



Valhalla
Community School

Valhalla Community School



Annual Education and Childcare
Results Report
2024-2025

MESSAGE FROM THE BOARD CHAIR

On behalf of the Valhalla Community School Board of Directors, we are thankful for the opportunity to share this years Annual Results Report. At Valhalla, we believe that education is most powerful when it is rooted in community. Every achievement whether in the classroom, while performing, on the playing field, or in the community reflects the shared effort of our students, families, staff and community members who work together to create a supportive and inspiring learning environment.

This year, our students continue to demonstrate a strong commitment to learning and growth. Their accomplishments reflect the values that guide our charter; integrity, community engagement and a readiness for leadership or working together. We're proud of the way our students work together, support one another and rise to challenges they are faced with. This year we are especially excited to see our new student led community-based research projects take shape. These initiatives give the students the opportunity to connect their learning with real world issues and learn how to make meaningful contributions within the community.

The Board extends heartfelt appreciation to our dedicated teachers and staff, whose care and professionalism make daily learning meaningful. We also thank our parents, guardians, and community partners for their ongoing support, trust and involvement. The community commitment to our school helps ensure every child is given the opportunity to succeed and discover their potential and is the root of what our Charter is all about.

As we look ahead, the Board remains focused on supporting student success and strengthening the close knit, values driven education that is such a big part of Valhalla Community School. Together we continue to build a school where students are able to become equipped with both the knowledge and skills necessary for success in the communities they are or become a part of.

Looking forward to an excellent year

Terri Corbett



Terri Corbett
VSF Board Chair

ACCOUNTABILITY STATEMENT

Under the direction of the Board of Directors, the Annual Education Results Report for Valhalla Community School for the 2024/2025 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2024/2025 was approved by the Board on November 17, 2025.

Mrs. Terri Corbett
Board Chair

Board of Directors

Terri Corbett, Chair
Jerry Shepelwik, Vice Chair
Dwayne Westad



Mrs. Loriann Stienwand
Superintendent

Reanna Stockman, Secretary
Penny Braseth, Treasurer
Joe Lowen



WHO WE ARE

Foundation Statements

Vision - At Valhalla Community School (VCS), students will become **well-educated** and **engaged citizens**, with strong **ethical, civic and democratic standards**, who are **committed** to their **families, school, community, province and country**.

Mission - To instill a **readiness for leadership** by equipping rural students with both **knowledge and skills** necessary for success in a rapidly changing economy in the communities they serve.

Values - At VCS, it is our firm conviction that we must effectively develop in our students the competencies for engaged thinkers and ethical citizens with an entrepreneurial spirit. We further view rural education as possessing unique and beneficial characteristics with the potential to maximize student learning. We value:

- **Value 1** - VCS recognizes the central role of parent and guardian in the life of a child and therefore sees itself as a partner commissioned to foster academic success as part of the overall process of child development.
- **Value 2** - Because rural life is rooted in an entrepreneurial culture, bolstered by sharing and supportive relationships, rural students develop unique, personal ties to members of their family and community. As such, the connectedness of a community has a significant impact on the “parent-orientation” of a child and, by extension, contributes to their success in school.
- **Value 3** - VCS holds strongly to the belief that rural schools must provide students with the opportunity to develop the knowledge, skills and attitudes necessary for success in both urban and rural settings.
- **Value 4** - VCS believes the unique aspects of rural education that distinguish it from its urban cousin, call for a diligent focus on structured teaching practices that maximize opportunities for all students in the rural classroom.

- **Value 5** - VCS believes that the long-term goal of rural education is to develop the skills, knowledge and values that will enable students to become strong and contributing leaders of tomorrow.
- **Value 6** - VCS views self-confidence as a product of competence. With this in mind, it commits to student success in academics and leadership in an atmosphere of supportive encouragement.
- **Value 7** - VCS believes that mastery of outcomes through effective grouping of students leads to success for all.

Guiding Philosophies and Principles

According to the work of Gordon Neufeld (*Hold onto your Kids: Why Parents Need to Matter More Than Peers*, Vintage Canada, 2005) the connectedness of a community has a significant impact on the "parent-orientation" of a child and, by extension, contributes to their success in school. Similarly, multi-grade groupings contribute to an environment that encourages this same sense of community connectedness.

The VSF recognizes the central role of parents and guardians in the life of a child and therefore sees itself as a partner commissioned to foster academic success as part of the overall process of child development. It is a priority that parents form a majority of the Foundation's representatives. In addition, direct community involvement underscores the importance of civic commitment and participation for the students of VCS.

The VSF calls for a diligent focus on research-based and theoretically sound teaching practices that maximize opportunities for **all** students. The Valhalla School Foundation (VSF) believes it must provide students opportunities to develop the knowledge, skills and attitudes necessary for success in both urban and rural settings.

The VSF strongly supports the teaching of critical and creative thinking as important aspects of student development. The Foundation purports that the mastery of skills and the acquiring of knowledge formulate a basis for critical analysis. As students advance, the focus on skills and knowledge naturally leads to more opportunities for abstract reasoning, logic, motivation to learn, and self-reliant thought processes.

The VSF views self-confidence as a product of competence. It commits to student success in academics and leadership in an atmosphere of supportive encouragement.

Charter Profile

Valhalla Community School (VCS) is located in the hamlet of Valhalla Centre, located approximately 60 km northwest of Grande Prairie, Alberta. The first school was opened in 1916. At that time parent volunteers built a log schoolhouse, and the Board required each parent to build school desks for their own children. The current school building was built in 1954 and is today owned and operated by the Valhalla Heritage Society.

VCS was started by a group of parents and local residents when adjustments were made to the local school boundaries in early 2008, and the school was slated to close at the end of June 2008. Parents and supporters formed a steering committee to explore and develop initiatives that would keep the school open and provide the kind of education wanted for their children. They began a series of meetings with stakeholders in the local education system, and the

opportunity to start a charter school emerged. In the space of a few months, and with the help of Alberta Education and Childcare the charter process was completed, and Valhalla Community School commenced classes on September 2nd, 2008.

VCS offers a Kindergarten to Grade 9 program. We recognize that the charter focus and the learning/teaching process at VCS will be most successful if students experience success starting in their formative years. To foster this, our communication plans have a particular focus on helping the community understand the charter goals and attract students to the school, beginning in Kindergarten. This has borne fruit with the registration numbers for the 2025-2026 school year with over a 25% increase of Alberta Education and Childcare and Childcare funded students. The registration in elementary years and our partner pre-school program in Valhalla are strong, which bodes well for the future stability and success of our school and our students.

Valhalla Community School continues to improve the support offered to a diverse range of students through services provided by a speech-language pathologist, deaf hard of hearing teacher and counsellor. In addition, collaborating with Montney Riverstone Tribal Council provides students from Horse Lake First Nation with the opportunity to choose our Charter School. At the present time, we have four treaty students attending. This also enables all students and staff to appreciate that our school is on traditional Dene territory and remember that reconciliation is not just about the past but is developing understanding and relationships now and for the future.

Over the years, the schools in Valhalla Centre have been strongly supported by the community; this has been the cornerstone of the Valhalla School Foundation and the Valhalla Community School, in partnership with the local Valhalla Heritage Society, which owns the school building. With Valhalla Charter School's current charter set to expire on August 31, 2028, in accordance with sections 7(4) and 8(2) of the Charter Schools Regulation (Renewal of charter and Long-term renewal of charter), Alberta Education and Childcare will undertake a charter evaluation, as Valhalla Charter School is entering the 3rd year of its current 5-year charter.

