


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

Queen Elizabeth High 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 engagement in learning will improve.

Outcome: Through enhanced culture of well-being, thoughtful task design, and responsive assessment practices, students will become more engaged in learning.

Celebrations

- Student overall levels of engagement have increased by 2 percentage points based on the Alberta Education Assurance Measures (AEAM) Survey Results.
- Student levels of engagement in science have increased by 5 percentage points based on the AEAM results.
- Students at Queen Elizabeth High School report higher levels of safety, connection and belonging to school than the previous school year and greater than the national average based on the OurSCHOOL Survey results.
- Students overwhelmingly report that there are high expectations for them as learners based on the CBE Survey.
- Overall, student levels of interest in learning at school have increased by 8 percentage points based on the CBE Survey.
- Overall, students report that “the things I am learning in school are meaningful to me” has increased by 2 percentage points based on the CBE Survey.
- Teacher perception of students’ learning as engaging, interesting and meaningful has increased.

Areas for Growth

- 55.5% of students reported that they read texts that are interesting to them.
- Grade 7-9 students reported lower engagement in all subject areas than our high school students.
- Grade 7-9 students reported having less voice in the decision-making processes at our school.

Next Steps

- Increase interest in the texts students are reading by implementing choice, voice, and culturally responsive texts through a daily junior high literacy block.
- High school students showed a greater increase and higher levels of engagement than junior high school students. Develop a junior high school principal advisory council to hear student voice.
- Increase student voice in engaging task design by collecting student voice through the CBE Survey and Student Advocacy focus groups.

- Build staff capacity by implementing a “macro” and “micro” professional learning structure for teachers to design engaging tasks using student voice.
- Work with Student Advocacy and Student Wellness Action Teams at the junior high and high school levels to identify culturally responsive well-being supports.
- Increase parents’ perception of their child’s engagement in learning through weekly Knights’ Notes Principal messages that include specific updates around the rigorous and relevant tasks students are engaging in at QEHS.

Our Data Story:

Queen Elizabeth High School had a comprehensive goal to improve student engagement in learning. Through data analysis and teacher observations the school notes that many students perform well on provincial achievement tests, and report card data indicates that many students perform well on mathematics, science, reading and writing tasks. Student perception data indicates students have high expectations for themselves and are achievement oriented. Student perception data also indicated that more than 50% of our students were not finding school interesting or meaningful. Many students shared they did not have voice in decisions that are made at school.

To address these observations, school staff implemented a focus on an enhanced culture of well-being, thoughtful task design, and responsive assessment practices. Intentional timetable design and classroom locations allowed for junior high classes to be structured into learning communities. Learning Leaders were also prioritized in grades 7, 8, and 9, to develop a community culture and support well-being in junior high students. Teachers collaborated in subject areas and junior high learning community teams to design common tasks and assessments to increase student engagement. Teachers also incorporated clear learning targets, success criteria and actionable feedback in their assessment practices. Through this work, the school saw a significant increase in student perceptions that learning is interesting and meaningful. The CBE Survey showed an 8.7% increase in the number of students who reported “the things I learn in school are interesting to me”. In addition, opportunities for students to share their voice were created through the development of a junior high school Student Wellness Action Team (SWAT) and a high school student SWAT team. High school students also created a Student Advocacy Group. Leaders from the Student Advocacy Group organized student voice focus groups to gather more voice about what matters for students and how to make learning at QEHS more meaningful and interesting. By the end of the year, the school notes measurable growth in our well-being measures. The percentage of students who feel safe at school increased from 61% to 65% based on the OurSCHOOL Survey.

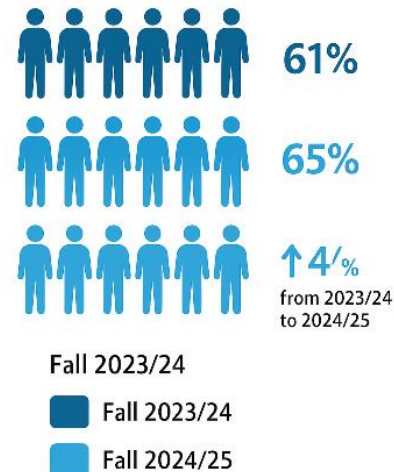
Insights and Next Steps

The school noticed that students reported that they are more engaged in their math and science courses, and they plan to explore this with teachers through our “Macro/Micro” Professional Learning structures that will be implemented in the 2025-2026 school year. The purpose of the Macro PLC structure will be for teachers across broad disciplines such as Math/Science and Humanities to define engaging tasks that are rigorous and relevant for our students. The Mirco PLC structure will allow teachers to investigate student learning data, calibrate assessment practices, and collaborate to design learning using high quality summative assessments.

OurSCHOOL Survey

% of Students – All Grades

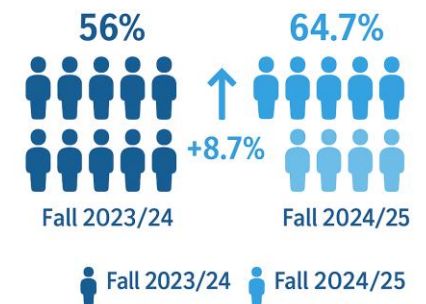
Students who feel safe at school



CBE Survey

% of Students – All Grades

“The things I learn in school are interesting to me”



High school students reported a higher level of engagement than our junior high students which indicates that the implementation of outcomes-based assessment for high school courses is having a greater impact on increasing student engagement for high school students. The next learning excellence actions will be for all teachers, across grades 7 to 12, to focus on the implementation of the five guiding principles of assessment as they design high quality summative tasks, with a focus on rigor and relevancy. Research shows:

The highest level of engagement is reserved for students who drive their learning. Yes, they complete tasks and pay attention. They ask questions and think along with their teachers. But they take this to the next level as they set goals for themselves based on the classes' learning intentions. They seek feedback from others and monitor their progress, often using tools their teachers have provided. They are so invested in their learning that they teach others, because they see that learning is valuable. (Fisher, Frey, Ortega and Hattie, 2023)

The school will also increase student voice in learning by providing more voice in decision making and enhance leadership opportunities in the school for students to become increasingly active in driving their own learning. Through capturing student voice on specific strategies that engage students, teachers will incorporate goal setting with students, based on learning targets, self and peer assessment to design high quality summative tasks.

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
- Student Learning Engagement
- Education Quality

- Welcoming, Caring, Respectful and Safe Learning Environment
- Access to Supports and Services
- Parent Involvement

Assurance Domain	Measure	Queen Elizabeth High 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	82.1	81.7	81.8	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	72.5	76.8	77.0	79.8	79.4	80.4	Intermediate	Declined	Issue
	3-year High School Completion	84.4	85.4	81.5	81.4	80.4	81.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	86.5	87.8	86.5	87.1	88.1	87.9	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	n/a	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	73.6	74.8	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	25.3	25.0	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	85.1	86.5	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	33.3	32.3	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	82.6	82.3	83.1	87.7	87.6	88.2	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.9	82.0	83.0	84.4	84.0	84.9	Very Low	Declined	Concern
	Access to Supports and Services	72.4	75.5	74.7	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	73.0	70.0	69.1	80.0	79.5	79.1	Low	Maintained	Issue