


**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

**Varsity Acres 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: *Students will engage in equitable assessment practices to improve their French-language proficiency.*

Outcome One: *Student writing in French will improve by examining the learning intentions and success criteria for their tasks.*

### Celebrations

- In the 2024-25 school year, Varsity Acres School students experienced success in their writing, with the majority of students achieving at grade level in June 2025. In particular, grade 5 students reported a strong sense of confidence in themselves as writers and in their writing skills.
- C3 (cerveau, coeur, corps) class meetings are consistently fulfilling their intended purpose of building community, strengthening communication, and supporting student well-being. Students report that their classroom C3 meetings contribute to a safe, caring, respectful and welcoming school.
- Notable academic achievement across subjects, with most students performing at a proficiency level 2/basic or above in math.
- Teachers worked in PLCs to calibrate student work and ensure that success criteria at each proficiency level were clear. Students report that their teachers provide clarity through the examples and feedback they provide. These comments are from student perception surveys: “She writes out examples on the whiteboard or on bulletin boards”, “My teacher does the assignment herself before to show us what it should look like”, “writing and project examples”, and “she corrects us and gives us tips”.
- 97% of students reported that, “at my school I learn about Indigenous ways of being, belonging, doing and knowing.”

### Areas for Growth

- Increase the number of students who report that they receive feedback from their teachers on their French language proficiency. Strengthen clarity and consistency in how feedback is defined, taught, and used in French literacy classrooms so that students receive specific, actionable feedback and understand how to apply it to improve their speaking, reading and writing.
- Increase the number of Indigenous and Specialized Education students achieving at or above grade level in reading and writing.
- Increasing the number of students achieving at proficiency level 3 and 4 in French Immersion Language Arts and Literature.

### Next Steps

- Regular classroom opportunities where French language learning activities are focused on the connections between listening, speaking, reading and writing (Neurolinguistic Approach).
- Intentionally design reading tasks that balance reading strategies and skills such as decoding, comprehension, and fluency, in relation to grade level outcomes.
- Implement common tracking tools in guided reading sessions across the school.

## Our Data Story:

Varsity Acres School's 2024-25 School Development Plan had a 3-year goal for students to engage in equitable assessment practices to improve their French-language proficiency, and a specific outcome for student reading in French to improve by examining the learning intentions and success criteria for their tasks. Through data analysis and teacher observations, the school determined that writing was an area for growth. Teachers noted that students needed focused instruction in spelling/conventions, composition, organization, sentence structure, vocabulary, and page layout. To address these observations, teachers collaborated with their grade level counterparts in cross-school professional learning communities over the course of the school year. Guided by the K-9 Universal Calibration Protocol, Teachers assessed and compared student writing samples to develop exemplars at each proficiency level. Teachers used the exemplars to guide how they designed writing tasks, to provide clear success criteria for their students, and to assess students' writing with accuracy. Teachers also regrouped students to target writing skills and strategies. Teachers made learning intentions clear to students and provided verbal and written feedback for their next steps.

## Proficiency Levels in Writing, June Report Cards

Grade	FILAL	PL 1	PL 2	PL 3	PL 4
1	<b>Writes</b> to express information and ideas	8	27	46	23
2	Writes to express information and ideas	4	41	41	23
3	Writes to express information and ideas	5	50	50	17
4	Writes to express information and ideas	7	15	37	10
5	Writes to express information and ideas	1	23	49	13
<b>Total number of students</b>		25	156	223	86

