Tom Baines 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 achievement in comprehending and applying vocabulary will improve through disciplinary literacy.

Celebrations

- 94% of students indicated that "I understand what I read" (CBE student survey).
- Fewer grade 7 students received an indicator of 1 on their reading and writing report card stems (1.9% decrease in reading, 1.4% decrease in writing).
- Fewer grade 8 students received an indicator of 1 on their reading and writing report card stems (1.3% decrease in reading, 2.2% decrease in writing).
- High achievement on Grade 6 Provincial Achievement Tests
  - 46.5% of students achieved a level of excellence in Social Studies
  - 38.7% of students achieved a level of excellence in Mathematics
- High achievement on grade 9 Provincial Achievement Tests
  - 46.1% of students achieved a level of excellence in Social Studies
  - 44.9% of students achieved a level of excellence in Mathematics
- Teachers are providing fair and consistent assessment practices for vocabulary development.

Areas for Growth

- Only 58% of students feel they learn with different people in different spaces (CBE student survey), highlighting a need to strengthen flexible, collaborative environments.
- Report card data indicated that there was an increase in grade 6 students receiving an indicator of 1 in writing. It also indicated an increase in grade 9 students receiving an indicator of 1 in reading. Highlighting the need to continue working towards improvements in vocabulary development.

Next Steps

- Teachers will provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge within disciplines. This will include the use of models to demonstrate and elaborate vocabulary through writing.

- Teachers will use Frayer Models and/or word walls to teach individual words for all subjects.
- Front loading vocab and high impact strategies from the EAL strategist.
- Students would benefit from greater exposure to new vocabulary and dedicated time in class to learn new words in both reading and writing tasks.
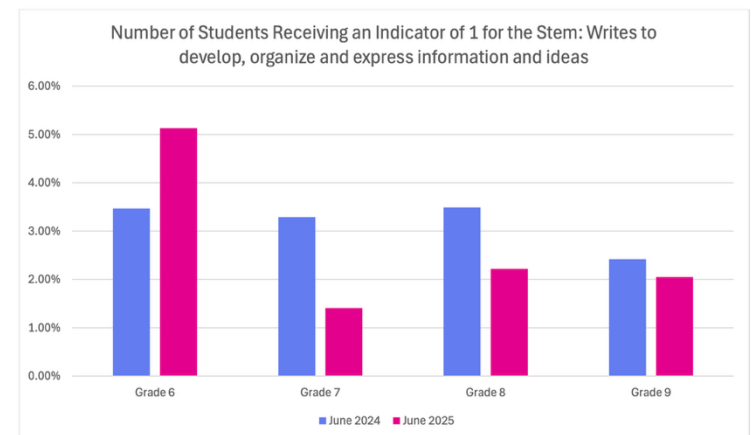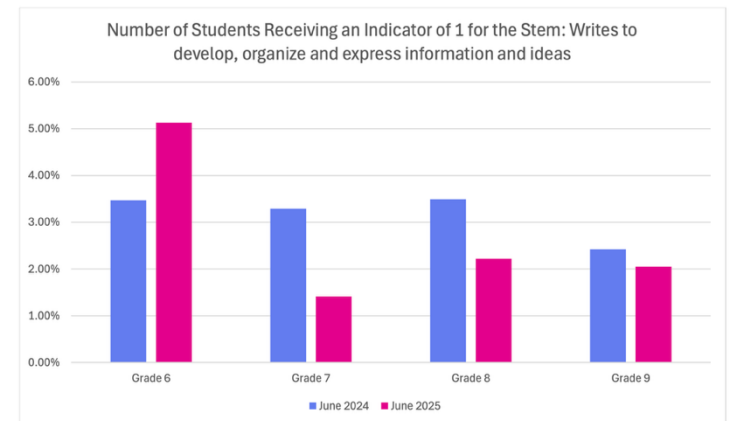
Our Data Story:

Tom Baines's 2024-2025 School Development Plan centered on improving student achievement in comprehending and applying vocabulary through disciplinary literacy.