We strive to ensure our decisions are made in the spirit of our Charter and in the best interests of student learning. We continue to emphasize leadership skills, attitudes and knowledge that can be applied to both rural and urban settings as a practical articulation of our core values. Program needs at the Valhalla Community School will continue to be met creatively as we strive to ensure stakeholder satisfaction with the quality of basic education and timeliness of services for students.

2024/25 SUMMARY OF ACCOMPLISHMENTS

Valhalla Community School values the collection of stakeholder feedback. During the 2024-2025 engagement process, stakeholders were asked to share their thoughts on our key priorities. Our students, parents, staff and community continue to demonstrate appreciation for Valhalla Community School. Several themes emerged from our assurance engagements that capture what is working well in our school:

- Stakeholder Engagement
- Community Partnerships
- Early Learning
- Communication

Stakeholder Engagement

A key value of our Charter is parental engagement. VCS recognizes the central role of parent and guardian in the life of a child. The parents of VCS identified that they feel actively involved in their child's learning. VCS believes in the importance of not just parental communication but parents as true partners in their child's education.

VCS also supports an active School Council. Processes were established to ensure parents were engaged to develop priorities and share progress and results. The Superintendent and Principal reviewed their annual education results with their School Council in November and reviewed our Education Plan. Feedback from School Council influences the Education Plan.

From families, staff and the Board, there is a very strong commitment to the students, the staff and the school as well as the history of VCS. There is a commitment for continuous improvement and collaborative problem solving in addressing challenges. The care and commitment to VCS of the full school community is a significant strength to continue to be leveraged.

Community Partnerships

Community partnerships have been identified as a strength of Valhalla Community School. The VCS community is deeply engaged with our students, and in turn, our students are meaningfully involved in the community. Throughout the year, multiple opportunities for volunteerism were available to students, staff, and parents, strengthening connections and fostering shared responsibility.

These partnerships have also enriched our continuum of supports and services. Collaborations with Montney Riverstone Tribal Council support our students from Horse Lake as well as increased implementation of Truth and Reconciliation Commission recommendations. FCSS have expanded access to counseling supports, while our work with the Alberta Professional Learning Consortium has provided targeted professional learning to support new curriculum implementation. In addition, our partnership with the Northwest Alberta Community Foundation has established the first of many educational bursaries for former VCS students, creating a lasting legacy of support for lifelong learning

Early Learning

Early learning in literacy and numeracy is a cornerstone of a child's overall development and long-term academic success, and it is a notable strength at Valhalla Community School. Through intentional early learning practices, VCS is laying the foundation for future achievement, fostering essential life skills, supporting civic engagement, and contributing to the overall well-being of our students. Tools such as Alberta Education and Childcare's screening assessments enable early identification and targeted interventions, while programs like Reading Mastery provide



structured support that ensures students build strong skills and confidence from the very beginning of their learning journey.

Communication

Effective communication is foundational to the success of Valhalla Community School. By prioritizing clear and consistent messaging—both within the school and in its relationships with external stakeholders—VCS has strengthened collaboration, built transparency, and ensured that all voices are heard. This commitment to open dialogue has fostered greater trust, deeper engagement, and more effective planning, with stakeholder voice meaningfully shaping the direction of the school.

2024/25 SUMMARY OF CHALLENGES

During the 2024-2025 engagement process, stakeholders shared their thoughts and presented Valhalla Community School with important avenues to consider for future strategic planning. Several themes emerged to capture areas for growth or continued consideration notably:

- Focused and Consistent Priorities
- Student Learning and Growth
- Strained Resources
- Staffing

Focused and Consistent Priorities

Bringing clarity and focus on key priorities has been identified as an important area for continued growth, ensuring that our efforts remain focused and aligned. This year, we are placing particular emphasis on strengthening clarity around our Education Plan goals and strategies as well as strengthening focus on our Charter. Clear priorities provide a foundation for informed decision-making, enabling us to allocate time, funding, and personnel toward strategies that deliver the greatest impact for our students.

Strained Resources

The current level of transportation funding provided by Alberta Education and Childcare has created a gap that requires us to reallocate resources from other areas of the budget to maintain student transportation services. While we recognize the critical importance of transportation and remain committed to meeting the needs of our students, this reallocation limits our capacity to fully invest in instructional programs and supports. We have resourced strategically to address this gap and are continuing to actively explore sustainable solutions to address this challenge in a way that minimizes any impact on student learning.

Staffing

One of the ongoing challenges we face in northern Alberta is the recruitment and retention of qualified teachers and leaders. The unique geographic and environmental factors of the region, combined with the competitive nature of the education workforce, make it difficult to attract and retain the skilled professionals we need to support our students. Despite these challenges, we remain committed to providing high-quality education by exploring innovative strategies, including professional development opportunities and partnership initiatives to ensure our students have access to dedicated educators.



STAKEHOLDER ENGAGEMENT

Accountability and Assurance

VCS' Education plan and Annual Education Results Reports are built upon Alberta's Assurance Framework, which seeks to enhance public trust and confidence that the education system is meeting the needs of students. Engagement of parents, students, staff, school council and other key stakeholders on board matters and plans contribute to shared governance.

Students: Students participated in VCS' student satisfaction survey and the Ministry's Assurance survey to inform student success and well-being. Students were also engaged in a Student Speak Out session where students engaged in a World Café to identify strengths, areas of challenge and potential next steps around key priorities. Engagement results were utilized within the Education Plan.

Teachers: Teachers were engaged in planning discussions, meetings, formal and informal conversations, and surveys aimed at identifying their satisfaction levels, professional learning needs, and pedagogical practices. Teachers were engaged in the analysis of provincial and local measure to identify trends, strengths and challenges and determine appropriate next steps reflective of our context. Design thinking was utilized with the staff to identify strengths and challenges of 2023-2024 school year and determine next steps for 2024-2025. Continued engagement was held in 2024-2025 in identifying key outcomes and strategies for the 2025 – 2028 Education Plan.

School Council: VCS met its obligations under the School Councils Regulation to provide School Council the opportunity to provide advice on the development of the school AECRR and to share results from provincial assessments and information from its reporting and accountability system. The process consisted of presentations from the school Principal and Superintendent and opportunities for input and feedback on school and priorities, planning, and challenges. School Council was also engaged in the analysis of evidence to inform future direction for the Education Plan.

Parents and the Community: A community and parent engagement evening brought together families and community members informing future direction of the Charter. Parents also

participated in both VCS' parent satisfaction survey and the Ministry's Assurance survey. Communication is continual over the engagement process. Over the course of the year, VCS kept its stakeholders abreast of significant milestones, directly communicating with parents through newsletters, website, social media and community events.

Stakeholder Engagement Results



BUILDING A STRONGER SCHOOL COMMUNITY TOGETHER

Student, Staff, Family & Community Voices Say...

PRIORITY 1: STUDENT GROWTH & ACHIEVEMENT

- Personalized learning for all students
- A focus on foundational skills
- Ongoing assessment & feedback paired with responsive teaching
- Strategic scheduling and choice for balanced learning
- Hands-on, real-world experiences
- Mental health & wellness support
- Prioritize positive attendance
- Strong student-teacher-family-community relationships

PRIORITY 2: EXCELLENCE IN TEACHING & LEADING

- Respectful & caring school culture
- Safe, structured, and inclusive classrooms
- Collaborative learning for students and staff
- Strong teacher-student relationships
- Fair and consistent discipline approaches
- Student voice in decision-making
- Focus on student engagement
- Well-being support & sufficient resources for staff



BUILDING A STRONGER SCHOOL COMMUNITY TOGETHER

Student, Staff, Family & Community Voices Say...

