Truth & Reconciliation, Diversity, and Inclusion

Examination of the overall summary did not indicate improvement in the following areas:

The percentage of students who agree with “I can see my culture reflected in my school” went from 71.19% (23-24) to 63% (24-25).

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 9621 Branton School

| Assurance Domain | Measure | Branton 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 | 87.7 | 86.7 | 90.5 | 83.9 | 83.7 | 84.4 | Very High | Declined | Good |
| | Citizenship | 84.3 | 85.2 | 86.1 | 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 |
| | PAT9: Acceptable | 84.5 | 84.4 | 83.1 | 62.5 | 62.5 | 62.6 | Very High | Maintained | Excellent |
| | PAT9: Excellence | 26.5 | 26.1 | 23.6 | 15.6 | 15.4 | 15.5 | Very High | Maintained | Excellent |
| | 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 | 89.1 | 88.4 | 92.0 | 87.7 | 87.6 | 88.2 | High | Declined | Acceptable |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 89.3 | 88.0 | 89.7 | 84.4 | 84.0 | 84.9 | High | Maintained | Good |
| | Access to Supports and Services | 85.2 | 83.4 | 83.3 | 80.1 | 79.9 | 80.7 | High | Maintained | Good |
| Governance | Parental Involvement | 84.0 | 84.4 | 83.8 | 80.0 | 79.5 | 79.1 | Very High | Maintained | Excellent |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.