



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

Sunnyside 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

Sunnyside School Goal

- Building students' resiliency

Our School Focused on Improving

Our focus was to connect academic and social-emotional well-being by developing students' understanding of how to be resilient. Resilient students are successful in academics, relationships and social-emotional skills. Like academic skills, students need to be taught the skills to be resilient at school and in life. We built upon our shared work on universal and targeted strategies to increase students' sense of belonging at school and we made connections between students' ability to face challenges in relationships and in learning. We worked together to make these actions visible to students and parents.

We chose to focus on these areas as our student data as measured on provincial assessments (LeNS, CC3 and Numeracy) and CBE Student Survey indicated gaps in these foundational skills were limiting students' ability to be resilient.

What We Measured and Heard

We primarily used the LeNS, CC3 and Numeracy assessments to measure growth in the areas of literacy and mathematics. We noted the following improvements:

LeNS – Changes in not at-risk population

Grade 1	+12% improvement
Grade 2	+18% improvement

CC3 – Changes in not at risk-population

	Regular Words	Irregular Words	Non Words
Grade 2	0% improvement	+9% improvement	+13% improvement
Grade 3	+5% improvement	+11% improvement	+10% improvement

Numeracy – Changes in not at-risk population

Grade 1	+17%
Grade 2	+5%
Grade 3	0%

Sunnyside School completed a local in-school survey, which shows increased confidence in academic areas like math and ELAL. Well-being responses also show an increase in goal setting, effort and willingness to ask for help when it is needed.

Sunnyside K to 3 Survey Fall 2023 and Spring 2024

Well-being - Percentage of students agreeing with the following statements:

Question	Fall	Spring	Change
I try my best at school even when I find it hard.	86.1%	92.9%	+6.8%
I set goals for my learning and work towards them.	65.5%	82.6%	+17.1%
I ask questions in class when I have them.	80.1%	84.1%	+4%
I have at least 1 grown up that I can talk to at school.	85.2%	88.6%	+3.4%
I know what to do if I feel sad or worried at school.	73.1%	87.5%	+14.4%

Academics - Percentage of students agreeing with the following statements:

Question	Fall	Spring	Change
I can understand/ make sense of what I read.	65.7%	83.2%	+17.5%
Reading helps me learn.	72.4%	85.2%	+12.8%
I like to read.	86%	86.1%	+0.1%
I'm good at working with numbers.	72.5%	92.1%	+19.6%
I can solve math problems.	73.6%	86.5%	+12.9%
I like math.	65.7%	79%	+10.3%

On the Alberta Education Assurance Measures, citizenship and parental involvement were very high. Students and parents report an increase in student engagement this year.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
LeNS, CC3 and Numeracy Assessment data indicate that there has been a significant decrease in the percentage of students in the at-risk category at each grade. Coupled with data from the Sunnyside School survey, the data not only point to improvements in students' reading and math skills, but also to their confidence levels in engaging in difficult learning tasks. Students are setting more goals for their learning and they report trying their best, even when something is hard.	▪ Students' decoding skills have improved ▪ Students' numeracy skills have improved ▪ Students are more confident and more able to persevere when challenged with difficult learning tasks, showing an overall increase in resiliency.	▪ Help parents see the importance of what students are learning (based on Assurance Survey results) ▪ Students following the rules was low ▪ The remaining at-risk population in the literacy assessments includes English as Additional Language Learners. ▪ Grade 1 and 3 have the largest population of at-risk students in the post-assessment.

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	Sunnyside 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	79.2	76.3	81.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	85.2	81.2	86.8	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	70.6	70.6	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	23.5	23.5	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	85.1	82.4	88.5	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.4	83.1	88.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	81.2	76.9	81.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	83.9	81.2	84.7	79.5	79.1	78.9	Very High	Maintained	Excellent

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.