


**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 | 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:** Students' achievement in Literacy and Numeracy will improve across disciplines

**Outcome One:** Students' achievement in writing and number sense will improve

**Outcome Two:** Students will demonstrate greater agency in their learning and see continued improvement in overall well-being

#### Celebrations

- Students' literacy achievement continues to exceed provincial averages
- Students have high engagement and confidence in mathematics
- Overall student well-being is improving year-over-year across multiple domains

#### Areas for Growth

- Creating more opportunities for students to express their ideas in writing across disciplines
- Improve student core numeracy competencies, as reflected in declining math PAT scores, particularly in the Part A (mental math and estimation) through structured and scaffolded practice.
- Building culture competency of staff and cross-cultural learning opportunities for students with the goal of increasing overall sense of belonging and welcoming environments for all students.

#### Next Steps

- Implement Student Success Centre with 4-6 week intensive intervention for literacy support
- Continue to improve diagnostic data gathering for key literacy measures (including EAL benchmarking)
- Expand Massey Mastery tutorial blocks for all students
- Improve PLC structures and instructional leadership model to support numeracy instruction
- Continue complementary 'wheel' to introduce all Grade 7 students to full cycle of Career Technology Foundations while increasing student connections with multiple adults in the school

## Our Data Story:

### Learning Excellence

Our school development learning goals have been in the areas of numeracy, with a focus on number sense, and literacy, with a focus on writing.

**Numeracy data** include Provincial Achievement Test (PAT) results and report card indicators.

*Percentage of students achieving PAT results' standards for Mathematics:*

Standard	2023	2024	2025
Excellence	26%	31%	23%
Acceptable (includes Excellence)	81%	80%	70%

Report card data reflect these trends, with an increased number of students below grade level.

In the CBE Student Survey, 75% of students report that they are confident they can learn math and 75% report that they know what to do to improve in math. However, only 58% say that they share their ideas and ask questions in math and only 55% enjoy working on challenging problems.

These data highlight the need to continue seeking opportunities for students to extend their thinking and work collaboratively in mathematics.

**Literacy data** also include Provincial Achievement Test (PAT) results and report card indicators.

*Percentage of students achieving PAT results' standards for Literacy:*

Standard	2023		2024		2025	
	School	Province	School	Province	School	Province
Writing (acceptable)	86%	89%	87%	87%	82%	85%
Reading (acceptable)	87%	80%	84%	79%	78%	77%

Report card data also show that Vincent Massey students have higher levels of achievement in reading than writing, with 53% achieving good and excellent standards in writing and 58% in reading. These data show that Vincent Massey students do better in

reading than writing, compared to provincial averages. These data support a focus on writing, within an overall holistic approach to literacy. Writing is also a tool to solicit student voice across disciplines, and supports student well-being in that way

### **Well-Being**

Student perception data are collected throughout the year through various surveys. In considering overall student sense of belonging, 73% of students said that “I feel like I belong” on the Assurance Survey (spring 2025). This showed improvement over the course of the year, as a related question on the fall 2024 OurSchool survey, had only 52% of students agreeing with the same statement. This indicates that actions taken both in classes and through other school activities, help build community and belonging for students. Overall trends are increasing by most measures on these surveys.

### **Truth & Reconciliation, Diversity, and Inclusion**

The Vincent Massey student population is 30% EAL learners, and this percentage has been increasing over time. We also know that our students have around 60 different countries of birth and speak about 50 different primary languages. This diversity underlies some of the overall well-being data shared in the previous section and emphasizes the importance of creating a collective sense of belonging. Disaggregated data for self-identified Indigenous students and EAL learners show how their experience of school is less positive than their peers. For example, only 27% of Indigenous students reported feeling welcome at school and only 31% have confidence in themselves as students. Corresponding data for EAL students are 62% and 67%, which are closer to the whole school average. Also of concern are CBE Student Survey responses which show that, while 84% of students feel that the school is safe and accessible to all and 84% of students see themselves as allies to different cultures, only 44% of students see their culture reflected in their school.

### **Overall Improvement**

While these data highlight the need for continuous improvement. Overall well-being indicators from all student surveys show positive progress in all four domains of well-being:

<b>Well-being Domain</b>	<b>School Year 2023-24</b>	<b>School Year 2024-25</b>
Diversity and Inclusion	60%	62%
School Connectedness and Belonging	66%	71%
Regulation	58%	63%
Resilience and Mental Health	68%	73%

# 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	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	<a href="#">Student Learning Engagement</a>	82.5	72.7	76.2	83.9	83.7	84.4	Low	Improved	Acceptable
	<a href="#">Citizenship</a>	72.9	62.9	66.8	79.8	79.4	80.4	Intermediate	Improved	Good
	<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>	67.2	69.1	70.7	62.5	62.5	62.6	Low	Maintained	Issue
	<a href="#">PAT9: Excellence</a>	19.5	23.9	23.5	15.6	15.4	15.5	High	Declined	Acceptable
	<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>	81.2	74.3	75.6	87.7	87.6	88.2	Low	Improved	Acceptable
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	77.4	73.3	74.7	84.4	84.0	84.9	Very Low	Maintained	Concern
	<a href="#">Access to Supports and Services</a>	73.5	68.1	69.8	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	<a href="#">Parental Involvement</a>	73.5	72.9	67.3	80.0	79.5	79.1	Low	Maintained	Issue