

# SCHOOL ANNUAL RESULTS REPORT

**Banff Elementary School**  
Canadian Rockies Public Schools





# 01

## SCHOOL CONTEXT

“Dedicated teachers with a keen focus on excellence in education, wellness and developing opportunities for growth. The school has a strong community spirit and embraces the beauty of being based in a National Park, alongside teaching environmental responsibility and preservation. Amazing supports for pupils both inside and outside the classroom”.

*Nikki H.*



# principal's message

Jason Billings

Banff Elementary School, located within Banff National Park, provides students with exceptional learning opportunities that prepare them for success in a rapidly changing world. Focused on the whole child, the school promotes academic excellence while supporting social, emotional, and physical well-being. Students enjoy engaging learning experiences both in the classroom and through outdoor exploration in the surrounding community and mountain landscape.

The 2023-2024 School Annual Results highlight the school's strengths, with students and parents affirming that Banff Elementary is a safe, welcoming, and caring environment offering quality education and support services. Grade 6 Provincial Achievement Test results remain strong, reflecting the positive impact of professional development for teachers.

Literacy and numeracy were priorities for staff, supported by professional learning in the Teaching Effectiveness Framework. Mental health remains a focus, as feedback from students in grades 4-8 indicates higher-than-average levels of anxiety and depression. Banff Elementary's collaborative approach will target resources to support student well-being, ensuring all students receive the necessary support to be successful.

Banff Elementary School is dedicated to fostering lifelong learning for both our students and staff. We embrace the unique opportunities to extend learning beyond the classroom, celebrate the diversity of our Banff community, and prioritize the well-being of all our students. Every day, we work passionately to inspire and nurture the hearts and minds of each student, helping them grow academically, socially, and emotionally.



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## our mission

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Inspiring the hearts and minds of every student

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## our vision

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Creating a better world through transformational education that celebrates nature, diversity, and well-being

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## our motto

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## school

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Banff Elementary School  
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## profile

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Kindergarten - Grade 8  
393 Students  
24 teachers  
12 support staff



## unique features

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- Right From The Start Success Coach
- School and Family Wellness Worker
- Nature Explorers Program
- Mountain Living Outdoor Pursuits
- Banff National Park
- 45 Countries represented

# assurance statement

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I, Jason Billings, certify that the School Annual Results Report for Banff Elementary School was developed in consultation with staff and with advice from the school council and according to the other parameters, guidelines and expectations outlined by Canadian Rockies Public Schools.



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Principal Signature





# 02 OVERVIEW

“Banff Elementary is a great school with amazing teachers who bring creativity and energy, supported by a skilled and caring administrative team. Students thrive in a safe, welcoming environment and enjoy awesome outdoor learning in the Rockies!”

*David S*

# overview of accomplishments

**HEALTH AND WELLNESS** - Outcome: Learning and working environments support the positive well-being of students and staff.

- Staff feel that they have access to resources and professional development to support positive student mental health.
- Students shared that they have positive teacher/student relations and that their teachers set clear expectations for success.
- 90% of our students, staff and families feel that BES is a welcoming, caring, respectful and safe school.

**ENGAGED LEARNING** - Outcome: Students and staff are meaningfully engaged in their learning.

- Students feel that learning is relevant and 81% of our grade 4 - 6 students show interest and motivation for learning. Parents and teachers also indicate that students are engaged in their learning.
- Teachers shared that professional learning is relevant and has contributed to their professional growth.
- The quality of education remains a strength for BES with 92% of students, teachers and parents satisfied in this area.
- 84.7% of our students, teachers and parents feel that our students model active citizenship at BES.



# overview of accomplishments



## ENGAGED LEARNING - cont'd

- Grade 6 students scored significantly above the provincial standard in the Provincial Achievement Tests.
- Grade 6 English as an Additional Language Provincial Achievement Test results are well above the provincial average.

