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Calgary Board of Education

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

Buchanan School
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School Improvement Results Reporting | For the 2025-26 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 2026-27 School Year p. 209).

This report includes results relative to the goals and outcomes set in the 2025-26 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 formative assessment.

Outcome Two: Students' achievement in literacy will improve through the implementation of Culturally Relevant and Responsive Pedagogy.

Our data highlights celebrations in student confidence, relationships and belonging, alongside opportunities to continue to strengthen writing achievement and meaningful learning. In Year Three, we will continue to prioritize high-impact, feasible actions, refine our outcomes and measures, and align professional learning, structures and resources to support growth. Our goal is for every Buchanan Bear to feel they belong and experience meaningful success in learning. We will build strong relationships and growing confidence, with an opportunity to strengthen writing achievement and meaningful learning

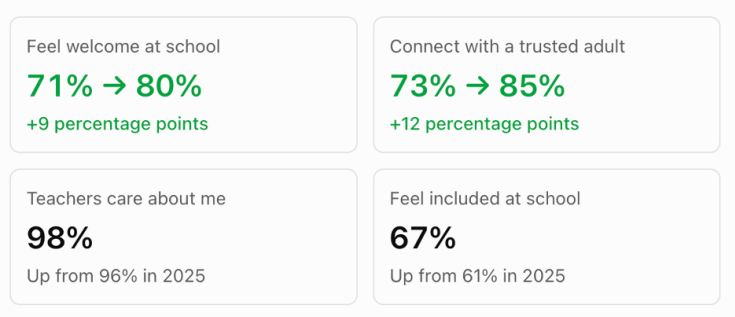
Our Data Story:

Buchanan School is a vibrant K–6 community that embodies the rich tapestry of our diverse neighborhood. We serve approximately 180 students, 67% of our students have a special educational code and 40% are English Language Learners, half of whom are at language proficiency levels 1 or 2.

Our data reflects a school community where relationships, belonging and student confidence are important strengths, alongside continued work to ensure that every student experiences success in learning. Across our measures of diversity and inclusion, connection and belonging, Buchanan remains stable year over year and keeps pace with area and system results. At the same time, a closer look reveals places and spaces where we can continue to implement structures and interventions to further support student growth and achievement.

As we look to data from the previous school year to guide us forward, Buchanan School will work in alignment with the CBE Education Plan, focussed on learning excellence, well-being, and Truth and Reconciliation.

1. Relationships and belonging: A Foundation to Build Upon



Strengths

Student perception data shows growth in feeling welcome (+9 percentage points), connecting with a trusted adult (+12) and connecting with classroom texts (+11). Nearly all students feel cared for by teachers (98%) and report high expectations for success (100%). The data reflects strong, caring relationships and a school culture that supports every student's potential.

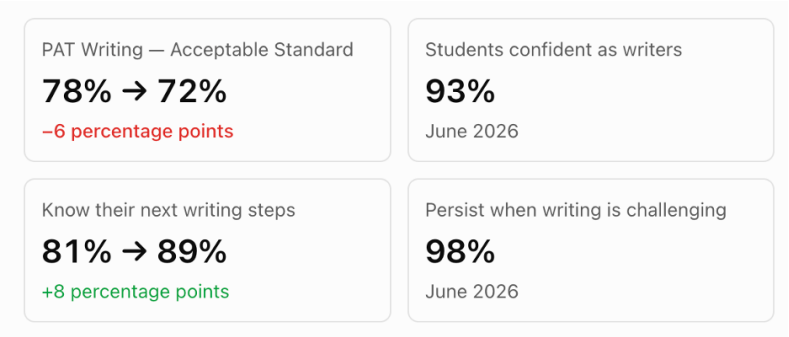
Areas for Growth

Only 67% of students feel included at school, and cultural representation has remained relatively unchanged (71% to 72%). We identified that strong teacher relationships do not necessarily translate into peer belonging or meaningful participation for every student.

