



Valley Creek School

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School Improvement Results Reporting | For the 2024-25 School Year

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

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: Increase student engagement through effective task design and inclusive assessment practices to improve overall student achievement.

Outcome One: Increase student understanding and achievement in reading comprehension in English and French.

Celebrations

- Students reported they know what to do to improve their reading comprehension.
- Reading comprehension indicators improved in both English and French classes.
- Teachers are developing a deeper understanding of assessment practices.

Areas for Growth

- Implementing and responding to diagnostic and formative assessment data to provide actionable, student-friendly feedback to improve learning.
- Confidence and competence in actioning peer- and self-assessment and student agency.

Next Steps

- Use data-informed learning cycles to refine instruction and support ongoing growth.
- Use baseline diagnostics, to monitor, and adjust twice a year.
- Engaging students as partners in their own learning by co-creating success criteria and reflecting on their growth as learners.
- Deepen task and assessment co-design with students to promote ownership and engagement.
- Create meaningful and relevant tasks, to increase student agency

Our Data Story:

Valley Creek’s 2024-25 School Development Plan centered on increasing student understanding and achievement in reading comprehension both in English and French. Effective reading instruction requires students to engage in deliberate practice, receive actionable feedback, and apply strategies independently; student engagement grows when learning is purposeful, relevant and responsive.

Teachers engaged in System Middle Years Professional Learning focused on calibration and protocols to unpack learning outcomes from the Alberta Program of Studies to design task. Teachers in the French Program also attended the system Neurolinguistic Approach to acquiring an additional language. The Professional Learning Communities became an arena for teachers to critically analyze and evaluate evidence of student learning to guide next steps.

Data shows that through a school-based survey, teachers identified Student Agency as an area of growth. This aligns with the decrease in student perception through the CBE Student Survey, highlighting the importance of having the opportunity to write on topics that are of interest to them (45% to 16%) and having a connection to texts that they read and hear in class (64% to 56%). The data through the Alberta Education Assurance Measure survey also noted the decrease from (81% to 56%) of students indicating that their schoolwork is interesting.

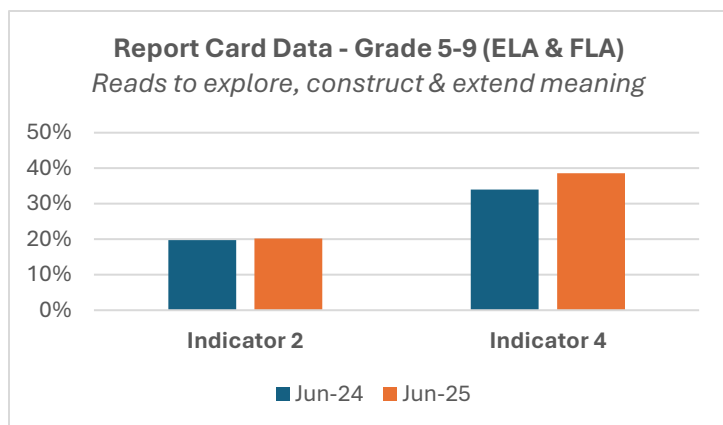
Teacher self-assessment data shows notable growth in proficiency across assessment practices over the 2024-2025 school year. The strongest gains were seen in Actionable Feedback, Learning Goals, Distorting Factors, and Communication, reflecting significant progress in core assessment literacy and equity-focused practices. Proficiency in Formative and Summative Assessment also remained high. Teachers identified strengthen diagnostic assessment practices and student-led assessment practices to increase Student Agency.

Perception Surveys	2023 2024	2024 2025
CBE Student Survey: I feel a connection to the texts (books, land, pictures, videos) I read and hear in class.	64%	56%
CBE Student Survey: Students who agree that they know what to do next to improve their reading skills.	77%	82%
AEAM Survey: My schoolwork is interesting.	81%	56%

Teachers noted evidence that students were compliant in completing tasks but not always deeply connected to them.

These reflections underscored the need for both intentional task design and inclusive, actionable assessment practices. When students understand their learning journey and see their growth, achievement follows—and so does a stronger sense of belonging, curiosity, and pride.

CBE Student Survey illustrated a decrease in students’ feelings connected to the texts they read and hear in class. This is also reflected in the Alberta Assurance Measure Survey where students indicated a decline in their belief that schoolwork was interesting (from 81% to 56%). Students also demonstrated that they had a stronger understanding of what to do next to improve their reading skills (from 77% to 82%), reflective of the professional learning focus of teachers.



Report card data demonstrates minimal progress for students demonstrating a Basic level of understanding (indicator 2), while students demonstrating an Excellent level of understanding (indicator 4) increased from June 2024 reporting to June 2025.

Insights and Next Steps:

Intentionally designed learning tasks will engage students in meaningful experiences that target specific outcomes, foster higher-order thinking, and reveal varying levels of understanding to guide next instructional steps. Through collaboration, professional learning, and reflective dialogue, teachers across all grade levels will design learning tasks to promote choice, relevance, and authenticity.

Moving forward, teachers will continue to integrate formative feedback loops supported by clear success criteria and exemplars to enhance student understanding and ownership of learning. These actions will develop student agency. Valley Creek's next phase of work will emphasize connection, reflection, and responsiveness to ensure that teaching practices remain adaptive to student needs.

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

Fall 2025 Required Alberta Education and Childcare Assurance Measures – Overall Summary

Assurance Domain	Measure	Valley Creek 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	82.5	82.0	81.8	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	62.6	67.0	72.8	79.8	79.4	80.4	Very Low	Declined Significantly	Concern
	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	59.9	70.7	67.5	62.5	62.5	62.6	Very Low	Declined	Concern
	PAT9: Excellence	12.2	13.2	13.4	15.6	15.4	15.5	Low	Maintained	Issue
	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	80.8	84.3	83.7	87.7	87.6	88.2	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	71.4	76.4	79.1	84.4	84.0	84.9	Very Low	Declined Significantly	Concern
	Access to Supports and Services	65.0	66.1	67.9	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	71.9	81.6	68.7	80.0	79.5	79.1	Low	Maintained	Issue