## STUDENT SUPPORTS - Outcome: Individual growth and success is fostered for every student.

- 92% of teachers feel that professional learning focused on the Teaching Effectiveness Framework contributed to their professional growth.
- The majority of students feel instruction is well organized, purposeful and has immediate and appropriate feedback that helps them learn.
- 100% of our staff have indicated they had opportunities to build their foundational knowledge of First Nations, Metis and Inuit people.

## STUDENT SUPPORTS - Outcome: Students are literate and numerate.

- 100% of teachers shared that literacy and numeracy remains a priority in their instructional design process.
- 100% of teachers feel that CRPS has provided opportunities for professional learning related to literacy and numeracy.
- 75% of our grade 7 & 8 students feel confident and challenged by the work they do each day which is higher than the Canadian norm.

# priority areas for future SEP



## **RESPONSIVE SUPPORTS FOR WELL-BEING AND SUCCESS**

- Further target wellness supports for K - 8 students who experience anxiety and/or depression.
- Continue to focus on ensuring our school environment is welcoming, caring, respectful and safe and that students have adult advocates to foster meaningful connections.
- Utilize the Collaborative Response Model to increase teacher satisfaction and involvement in providing students with appropriate supports and services at school.

## **ENGAGEMENT FOR OPTIMAL LEARNING**

- Increase student voice in school decisions through the involvement of Student Council and our Student Wellness Committee.
- Develop tasks and activities that involve real-world, experiential learning as a way to increase student interest, motivation, engagement and active citizenship.

## **INSTRUCTIONAL EXCELLENCE FOR HOLISTIC LEARNER COMPETENCIES**

- Seek out ways to include parent voice in decisions at BES beyond School Council involvement.
- Increase the percentage of students demonstrating grade appropriate foundational literacy and numeracy skills.



# 03

## HEALTH AND WELLNESS

**Outcome: Learning and working environments support the positive well-being of students and staff.**

# local performance measure

Percentage of teachers who indicate that they have had access to division and/or school-based professional learning and resources to support positive mental health.



	Agree	Disagree
Banff Elementary School	92	8
CRPS	87	13

## Analysis:

92% of teachers indicated they have access to division and/or school based professional learning and resources to support positive mental health.

Having access to our Right From The Start and School and Family Wellness workers provides access to resources when needed. Both of these resources have had a positive impact on our students and staff learning.

# local performance measure

Percentage of students who indicate that they have positive self-esteem and who feel safe attending school.

Grade	Positive Self Esteem (%)	Feel Safe at School (%)	
	Gr. 7 - 12	Gr. 4 - 6	Gr. 7 - 12
Banff Elementary School	63	57	64
CRPS	65	58	64
Canadian Norm	66	62	58

## Analysis:

Student responses to these survey questions indicate that this is a focus area for BES. Students have indicated in the Alberta Assurance survey that our school is a safe and caring space, so further investigation will be helpful to gain a greater understanding of how to improve our results in these areas.





# local performance measure

Percentage of students who experience anxiety and/or depression.

Grade	Depression (%)	Anxiety (%)	
	Gr. 7- 12	Gr. 4 - 6	Gr. 7- 12
Banff Elementary School	28	31	42
CRPS	27	25	30
Canadian Norm	31	29	32

## Analysis:

Data related to depression and anxiety continue to indicate that supports are needed for our students. The work of our Right From The Start and School and Family Wellness workers is critical in supporting students who may struggle with this. Providing safe spaces for students to share and check in with caring adults will be important in lowering these percentages.

# Local performance measure

Percentage of students who feel that their learning environment is inclusive.

