

A young girl with her hair in a bun is sitting in a black chair, reading a book. She is wearing a light pink long-sleeved shirt and blue jeans. The book she is reading has the title "Rocks, Fossils and Arrowheads" visible. The background shows a classroom environment with a whiteboard, a bookshelf, and a window. A semi-transparent dark blue circle is overlaid on the image, containing the school's logo and title text.

CREEKSIDE
CREATIVE ACADEMY

ANNUAL EDUCATION RESULTS REPORT (AERR)

Reporting on the 2023-2024 School Year

LOCAL & SOCIETAL CONTEXT

The 2023-2024 school year was our third year in operation. We had a total of 67 children and students enrolled in ECS - Grade 6 and home education programming.

Creekside Creative Academy (A.0374) is an accredited funded independent school located in the south-east quadrant of Red Deer. The academy serves families that are located in Central Alberta and aims to meet the individual strengths and needs of each student through the unique programming that is offered.

We offer:

- small class sizes with a maximum of 18 students/children per class
- learning that is individualized and differentiated to meet the unique learning needs of each student
- a forest school program where a portion of learning is done outdoors
- inquiry driven learning through authentic application of Provincial Learning Objectives
- enriched programming for gifted students
- on-site speech and language intervention for those students that qualify



ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Creekside Creative Academy for the 2023/2024 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. 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.

The documents can be found on our school website under our policies and handbooks page at:
www.creeksidecreativeacademy.ca/copy-of-about-us

R.P. Lewchuk

Ray P. Lewchuk Board Chair

November 26, 2024

Board approved November 26, 2024

Next review date November 2025

WHISTLEBLOWER STATEMENT

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received to date.

School Authority A.0374: Creekside Creative Academy

COLLABORATIVE INVOLVEMENT



The Academy believes in a team approach in everything that we do. Every person has the potential to influence a student's life and we strive to surround each of our students with intentional experiences and relationships that make a positive difference in their life.

Parents are a key dynamic in the success of the school. Parents are expected to be active participants in their child's learning. Reporting to parents with daily reports that include video, pictures, and documentation as to what their child has learned during their day with us is an element that is crucial to parents being able to support their own child's growth and development. Another way in which parents are involved is through the ability to attend Parent Advisory Council (PAC) meetings on a regular basis. In addition, Celebrations of Learning are hosted by each classroom every 4-6 weeks to allow parents to come and see what their child has been learning and the growth that they have experienced.

Staff members have the ability to collaborate with each other during scheduled Professional Development days, monthly staff meetings, and other various times throughout the week.

To offer transparency and information, the Academy releases the AERR and Ed-Plans through the website and notifies active parents when they are approved and released.



WHAT
DRIVES US

OUR MISSION & VISION



OUR MISSION AND VISION

Creekside Creative Academy strives to develop capable, confident learners in a safe environment. Developing these assets will be accomplished through utilizing academically rigorous, developmentally appropriate programming.

Meeting the parents' desire to provide their children with a strong start to their education journey, Creekside Creative Academy is focused on low teacher to student ratios, focused curriculum delivery, unique outdoor learning experiences, and inclusiveness for all. The education focus is to provide an environment where each child is encouraged to learn and be creative in their own way.

OUR VALUES

Creekside Creative Academy believes in the value of providing authentic learning experiences for all students. The Academy is a Reggio-Emilia inspired program that incorporates many of the ideas and beliefs into the everyday learning that occurs. We recognize that children come with their own set of strengths and potential; it is the educator's job to recognize each child's potential and move them forward on their continuum of growth and development.

Creekside Creative Academy passionately believes in authentic learning experiences and there is nothing more authentic than the outside world and nature. Elements of forest school are a large focus at Creekside Creative Academy. All students visit the outdoors for learning opportunities and exploration at the forested area on and adjacent to the property daily with considerable portions of the day spent outside.





ASSURANCE
FRAMEWORK

PREFACE



Due to 2023-2024 being the third year of operation, there are minimal provincial results to pull data from. All goals outlined are the provincial outcomes and the measures listed have been based on the limited provincial survey results and an internal survey of parents attending Creekside Creative Academy during the 2023-2024 school year. To review these specific survey results, please visit our Education Plan at <https://www.creeksidecreativeacademy.ca/copy-of-about-us>.

STUDENT SUCCESS

ALBERTA EDUCATION OUTCOME ONE:
Alberta students are successful

What we have implemented and next steps...

