



Valley Creek School

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School Improvement Results Reporting| 2023-24

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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Goals and outcomes related to the information shared here are outlined in the 2024-25 School Development Plan.

School Improvement Results

CBE's Education Plan for 2021-24 prioritized creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that informed the 2021-24 Education Plan and system actions for improvement across the organization were identified.

- Literacy
- Mathematics
- Well-Being

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

Valley Creek School Goals

- School Connectedness and Belonging

Our School Focused on Improving

- School Connectedness and Belonging

We chose to focus on this area as students had shared that they were sometimes missing a sense of belonging. An inclusive culture leads to increased student engagement and sense of belonging. Research suggests that when students can see themselves in the work they are doing, they will understand the relevance of their work and be more engaged. Research also shows that students who feel connected and have a sense of belonging to their school are more engaged in their learning.

What We Measured and Heard

We primarily used the CBE Student Survey, the Check Up from the Neck Up survey, and the Alberta Education Assurance Measures survey to collect data about school connectedness and belonging.

In the CBE Student Survey, we noted that 74% of elementary students reported a high sense of belonging to the school, and 66% of secondary students report a high sense of belonging to the school. Looking specifically at the 34 of the 729 students at Valley Creek School who identified as Indigenous (4.6%); of these students, 75% agreed with the statement, “at my school I feel like I belong.” This suggests Indigenous students are outpacing their non-Indigenous peers in terms of their sense of belonging in the school.

In the Check up from the Neck Up survey in April, 76% of students agreed with the statement “I have at least one adult I can go to at school,” and 81% of students agreed with the statement “I feel like I belong at school.” This suggests most students feel like they have developed a trusted relationship at school and most have a good sense of belonging.

In the Alberta Education Assurance June 2024 survey, 73.3% of students reported overall agreement with a sense of school connectedness and belonging. In the same survey, 82.5% of parents (increased 78.1% from 2023) agreed with the statement “students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school”. This suggests that most students have a sense of belonging at school and that parents recognize positive improvement in the areas connected to students’ sense of belonging in school.

There are no direct academic measures of school belonging and connectedness from data sources like the Provincial Aptitude Tests or from report card data.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Valley Creek School saw an increase in students' sense of belonging based in cultural celebrations and visual representations of cultures around the world. Additionally, because teachers created targeted intervention groups to provide support for areas of growth related to reading, writing and comprehension, we noticed an increase in a stronger sense of belonging for our English as an Additional Language students.	▪ A strong majority of students feel a sense of belonging at Valley Creek School. ▪ Indigenous students' sense of belonging in school has increased. ▪ EAL students show an increased sense of belonging to the school.	▪ Increase in student understanding of assessment practices ▪ Increase in student wellness in regards to assessments practices ▪ Increase in student pride in their school and citizenship in the school and wider communities ▪ Increase in parental involvement

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Spring 2024



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	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	82.0	81.8	81.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	67.0	75.0	75.7	79.4	80.3	80.9	Low	Declined Significantly	Concern
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	78.1	78.1	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	16.7	16.7	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	64.3	64.3	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	13.7	13.7	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	84.3	84.8	83.4	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.4	79.5	80.5	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	66.1	71.8	68.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	61.6	76.3	72.3	79.5	79.1	78.9	Very Low	Declined	Concern

Note | The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time