


Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' Results Policies for the full and detailed Results statements

Bayside 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.

2024-25 SDP GOAL ONE: Through task-design based on formative assessment information, student well-being and achievement will improve.

Outcome one: Student achievement in reading will improve.

Outcome two: Student well-being with regards to self-regulation will improve.

Celebrations

- The percentage of students identified as requiring additional literacy supports on the CC3 Alberta Screening test decreased significantly

from 21.81% (fall 2024) to 9.71% (spring 2025), indicating strong growth in foundational reading skills.

- The proportion of students receiving 1 on the report card reading outcome decreased by 1%, showing movement along the achievement continuum (more students achieving 2 in reading)
- Students' skills in supporting their own and others' well-being improved by 4.4 percentage points from June 2024 to June 2025 on the Physical Education and Wellness (PEW) outcome.
- Citizenship scores on the Alberta Education Assurance survey increased from 77.5% to 82.3% overall, with student satisfaction increasing 10%, reflecting growth in students' sense of active citizenship and positive community contribution.

Areas for Growth

- **Reading:** While report card data showed movement of students along the achievement continuum from 1 (Not Yet Meeting) to 2 (Basic), there is a need for continued improvement and in fluency and comprehension to support overall reading achievement across grade levels.
- **Reading Interventions:** The grade 2 cohort (2024-25) showed an increase in students achieving a 1 in reading. Additional targeted support is needed to address growing complexity (increased EAL and IPP populations).
- **Access to supports and services:** Assurance survey data shows this measure as Very Low (71.6% agreement), indicating a need to strengthen student access to targeted academic and wellness supports. In addition, a large proportion of parents (56%) chose "I don't know" in answer to the question "Your child can easily access programs and service at school to get help with school work", indicating that improved communication regarding available supports and services would be beneficial.

Next Steps

- Provide targeted small-group and individualized interventions, particularly for early learners and students with EAL and IPPs
- Continue to integrate explicit self-regulation strategies within daily classroom practice to support well-being.
- Incorporate circle protocols and the Holistic Lifelong Learning Framework into daily classroom routines school-wide to support student self-reflection, regulation, and active citizenship.
- Strengthen teacher collaboration and cross-disciplinary planning to design integrated learning tasks that connect reading and wellness outcomes

- Review and enhance access to learning and wellness supports by refining referral processes, communication with families, and staff professional learning

Our Data Story:

Learning Excellence

We have used CBE Report Card data focusing on the reading outcome from June 2024 and June 2025, as well as data from the Alberta Education CC3 assessment to measure growth in the area of literacy.

Report Card: Percentage change in students who received an indicator of 1 or 2 in the ELAL report card outcome related to Reading

June 2025 ELAL Indicator (Reading)

Overall Percentage change ELAL 1 & 2 in Reading from June 2024 to June 2025:

Overall shows a slight increase of 0.43%

When broken down into 1s and 2s, the data shows that there was an improvement of report card outcomes in the form of movement of students along the continuum from achieving a 1 in reading to achieving a 2 in reading:

- 1- There was a decrease overall of the number of students who achieved 1s on the reading outcome in the report card (-1%)
- 2- There was an increase overall in the number of students who achieved a 2 on the reading outcome of the report card (+1.37%)

	June 2024					June 2025				
1&2 on Report Card (Reading)	21.24% 3.57% (1), 17.67% (2)					21.67% 2.57% (1), 19.04% (2)				
By Grade	1	2	3	4	5	1	2	3	4	5
1 in Reading	4.17%	2.88%	5.71%	4.04%	0.96%	1.79%	9.16%	0	0.79%	0

The cohort highlighted in pink (grade 1 in 2024, grade 2 in 2025) was the only grade to show an increase in the percentage of students who achieved a 1 in reading on the June 2025 report card. It is important to note that this grade also showed a significant increase in number and complexity from 2024-2025: 100 grade 1 students in 2024 grew to 133 grade 2 students in 2025. In addition, there was an increase in complexity with 16 more students identified with special educational needs with Individual Program Plans (IPPs) (from 6 to 22, 6% to 16%) and 16 more students with language learning needs (EAL) (from 29 to 45, 29% to 34%). **All other grade cohorts showed a significant decrease in the percentage of students who achieved a 1 in reading on the June 2025 report card.**

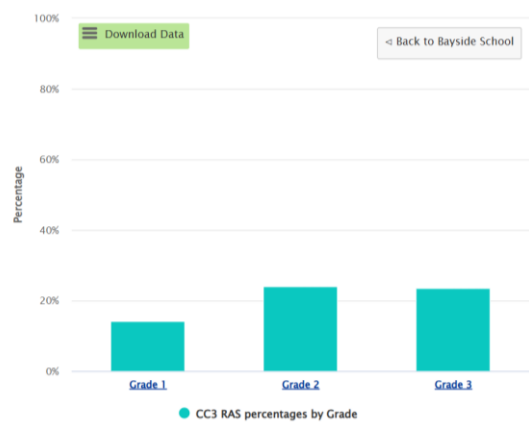
CC3: Percentage of students initially identified as “at risk” in pre-test (Autumn, 2024) who were no longer “at risk: in post-test (Spring, 2025).