Effective disciplinary literacy requires teachers to develop classroom routines and instructional practices that allow students to grasp the ways literacy is used within a specific discipline to create, disseminate, and critique information. In mathematics, teachers used word walls to pre-teach key terms. In humanities teachers used hexagonal thinking which provided opportunities for students to define academic vocabulary and make connections between the terms they were learning in a particular unit. Through pre and post assessments students were assessed on key vocabulary in using written word problems in math and writing prompts/tasks in English Language Arts.

Number of Students Receiving an Indicator of 1 for the Stem: Writes to develop, organize and express information and ideas

Teachers collaborated in professional learning communities and team planning sessions to design and refine writing samples, as well as selecting math word problems. They spent time calibrating their assessment practices to ensure they were consistently using the proficiency scale when assessing student achievement in vocabulary.

By the end of the year, measurable growth was noted in the report card data in both reading and writing:

- 91.7% of students are achieving grade level or higher in reading
- 92% of students are achieving grade level or higher in writing
- Fewer students are receiving 1s in reading and writing from 2024 to 2025
- Grade 7 and 8 students demonstrated the most improvement in their learning

Number of Students Receiving an Indicator of 1 for the Stem: Writes to develop, organize and express information and ideas

The Alberta Education Assurance Measures survey indicated that 87% of parents, students and teachers agree that students are engaged in their learning at school. 94% of students indicated that "I understand I what read" based on the 2024-2025 CBE student survey.

Insights and Next steps: While continued progress is evident, students in grade 6 and grade 9 are developing literacy skills at a slower pace. Data shows that there was an increase in grade 6 students receiving an indicator of 1 in writing (June 2024 – June 2025). Data also shows that there was an increase in grade 9 students receiving an indicator of 1 in reading (June 2024 – June 2025).

Survey data also highlighted the importance of providing students with the opportunity to learn with different people in different spaces to improve reading and writing skills (58% of students in the CBE survey agreed with this statement).

Together, these results suggest that although students benefit from high-impact strategies to engage in disciplinary vocabulary, students also need opportunities to engage in rich and varied language experiences. Teachers will provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge within disciplines. This will allow students to better understand and utilize new vocabulary when discussing what they learned in class.

Goal Two: Students will have an increased sense of belonging and connectedness
Outcome One: Students will develop trusting relationships within the school community

Celebrations

- An increase of 3% students who feel included and welcome at our school (CBE student survey: 73% felt included, 75% felt welcome).
- Alberta Education Assurance Measure survey indicates that 83% of teachers, parents and students agree that their learning environments are welcoming, caring, respectful and safe (82% in 2023-2024, 83% in 2024-2025).
- 89% of students believe that their school is a place where learning and extra-curricular activities are safe and accessible (CBE student survey). This aligns with the engagement levels seen in lunch and after school activities.
- 80% of teachers, parents and students are satisfied that students model the characteristics of active citizenship (Alberta Education Assurance Measure survey). This is also seen in the number of student requests for joining leadership classes and students involved with student council.

Areas for Growth

- 61% of students agree that students respect each other at school (Alberta Education Assurance Measure survey). This indicates a need to develop healthy relationships among students.
- 60% of students "see (their) culture reflected in (their) school" (OurSchool survey) and 43% of students have another language as their primary language, suggesting that traditions and culture need to be more visible at Tom Baines.
- 3% fewer students agree that "my school makes an effort to prevent and reduce bullying" (CBE student survey: 72%). This suggests that intentional work on respectful community practices – grounded in SEL competencies like self-awareness and self-management is needed.

Next Steps

- Provide explicit instruction of Dimensions of Wellness during Homeroom classes.
- Explore ways to embed SEL (Social Emotional Learning) competencies (self-awareness, self-management) through Wellness curriculum task design and assessment planning.
- Increase student involvement in school-wide initiatives by having student council and Leadership classes develop and implement activities that encourage belonging and well-being.

- Increased focus on culture and traditions being showcased throughout the school and during weekly announcements through student leadership classes.