	Advocate at School	Positive Teacher Student Relations	Positive Learning Climate	Expectations for Success
Banff Elementary School	6.4/10 (Gr. 4 - 6) 2.8/10 (Gr. 7-8)	7.9/10 (Gr. 4 - 6) 6.7/10 (Gr. 7 - 8)	6.6/10 (Gr. 4 - 6) 6.1/10 (Gr. 7 - 8)	8.1/10 (Gr. 4 - 6) 7.1/10 (Gr. 7 - 8)
CRPS Gr. 4-6	6.3/10	7.6 /10	5.9/10	7.7 / 10
Canadian Norm Gr. 4-6	6.3/10	8.1/10	6.6/10	8.2/10
CRPS Gr. 7-12	2.6/10	6.2/10	6.0/10	6.9/10
Canadian Norm	6.3/10	6.2 /10	6.0/10	7.9/10

## Analysis:

Data in the areas of Positive Teacher/Student Relations, Positive Learning Climate, and Expectations for Success are in line with CRPS and Canadian Norms. Seeking out ways to connect students in grade 7 and 8 with an advocate at school would benefit students and also have positive impacts on the other focus areas.

# provincial performance measure

The percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.

	Banff Elementary School (%)	CRPS (%)	Alberta Education (%)
Overall	90.2	82.5	84.0
Parents	98.7	84.0	86.3
Students	74	72.7	75.2
Teachers	98	90.8	91.6

## Analysis:

90.2% of our parents, students and teachers agree that learning environments are welcoming, caring, respectful and safe. Student feedback will provide insights into how we can improve the percentages for our student group.

# provincial performance measure

The percentage of teachers, parents, and students who agree that students have access to appropriate supports and services at school.

	Banff Elementary School (%)	CRPS (%)	Alberta Education (%)
Overall	79.8	77.9	79.9
Parents	82.2	72.1	75.4
Students	82.9	76.7	78.7
Teachers	74.3	84.9	85.6

## Analysis:

82% of our parents and students agree that students have access to appropriate supports and services at school whereas only 74.3% of teachers agree with this. Teacher percentage is lower at BES than the rest of CRPS and the province, gathering staff feedback in this area is a priority.



# 04

## ENGAGED LEARNING

**Outcome: Students and staff are meaningfully engaged in their learning.**



# local performance measure

Percentage of Gr. 7 to 12 students who find their learning interesting and relevant.

	Teachers Use Real World Problems (%)			Teachers Use Hands-On Activities (%)		
	Agree	Disagree	Unsure	Agree	Disagree	Unsure
Banff Elementary School	68	11	21	63	9	28
CRPS	63	14	24	52	15	33

## Analysis:

A number of students feel our staff make learning interesting and relevant through the use of real world problems and hands on activities. The number of Unsure responses is an area of exploration. Continuing to focus on hands on tasks and being explicit about real world problems should address the Unsure responses.

# Local performance measure

Percentage of students who indicate teachers regularly use real world problems and examples to help them learn.

	Relevance of Instruction	Interest and Motivation (%)
Banff Elementary School	7.2/10 (Gr. 4 - 6) 6.3/10 (Gr. 7 - 8)	81 (Gr. 4 - 6) 29 (Gr. 7 - 8)
CRPS Gr. 4-6	6.9/10	73
Canadian Norm Gr. 4-6	7.3/10	78
CRPS Gr. 7-12	5.9/10	25
Canadian Norm Gr. 7-12	6.0/10	33

## Analysis:

Data in these areas suggest that our students in grades 4 - 6 find instruction relevant and students have higher levels of interest and motivation in learning. As students move to grade 7 and 8, interest and motivation in learning sees a sharp decline. This is consistent in other CRPS schools as well as across Canada.



# Local performance measure

Percentage of Gr. 7 to 12 students who indicate student feedback is valued and used to make decisions at their school.