- Followed a common assessment and documentation system to capture a student/child's learning and utilize data in a responsive manner for both assessment for learning and assessment of learning.
- Continued using a daily reporting method in which parents are given a snapshot of what their child was learning each day at school so that they can continue to be an active partner in their child's learning.
- Expanded our report cards to transition our older students over to percentages to more accurately capture the student's current standing.
- Expanding up to grade 7 for the 2024-2025 school year to continue to serve the population of students and families we have.
- Revised the application and registration process to streamline information, conduct interviews with families, and complete the registration process.
- Implemented Mathology in grades 1-6 to assist with meeting provincial outcomes in an appropriate manner. In addition, we implemented the UFLI program for literacy intervention within our grade 1-4 classrooms. Provincial literacy and numeracy screens to identify at-risk students and provide intervention were utilized.
- Provided speech language therapy to identified eligible students and maximized the quality and quantity of intervention by having an on-site Speech Language Pathologist Assistant on staff.



STUDENT SUCCESS

HIGHLIGHTS FROM 2023-2024

- Our school classrooms maintained an average of 16 children/students.
- While many students were students from within the Academy continuing on, continuity was maintained with many of these students continuing with their teacher from the previous year. Any new students to the Academy were able to experience a trial day prior to attending full-time and teachers worked quickly to assess their current level of understanding and begin programming for them.
- Celebrations of Learning were hosted every 6 weeks to allow the parents time to engage with their child and what they had been learning. These frequent celebrations of learning allowed the teacher(s) and parents to respond in a timely manner to address the students strengths and needs for them to be successful moving forward.
- Parent-teacher interviews were scheduled twice during the year to give the parents and teacher an opportunity to sit together and discuss their child's learning. In addition, parent-teacher mid-term sit down meetings were scheduled for those identified students.



LEARNING SUPPORTS

ALBERTA EDUCATION OUTCOME TWO:
Alberta's education system supports First Nations, Metis, and Inuit students' success

What we have implemented and next steps...

- Recognized the importance of September 30th within the school community on September 29th by planning meaningful presentations and learning surrounding culture and teachings of First Nations, Metis, and Inuit people.
- Expanded the number of books and materials for students to access to expose them to First Nations, Metis, and Inuit culture. The goal of adding more curricular resources to this collection is in place moving forward. There is now a dedicated section of our library shelf for First Nations, Metis, and Inuit books and resources.
- Collaborated about the teachings in nature that link to our forest school programming.
- We have and will continue to expand on our teams' knowledge of how to incorporate cultural teachings into the natural world and forest programming element.



LEARNING SUPPORTS

ALBERTA EDUCATION OUTCOME THREE:
Alberta's education system respects diversity and promotes inclusion.

What we have implemented and next steps...

- We will continue to offer a service model with a private Speech Language Pathologist to provide programming to identified and eligible children. We continued on with our own internal Speech Language Pathologist Assistant with the team that can work to service both needs within the school moving forward.
- We accessed the paraprofessional services through AISCA's grant program to bring in Occupational Therapists and Speech Language Pathologists for our students in Grade 1 and up requiring services.
- We established a relationship with a private Occupational Therapist to consult and program for our identified children in early childhood programs.
- We will continue to screen children/students that are thought to be gifted utilizing the Peabody Picture Vocabulary Test (PPVT) to identify potential students and how to program for them in an enriched program that challenges them.
- We will continue to approach all students learning from a developmental and interest based manner in mixed age groupings and classrooms.
- We continued to offer an enrichment program with an on-site Artist in Residence that specializes in dance, music, and design. We enhanced enrichment programming by adding in a Spanish Language program for students in grade 1 and up.
- We enhanced our older grade groupings learning by adding in an additional teacher 3 times per week to the classroom in order to intervene and provide enhanced support to those identified learners at-risk.



LEARNING SUPPORTS

HIGHLIGHTS FROM 2023-2024

- Recognized September 30th (on Sept. 29th) within the school community by having the students participate in First Nations, Metis, and Inuit literacy activities, games, and teachings.
- Our administrator continued to provide additional support within classrooms to allow for further differentiation within our classrooms available to students.
- We revised and created grade 3 and up report cards to more accurately reflect the objectives being covered in a user-friendly and meaningful manner.
- Pre-screening of current students was completed for the 24-25 school year and follow-up was done at year end to assess the children/students' growth and plan appropriately for success in the next school year. For new students incoming for the 24-25 year, parent feedback in an interview allowed the admissions team to decide whether pre-screening would be of benefit for the child/student.
- All children and students that were in Junior Kindergarten programming and up, had access to Music and Movement with our Artist in Residence twice per week. In addition, students in grades 1 and up participated in design class with our Artist in Residence once per week. All students in grade 1 and up received Spanish Language Programming once every two weeks.
- Community supports including the Red Deer Museum were used to enhance programming for students and reinforce objectives taught in class in unique and authentic ways.



TEACHING & LEADING

ALBERTA EDUCATION OUTCOME FOUR:
Alberta has excellent teachers, schools, and school authority leaders.

What we have implemented and next steps...