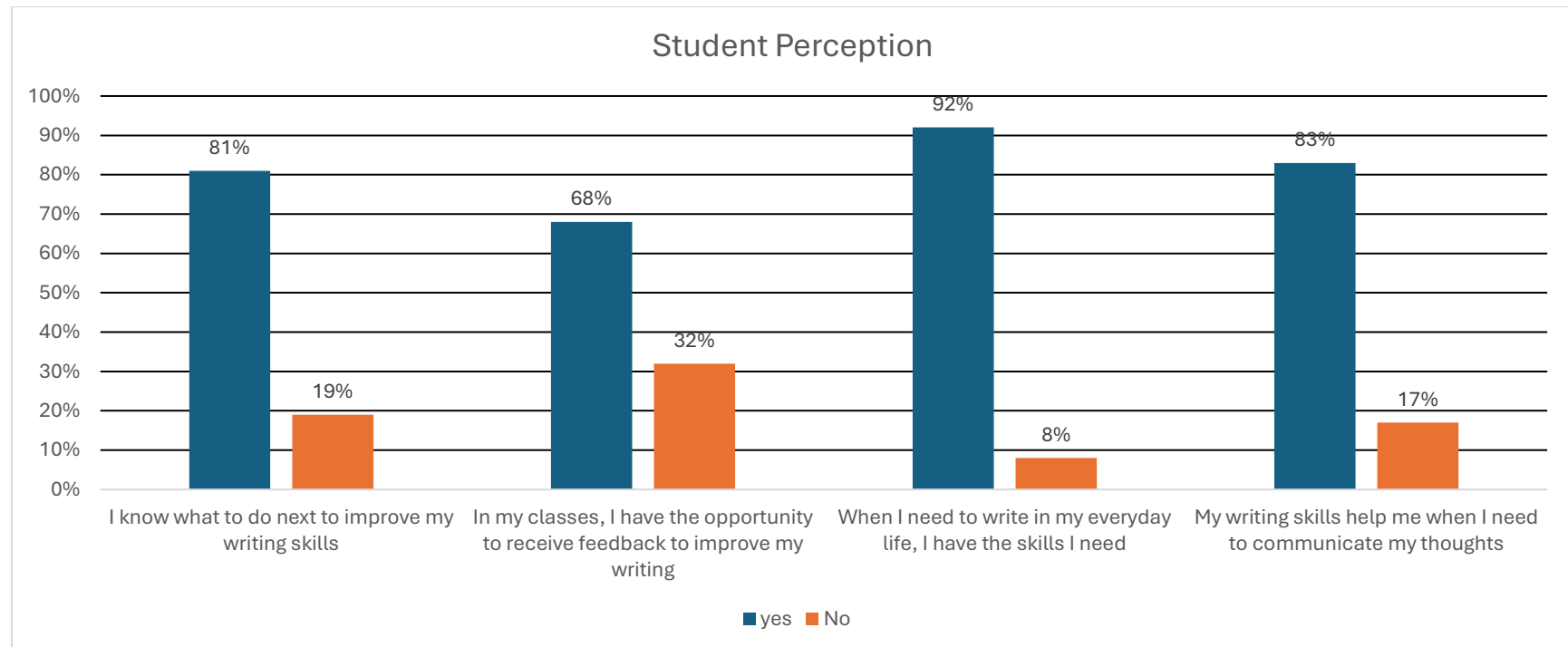
\*represents only current students in 2025-2026; does not include IPP, NER, ADP

Grade	FILAL	PL 1	PL 2	PL 3	PL 4
<b>K</b>	Uses early literacy strategies...	1	14	34	35
<b>1</b>	<b>Reads</b> to explore and understand	11	28	36	29
<b>2</b>	Reads to explore and understand	18	18	42	31
<b>3</b>	Reads to explore and understand	9	38	45	34
<b>4</b>	Reads to explore and understand	4	7	37	22
<b>5</b>	Reads to explore and understand	2	18	43	23
<b>Total number of students</b>		45	123	237	174

\*represents only current students in 2025-2026; does not include IPP, NER, ADP

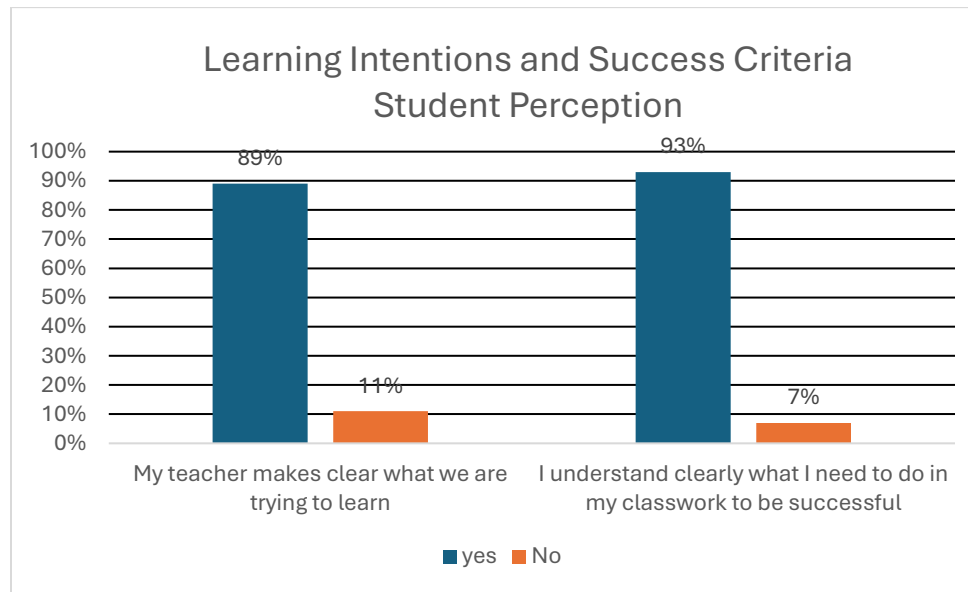
## Proficiency Levels Reading, June Report Cards

