Auburn Bay School

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School Improvement Results Reporting | For the 2024-25 School Year

Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- Learning Excellence
  - Strong student achievement for lifelong learning and success
- Well-Being
  - Students and employees thrive in a culture of well-being
- Truth & Reconciliation, Diversity and Inclusion
  - Students and employees experience a sense of belonging and connection.

Goal One: Student achievement in literacy will improve.
Outcome One: Student reading comprehension will improve.
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Celebrations

- The proportion of students achieving 3s and 4s on report cards increased. There was an increase of 1.5% percentage points for 3s and an increase of 1.7% percentage points for 4s. There was a decrease of 4.2% percentage points for students achieving 2s. These results suggest improvement in the reading outcomes.
- Students are gaining confidence in their ability to improve their reading, while maintaining consistently high comprehension levels. This was shown with the consistency of results in the Grade 5 CBE Student Survey, specifically with the question "I understand what I read." (96.15% and 95.05%).
- Teacher, student and parent voice has reflected the positive impact of the learning and teaching of the specific reading strategies to improve student reading comprehension.
- The comparison of class review data from October 2024 to February 2025 reveals an overall decrease in the percentage of students identified as at risk in reading across grade levels.

Areas for Growth

- Continue to build student understanding of and application of the reading comprehension strategies taught to support an increase in student reading achievement.
- Continue to support students at risk of lower achievement with targeted supports in reading comprehension to increase the number of students moving from 1s and 2s in reading on the report card from January to June.
- "Feeling a connection to texts" showed a slight decline from 81.33% to 78.00%, indicating that some students may feel less personally engaged or emotionally connected to the reading materials used in class. This may point to a need for continued attention to text selection, relevance, and opportunities for student voice and choice in reading.

Next Steps

- Continue teaching and learning about the reading strategies to support an increase in reading comprehension for all students. This involves implementing the 5 reading compression strategies (Connect, Visualize, Question, Infer, Transform) from the start of the year and not in isolation.
- Implement the reading comprehension strategies across multiple curriculum areas to support the work of encouraging "deeper thinking" for students.

- Tweak and use the reading comprehension grade rubrics that were created focused on the curriculum for student assessment.
- Possibly implement learning sprints with students who are "at risk" for achieving grade level in reading comprehension.
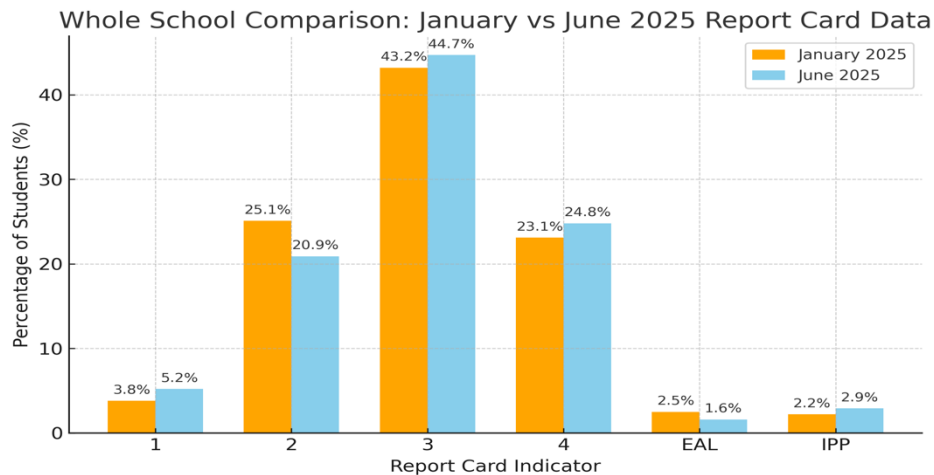
Our Data Story:

The first goal of the Year One Auburn Bay School Development Plan was to improve student achievement in literacy. The area of literacy concentrated on was creating well-developed readers in our school, with a targeted and specific focus on reading comprehension. Through intentional designing of activities for students to learn and practice reading comprehension strategies, it was expected to see reading achievement improve. The work over the year included building teacher capacity through targeted professional learning emphasizing reading comprehension strategies. This included staff engaging in on-line sessions with Adrienne Gear to support this work. Grade teams planned effective and personalized activities for all students for each strategy and created grade rubrics for reading comprehension that aligned with the curriculum. These priorities aimed to strengthen student outcomes in reading, specifically in reading comprehension.

