

**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

Fish Creek 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' achievement in Literacy will improve*

Outcome One: *students' written communication will improve through responsive feedback from teachers*

Celebrations

- *19.1% (41.14% to 60.24%) more students report receiving feedback about their writing, clarifying next steps in writing and improving self-reported confidence in writing.*
- *2.46% (5.6% to 3.14%) reduction in number of students receiving Indicator 1 in writing.*
- *2.28% (22.67% to 24.95%) increase in number of students receiving Indicator 4 in writing.*

Areas for Growth

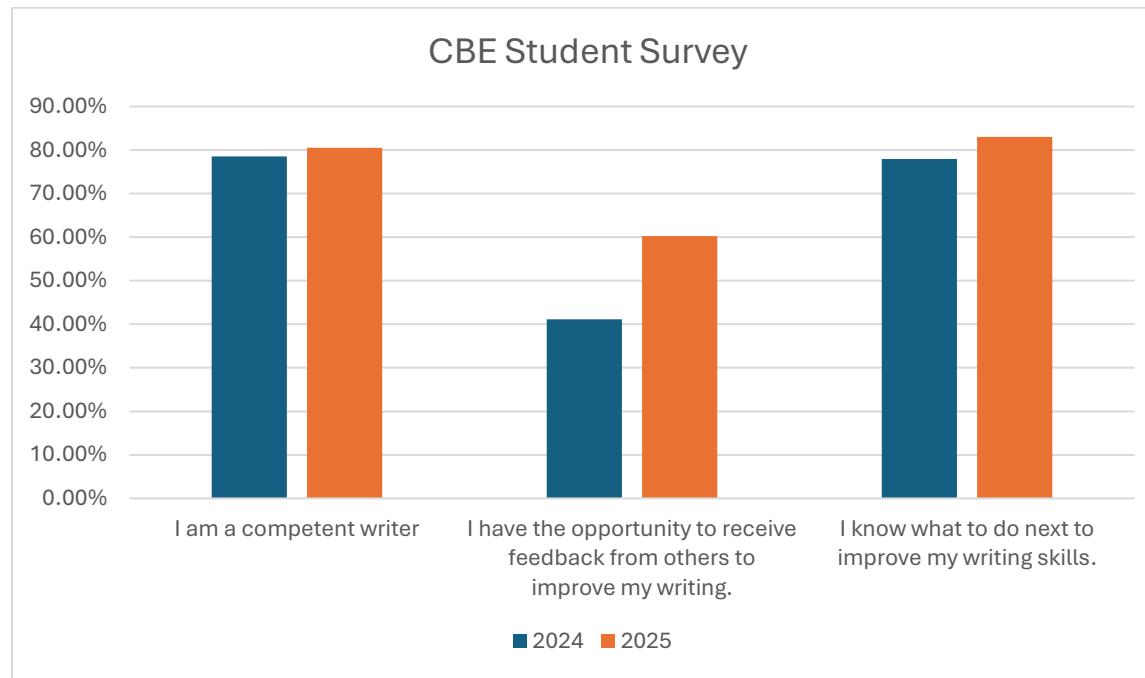
- *Student sense of connection to texts read in class*
- *Student use of textual references in written and oral expression*
- *Student use of phonemic and morphological awareness to read for understanding*

Next Steps

- *Broaden the implementation of the Reading Decision Tree to track incremental student progress and Grade-level literacy goals*
- *Professional learning in the science of reading as it applies to division 2 learners*
- *Use of data from provincial literacy assessments to guide Grade-level intervention*

Our Data Story:

Our key outcome was to improve achievement in the area of literacy by focusing on providing formative feedback to students about their writing. We used a “Writing Day” model to provide feedback on writing and gather data about student performance. We used the results from the CBE Student Survey to measure student perceptions of writing competence, opportunities for feedback, and understanding of next steps for improvement. Our data show growth in all areas, particularly in the area of opportunities for feedback.



Report card data is an essential outcome measure for showing growth in the area of writing. When we compare our report card results from the end of 2025 to the end of 2024, we see a decrease in the number of students receiving indicator 1. We see small increases in the number of students receiving indicator 2 or 3 on their report cards. The most significant increase is in the number of students receiving Indicator 4 on their report cards.