PRIORITY 3: CHARTER GOALS & COMMUNITY ENGAGEMENT

- Leadership & mentorship opportunities for students
- Promoting goal setting, accountability & resilience
- Fostering inclusivity & belonging
- Enhance purposeful & meaningful learning through local & rural community partnerships
- Expanding extracurricular activities, clubs & real-world skill development
- Enhancing communication & public speaking skills
- Engaging families in student learning & school events
- Promote entrepreneurship

JOIN THE CHARTER

DIFFERENCE...TOGETHER, WE BUILD A THRIVING, CONNECTED, AND SUCCESSFUL SCHOOL COMMUNITY FOR OUR CHILDREN!

www.valhallacommunityschool.ca

RESULTS ANALYSIS

Fall 2025 Required Alberta Education and Childcare and Childcare Assurance Measures – Overall Summary

Assurance Domain	Measure	Valhalla School Foundation			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	74.5	75.4	78.2	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	63.0	69.2	70.0	79.8	79.4	80.4	Very Low	Maintained	Concern
	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
	PAT9: Acceptable	55.6	28.1	31.3	62.5	62.5	62.6	Very Low	Improved	Issue
	PAT9: Excellence	0.0	0.0	1.6	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a	
Teaching & Leading	Education Quality	75.5	79.2	77.5	87.7	87.6	88.2	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	66.7	75.5	76.9	84.4	84.0	84.9	Very Low	Declined	Concern
	Access to Supports and Services	70.6	64.8	68.8	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	72.5	75.4	72.9	80.0	79.5	79.1	Low	Maintained	Issue

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- 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).
- 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.
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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.

Measure Evaluation Reference (Required AECAMs)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Student Learning Engagement	0.00 - 80.63	80.63 - 82.49	82.49 - 85.34	85.34 - 87.37	87.37 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT9: Acceptable	0.00 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	0.00 - 79.99	79.99 - 82.81	82.81 - 87.17	87.17 - 90.40	90.40 - 100.00
Access to Supports and Services	0.00 - 74.19	74.19 - 78.27	78.27 - 83.43	83.43 - 88.16	88.16 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Priority One: Student Success

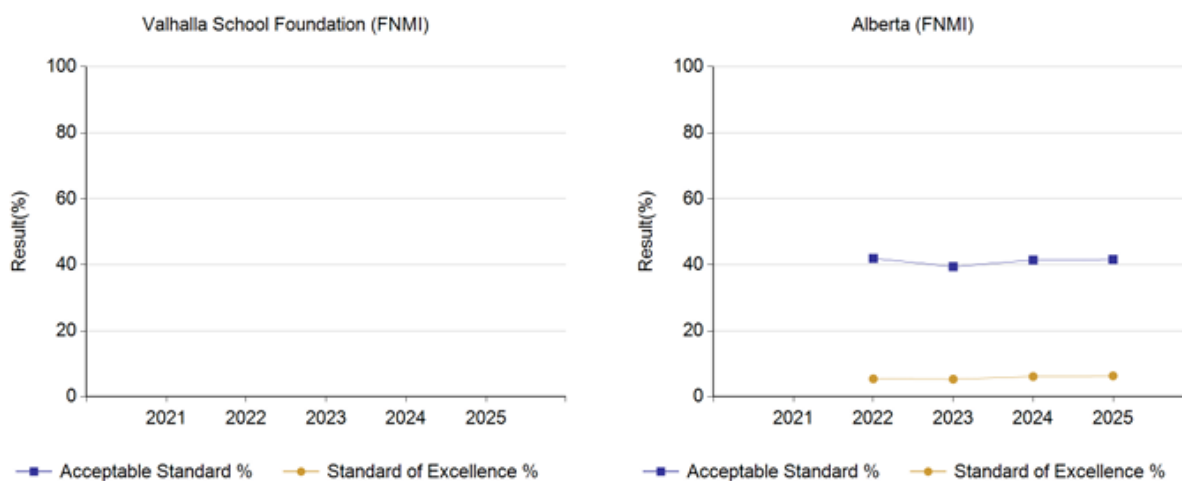
Outcome: First Nations, Métis and Inuit students experience academic success, and all students, teachers and school leaders learn about First Nations, Métis, and Inuit perspectives, treaties, agreements, and the history and legacy of residential schools.

Provincial Measures

Performance Measure:

- Percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests.

	Valhalla School Foundation (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	1	n/a	n/a	2	n/a	n/a	n/a	n/a	4,188	4,717	4,868	4,924
Acceptable Standard %	n/a	*	n/a	n/a	*	*	*	*	n/a	41.9	39.4	41.4	41.6
Standard of Excellence %	n/a	*	n/a	n/a	*	*	*	*	n/a	5.4	5.3	6.1	6.3



Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each 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).
- Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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.

Analysis: The results for this population of students are not applicable as results have been suppressed as only one First Nations, Métis and Inuit student wrote the Provincial Achievement Tests in grade 6 and two in grade 9. No grade 9 First Nations, Métis, and Inuit wrote the PATs.

Local measures of student learning achievement, combined with analysis of provincial assessment data, demonstrate clear progress toward the provincial learning outcomes. Through classroom-based assessments, teacher-developed performance tasks, reading and numeracy screeners, and common grading rubrics, the school is able to monitor student growth with greater precision and responsiveness. These local measures show steady improvement in core areas such as literacy and numeracy, with students meeting or exceeding grade-level expectations.

The implementation of targeted instructional strategies—such as structured literacy practices, guided reading, small-group intervention, formative assessment cycles, and explicit teaching has had a measurable impact. Evidence from local data indicates improved fluency, comprehension, and writing clarity in literacy, along with stronger conceptual understanding and problem-solving in mathematics. Teachers report that frequent progress monitoring allows them to adjust instruction in real time, resulting in more equitable outcomes and accelerated growth for students requiring additional support. Collectively, these strategies demonstrate that the school is effectively advancing student learning relative to identified provincial outcomes and is using evidence to inform continuous improvement.

Local Measures

Activities that Support the Implementation of the Truth and Reconciliation Commission Recommendations
<ul style="list-style-type: none"> • Engaging in community outreach projects such as Orange Shirt Day and Jordan's Principle • Creating and enriching relationships with Indigenous peoples including Montney Riverstone Tribal Council and GPACOS (Grande Prairie Aboriginal Circle of Services) • Celebrated Truth and Reconciliation Day – Residential school survivor presented to staff and students. Story of the Orange Shirt was shared with the students. • Implementation of the Being, Knowing, Doing approach through the Continuum of Supports and Services ensures the learning process simultaneously engages and develops all aspects of the individual and supports a holistic approach.

Strategies, Activities, Programs, and Impact on First Nations, Métis and Inuit Students		
Description of Strategies, Activities and Programs	Impact (Local Measures)	Impact (Provincial Measures)
Partnership and relationships built with Montney Riverstone Tribal Council.	Increased access to Jordan's Principle resulting in Educational Assistance Support and improved academic success.	N/A
Partnership with GPACOS (Grande Prairie Aboriginal Circle of Services)	Enhanced visibility of supports and services available for First Nation students and families (i.e. Cree Language courses, etc.)	N/A
Curriculum support documents that include First Nations, Métis, and Inuit content and resources	Use of teachings and pedagogy in classrooms.	N/A

Targeted academic supports: <ul style="list-style-type: none"> • Small group literacy and numeracy instruction • Access to educational assistants • Land-based learning opportunities • Relational supports • Regular family communication and engagement • Access to specialized supports and services (i.e. counselor, SLP) 	Based on teacher assessments and final reporting, all FN students enrolled at met grade-level expectations	N/A
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Total Grant Funding Received: \$6002

Analysis: We are pleased with the relationships we sustained and developed last year. These relationships have enhanced supports and services our students and families had access to.