Our Data Story:

Tom Baines's 2024-2025 School Development Plan centered on increasing students' sense of belonging and connectedness through developing trusting relationships within the school community.

Healthy relationships are the foundation for all positive social interactions. Experiencing healthy relationships also contributes to students' sense of belonging, engagement with learning and academic success. To support student well-being, the physical education and wellness teachers provided regular check-ins with students, as well as providing opportunities to engage in both physical and emotional well-being. During the school year, students provided feedback on their friendships and feelings of connectedness to their class and peers.

This information was shared with staff and then used to plan for classroom and Homeroom instruction. Some strategies implemented to improve connectedness to our school learning community included flexible groupings, question of the day and one on one conversations with students.

We used surveys to measure growth in student well-being. According to the Alberta Education Assurance Measure survey, 83% of teachers, parents and students agree that their learning environments are welcoming, caring, respectful and safe. The CBE student survey indicated that 73% of students feel included at school and 75% of students feel welcome at school. This was a 3% increase since last school year. We also monitored engagement in clubs and extra-curricular as these activities often had a positive impact on student learning.

Insights and Next steps: While continued progress is evident, survey data indicates that only 68% of students feel accepted by their peers (OurSCHOOL survey) and 72% of students feel that "my school makes an effort to prevent and reduce bullying" (CBE student survey). This was a 3% decrease since 2023-2024.

Survey data also highlighted the importance of ensuring the learning environment is safe and respectful. In the CBE student survey, there was a 3% decrease in "my school makes an effort to prevent and reduce bullying". OurSCHOOL data also indicated that only 58% of students feel like they belong at school.
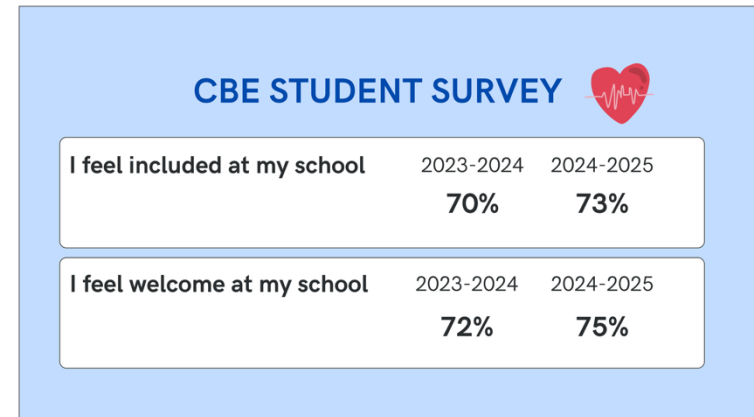
Together, these results suggest that we need to continue our work in developing students social-emotional skills with a focus on regulation and explicit instruction of Dimensions of Wellness. We will continue to use Homeroom as a class to develop healthy relationships with peers and provide opportunities for team building within classes and grade levels. This will allow students to connect with other students in the school, as well as offer additional time to focus on well-being. Our student council and leadership classes will develop and implement school wide initiatives to encourage belonging and well-being. In addition, Leadership students will also showcase different culture and traditions throughout the school. If students felt seen and have opportunities to connect with one another, they might feel a stronger sense of belonging at Tom Baines.

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	Tom Baines 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	87.0	82.3	83.3	83.9	83.7	84.4	High	Improved	Good
	Citizenship	80.6	79.5	80.7	79.8	79.4	80.4	High	Maintained	Good
	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	85.2	84.8	85.2	62.5	62.5	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	39.9	37.2	38.7	15.6	15.4	15.5	Very High	Maintained	Excellent
	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	84.6	83.9	84.1	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.5	81.5	84.1	84.4	84.0	84.9	Low	Maintained	Issue
	Access to Supports and Services	72.6	73.7	77.5	80.1	79.9	80.7	Very Low	Declined	Concern
Governance	Parental Involvement	74.8	67.7	75.8	80.0	79.5	79.1	Intermediate	Maintained	Acceptable