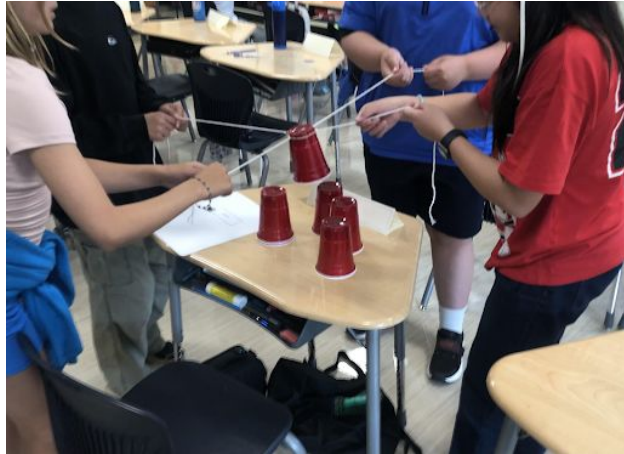
	Agree (%)	Disagree (%)	Unsure (%)
Banff Elementary School	57	32	19
CRPS	48	19	34

## Analysis:

The data indicates that a number of students do not feel that their feedback is valued or used in decision making at school. It will be important to explore how to increase student voice and gather more feedback from students. We will need to share where student feedback has been utilized and involve groups like our Student Council and Wellness Committee in decision making.

# Local performance measure

Percentage of teachers who indicate that collaborative professional learning opportunities are effective and have contributed to their ongoing professional growth.



	Agree (%)	Disagree (%)
Banff Elementary School	100	0
CRPS	83	17

## Analysis:

Staff at BES value collaborative professional learning. Learning has been focused on staff feedback and has involved experts and evidence based practices. Teams often align their Teacher Professional Growth Plans to maximize collaboration, resources, shared knowledge and learning.



# local performance measure

Percentage of teachers who indicate that digital citizenship is routinely incorporated into their instruction.



	Agree (%)	Disagree (%)
Banff Elementary School	83	17
CRPS	84	16

## Analysis:

Defining digital citizenship and working with staff to share how to incorporate this into their program will be an area of focus to ensure this is happening in all classrooms. This is an important area for all students as we navigate the digital world together.

# provincial performance measure

The percentage of teachers, parents, and students who agree that students are engaged in their learning.

	Banff Elementary School (%)	CRPS (%)	Alberta Education (%)
Overall	86	80.9	83.7
Parents	93	83.2	86.7
Students	67.5	66.8	69.3
Teachers	97.6	92.8	95.1

## Analysis:

We have strong percentages from our teachers and parents but a much lower percentage for our students around engagement. Exploring engagement and seeking feedback from students would be helpful to address this.

# provincial performance measure

The percentage of teachers, parents, and students satisfied with the overall quality of basic education.

	Banff Elementary School (%)	CRPS (%)	Alberta Education (%)
Overall	92.2	84.8	87.6
Parents	92.1	80.8	83.8
Students	86.9	82.6	84.9
Teachers	97.6	91.0	93.9

## Analysis:

The data from all stakeholders indicates that a high percentage are satisfied with the overall quality of basic education. Continuing to highlight and share the excellent work that is done each day at BES will be important in showcasing the quality education that is happening at this wonderful school.

# provincial performance measure

The percentage of teachers, parents, and students agree that students model the characteristics of active citizenship.

	Banff Elementary School (%)	CRPS (%)	Alberta Education (%)
Overall	84.7	75.6	79.4
Parents	90.5	73.7	78.7
Students	69.3	65.2	69.6
Teachers	94.3	88.1	89.8

## Analysis:

Data from our parents and teachers indicate that our students model the characteristics of active citizenship at BES. Student data drops to 69.3% agreeing with this. Work with our student Wellness Committee will allow our staff to dig a little deeper into understanding this and help foster opportunities for students to be active citizens and to reflect on the impact this has on our school and community.

# provincial performance measure

## Gr. 6 Provincial Achievement Test Results

	Acceptable						Excellence					
	Banff Elementary School	CRPS	AB	Banff Elementary School EAL	CRPS EAL	AB EAL	Banff Elementary School	CRPS	AB	Banff Elementary School EAL	CRPS EAL	AB EAL
Science	97.6	81.9	81.2	95.7	96.4	73.4	59.5	37.8	29.3	47.8	42.9	21.2
Social	92.9	68.9	79.2	95.7	89.3	73.3	38.1	19.7	22.8	26.1	21.4	18.7

# provincial performance measure

## Gr. 6 Provincial Achievement Test Results

### Analysis:

Banff Elementary School's Grade 6 students performed very well on the Science and Social Studies Provincial Achievement Tests. 97.6% of our students scored acceptable and 57.6% scored excellence on the Science assessment. Both scores were significantly above the provincial averages. This was also quite similar for our Social Studies scores where 92.9% were in the acceptable range and 38.1% scored excellence on the assessment.