Data from the CC3 Alberta Screening test showed a significant improvement, with 9.71% of students being identified as requiring additional supports in spring of 2025, compared to 20.81% of students in Autumn 2024.

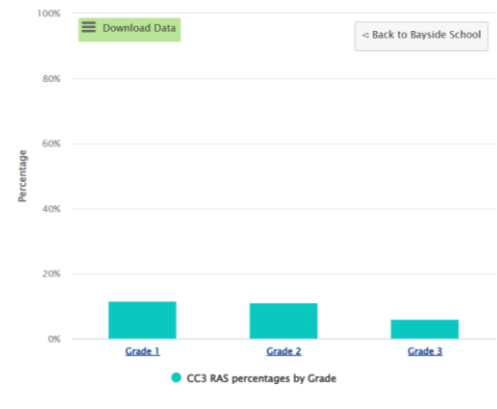
	Pre			Post		
CC3 Requiring Additional Supports	72/346 students, 20.81%			34/350 students, 9.71%*		
By Grade	1	2	3	1	2	3
Requiring Additional Supports	14.15%	24.03%	23.42%	11.76%	11.02%	6.19%
Cohorts	EAL	Indigenous	SPED	EAL	Indigenous	SPED
Requiring additional Supports	34.65% (35/101 Students)	10% (1/10)	27.03% (10/37)	20% (21/105)	10% (1/10)	24.32% (9/37)

*31 out of 34 students in the RAS category at post test fall into one of the three special coding categories with EAL being the highest.

CC3 Pre-test results: Autumn 2024



CC3 Post-test results: Spring 2025



Well-being

We measured growth in students' well-being with regards to self-regulation using Report Card Physical Education and Wellness (PEW) indicator "Develops/ Demonstrates skills to support the well-being of self and others", Grades 4 and 5 Our School Data "Students with positive self-regulation", and Alberta Education Assurance Survey Results "Percentage of students who are satisfied that students model the characteristics of active citizenship"

Well-being Measure #1: Report Card Data, Physical Education and Wellness (PEW) indicator "Develops/ Demonstrates skills to support the well-being of self and others":

From June 2024 to June 2025, there was a decrease of 4.4% in the percentage of students who received a 1 or 2 in the PEW report card indicator "Develops/ Demonstrates skills to support the well-being of self and others". Within the 2024-25 school year, there was a decrease of 0.9% when comparing S1 (January) report card data to Y1 (June) report card data.

June 2024 Y1 Term:				June 2025 S1 (January) and Y1 June) Term						
		Term								
		Indicator								
Course	Stem		Course	Stem		1	2	3	4	
Physical Education and Wellness 1	Demonstrates skills to support the well-being of self and others		Physical Education and Wellness 1	Demonstrates skills to support the well-being of self and others			7.2%	27.1%	12.6%	
Physical Education and Wellness 2	Demonstrates skills to support the well-being of self and others		Physical Education and Wellness 2	Demonstrates skills to support the well-being of self and others	1.2%	14.0%	27.2%	7.8%		
Physical Education and Wellness 3	Demonstrates skills to support the well-being of self and others		Physical Education and Wellness 3	Demonstrates skills to support the well-being of self and others		14.3%	22.6%	12.9%		
Physical Education and Wellness 4	Demonstrates skills to support the well-being of self and others		Physical Education and Wellness 4	Demonstrates skills to support the well-being of self and others		6.4%	37.3%	6.0%		
Physical Education and Wellness K	Develops skills to support the well-being of self and others		Physical Education and Wellness 5	Demonstrates skills to support the well-being of self and others		7.9%	30.4%	11.5%		
Total			Totals			0.3%	10.0%	29.1%	9.9%	

Well-being Measure #2: Our School Student Survey, Changes in grade 4 and 5 students’ perception related to “Students with positive self-regulation”

Grade 4 & 5 students with positive self regulation	
Pre (May 2024) percentage	Post (Oct 2025) percentage
79	74

In the 2024-25 school year, only one Our School “snapshot” was collected for grade 4 & 5 Our School survey in October 2024. No data was collected in Our School in May 2025.

Well-being Measure # 3: Alberta Education Assurance Survey results, “Percentage of students who are satisfied that students model the characteristics of active citizenship”

There was an increase of 10% from 2024 survey results to 2025 survey results for students. Overall (including parents, staff, and students) the increase was 4.8%.

Grade 4 Students Alberta Education Assurance Survey Result: Percentage of students, parents, and staff who are satisfied that students model the characteristics of active citizenship”		
	Assurance Survey February 2024	Assurance Survey February 2025
Overall agreement	77.5%	82.3%
Student Agreement	65.7%	75.0%

*With regards to the changes observed in all areas, it is important to note that Bayside is a unique context with a fluctuating student population. In our third year of being open, and as an overflow school for the community of Mahogany, student enrolment throughout the 2024-25 school year was constantly changing. Nearly 70 net students joined our school community through the 2024025 school year (an increase from 604 students in September to 670 students at the end of June).

Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Bayside 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	86.8	82.0	85.4	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	82.3	77.5	83.6	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	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	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	94.7	88.9	91.3	87.7	87.6	88.2	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.7	85.1	88.6	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	71.6	69.8	73.9	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	79.4	76.9	83.6	80.0	79.5	79.1	High	Maintained	Good

Notes:

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