To measure student achievement and teacher professional learning in reading, specifically reading comprehension, many data sources were used to triangulate the outcome and impact of this work. Quantitative data was collected from: January 2025 and June 2025 report cards; student responses to specific questions on the Grade 5 CBE Student Survey; and teacher class reviews. Qualitative data included feedback from teachers in PLC work and the creation of grade reading comprehension rubrics.

Report Cards
The following chart compares the overall **percentage of students** across six **Report Card Indicators (1–4, EAL, and IPP)** in the **January 2025** and **June 2025 reporting periods for READING**. The report card stems used are: "Reads to Explore and Understand" (Grades 1-5) and "Uses early literacy strategies to explore and express ideas" (Kindergarten).

Whole School Comparison: January vs June 2025 Report Card Data

The comparison of whole school report card data from January to June 2025 shows a generally positive trend in student achievement in reading. The proportion of students achieving 3s and 4s increased slightly, with Indicator 3 rising from 43.2% to 44.7% and Indicator 4 improving from 23.1% to 24.8%. At the same time, the percentage of students achieving 2s decreased from 25.1% to 20.9%, suggesting improvement in the reading outcomes. There was a small increase of students achieving 1s from 3.8% to 5.2%. The percentage of students achieving an EAL as an indicator decreased from 2.5% to 1.6%, while those on IPPs increased slightly from 2.2% to 2.9%. Overall, the report card data indicate steady improvement in overall student performance across the school in reading.

CBE Student Survey
This survey was completed by Grade 5 students in April 2025. This data compared feedback from students on how they were feeling about their reading skills from April 2024 and April 2025. **Note:** These are two different Grade 5 groups of students.

Student Survey Questions	April 2024	April 2025
I understand what I read.	96.15%	95.05%
I feel a connection to the texts I read and hear in class.	81.33%	78.00%

I know what to do next to improve my reading skills.	83.56%	89.00%

Overall, the data reflects a strong and improving understanding of reading goals and strategies, with a slight dip in text engagement. Students appear to be gaining confidence in their ability to improve their reading, while maintaining consistently high comprehension levels.

Class Reviews
*Teachers indicated a concern with students who, through assessments and observations, were "at-risk", below grade level or showing challenges in reading. Overall data was compared from the October 2024 to the February 2025 class reviews that were completed with the school learning team.

October 2024	February 2025
114/550 (20.7%)	94/559 (16.8%)

The comparison of class review data from October 2024 to February 2025 reveals an overall decrease in the percentage of students identified as at risk in reading across grade levels.

Qualitative Data
Qualitative data was also gathered through our Professional Learning focus on Reading Comprehension. Staff collaborated in grade-level teams as part of our Collaborative Planning process to deepen their understanding of comprehension strategies and to design engaging, personalized, and authentic learning tasks that support each strategy. During these collaborative discussions, teachers noted that students' reading comprehension skills are improving- students are increasingly using the language of the strategies and engaging with texts at a deeper, more meaningful level. Teachers expressed that continuing this work will be highly beneficial for all students.
Feedback from conferences, parent meetings, and School Council sessions echoed these observations. Families reported that children are using the same comprehension language and strategies at home and demonstrating greater engagement and understanding when reading independently.

Goal Two: Through learning environments that promote equity, diversity and inclusion, student's experience of feeling safe and welcome at school will improve.
Outcome One: Student sense of belonging at school will improve.