We have identified, however, that we are wanting more authentic and meaningful engagement with our First Nations community in enhancing curricular objectives and creating a space for learning and cultural awareness. Continuing to strengthen relationships with Montney Riverstone Tribal Council will enhance First Nations, Métis, and Inuit outcomes and will ensure all students, teachers and school leaders continue to learn about First Nations, Métis, and Inuit perspectives, treaties, agreements, and the history and legacy of residential schools. These relationships will support VCS in bringing in more cultural awareness events. Teachers will also have a more defined focused in incorporating indigenous ways of being, knowing and doing into the curriculum.

Outcome: All of our students are successful in meeting the outcomes of the Program of Studies.

Provincial Measures

Provincial Achievement Tests: Acceptable Standard

AB Ed	2021/22		2022/23		2023/24		2024/2025	
	VCS	AB	VCS	AB	VCS	AB	VCS	AB
English Language Arts 6	91.7	76.1	63.6	76.2	n/a	n/a	20.0	69.1
Math 6	66.7	64.1	36.4	65.4	n/a	n/a	0.0	52.1
Science 6	75.0	71.5	54.5	66.7	43.8	68.8	n/a	n/a
Social Studies 6	83.3	67.8	27.3	66.2	37.5	68.5	20.0	64.1
English Language Arts 9	*	69.6	62.5	71.4	37.5	69.5	66.7	69.8
Math 9	25.0	53.0	25.0	54.4	*	51.4	22.2	60.3
Science 9	37.5	68.0	37.5	66.3	*	66.8	77.8	67.8

Social 9	62.5	60.8	12.5	58.4	*	60.0	55.6	59.9
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Notes

- 1.Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 2.Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each 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).
- 3.Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
- 4.Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 5.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

Provincial Achievement Tests: Standard of Excellence

AB Ed	2021/22		2022/23		2023/2024		2024/2025	
	VCS	AB	VCS	AB	VCS	AB	VCS	AB
English Language Arts 6	25.0	18.9	9.1	18.4	n/a	n/a	0.0	12.7
Math 6	0.0	12.6	0.0	15.9	n/a	n/a	0.0	14.9
Science 6	41.7	23.7	0.0	21.8	6.3	25.6	n/a	n/a
Social 6	8.3	20.1	0.0	18.0	0.0	20.4	0.0	19.1
English Language Arts 9	*	12.9	12.5	13.4	0.0	11.8	0.0	11.1
Math 9	0.0	16.7	0.0	13.5	*	13.7	0.0	15.8
Science 9	0.0	22.6	0.0	20.1	*	20.9	0.0	21.0
Social 9	0.0	17.2	0.0	15.9	*	15.9	0.0	17.2

Notes

- 1.Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 2.Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each 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).
- 3.Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
- 4.Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 5.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.

Analysis: Overall, 37.5%VCS students achieved the acceptable standard on PATs. VCS's results met or exceeded provincial expectations at the acceptable level in one of the tests reported. In relation to their provincial counterparts, VCS students did not outperform their peers with the exception of Science 9. VCS' results for the 2024/2025 year reveal an increase in 3

grade 9 PATs, with the exception of Math 9. A decline, however, has been seen in all 3 grade 6 assessments.

Overall, 0% of VCS students achieved the standard of excellence on PATs. Reflective of achievement at the acceptable level, student academic achievement needs to be a key priority area moving forward.

The results for EAL students are not applicable as fewer than 6 EAL students wrote the tests. The results for First Nation, Metis and Inuit students are not applicable as fewer than 6 First Nation, Metis or Inuit students wrote the tests.

Student Learning Engagement

Performance Measure: Percentage of students, parents, and teachers who agree students are engaged in learning at school. *

AB Ed	2021/22		2022/23		2023/24		2024/2025	
	VCS	AB	VCS	AB	VCS	AB	VCS	AB
Overall	81.8	85.1	77.6	84.4	75.4	83.7	74.5	83.9
Parent	81.8	88.7	84.3	87.3	79.5	86.7	83.3	87.6
Student	n/a	71.3	70.8	70.9	71.3	69.3	65.6	69.3
Teacher	n/a	95.5	*	95.1	*	95.1	*	95.0

Notes:

1.Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2.The AECA 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.

Analysis: VCS' results reveal increased parental satisfaction that students are highly engaged in their learning. 100% of parents identified the literacy skills their child is learning at school are useful. Numeracy fell just under that. That being said, parent didn't necessarily feel their child is learning what they need to know, which may in reflect the curricular outcomes do not reflect what parents feel should be taught. A focus on our Charter Goals in the upcoming year may address the outcomes parent feel should be taught in schools.

Student satisfaction has decreased over the 2024/25 school year. In grades 4 – 6 students reported not enjoying learning math. Students in junior high reported not seeing why learning the context in some subjects was useful to them or that they enjoyed it.

There appears to be a gap between how students perceive their level of engagement and how parents view their child's engagement. This discrepancy highlights the need for further dialogue and a deeper understanding of the factors influencing student engagement including utility of subject matter and enjoyment and engagement in the subject.

Access to Supports and Services

Performance Measure: Percentage of teachers, parents and students who agree students have access to appropriate supports and services at school.

AB Ed	2021/22		2022/23		2023/24		2024/2025	
	VCS	AB	VCS	AB	VCS	AB	VCS	AB
Overall	72.2	81.6	69.3	80.6	68.8	80.7	70.6	80.1
Parent	72.2	77.4	57.6	75.7	60.7	76.2	70.0	75.5
Student	n/a	80.1	80.9	79.9	79.1	79.6	71.3	78.7
Teacher	n/a	87.3	*	86.2	*	86.4	*	86.0

Notes:

1.Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2.The AECA 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.

Analysis: Satisfaction with the range of supports and services offered by VCS improved significantly among parents in 2024/25. Students' satisfaction has shown a steady decline since 2022/2023. Students note that they do not receive help at school for problems not about schoolwork. This points to highlighting and making visible the supports and services VCS does provide (i.e. counseling supports) and engaging students in what supports they feel they don't receive support for. Junior high students also felt they didn't also receive the help they needed with their schoolwork.

Developing a visible continuum of supports and services with students, including communication and clarity around supports and how to access them is a required next step.

Local Measures

Literacy & Numeracy Assessments

Performance Measure: The total number of students: assessed, identified as being at-risk at the beginning and end of the school year and end of the school year for each grade and assessment.

Literacy Screening Assessments:

K: LeNS, Phonological Awareness Screening Test (PAST), Rapid Automatized Naming (RAN)

Gr. 1: LeNS, Castles & Coltheart 3 (CC3)

Gr. 2: Castles & Coltheart 3 (CC3)

Gr. 3: Castles & Coltheart 3 (CC3)

	Total Number Assessed	At-Risk Beginning	At-Risk End
K LeNS	6	2	n/a
K PAST	6	0	n/a
K RAN	6	5	n/a

Gr. 1 LeNS	1	0	0
Gr. 1 CC3	9	0	0
Gr. 2 CC3	3	0	0
Gr. 3 CC3	5	0	0

Support Strategies for At-Risk Students:

K: focused one-on-one support in areas of need, extra practice in Reading Mastery

Gr. 1: focused one-on-one support in areas of need, extra practice in Reading Mastery

Gr. 2: focused one-on-one support in areas of need, extra practice in Reading Mastery

Gr. 3: focused one-on-one support from teacher in areas of need

Numeracy Screening Assessments:

Gr. 1 - 3: Provincial Numeracy Screening Assessment

	Total Number Assessed	At-Risk Beginning	At-Risk End
K	6	1	n/a
Gr. 1	9	0	1
Gr. 2	3	0	0
Gr. 3	5	0	0

Support Strategies for At-Risk Students:

Gr. 1: focused one-on-one and small group support in areas of need

Gr. 2: focused one-on-one and small group support in areas of need

Gr. 3: focused one-on-one support and small group in areas of need

Analysis: VCS literacy screening assessments in Kindergarten identified 5 students at risk with the RAN and 2 students with the LeNS with the initial administration in January. In grades 1 – 3 no students were identified at risk at the beginning or the end of the year.

