



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

Vincent Massey 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

Vincent Massey School Goals

- Student voice and sense of belonging
- Sustained writing practice
- Collaborative math learning

Our School Focused on Improving

Our School Development Plan for 2023-24 had an overall focus on improving student voice and sense of belonging. Within that holistic framework, we focused on improving the following areas to support learning excellence:

- intentional focus on opportunities for students to have sustained writing on a variety of topics and to share their writing in supported and structured ways
- opportunities for collaborative learning in math class, including small group work through the use of vertical, non-permanent surfaces

We chose this holistic focus because our overall data story showed that students continued to have satisfactory academic achievement, including exceeding provincial averages on provincial achievement test results and exceeding or matching district averages on report card stem data. However, the school lagged behind system and district averages on several areas of perception data, collected through measures such as the OurSchool and CBE Student surveys, as well as Alberta Education Assurance measures. Most notably, the “safe and caring schools” metric of the Assurance survey declined significantly, lagging provincial averages by nearly 17 percentage points.

Learning excellence goals were informed by more detailed examination of the academic achievement data. These data indicated that a smaller percentage of students were achieving standards of excellence in mathematics. They also indicated that students were not exceeding provincial averages in writing, unlike in reading. Lastly, while students reported that they felt well-supported by their teachers, they also reported lacking confidence in engaging with more challenging work in mathematics.

In support of the literacy goal, teachers worked on structuring writing assessment through purposeful interactions (frequency, focus, and follow-up). They also continued to grow their understanding of writing strategies and learning progressions. In support of the numeracy goal, teachers participate in a book study and in-person professional development on collaborative learning in mathematics. All teachers took time to examine high-impact strategies for LP1 and LP2 EAL learning. They also continued structured self-reflection through exploration of the CBE Framework documents.

What We Measured and Heard

We used a variety of data to identify successes and areas for growth with respect to our development plan.

In literacy, we used PAT data and report card stem indicators relating to writing to track progress in this area. We also tracked student perception data and collected teacher feedback from team meetings related to this goal.

Difference between Provincial and School Results, Grade 9 PAT (percentage points):

	2023	2024
Writing (Acceptable)	-3.2	+0.5

Writing stem on report cards, percentage students achieving 3's and 4's:

	2023	2024
Vincent Massey School	59%	54%
CBE Overall	55%	53%

On the CBE Student Survey, 72% of students reported that they were competent writers and 52% said that they had opportunities to receive feedback from others on their writing. This compares with 77% and 46% on the same measures in the previous year.

In mathematics, we used PAT data and report card stem indicators relating to number sense to track progress in this area. We also examined student perception data and collected teacher feedback from team meetings related to this goal.

Difference between Provincial and School Results, Grade 9 PAT (percentage points):

	2023	2024
Math (Acceptable)	+14.4	+15.5

Number Sense stem on report cards, percentage of students achieving 3's and 4's:

	2023	2024
Vincent Massey School	62%	59%
CBE Overall	59%	59%

On the CBE Student Survey, 82% of students reported that they were confident they could learn mathematics and 65% said that they had opportunities to share their ideas and ask questions in math class. This compares with 79% and 61% on the same measures in the previous year.

With respect to the overall student well-being, we saw positive changes in key measures on the OurSchool survey:

Measure	October 2023	October 2024
Sense of Belonging	63%	68%
Positive Relationships	70%	77%
Self-Regulation	55%	63%

These results are also reflected in the Alberta Education Assurance Measures summary results, which showed an increase in the Welcoming, Caring, Respectful and Safe Learning Environment measure from 66.4% to 73.3%

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Report card data and student self-perception data show a drop in writing achievement, but it is possible that this is due to a greater level of attention and rigor within this area of language arts. PAT data, which are more objective and standardized, show that there is improvement in this area. Teachers across disciplines reported increased use of collaborative writing which “prompts additional conversations and dialogue.” However, the overall impact of the writing strategy is negligible at this time. Students continue to show growth and small improvements in mathematics achievement. Student engagement in mathematics learning is also improving, as reflected in the data and teacher observations that “there is more openness to working with a variety of peers” and	▪ Significant improvements in many areas with respect to student well-being and voice. ▪ Students’ writing skills have improved against provincial standards. ▪ Students’ numeracy skills remain high compared to provincial standards. ▪ Teacher observe meaningful changes in the way student are interacting in class, both with respect to learning activities and overall well-being.	▪ Need to continue to close the gap between Vincent Massey and provincial reference points with respect to Welcoming, Caring, Respectful and Safe Learning Environments ▪ Within that action, need to focus on improving school’s support of racialized and Indigenous students ▪ Continue to build collective teacher efficacy, with respect to LP 1 & 2 English language learners. ▪ Examine writing instructional design and assessment strategies though PLC for continuous improvement.

“students are getting into math ‘arguments’ over answering questions.” Continued improvement is seen in student voice and sense of belonging as measured by multiple metrics, particularly various student surveys. Teachers noted that “we are seeing more engagement and less passing during [talking] circle” and that there is “improvement in behavior and positive interactions after a talking circle.”		Continue to embed math strategy across all grade cohorts for further improvements.
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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	Vincent Massey 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	72.7	73.2	78.0	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	62.9	57.3	68.7	79.4	80.3	80.9	Very Low	Declined	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	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	72.3	72.3	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	23.2	23.2	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	74.3	71.4	76.3	87.6	88.1	88.6	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	73.3	66.4	75.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	68.1	63.7	70.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	72.9	58.0	64.5	79.5	79.1	78.9	Low	Improved	Acceptable

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