Celebrations

- The Auburn Bay School survey completed by all students, showed students continued to report strong social connections and positive behaviour, with the majority feeling cared for and connected. Overall, the data suggest that students continue to feel connected and positive about their school experiences.
- Baseline data from the Our School Survey and the Assurance survey in the areas of feeling a strong sense of belonging and Welcoming, Caring, Respectful and Safe Learning Environments are almost identical and high in percentage (80.0% and 79.8%).
- Teacher, student and parent voice has reflected the positive impact of the learning and specific teaching to increase the sense of Belonging for all students and our school community. The school-wide Spring performance was a huge success and every student and staff member was involved.
- Staff created a school collaborative response model to support all students with Belonging. This document included supports, language, strategies and lessons focused on Belonging.

Areas for Growth

- Continue to build student understanding of Belonging and provide opportunities for all to increase the sense of belonging at Auburn Bay School.
- Support all students using our Collaborative Response Model, as well as a more intentional focus on identifying students who may require more targeted supports with Belonging.
- Continuing working with staff and students to: increase the percentage of students feeling at safe at school (Our School Survey- 67.0%) and increase the percentage of students that feel their teachers check-in with them on their well-being (CBE Student Survey-56.98%).

Next Steps

- Continue teaching and learning about Belonging to support an environment that promotes equity, diversity and inclusion.
- Use our Auburn Bay Collaborative Response document to support all students, as well as set up student focused sprints to provided targeted intervention strategies as needed.
- Based on the Holistic Lifelong Framework (supporting the Indigenous ways of knowing and being) create common language to support Belonging at Auburn Bay School. This will be the beginning of a school-wide system.

Our Data Story:

The second goal of Auburn Bay School's Year One Development Plan focused on enhancing students' experiences of feeling safe and welcome by fostering learning environments that promote equity, diversity, and inclusion. The primary area of focus for the year was belonging for all students.

To support this goal, staff engaged in intentional planning and implementation of initiatives designed to strengthen community and connection. These included regular talking and sharing circles, learning on the land, the use of texts that highlight themes of belonging, and storytelling as a means of relationship-building. Students were also encouraged to participate in clubs and safe spaces throughout the school, and the entire school community took part in a Spring performance celebrating collective identity and inclusion.

Throughout the year, staff and students worked together to create structures and opportunities that promoted connectedness between individuals, classes, and the broader school community. This was supported through targeted professional learning emphasizing the explicit teaching and modeling of belonging, kindness, and empathy. Teachers designed and facilitated learning experiences that deepened students' understanding of how their words and actions influence the sense of belonging of others.

Staff collaborated in mixed-grade teams to develop lessons and activities centered on belonging, created and utilized the Auburn Bay Collaborative Response model to ensure inclusion for all students, and employed a sprint approach to provide targeted supports where needed.

To measure student well-being and teacher professional learning around belonging, many data sources were used to triangulate the outcome and impact of this work. Quantitative data was collected from: student responses to specific questions on: the Grade 4 and 5 Our School Survey; the Grade 5 CBE Student Survey; the Grade 4 Alberta Government Assurance Survey (Welcoming, caring, respectful and safe learning environments); our school-wide Belonging Survey; and teacher class reviews.

With last year being the first year of a three-year School Development Plan, most survey data gathered in the 2024-2025 school year is baseline data for the start of our work around Belonging.

The school-based survey that ALL students completed will have a comparison from October 2024 and May 2025. Class review data will also have a comparison from October 2024 and February 2025.

Qualitative data included feedback from teachers in the PLC work and the student belonging sprints, as well as the creation of the school-wide Collaborative Response Belonging Model/Document.

Our School Survey

This survey was completed by Grade 4 and 5 students in October 2024. The data gathered supports leading our work with Belonging.

Note: Each year will be different Grade 4 and 5 cohorts completing the survey.

Survey	October 2024
Students with a positive Sense of Belonging	80.0%
Students with positive relationships	87.0%
Feel safe attending school	67.0%

CBE Student Survey

This survey was completed by Grade 5 students in April 2025. The data gathered supports leading our work with Belonging.