- In order to attract and retain quality certified teachers and administration, teachers were offered a comprehensive benefit plan that is better than what public school teachers receive and are paid equivalent to the salary grid.
- 100% of our professional teaching staff and educational assistants have shared that they intend to stay with the Academy moving forward into the 24-25 school year. In addition additional teaching staff will need to be hired for the 24-25 school year.
- Continue to provide fall and spring performance reviews with follow up meetings between the teacher and administration team to ensure TQS and LQS standards are being achieved.
- Continue to provide Professional Development days for teaching staff to access quality PD along with additional collaboration time. In addition, 2 days during the 24-25 year have been planned for site-wide Professional Development to take place.
- Continue to host 1 hour staff meetings once a month to ensure connection and collaboration occurs with all staff at the table in a consistent manner. In addition, hosted an additional evening PD for all staff to attend focused on pedagogy and best practice.
- Tapped into mentorship of more experienced staff to mentor those teachers new to teaching and to the Academy.



TEACHING & LEADING

HIGHLIGHTS FROM 2023-2024

- We focused professional development on implementing Mathology and Literacy Place across grades along with reporting practices.
- All teachers attended Teachers Convention put on by AISCA in February 2024.
- Attracted highly qualified staff for the transition into the 24-25 school year (teachers and educational assistants).
- The school shifted classroom spaces to adapt and ensure classrooms were set up appropriately for the growing students and student population.
- Creekside Creative Academy once again joined AISCA in the interest of being associated and connected to other independent schools in the province, access to professional development, and access to enhanced services and supports.



GOVERNANCE

ALBERTA EDUCATION OUTCOME FIVE:
Alberta's education system is well governed and managed.

What we have implemented and next steps...

- Our board remained with the existing board members which allowed for deeper understanding and more robust conversations/decisions due to the continuity.
- The Academy began to recognize that space was becoming an issue for future growth and development and began discussions and plans for a second building to be added for the 2025-2026 year.



GOVERNANCE

AN OVERVIEW 2023-2024

In the Academy's current state of growth, the year continued to focus on settling without implementing a lot of changes. The move into the building and increased student population, additional staff, and infancy in operation all signaled a need to be present in the now with an eye on the future. To adjust and adapt, the Academy staffed responsibly to be financially responsible and feasible while being able to offer a robust and appealing program that puts the student first. While the focus remained on growing the school population up from ECS, additional students entered into the Academy at various grade levels. Blended learning and classes were required to program for all students while growing the Academy. Looking ahead, the steep increase of student enrollment and demand for programming looks to continue with an expansion of school population and grades offered. It will be the focus of the board to maintain a level of programming excellence, while expanding the Academy's offerings. With this increase, a focus on attracting qualified middle and high school teachers will become a priority, along with planning programming for these upper grades to attract new students while maintaining the culture that has been created.





FINANCIAL
INFORMATION

FINANCIAL INFORMATION

Financial Summary Results

Year Ended August 31, 2024

The 2023-2024 school year was Creekside Creative Academy's third year of school operations.

For additional 2023-2024 financial information including the Audited Financial Statements, please contact Ray Lewchuk, Director of Finance.

Revenues

Tuition & Fees	\$315,450
Alberta Education Government Grant	\$469,870
Other Alberta Government Grants	\$352,244
Gifts & Donations	\$328,652
Other Income	\$137,388
Total Revenue	\$1,288,154

Expenses

Instructional	\$797,673
Operations & Maintenance	\$236,041
Lease	\$177,707
Amortization	\$6,312
Other Expenses	\$36,000
Total Expenses	\$1,253,733

Surplus (deficit) of revenues over expenses	\$34,421
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CONTINUOUS
IMPROVEMENT
CYCLE