2024

Stem: Writes to Express Information and Ideas	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	13.16%	23.68%	32.89%	25%
Grade 2	8.75%	27.5%	35%	21.25%
Grade 3	8.51%	20.21%	48.94%	15.96%
Grade 4	0%	20.41%	44.9%	24.49%
Grade 5	3.16%	22.11%	37.89%	21.05%
Grade 6	0%	19.57%	40.22%	28.26%
Average	5.6%	22.25%	39.97%	22.67%

2025

Stem: Writes to Express Information and Ideas	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	5.97%	31.34%	32.84%	25.37%
Grade 2	6.41%	17.95%	51.28%	14.1%
Grade 3	3.95%	21.05%	43.42%	25%
Grade 4	0%	19.15%	42.55%	31.91%
Grade 5	2.94%	24.51%	30.39%	29.41%
Grade 6	1.09%	23.91%	43.48%	21.74%
Average	3.14%	22.79%	40.47%	24.95%

Professional Learning Community consultation

Fish Creek School staff work together in Professional Learning Communities (PLC) to gather and analyze data about student achievement. Our literacy PLCs have worked together to develop common assessments and calibrate writing rubrics to use in providing feedback to students. In consultation about next steps in School Development planning, PLCs have reported that there is a need to balance our emphasis on writing with corollary development in the area of reading. Specifically, our literacy PLC would like to see broader application of the Reading Decision Tree and further professional learning in the area of division 2 reading intervention.

Goal Two: Student well-being will improve

Outcome One: Student resilience will improve

Celebrations

- *More students are tracking their progress towards their learning goals (55% to 73.5%)*
- *OurSchool Survey data shows growth in all key areas*
- *Students report increasing levels of support from peers (86% to 95%)*

Areas for Growth

- *Student perseverance when faced with challenging tasks*
- *Student confidence in ability to persist and succeed*
- *Student learning engagement*

Next Steps

- *Professional Learning Communities (PLCs) will use OurSchool wellbeing data and CBE student survey data to target student needs and align professional development priorities*
- *Broaden application of CBE Wellbeing Framework and Companion Guide in Grade-level PLCs*
- *Gather additional data about factors affecting student engagement*

Our Data Story:

Our key outcome has been improvement of student wellbeing through development of resilience. We measured our progress towards our goal using data from the CBE student Survey, the OurSchool Survey, and the Alberta Education Assurance Measures Survey.

CBE Student Survey

	2024	2025	Change
I ask for help when I need it.	88.6%	90.2%	+1.6%
I feel confident I can overcome challenges in my learning.	89.5%	87.2%	-2.3%
I have confidence in myself as a student.	76.9%	75%	-1.9%

CBE Student Survey data suggests that there has been a small improvement in the area of student willingness to ask for help. This appears to correspond to an increase in students reporting on the Alberta Education Assurance measures Survey that students have shown an increased level of support for peers.

OurSchool Survey

OurSchool Survey Question	2024	2025	Change
▪ Doesn't give up when trying to reach goals	74.6%	76.8%	+2.2%
▪ Keeps going even when challenged	75.8%	76.6%	+0.8%
▪ Thinks about required resources to complete projects	77.5%	80.5%	+3%
▪ Tracks progress towards goals	55%	73.5%	+18.5%

The OurSchool Survey indicates significant increases in the numbers of students reporting that they can track their progress towards learning goals. There are small increases in the number of students reporting that they are persistent in the pursuit of learning goals. These numbers contrast somewhat with AEAM results which indicate that there has been a decline in student engagement.

Alberta Education Assurance Measures Survey

Student Learning Engagement

	2024	2025
Parents	93.3% (86.7%)	81.6% (87.6%)
Students	62.7% (69.3%)	64.2% (69.3%)
Overall	85.3% (83.7%)	81.9% (83.9%)

Note: Alberta provincial averages in parentheses

Citizenship

	2024		2025	
	Yes	No	Yes	No
Do most students help each other?				
Students	86%	14%	95%	5%

Alberta Education Assurance Measures Survey data show that student engagement is a growing concern for parents. Our students show a small increase from 2024. However, the reported level of engagement is still below the provincial average. Broadly, Fish Creek School performs above the provincial average on most indicators, suggesting that a level below the provincial average is a significant concern.

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

Required Alberta Education Assurance Measures - Overall Summary

Spring 2025

School: 9384 Fish Creek School

Assurance Domain	Measure	Fish 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	81.9	85.3	87.8	83.9	83.7	84.4	Low	Declined	Issue
	Citizenship	86.9	92.2	90.5	79.8	79.4	80.4	Very High	Maintained	Excellent
	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
	PAT6: Acceptable	n/a	89.1	84.7	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	29.3	24.1	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
	Education Quality	92.5	96.6	95.8	87.7	87.6	88.2	Very High	Declined	Good
	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.3	95.5	95.0	84.4	84.0	84.9	High	Declined	Acceptable
Learning Supports	Access to Supports and Services	80.0	88.1	85.6	80.1	79.9	80.7	Intermediate	Declined	Issue
	Parental Involvement	81.4	87.0	84.3	80.0	79.5	79.1	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.