Next Steps

Strengthen culturally responsive teaching, student voice and representation. We will explore peer relationships and student experiences of inclusion to identify practical ways to deepen connections, meaningful participation and belonging for every Buchanan Bear. We will Strengthen student voice and leadership. We will develop a student council and student-led initiatives, creating meaningful opportunities for students to share feedback, influence school decisions, and shape their learning environment. We will also continue to strengthen culturally responsive teaching and representation, by continuing staff professional learning and ensuring classroom resources, teaching practices, and learning experiences reflect diverse cultures, identities, and student experiences.

2. Writing: Confidence is Strong, but Achievement Tells a More Complex Story



Strengths

Students increasingly see themselves as capable writers, who understand their next steps and demonstrate persistence. Classroom report card data shows notable growth in Level 3 achievement in the Grade 3-to-4 (+21 percentage points) and Grade 5-to-6 (+26 percentage points) cohort comparisons. EAL PAT writing achievement also increased from 64% to 67%.

Areas for Growth

We will continue to work to strengthen writing achievement, by identifying and addressing gaps in writing skills through targeted instruction, explicit modelling, and regular opportunities for students to practise and apply feedback. We will build on students' confidence and persistence and leverage the high levels of writing confidence (93%) and persistence (98%) to strengthen writing quality, skill development, and independence. We will strive to improve students' understanding and application of next steps, by building on the growth from 81% to 89% by providing clear, actionable feedback and opportunities for students to apply it, reflect on their progress, and set writing goals. We will ensure that this year's cohort in grade 6 is well supported in preparation for the PAT and enter the test with the confidence they bring to daily writing assignments.

Next Steps

We will work to strengthen explicit writing instruction, provide timely and actionable feedback, language supports, formative assessment and responsive differentiation. Collect and use classroom data with frequency to identify students requiring additional scaffolding and those who are ready for greater complexity. This could include, but is not limited to, targeted writing groups, following our school-based continuum of supports for writing and working with our team to ensure writing tasks are engaging for our students. Our focus is to translate students' confidence and perseverance into measurable writing growth for every learner.

3. Meaningful learning: Connecting Belonging with Learning Excellence

Strengths
Students report stronger connections to the texts they read and hear, supported by Buchanan's ongoing work in Truth & Reconciliation, culturally responsive pedagogy and student belonging. These practices provide a foundation for connecting learning to students' identities, experiences and communities.

Areas for Growth
Despite stronger connections to classroom texts, the perception that learning is meaningful declined by eight percentage points, from 89% to 81%. This signals an opportunity to better understand what students find relevant, whose perspectives and experiences are represented, and how learning connects to their lives.

Next Steps
Strengthen the connection between culturally responsive teaching, student voice and meaningful, appropriately challenging learning. Seek student perspectives to better understand what makes learning relevant and engaging, ensuring that every Buchanan Bear sees themselves, their community and their experiences reflected in their learning. Our work with creating a school council and working to better amplify student voice will support us with these efforts.

Required Alberta Education and Chidcare Assurance Measures (AECAM) Overall Summary - Fall 2026

The Alberta Education and Childcare 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 and Childcare 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 and Childcare Assurance Measures - Overall Summary

Spring 2026

School: 9207 Buchanan School

Assurance Domain	Measure	Buchanan 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	75.7	81.8	80.9	84.2	83.9	84.0	Very Low	Maintained	Concern
	Citizenship	72.8	85.1	79.7	81.2	79.8	79.8	Intermediate	Declined	Issue
	3-year High School Completion	n/a	n/a	n/a	82.1	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.7	87.1	87.9	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	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.1	90.8	88.2	87.8	87.7	87.8	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.4	85.5	81.4	85.8	84.4	84.4	Very Low	Maintained	Concern
	Access to Supports and Services	73.3	84.7	77.1	79.5	80.1	80.2	Very Low	Maintained	Concern
Governance	Parental Involvement	81.2	90.9	83.7	79.9	80.0	79.5	High	Maintained	Good