Our English as an Additional Language students did very well on the Science and Social Studies assessments. 95.7% scored acceptable and 47.8% scored excellence on the Science assessment. 95.7% scored acceptable and 26.1% scored excellence on the Social Studies assessment. These scores were in line with the CRPS averages and well above the provincial averages.

Overall the Provincial Achievement Test results for Grade 6 Banff Elementary students were very strong.



# 05

## STUDENT SUPPORTS

**Outcome: Individual growth and success is fostered for every student.**

# Local performance measure



Percentage of teachers who indicate that professional learning focused on the Teaching Effectiveness Framework is effective and has contributed to their ongoing professional growth.

	Agree (%)	Disagree (%)
Banff Elementary School	92	8
CRPS	80	20

## Analysis:

Staff shared that they felt their professional learning was targeted around the needs of Banff Elementary School and was thus more meaningful and impactful for them. Staff concentrated their learning on areas such as phonics and EAL support and worked together with their team to fully engage in the work. Staff appreciated the experts that were brought in who were knowledgeable and shared relevant practices and strategies. Clear connections to the Teaching Effectiveness Framework were made as part of the delivery of the professional learning that was done.

# Local performance measure

Percentage of teachers who indicate that they incorporate feedback loops into their instructional design including time for students to identify their next steps for learning.



	Agree (%)	Disagree (%)
Banff Elementary School	92	8
CRPS	96	4

## Analysis:

The use of formative assessment in class is a driver in next steps for learning so continuing to focus on incorporating feedback loops will benefit students and staff.





# local performance measure

Percentage of students who find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

	Gr. 4 - 6	Gr. 7 - 12
Banff Elementary School	8.1/10	7/10
CRPS	7.5/10	6.4/10
Canadian Norm	7.9/10	6.6/10

## Analysis:

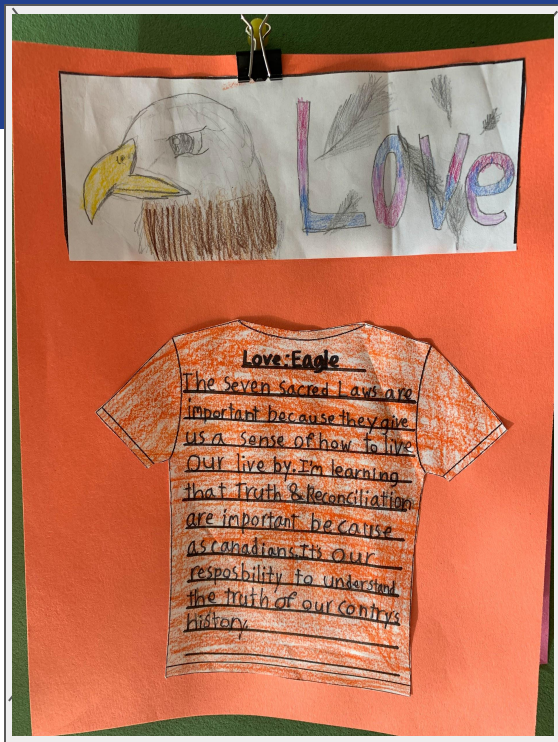
Staff establish or co-create criteria with students and have this displayed in their classrooms using student friendly, I-Can statements that promote self reflection and learning. Staff focus on providing timely feedback to students to help them monitor their learning.

Group collaborative work is used as a way to engage and encourage students to connect with the work being done in class.

Staff in grade 7 and 8 are having students rotate through subject area specialists to see if this might have a positive impact on learning and engagement.