VCS numeracy screening assessment in Kindergarten identified 1 student at risk with the initial administration in January. In grades 1 – 3 no students were identified as at-risk at the beginning of the year, while one child in grade 1 was identified at risk at the end of the year.

Continuum of Supports and Services

Universal Supports and Services: Supports and services incorporated into the inclusive learning environment for all learners, including but not limited to quality instruction and providing welcoming, caring, safe and respectful learning environments.

	Universal	Targeted	Individualized
Literacy	Literacy and numeracy screening assessments Reading Mastery Development of assessment capable learners.	Targeted literacy interventions Small group/one on one support Alternate forms of representing knowledge Educational assistant support	Speech Language Therapists Deaf Hard of Hearing Teacher
Numeracy	Numeracy screening assessments Jump Math (grades 1 – 8) Development of assessment capable learners.	Targeted numeracy interventions Small group/one on one support Educational assistant support IXL Math	
Well-Being	Establishing welcoming, caring, respectful and safe learning environments	Counseling support	Referrals to partner agencies

Analysis: VCS enhanced its continuum of supports and services with a strong focus on universal supports for literacy and numeracy. A focus was establishing a strong foundation in screening assessments for K – 3 and developing assessment capable learners with a focus on clearly identified outcomes, strong formative assessment and clarity for next steps.

VCS also enhanced their individualized supports and services accessing the services of a speech-language pathologist and Deaf Hard of Hearing teacher.

VCS is continuing to enhance their continuum of supports and services with continuation of universal supports, including enhancing universal supports for mental health and well-being as well as providing targeted literacy and numeracy supports. A focus will also be continuing to make the supports and services visible to students and families.

Local Results

Academic Progress

Performance Measure: Percentage of students who are satisfied with their academic success.

Grades 5 – 6 Students

How satisfied are you that:	Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied	Don't Know
You have improved your skills and understanding in mathematics?	58%	14%	14%	0%	14%
You have improved your skills and understanding in science?	72%	14%	14%	0%	14%
You have improved your skills and understanding in language arts?	43%	43%	14%	0%	0%
You have improved your skills and understanding in social studies?	71%	29%	0%	0%	0%
You are developing proficiency in a second language?	14%	43%	43%	0%	0%
You are taught attitudes and behaviors that will make you successful at work when you finish school?	43%	43%	14%	0%	0%
When you need it, teachers at your school are available to help you?	29%	71%	0%	0%	0%

Grades 7-9 Students

How satisfied are you that:	Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied	Don't Know
You have improved your skills and understanding in mathematics?	38%	27%	23%	12%	0%
You have improved your skills and understanding in science?	23%	58%	8%	8%	3%
You have improved your skills and understanding in language arts?	40%	56%	0%	0%	4%
You have improved your skills and understanding in social studies?	33%	41%	15%	0%	11%
You are developing proficiency in a second language?	5%	50%	15%	15%	15%
You are taught attitudes and behaviors that will make you successful at work when you finish	33%	33%	7%	5%	22%

school?					
When you need it, teachers at your school are available to help you?	32%	52%	16%	0%	0%

Analysis: In Grades 5 and 6, a substantial majority of students express satisfaction with their improvement in Science, Mathematics, Language Arts and Social with over 70 percent indicating they are "Satisfied" or "Very Satisfied" in these subjects and 100 percent in Social Studies. Students in these grades feel they are taught attitudes and behaviors that will make them successful at work when they finish school and feel teachers at the school are available to help them when they need.

However, there is room for improvement in the development of proficiency in a second language with lower satisfaction levels in these areas.

In Grades 7 - 9, a substantial majority of students express satisfaction with their improvement in Science, Mathematics, Language Arts and Social with 79 percent indicating they are "Satisfied" or "Very Satisfied" in these subjects. They also feel teachers at the school are available to help them when they need.

There is room for exploration of why students were less satisfied with their improvement in Math with only 65% expressing satisfaction and the utility of school and relevance to their success when they finish school. Again, there is room for improvement in the development of proficiency in a second language. Overall, these results highlight that students are feeling supported by staff in developing their competencies for successful outcomes.

Priority Two: Skilled Staff & Effective Governance

Outcome: Our school has excellent teachers, school leaders, and school authority leaders.

Outcome: Our school authority is well-governed and managed.

Provincial Results

Education Quality

Performance Measure: Overall teacher, parent, student satisfaction with the overall quality of basic education.

AB Ed	2021/22		2022/23		2023/24		2024/2025	
	VCS	AB	VCS	AB	VCS	AB	VCS	AB
Overall	72.7	89.0	80.7	88.1	79.2	87.6	75.5	87.7
Parent	72.7	86.1	76.5	84.4	71.4	83.8	72.9	84.3
Student	n/a	85.9	84.9	85.7	86.9	93.5	78.1	84.8
Teacher	n/a	95.0	*	94.4	*	93.9	*	93.9

Notes:

1.Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2.The AECA 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.

Analysis: There was a slight increase in parental satisfaction in the overall education quality. In contrast, however, student satisfaction with their educational experience showed a sharp decline overall. This is particularly true of students finding their learning interesting. That being said, 81% of students said they are clear on what they are expected to learn. Considering the focus on Assessment Capable Learners this is a positive sign that the professional learning is having a positive impact on student perception of this variable.

Parental Involvement

Performance Measure: Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

AB Ed	2021/22		2022/23		2023/24		2024/2025	
	VCS	AB	VCS	AB	VCS	AB	VCS	AB
Overall	70.9	78.8	72.5	79.1	75.4	79.5	72.5	80.0
Parent	70.9	72.3	72.5	72.5	75.4	74.4	72.5	76.6
Teacher	n/a	85.2	*	85.7	*	84.6	*	84.3

Notes:

1.Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2.The AECA 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.

Analysis: Satisfaction with parental involvement in decisions regarding their child has decreased over the previous year. Parental involvement is a core value at Valhalla Community School, and we are committed to building on this. Considering diverse ways of engaging parents and ensure visibility of using their voice will be an area of focus.

Welcoming, Caring, Respectful and Safe

Performance Measure: Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

AB Ed	2021/22		2022/23		2023/24		2024/2025	
	VCS	AB	VCS	AB	VCS	AB	VCS	AB
Overall	78.4	81.6	76.9	84.7	75.5	84.0	66.7	84.4
Parent	78.4	86.9	83.3	85.6	79.8	85.3	71.4	85.2
Student	n/a	77.7	70.6	76.6	71.1	75.2	62.0	75.7
Teacher	n/a	93.6	*	92.0	*	91.6	*	92.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. The AECA 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.

Analysis: Parent responses at Valhalla Community School have declined over the past three years regarding the perception of the learning environment being welcoming, caring, respectful, and safe. Student feedback, however, showed a sharp decrease. This was true with regards to how they felt adults cared and creating a sense of becoming as well as how students treated and respected each other. Actively engaging and seeking feedback from students will remain a key priority as we work to enhance the learning environment and address the concerns raised, with the goal of fostering a more welcoming, caring, respectful and safe environment for all.

