


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

Prince of Wales School

253 Parkland Way, S.E., Calgary, AB T2J 3Y9 X t | 403-777-6880 f | 587-9339870 e | princeofwales@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 will demonstrate improved academic achievement in reading.

Outcome One: Student phonemic awareness and decoding skill will increase in grades 1 – 3.

Outcome Two: Grade 4 – 6 students will demonstrate awareness and use of improved vocabulary in all subject areas.

Celebrations

- Students' decoding skills have improved by 18 percentage points according to (LeNS) and by 12 percentage points according to (CC3) Early Years Assessment results when comparing January to June results.
- ELAL report card results show a decrease in the percentage of students receiving a 1 indicator on the reading stem in the June 2025 report card compared to June 2024 report card.
- ELAL report card results show improvement in the percentage of students receiving a 2 indicator on the reading stem in the June 2025 report card compared to June 2024 report card (+4.5%).
- School results on The Alberta Education Assurance Measure Results Report shows the school outperforms provincial results across all measures in the Fall 2025 Summary.

Areas for Growth

- Slower progression of reading skills in students in Division 2. Specifically, decoding multi-syllabic words to support comprehension of texts in core content areas.
- Engagement in reading – student responses to engagement and connection to texts they read was lower than engagement reported in other core subject areas.

Next Steps

- Provide targeted reading assessment cycles for all students requiring additional supports using tools from the Reading Decision Tree and Early Years Assessments to develop decoding skills and track incremental student progress.
- Engage in professional learning to develop teacher capacity to provide explicit instruction with decoding multi-syllabic words and utilizing assessments in the Reading Decision Tree (CBE document) to support overall comprehension of text.
- Embed routines and games, use of manipulatives and literacy centers to engage learners, reinforce strategies and transfer skills.

Our Data Story:

Prince of Wales School's 2024-25 School Development Plan centered on seeking to improve student achievement in reading. Staff engaged in professional conversations, and professional learning to expand their use of high-impact strategies to explicitly teach decoding and phonemic awareness skills and to support students in improving reading of vocabulary in all subject areas. In examining our school data, there are many strengths in achievement and perception data compared to Area and CBE results. Based on local measures data (CC3, LeNS), review of perception data of reading engagement, review of diagnostic assessments completed at the school level (such as Words Their Way, CORE Vocabulary) as well as report card data and Provincial Achievement tests for ELAL, we recognized there remained a gap in achievement in reading. Staff perception data highlighted the need to focus on consistent, strategic instruction of decoding in the early years, and to focus on intentional instruction of tier 2 vocabulary words across core subjects.

Through this work, teachers strengthened their ability to help students identify the next steps in their learning, student engagement in phonics lessons increased, as did their ability to decode familiar and unfamiliar words. Supporting students in achieving excellence in literacy is in alignment with the Education Plan and with our school community's core values (staff and families).

By the end of the school year, we saw a significant decrease in the number of students in grades K – 2 who were requiring additional supports and reading intervention. Students identified for reading intervention reduced by 18% on the LeNS and by 12% on the CC3 from January to June of 2025.

Insights and Next Steps

While continued progress is evident, our overall report card results indicate that the progress isn't consistent across all cohorts.

- Our intensive focus on building decoding skills and phonemic awareness has yielded positive results in grades K-2. For students in grades 3 and 5, the rate of improvement was modest.



Prince of Wales School

253 Parkland Way, S.E., Calgary, AB T2J 3Y9 X t | 403-777-6880 f | 587-9339870 e | princeofwales@cbe.ab.ca

- The grade 4 cohort demonstrated a marked improvement in their 2024 report card data when compared to the year before, as well as a significant reduction in the number of students identified as 'at-risk' for reading comprehension and decoding. This cohort of students benefited from additional targeted supports because their pre-test scores for reading had the highest number of students requiring additional supports.

Prince of Wales School School Improvement Results



Increase of 12 %
of students moved out of "at risk" for **decoding**



Increase of 8% of students moved out of "at risk" for **comprehension**



Grade 3 Cohort January 2023

		Term	S1					Totals
		Indicator	1	2	3	4	ELL	
Course	Stem							
English Language Arts and Literature 3	Reads to explore and understand		11.1%	11.1%	50.0%	19.4%	8.3%	100.0%
Totals			11.1%	11.1%	50.0%	19.4%	8.3%	100.0%

Grade 4 Cohort January 2024

		Term	S1					Totals
		Indicator	2	3	4	ELL	IPP	
Course	Stem							
English Language Arts and Literature 4	Reads to explore and understand		21.7%	37.0%	28.3%	6.5%	6.5%	100.0%
Totals			21.7%	37.0%	28.3%	6.5%	6.5%	100.0%

Survey data also highlighted the importance of engaging and relevant reading materials. In the CBE Student Survey, two responses highlighted the importance for us to improve on teaching reading skills and practices around strategic intervention and to bolster our literary collection to better reflect the diversity of our student population. Specifically, only 81% of students agreed that they feel a connection to the books they read, and 77% of students know what to do to improve their reading skills.

We collected Teacher Perception Data in the fall and late spring about growth mindset and resiliency in relation to academic challenges. Kindergarten, grades 1, 2, 4, 5 and 6 showed significant decreases in students in the at-risk category, while grade 3 students showed no change in this data set.

On the Alberta Education Assurance Measures, there was a significant increase in the percentage of parents that agree that students have access to supports and services at school, and the effectiveness and efficiency of programs and services for students in their school (+19%). When asked, parents indicated overall that their reluctant readers are more positive about reading at home than they have been in the past.

As we move through the 2025-2026 school year, we will do routine data dips to continue to monitor student achievement with decoding and comprehension skills, as well as perception data on student engagement and connection to reading.

Prince of Wales staff will continue to strengthen the connection between explicit reading skills and comprehension through intentional instruction and professional learning. Our work will focus on:

- Using a systematic and explicit UFLI literacy approach let to strengthen foundational skills while providing structured support for emerging readers.
- Provide strategic instruction and intervention for students in grades 3 – 6 to promote automaticity when reading multi-syllabic words to support reading comprehension of more complex text.
- As students encounter increasingly complex texts, explicit instruction will focus on helping them make meaning through vocabulary, background knowledge, and purposeful discussion. By intentionally pairing explicit skill instruction with opportunities for choice, curiosity, and engagement, teachers will support students in becoming not only accurate and fluent readers, but also motivated and confident in comprehending a variety of texts.

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
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Student Learning Engagement
 - Access to Supports and Services
 - Education Quality
 - Parent Involvement

School: 9341 Prince of Wales School

Assurance Domain	Measure	Prince of Wales 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	90.2	89.1	88.8	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	83.8	89.8	89.8	79.8	79.4	80.4	Very High	Declined	Good
	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	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	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	92.5	94.2	93.6	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.3	94.4	93.7	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	85.5	85.8	85.4	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	88.5	85.9	84.0	80.0	79.5	79.1	Very High	Maintained	Excellent