CONTINUOUS IMPROVEMENT

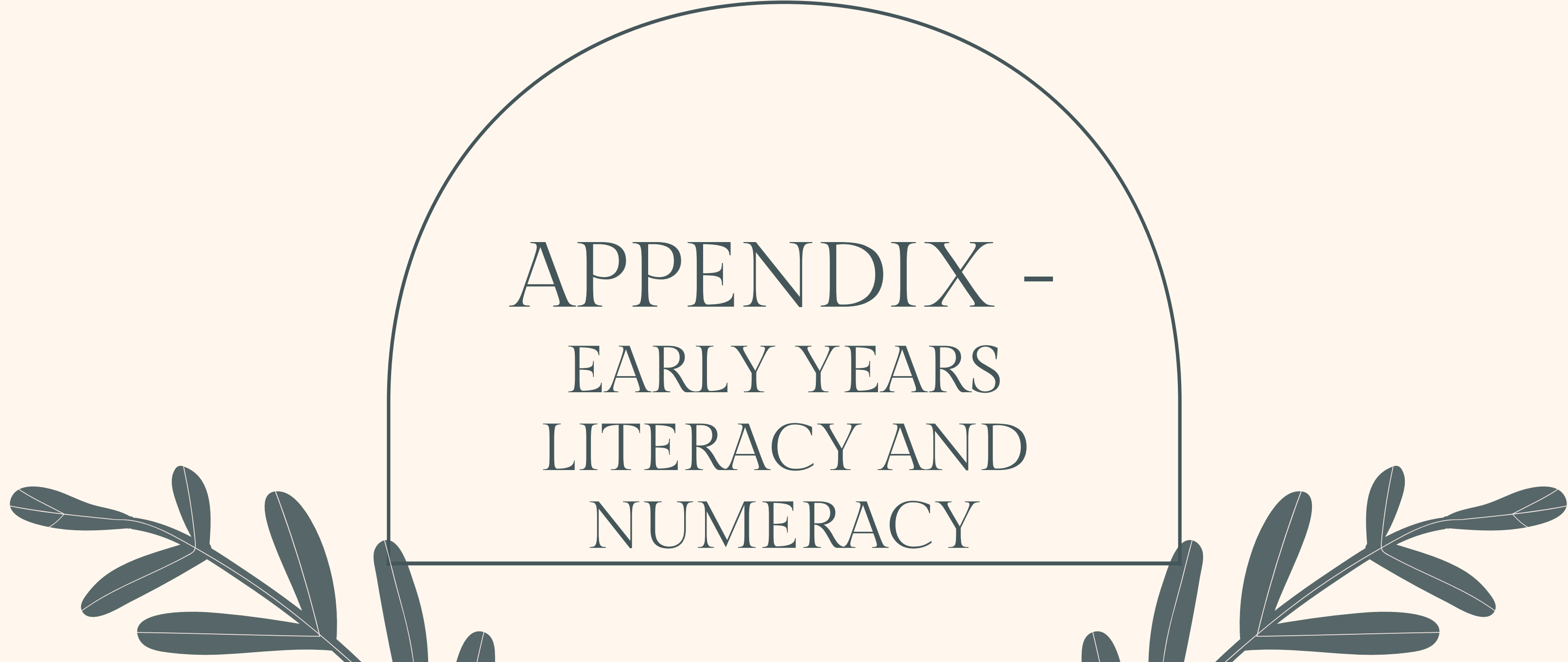


Creekside Creative Academy is committed to continuous growth and improvement that is aligned with the provincial key priorities. The Annual Education Results Report (AERR) is released each fall which encompasses all of our successes, challenges, and commitments to growth utilizing data from the previous school year. The AERR assists the administration team and board make decisions as to the key priorities for the following school year. In addition, the AERR is intended to provide assurance to stakeholders that Creekside Creative Academy is meeting and exceeding the requirements of Alberta Education's Assurance Framework.

This Educational Plan will be reviewed annually, posted to the policy and procedures section of the webpage, and available by request in print form.

Board Approval: November 28, 2024

Next Review Date: November 2025



APPENDIX -
EARLY YEARS
LITERACY AND
NUMERACY

ASSESSMENTS

As per Alberta Learning's mandate and focus on early identification and intervention in the areas of literacy and numeracy, Creekside Creative Academy utilizes assessments that help develop data and inform instruction.

Literacy Assessments

- Letter Name-Sound Test (LeNS) - Kindergarten - Grade 2
- Castles and Colheart 3 Test (CC3) - Grade 1 - 4
- Next Step Guided Reading Assessment - Scholastic
 - Kits for Levelled Readers A-N and K-Z both in use
 - Kindergarten - Grade 6

Numeracy Assessments

- Provincial Numeracy Screening Assessment - Kindergarten - Grade 3

**in addition Provincial Achievement Tests will be written when appropriate; however in the 2023-2024 school year, both students qualifying to take the exams did not write.*



SUPPORTS

In recognition that all students enter into the classroom at a variety of levels and that some students were identified at-risk utilizing provincial assessment tools, Creekside Creative Academy pivoted to ensure these students were offered additional support and intervention in an attempt to catch them up to at or close to grade level. While the school population was still fairly small, utilizing the available resources was crucial to meet these needs. The various supports put in place included:

- purchasing additional Literacy Place/Moving Up guided reading programs to assist in planning and implementing guided reading into the daily classroom schedule and routine
- students that were identified as at-risk in literacy, received at least 3-5 small group or individual guided reading lessons each week with a teacher
- an additional teacher was brought in 3 days per week to offer intervention to students identified as at-risk
- intervention in small groups targeted phonemic skills, whole language skills, and reading
- frequent check ins and teaching to visit and revisit skills and goals several times throughout the year made a difference to the students' ability to learn and retain information
- paraprofessional goals and support were sought out to ensure appropriate supports were available to help students succeed