Local Results

Perceptual Survey

Performance Measure: Percentage of student who are satisfied they are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school

Grades 5 - 6

How satisfied are you that:	Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied	Don't Know
You are safe at school?	86%	14%	0%	0%	0%
You are safe on the way to and from school?	86%	0%	14%	0%	0%
Students treat each other well at your school?	14%	57%	29%	0%	0%
Teachers care about you?	29%	59%	0%	0%	14%
You are treated fairly by adults at your school	29%	43%	14%	14%	0%
Students at your school help each other when they can?	14%	57%	29%	0%	0%
Students at your school respect each other?	43%	29%	14%	14%	0%
You can get help at school with problems that are not related to schoolwork?	29%	71%	0%	0%	0%

Grades 7-9 Students

How satisfied are you that:	Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied	Don't Know
You are safe at school?	35%	46%	0%	4%	15%
You are safe on the way to and from school?	44%	37%	11%	0%	8%
Students treat each other well at your school?	0%	42%	28%	15%	15%
Teachers care about you?	36%	48%	12%	8%	12%
You are treated fairly by adults at your school?	32%	56%	8%	4%	0%
Students at your school help each other when they can?	20%	48%	12%	8%	12%
Students at your school respect each other?	4%	48%	20%	20%	8%
You can get help at school with problems that are not related to schoolwork?	24%	40%	8%	4%	24%

Analysis: In Grades 5 and 6, the majority of students express satisfaction with feeling safe at school and on their way to and from school, with over 81 percent indicating they are "Satisfied" or "Very Satisfied." They feel teachers at the school care about them, and they are treated fairly by them with 86 percent indicating they are "Satisfied" or "Very Satisfied". They also feel that they are supported very well beyond academics. An area of attention is that while many feel peers help each other a large group do not think that students treat each other well (29% dissatisfied) or show respect (28% dissatisfied).

In grades 7 – 9 a majority feel safe at school but there is less certainty with 15% saying they don't now. They feel supported by adults at school but is not as strong as with the grades 5 – 6. A concerning 12% noted that they feel teachers don't care. Like the elementary only 42% think students treat each other well and respect for each other is low as well as only 52% note they are satisfied.

Staff Professional Development

Administrative Procedures

Administrative Procedure 422 Teacher Growth, Supervision and Evaluation guides teaching and leadership quality through professional learning, supervision and evaluation processes. At Valhalla Community School:

- All teachers must complete and submit by October 30, 2025 an annual growth plan reflecting a self-assessment, relationship to the Teaching Quality Standard and taking into consider the education plan of the School and Alberta Education and Childcare and Childcare.
- The teacher implements their growth plan and collaborates with the Principal or Superintendent the professional growth plan as required.

- The Principal provides ongoing supervision for all staff through meetings, classroom observations and professional learning.

Teacher supervision and providing structures for focused and Iterative Staff Growth Plans has been incorporated into the Education Plan.

Performance Measure: Percentage of staff who are satisfied with professional development to support excellence in teaching.

How satisfied are you that ...	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know
A focus on Assessment Capable Learners has resulted in the adoption of one or more new teaching strategies in your practice.	16%	83%	0%	0%	0%
A focus on Assessment Capable Learners has resulted in improved student engagement.	0%	66%	16%	0%	16%
You are receiving the professional learning you require to be successful.	0%	83%	16%	0%	0%
Feedback from students (in classroom/teacher surveys/ engagement sessions) has provided you with information that is useful for your own professional growth?	16%	66%	16%	0%	0%
The focus on communication and development of communication plans improved communication within the school and beyond (i.e. parent communication, etc.)	16%	66%	16%	0%	0%
Instruction at VCS has improved based on collaborative time to share knowledge and ideas with colleagues?	16%	50%	16%	0%	0%
Instruction at VCS has improved based on an analysis of AECRR results (i.e. Provincial Achievement Tests results, literacy/numeracy results, survey results, etc.)	0%	50%	0%	0%	50%
Engagement in decisions has improved the structures, process and supports in VCS.	16%	50%	0%	0%	16%

*16% represents 1/6 staff members

Analysis Staff generally report satisfaction with professional development at VCS, particularly in adopting new strategies and feeling supported in their learning. However, fewer staff see clear connections between PD and improved student engagement or instruction based on achievement results. PAT results and survey results weren't yet known which is likely the result of this response. That being said, this points to a need for continued and focused PD that not

only introduces strategies but continually looks at and considers impact on student learning with local measures.

Continued work in new curriculum implementation, developing Assessment Capable Learners and aligning professional learning to priorities and impact on student learning will be provided.

Priority Three: Charter Goals

Outcome: Our school engages in research related to our Charter purposes and shares our findings with other schools.

Outcome: To produce students who are excellent communicators, and active participants and leaders in the community.

Provincial Results

Citizenship

Performance Measure: Overall teacher, parent, and student agreement that students model the characteristics of active citizenship.

AB Ed	2021/22		2022/23		2023/24		2024/25	
	VCS	AB	VCS	AB	VCS	AB	VCS	AB
Overall	74.5	81.4	66.1	80.3	69.2	79.4	63.0	79.8
Parent	74.5	80.4	65.9	79.4	76.6	78.7	75.0	78.6
Student	n/a	72.1	66.4	71.3	61.8	69.6	51.0	70.3
Teacher	n/a	91.7	*	90.3	*	89.8	*	90.5

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Analysis: Parents are generally positive about citizenship but are not outperforming the province. The concern is generally raised by students with a significant drop of only 51% feel students model active citizenship. This pertained to feeling that students don't always follow the rules, help or respect each other. Students also did not feel encouraged to get involved in activities that help people in their community. Formal engagement regarding this, along with a priority in creating welcoming, caring, respectful and safe notifications and focused action with Student Led Community Based Research is put in place to address this concern.

Local Results

Research

Performance Measure: VCS is actively engaged in research related to its Charter Goals.

Analysis: VCS undertook two research initiatives:

- i) The Outdoor Education program's partnership with Beaverlodge Research Center's scientist.
- ii) Classroom-based research supported by the the "Fish in Schools" (FinS) program for data collect/graphing to understand local species & their sustainability on the local ecosystem.

While the research initiatives above are experiencing great success, VCS undertook exploration and research into meaningful and sustainable research projects to support its Charter. We recognized the importance of re-emphasizing our Charter goals and ensuring that they are reflected in meaningful, cohesive programming, rather than fragmented initiatives. To guide this process, we conducted research into best practices and engaged stakeholders to ensure that our future direction is grounded in a solid foundation that advances VCS's Charter and its long-term objectives. Stakeholders noted they wanted:

- Leadership and mentorship opportunities for students
- Promoting goal setting, accountability and resilience
- Fostering inclusivity and belonging
- Enhance purposeful and meaningful learning through local and rural community partnerships
- Expanding extracurricular activities, clubs and real-world skill development
- Enhancing communication and public speaking skills
- Engaging families in student learning and school events
- Promote entrepreneurship

To move these into action in 2025-2026 VCS will be partnering with a consultant and the University of Calgary in Student Led Community Based Research projects. The project will entail development of a program with learning outcomes fostering leadership in civic engagement.

Student Communication and Leadership

Performance Measure: Student, parent and teacher satisfaction that students are developing strong communication skills and are becoming active participants and leaders in the community.