# Local performance measure

Percentage of teachers who indicate that they have been provided the opportunity to build their foundational knowledge of First Nations, Metis, and Inuit people.



	Agree	Disagree
Banff Elementary School	100	0
CRPS	90	10

## Analysis:

Having support from the CRPS Indigenous Services Coordinator and Knowledge Keepers has been helpful in building foundational knowledge. Staff have shared learning throughout the year with each other in team meetings and during staff meetings. This has also resulted in an Indigenous Ally Staff Committee being formed. Work with Lynx from the Nature Explorers program has also focussed on incorporating Indigenous knowledge into activities which has also supported staff growth.



# local performance measure

Percentage of students who indicate that they have learned about First Nations, Metis, and Inuit people.

	Gr. 4 to 6 (%)			Gr. 7 - 12 (%)		
	Agree	Disagree	Unsure	Agree	Disagree	Unsure
Banff Elementary School	84	8	8	83	8	9
CRPS	77	10	13	79	9	12

## Analysis:

Students at BES have the opportunity to learn about Indigenous ways of knowing in classroom activities as well as in the Nature Explorers program. This has a positive impact on this measure. Staff have had access to a number of resources from the CRPS Indigenous Services Coordinator and use these where applicable in their instructional activities.

# provincial performance measure

Gr. 6 Provincial Achievement Test Results for First Nation, Métis, and Inuit students.

	Acceptable			Excellence		
	School	CRPS	AB	School	CRPS	AB
Science	*	41.7	66.8	*	8.3	15.9
Social	*	25.0	60.9	*	0.0	9.1

## Analysis:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*)

# provincial performance measure

The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Banff Elementary School (%)	CRPS (%)	Alberta Education (%)
Overall	77.5	72.6	79.5
Parents	74.5	68.6	74.4
Teachers	80.6	72.6	79.5

## Analysis:

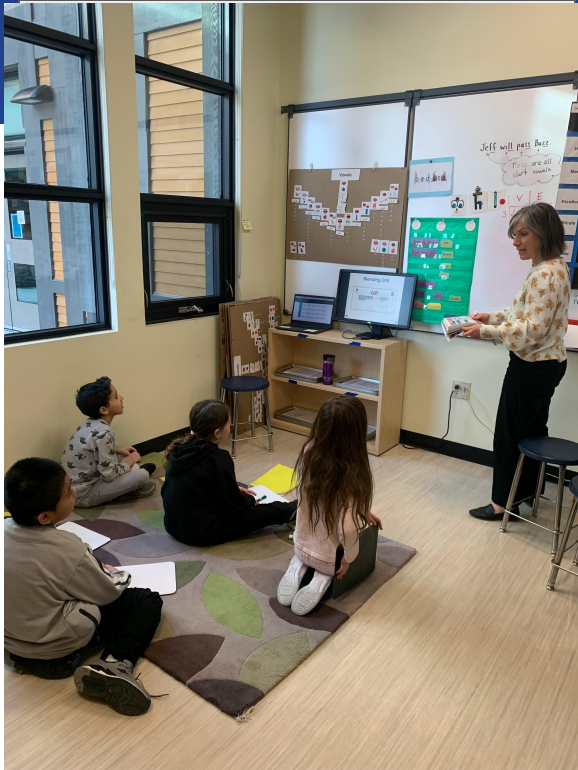
Teachers and parents may not fully understand or recognize how they can get involved in decisions about their child's education. We should continue to seek out ways to gather feedback around initiatives and activities at the school from our parent community using a variety of formats. We have a small but active School Council at BES. We need to explore how to engage more parents in our Council. We do know that some families work, but their voice is important and we need to determine how they can be more involved when they can.

**05**

**STUDENT SUPPORTS**

**Outcome: Students are literate and numerate.**

# Local performance measure



Percentage of teachers who indicate that literacy and numeracy are a priority within their instructional design process.