We notice some inconsistencies in the data. While students reported knowing what to do next to improve their writing, they also indicated they did not consistently have opportunities to receive feedback on their writing. This leads us to believe that teachers must be more explicit so that students understand that they are receiving feedback, what it is for, and how applying it will improve their writing. Following our PLC work with calibration, teachers became more skilled and confident in their assessment of students' writing, and we can observe a typical bell-curve in the writing results. More significant plans and support are required to increase students' proficiency levels. By pairing teacher insights from our calibration learning cycles, and by ensuring explicit feedback to students, we aim to improve the number of students with a 2/basic to a 3/good proficiency level in writing.



Varsity Acres School had 26 teachers in the 2024-25 school year. They completed a perception survey three times in the school year regarding their teaching practice in relation to the 5 Guiding Principles of Assessment. This graphic shows the November and June survey results.

Teachers reported the frequency with which they did the following:		Never	Rarely	Sometimes	Often	Always
I describe the intended learning outcomes from the curriculum/programs of study.	November 2024		15.4%	42.4%	38.5%	3.8%
	June 2025			39.1%	52.2%	8.7%
Clarifying, sharing and understanding learning intentions and success criteria, connected to the tasks I plan in my classroom.	November 2024			38.5%	57.7%	3.8%
	June 2025			26.1%	52.2%	21.7%
I describe the intended learning outcomes for students with IPPs when they differ from the regular expectation.	November 2024	3.8%	19.2%	42.3%	30.8%	3.8%
	June 2025		4.3%	34.8%	52.2%	8.7%
I refer to success criteria throughout the task/learning cycle.	November 2024		11.5%	26.9%	61.5%	
	June 2025			39.1%	52.2%	8.7%



### Insights and next steps:

Through data analysis and teacher observations, the school noticed a disconnect between achievement in writing and reading, where writing results were higher than achievement in reading. Because these two language strands are deeply connected, we expected the achievement in each proficiency level to be more aligned. Teachers regularly engage in guided reading with their students but indicate that reading outcomes look different from kindergarten to grade 5. For example, decoding letter sounds in the earlier years is a different skill than reading for comprehension in older grades. In addition, curricular outcomes tend to encompass more than one skill connected to reading, and teachers may use different tools to assess students' reading. As a result, we will develop a simple common tracking tool to track student achievement in reading. This will serve to guide teachers in accurately mapping reading outcomes in the curriculum to stems on the report card, thus improving the language connection for students and teachers more holistically. Additionally, the tracking tool will support teachers in more closely monitoring students with exceptionalities and our Indigenous students.

In French literacy, the school will continue our strong use of the Neurolinguistic Approach (NLA) in learning activities. The intentional use of a full NLA cycle supports students in listening, speaking, reading, and writing, with oral language serving as the foundation for reading. Additionally, teachers will use best practices in the Science of Reading and the CBE Literacy Framework to inform their pedagogy. Teachers will provide opportunities for students to build vocabulary, make predictions, and connect to their own experiences orally prior to reading. Students will engage in multiple readings of a text to support meaning-making, enjoyment, and the exploration of target sounds and grammatical concepts. By further developing students' French oral language skills, we aim to strengthen student achievement in reading.

# 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	Varsity Acres 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	<a href="#">Student Learning Engagement</a>	87.5	85.2	85.0	83.9	83.7	84.4	Very High	Maintained	Excellent
	<a href="#">Citizenship</a>	84.9	84.3	85.7	79.8	79.4	80.4	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	91.2	90.1	91.2	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	90.2	92.2	91.1	84.4	84.0	84.9	High	Maintained	Good
	<a href="#">Access to Supports and Services</a>	72.6	69.1	68.4	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	<a href="#">Parental Involvement</a>	87.7	80.3	76.2	80.0	79.5	79.1	Very High	Improved	Excellent