Note: Each year will be a different Grade 5 cohort completing the survey.

Student Survey Questions	April 2025
I feel included at school.	75.47%
I feel welcome at school.	76.19%
I am proud to be part of my school.	88.0%
My teachers check-in with me often about my well-being.	56.98%
My teachers show interest in the things that I am passionate about.	69.89%

Assurance Survey

This survey was completed by Grade 4 students in February 2025. The data gathered supports leading our work with Belonging.
Note: Each year will be a different Grade 4 cohort completing the survey.

Survey	October 2024
Welcoming, Caring, Respectful and Safe Learning Environments	79.8%

Auburn Bay School Student Survey
This school wide survey was completed by all students in Kindergarten-Grade 5 and EES. The survey included words, as well as pictures for the selection choices to support all students.

	October 2024 (530 students)	May 2025 (551 students)
I play with friends at school.	Never- 2% Sometimes- 13% Often- 27% Always- 58%	Never- 1% Sometimes- 11% Often- 27% Always- 61%
I feel that adults in my school care about me.	Never- 1% Sometimes- 13% Often- 25% Always- 60%	Never- 1% Sometimes- 14% Often- 29% Always- 55%
I am treated with kindness at school.	Never- 2% Sometimes- 17% Often- 39% Always- 43%	Never- 2% Sometimes- 22% Often- 44% Always- 32%
I am kind to others.	Never- 0% Sometimes- 8% Often- 25% Always- 68%	Never- 0% Sometimes- 6% Often- 27% Always- 66%
I am happy to come to school.	Never- 8% Sometimes- 22% Often- 27% Always- 39%	Never- 9% Sometimes- 24% Often- 30% Always- 36%

The comparison of student survey data from October 2024 to May 2025 provides insight into students' social connections, perceptions of care and kindness, and overall sense of belonging at school. Students continued to report strong social connections and positive behaviour, with the majority feeling cared for and connected and overall, the data suggest that students continue to feel connected and positive about their school experiences. Some areas show small shifts that highlight opportunities for our continued work and focus on belonging at Auburn Bay School.

Class Reviews

*Teachers indicated students that demonstrated a concern with sense of belonging. Overall data was compared from the October 2024 to the February 2025 class reviews that were completed with the school learning team.

October 2024	February 2025
71/550 (13.0%)	78/559 (14.0%)

The comparison of class review data from October 2024 to February 2025 shows overall consistency in the percentage of students identified as having concerns related to their sense of belonging. This stability may reflect the school's deeper collective learning and understanding of belonging, as well as a more intentional focus on identifying and supporting students who may be struggling in this area. It is important to note that there was transitions of some students moving and new students joining our school.

Qualitative Data

Qualitative data was also gathered through our Professional Learning focus on Belonging. Staff collaborated in mixed-grade teams as part of our Collaborative Planning process to deepen their understanding of belonging and to design engaging, personalized, and authentic learning experiences that foster connection for all students.

During these collaborative discussions, teachers noted that students' sense of belonging was showing growth, and that the work completed through student sprints (targeted interventions for specific students) was both effective and impactful in strengthening connections within the classroom community. Overall, staff observed and agreed that the sense of belonging across the school had increased. Teachers expressed that continuing this work will be highly beneficial for all students moving forward.

Feedback from conferences, parent meetings, and School Council sessions echoed these observations. Families shared that the sense of belonging and kindness at Auburn Bay School is clearly evident and strongly felt when entering the school.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 2025

The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
  - Citizenship
  - Student Learning Engagement
  - Education Quality
  - Welcoming, Caring, Respectful and Safe Learning Environment
  - Access to Supports and Services
  - Parent Involvement

Assurance Domain	Measure	Auburn Bay School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.8	83.1	82.2	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	85.2	84.2	82.4	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT6: Acceptable	n/a	*	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	*	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.0	92.4	91.2	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.6	90.3	88.9	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	76.8	75.8	76.3	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	73.8	76.1	75.5	80.0	79.5	79.1	Low	Maintained	Issue