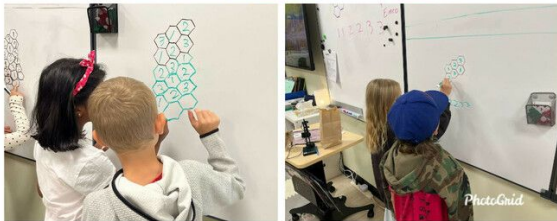
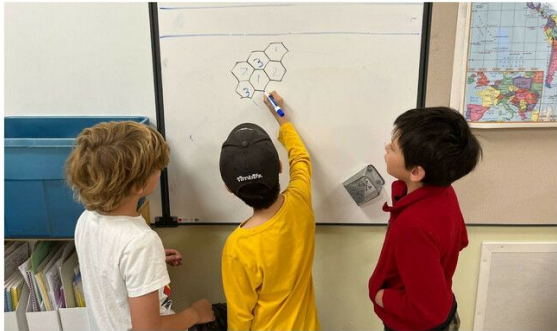
	Agree (%)	Disagree (%)
Banff Elementary School	100	0
CRPS	100	0

## Analysis:

Literacy and numeracy continue to be a focus within instructional design. Lead Learners continue to meet with Administration to share feedback on staff needs related to these two areas and professional learning is planned and delivered to meet staff and student needs. Connections between staff and Learning Support/Intervention assist with the design process and supports student success in literacy and numeracy.

# local performance measure

Percentage of teachers who indicate that CRPS has provided the opportunity to engage in professional learning in the area of literacy and numeracy.



	Agree (%)	Disagree (%)
Banff Elementary School	100	0
CRPS	81	19

## Analysis:

Staff professional learning is needs driven and designed around staff feedback. Learning has been led by experts and this has been appreciated by staff. The learning is applicable and relevant and staff have shared that they are able to implement the learning immediately into their planning and instruction. This has been a key factor in their engagement in professional learning.



# Local performance measure

Percentage of students who indicate that an adult helps them if they need extra help in school.

	Gr. 4 to 6 Reading or Writing (%)			Gr. 4 to 6 Math (%)		
	Agree	Disagree	Unsure	Agree	Disagree	Unsure
Banff Elementary School	69	9	22	78	8	14
CRPS	71	11	18	76	10	14

## Analysis:

Data in these two areas indicate that approximately 3/4 of our students feel they get extra help from adults when needed in school. This could be additional in class support from teachers, learning support, intervention teacher, support staff or adults at home. Students who indicated Unsure may not have considered all of the adults that they have access to for support with their school when completing the survey.

# local performance measure

Percentage of students who agree that interventions and supports are available to help them in language arts and mathematics.

	Banff Elementary School Gr. 4 - 6	CRPS Gr. 4 - 6	Canadian Norms Gr. 4 to 6	Banff Elementary School Gr. 7 - 12	CRPS Gr. 7 - 12	Canadian Norms Gr. 7 - 12
Challenged and Confident	27	31	36	75	65	63
Confident and Not Challenged	45	37	30	16	13	18
Not Confident and Challenged	22	25	25	8	20	16
Not Confident and Not Challenged	6	7	8	1	2	3

## Analysis:

75% of our grade 7 and 8 students feel challenged and confident at school. This data is higher than other CRPS schools and schools across Canada.

Data from our grade 4 - 6 classes indicate we should be providing them with more challenge as they are confident in their abilities.

Continuing to set high expectations and providing rigorous tasks with appropriate feedback would be an excellent next step to targeting this area.

# local performance measure

Percentage of students who enter their grade with foundational literacy and mathematical skills.

	Gr. 1 to 6 Literacy Skills (%)	Gr. 1 to 6 Mathematical Skills (%)
Banff Elementary School	59	76
CRPS	51.0	74.7

## Analysis:

The literacy scores have increased from 56% in literacy to 59 % and our numeracy scores have decreased from 79% to 76%. Continued focus in literacy and numeracy professional learning and monitoring of student progress will be a focus for the upcoming year.