Grades 5 - 6 Students

How satisfied are you that:	Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied	Don't Know
You model the characteristics of active citizenship?	29%	43%	14%	14%	0%

You and your classmates communicate with intelligence, using grammatically correct language in both spoken and written word?	0%	100%	0%	0%	0%
You have achieved an acceptable standard in a public speaking event?	43%	57%	0%	0%	0%
You can communicate with confidence on a broad range of subjects?	42%	29%	29%	0%	0%
You can express yourself in an articulate manner when public speaking?	29%	29%	42%	0%	0%
You recognize the importance of community involvement?	57%	29%	0%	0%	14%
You have increased in your ability and willingness to participate in leadership roles (i.e., drama, public speaking, public service)?	29%	43%	14%	0%	14%

Please indicate yes or no for the following:	Yes	No
I have actively participated in two or more community or student groups or events during this school year?	100%	0%
My understanding of the role and function of the community and student groups improved this year?	71%	29%
I have participated in at least one school event this year. (Example: School Christmas Concert, Terry Fox run, Spring Sing, Track and Field)	100%	0%
I attended at least one School Council or Board meeting with a parent.	0%	100%

Grades 7 - 9 Students

How satisfied are you that,	Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied	Don't Know
You model the characteristics of active citizenship?	12%	48%	4%	0%	36%

You and your classmates communicate with intelligence, using grammatically correct language in both spoken and written word?	4%	81%	15%	0%	0%
You have achieved an acceptable standard in a public speaking event?	31%	58%	0%	0%	11%
You can communicate with confidence on a broad range of subjects?	28%	56%	8%	0%	8%
You can express yourself in an articulate manner when public speaking?	27%	52%	0%	0%	19%
You recognize the importance of community involvement?	32%	44%	24%	0%	0%
You have increased in your ability and willingness to participate in leadership roles (i.e., drama, public speaking, public service)?	35%	50%	8%	0%	7%

Please indicate yes or no for the following:	Yes	No
I have actively participated in two or more community or student groups or events during this school year?	80%	20%
My understanding of the role and function of the community and student groups improved this year?	83%	17%
I have participated in at least one school event this year. (Example: School Christmas Concert, Terry Fox run, Spring Sing, Track and Field)	92%	85%
I attended at least one School Council or Board meeting with a parent.	20%	80%
After attending a School Council or Board meeting, did your understanding of the importance of Community Meetings increase?	27%	73%
After attending a School Council or Board meeting, did your understanding of the importance of Community Meetings increase?	46%	64%

Analysis: The recent survey of Grades 5–9 students examined their satisfaction with communication skills, active citizenship, and leadership involvement. The results point to strong student participation in school and community activities, alongside mixed perceptions of their communication confidence and their role as active citizens.

Overall, younger students (Grades 5–6) demonstrate high levels of participation, with all students reporting involvement in multiple school and community events. They are especially positive about the use of correct language in both spoken and written communication. However, nearly half report they are not confident in public speaking, suggesting a gap between technical language skills and communication confidence.

Older students (Grades 7–9) also report strong engagement, with most satisfied that they are developing leadership skills and communicating with confidence. At the same time, a large proportion are uncertain about whether they model active citizenship, with more than a third responding “don’t know.” Participation in formal governance roles is particularly low in the upper grades, with only one in five students attending a school council or board meeting, and those who did reported little impact on their understanding of governance.

The overall pattern suggests that while students are engaged in events and activities, they do not consistently connect these experiences to broader goals of leadership and citizenship. The next steps for the school involve making active citizenship more explicit in day-to-day learning, offering authentic leadership opportunities for older students, and strengthening communication skill development through structured public speaking and presentation experiences. These efforts will help bridge the gap between participation and recognition of the skills and values VCS seeks to foster.

Teachers

How satisfied are you that ...	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	NA
Students communicate with confidence on a broad range of subjects?	0%	100%	0%	0%	0%	0%
Students express themselves in an articulate manner when public speaking?	100%	0%	0%	0%	0%	0%
Students are developing proficiency in a second language?	16%	50%	0%	0%	33%	0%
Students are meeting an acceptable standard in second language proficiency?	0%	66%	0%	0%	33%	0%
Students demonstrate knowledge of the importance of community involvement?	16%	50%	16%	0%	16%	0%

Analysis: The survey results show strong satisfaction with students’ communication skills, as 100% of staff reported being very satisfied with both the ability of students to communicate confidently across a range of subjects and to express themselves articulately in public speaking. In contrast, perceptions of second language proficiency were more mixed: while two-thirds expressed satisfaction with students’ development and achievement, about one-third indicated uncertainty, suggesting that progress in this area may not be as visible or consistent. Similarly, student understanding of the importance of community involvement received generally positive feedback, with two-thirds satisfied, but the presence of both dissatisfaction and uncertainty indicates room for growth.

Overall, communication and public speaking are clear strengths, while second language proficiency and community engagement requires further analysis and investigation.

Parent

How satisfied are you that...	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-Satisfied	Don't Know	N/A
Students communicate with intelligence, using grammatically correct language in both spoken and written word?	3	0	0	0	0	0
The efforts of teachers to communicate about curriculum developments and progress has helped them to be more engaged in your child's education	3	0	0	0	0	0
Students have improved their skills and understanding in mathematics?	4	0	0	0	0	0
Students communicate with confidence on a broad range of subjects?	4	0	0	0	0	0
Students express themselves in an articulate manner when public speaking?	3	0	0	0	0	0
Students are developing proficiency in a second language?	3	0	0	0	0	0
Students have participated in relevant discussions and in community and student groups or meetings during the school year?	1	1	0	0	0	2
Students are able to identify the efforts of community and municipal groups in the school and the community, and recognize the importance of community?	1	1	1	0	0	1
Students model the characteristics of active citizenship	3	1	0	0	0	0

Analysis: Overall, parent satisfaction is generally positive, with notable strengths in areas such as student communication, mathematics proficiency, and active citizenship.

Parent survey results show strong confidence in students' communication abilities, with high satisfaction in their use of language, confidence across subjects, and skill in public speaking. Parents also expressed strong approval of teacher communication regarding curriculum and student progress, as well as students' development in mathematics and modeling of active citizenship.

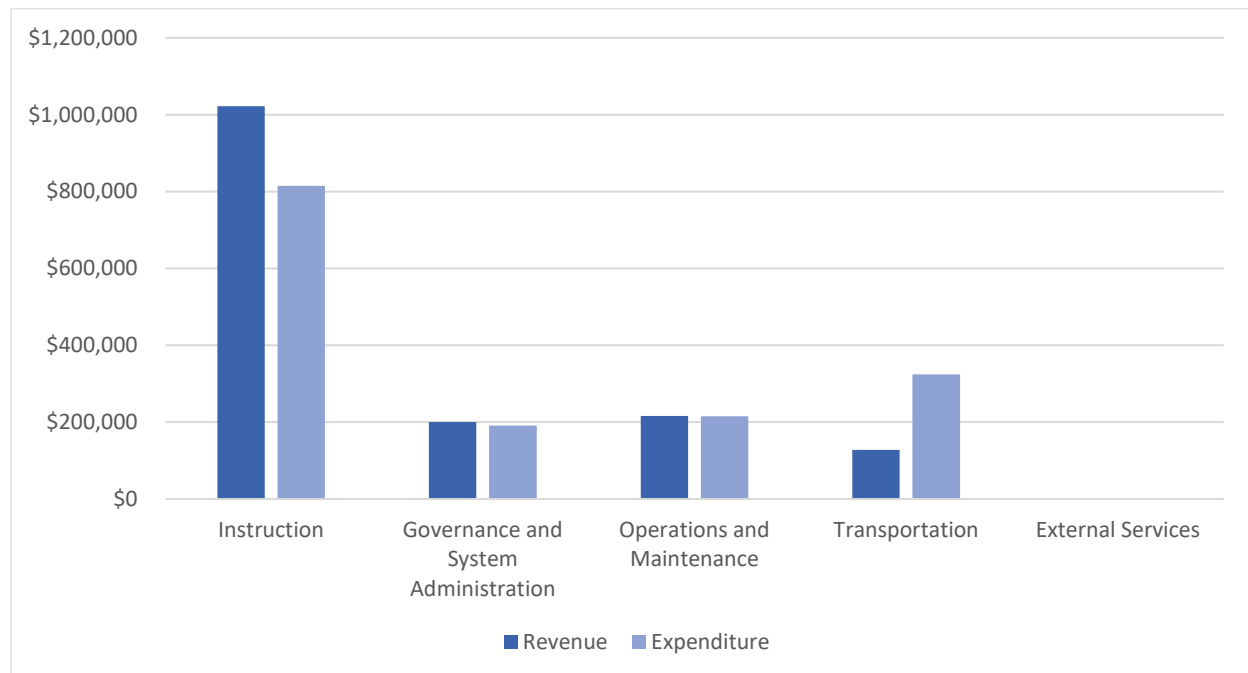
Areas with more mixed results include community involvement and awareness, where some parents were satisfied but many were unsure of students' participation or impact. The weakest area identified was second language proficiency, where responses were split between satisfaction, dissatisfaction, and uncertainty.

Overall, parents view communication, public speaking, and active citizenship as clear strengths, while second language learning and community engagement present opportunities for further growth and visibility.

AUDITED FINANCIAL STATEMENTS

VCS remains committed to providing our students with the best education possible with a focus on students' academic success and communication, citizenship and leadership skills. As illustrated by our Unaudited Financial Statement, the Board continues to prioritize putting funding, supports and resources directly into student learning. A copy of the 2024/25 Audited Financial Statement will be posted to Valhalla Community School's public website. Alberta Education and Childcare's roll-up of all [school authority AFS](#) is available on the Ministry website.

2024-2025 Audited Revenues & Expenditures



	Revenue	Expenditure	Budget	Variance Expenditure to Budget	Variance (%)
Instruction	\$1,021,856	\$815,195	\$679,040	\$136,155	17%
Governance & System Admin.	\$200,000	\$191,292	\$195,131	\$(3,839)	(2%)
Operations & Maintenance	\$215,896	\$214,922	\$284,039	\$(69,117)	(32%)
Transportation	\$127,990	\$324,636	\$287,128	\$37,508	12%
External Services	\$0	\$0	\$0	\$0	0%
Total	\$1,565,742	\$1,546,105	\$1,445,338	\$100,767	7%

Summary

- The variance between the budgeted and actual amounts reflects a cautious and fiscally responsible approach, as funding from Alberta Education and Childcare can fluctuate based on projected versus actual student enrolment. Budgeting conservatively ensured the school remained financially stable despite these uncertainties.
- Funding for all registered students, including 12 Federal First Nation's student
- Valhalla School Foundation employed 4.75 teachers and two teaching assistants
- One full time Administrative Assistant
- Own 4 buses serviced by three bus drivers, and one spare driver
- One part time Director of Transportation
- One part time Superintendent
- One part time Secretary Treasurer
- One full time custodian
- 2 part time contractors
- Contracted Speech Language Therapist and Deaf Hard of Hearing services
- Counselor supported by FCSS
- Valhalla School Foundation continues to receive generous support from, individuals, community groups and corporate donors.
- The Valhalla School Foundation continues to collaborate with Peace Library Systems, in housing the Valhalla Public Library in Valhalla Community School. The Valhalla Public Library in return purchases and maintains a comprehensive collection of children's and young adult literature to enrich our school curriculum.
- Our fiscal strategy continues to be one of producing a balanced budget annually, in spite of inequitable transportation funding.
- Work continues to be undertaken to meet the objectives of the charter within the funding provided.

A link to the AFS can be found here: <https://valhallacommunityschool.ca/1918-2/audited-financial-statements/>

CAPITAL PLAN

Each year, VCS receives funding from the Alberta Government to lease its facility. The actual and projected costs are:

Year	IMR Funding Received
2024-2025 Lease	170,814
2025-2026 Lease	170,814
2026-2027 Lease	170,814

For further information please contact: Brian Smith at 780-918-0433 or by email at: bjsms@telusplanet.net.

THE YEAR AHEAD

Based on what VCS learned from its 2024/25 Annual Education Results Report, considerations for its 2025/26 Education Plan are:

Priority 1 – Academic Success

Prioritize Student Achievement: Focus on student achievement with focus and effort from all stakeholders—students, parents, teachers, and administrators alike including:

- First Nations First Nations, Métis and Inuit: Strengthen partnerships in advancing knowledge and understanding about First Nations, Métis and Inuit and to create culturally safe spaces fostering safety and belonging.
- Continuum of Supports and Services: Enhance our continuum of supports and services with embedded time for early literacy and numeracy intervention and universal mental health supports.
- Attendance: Create a positive attendance improvement plan. Engage parents as partners in this.
- Evidence Based Practices: Continue with assessment capable learners through new curriculum implementation.
- Parents as Partners: Continue to promote and support involvement of parents in decision making for their children’s education including a focus on positive school attendance.
- Community Partnerships: Strengthen partnerships such as Western Cree Tribal Council, FCSS, and community supports.

Priority 2 – Skilled Staff & Effective Governance

Prioritize effective teachers, leaders and governance by:

- Focused Priorities: Bringing clarity and focus to key priorities, ensuring that initiatives are sustainable and aligned with broader educational goals.
- Continue to Foster Engagement: Within VCS we are committed to engaging staff and students, ensuring the voices are sought and considered. Actively seeking input from parents, students, and staff will remain a key priority as we work to enhance the learning environment.
- Staff : Development: Design structures and systems to support effective professional learning opportunities for all staff including embedded collaborative learning time and a partnership with Alberta Professional Learning Consortium for new curriculum implementation and assessment. Focused efforts in professional growth plans will support individual growth.
- Board Development: The Board remains committed to continuous improvement and learning. Board is engaging in learning through Committees of the Whole. The Board’s commitment to self-reflection and evaluation will be demonstrated through reviewing the Board’s Self-Evaluation Rubric at each Board meeting.
- Fiscal Responsibility: We remain committed to delivering high-quality education and are actively working to balance fiscal constraints with a relentless focus on students’ learning while also planning and creating consistency for the future.

Priority 3 – Charter Goals

Prioritize research and implementation of Valhalla Community School’s Charter including:

- Research Initiative: Engage in student-led community-based research projects and a partnership with the University of Calgary.

- Second Language Proficiency: Investigate the reasons behind the dissatisfaction expressed regarding second language development and proficiency could help refine language programs to ensure all students meet acceptable standards. Engage in a Start Stop Continue through engagement to ensure a focus on key priorities.

PUBLIC INTEREST DISCLOSURE

The Public Interest Disclosure (Whistleblower Protection) Act requires that school boards have a policy regarding public interest disclosure and that the Chief Officer make an annual report on

the number of disclosure and investigations. In this regard, Administration has established Administration Policy 403: Public Interest Disclosures by Employees (Whistleblower Protection). Pursuant to section 32 of the Public Interest Disclosure Act (2013), Valhalla Community School did not receive any disclosures during the 2024/25 school year.

Learn More

Valhalla Community School is committed to working collaboratively with its stakeholders in the planning and delivery of educational services. In addition to copies and/or highlights of its Annual Education and Childcare Report, Three-Year Plan, Capital Plan, Budget, and Audited Financial Statement being shared with school councils, staff, and educational partners, these documents are accessible through our website at <https://valhallacommunityschool.ca/> and by hard copy at our school at 9702-100 Ave. Valhalla Centre, AB

