

**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

School Improvement Results Reporting| 2023-24

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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Goals and outcomes related to the information shared here are outlined in the 2024-25 School Development Plan.

School Improvement Results

CBE's Education Plan for 2021-24 prioritized creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that informed the 2021-24 Education Plan and system actions for improvement across the organization were identified.

- Literacy
- Mathematics
- Well-Being

Robert Thirsk High School Goal

- Holistic goal: Nurturing connectedness and a sense of belonging
- Increase in high school completion

Our School Focused on Improving

For the 2023-2024 school year, Robert Thirsk High School chose a holistic focus for our School Development Plan:

- nurturing connectedness and a sense of belonging between and amongst our students.

Research in school connectedness suggests that investing in nurturing healthy relationships between and amongst students and staff leads to improved learning and life outcomes. Experiencing healthy relationships contribute to a students' sense of belonging, furthermore, the reciprocity of relationships benefit students and the adults who participate with them (Relationships Matter, 2021).

The Indigenous Education Lifelong Learning Framework depicts a shared understanding of a holistic, lifelong vision of well-being and learning through Indigenous ways of being, belonging, knowing and doing.

What We Measured and Heard

We primarily used questions related to wellness and belonging from OurSCHOOL Survey, CBE Survey and Alberta Education Assurance Measures; however, research in school connectedness suggests that investing in nurturing healthy relationships between and amongst students and staff leads to improved learning and life outcomes (Relationships Matter, 2021). We also considered learning excellence outcomes that measure growth in student learning (Diploma Results, High School Completion, PowerSchool Data Analytics).

Students identify school as a place where they belong

	OurSCHOOL Survey	CBE Survey
Fall 2024	62%	74%
Fall 2023	64%	66.5%

Students feel safe attending school

	OurSCHOOL Survey
Fall 2024	61%
Fall 2023	57%

Students identifying at least one adult at school they connect with

	CBE Student Survey
Spring 2024	73.4%
Spring 2023	69.4%

Students agree that it is important to help students when they need it

	CBE Student Survey
Spring 2024	93%
Spring 2023	89.5%

While OurSchool Survey and CBE Student Survey show growth toward our well-being goal, with the exception of Students identifying school as a place where they belong (OurSCHOOL Survey Fall 2024), Alberta Education Assurance Measures notes that the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe has declined. Student results show a 7.1 percentage point decline. These results continue to be below the province. As student council meets more regularly, and with the formation of the student mentorship group this year we will have opportunity to dig more deeply into these results. The lower results usually come from our Grade 10 students. This provides an opportunity to better support our students transitioning well and feeling welcomed and cared for in their first few weeks of school.

Alberta Education Assurance Survey Measures – overall summary indicates a 2.1 percentage point increase in the number of students who achieved acceptable standard, and a 2.4 percentage point increase in the number of students who achieved standard of excellence on Diplomas; however, these overall results continue to be below the provincial results. Significant improvements, and improvements were noted in ELA 30-1 Standard of Excellence, Math 30-1 Acceptable Standard and Standard of Excellence, Social Studies 30-2 Standard of Excellence, and Science 30 Acceptable Standard.

We are confident that as we continue to focus on social emotional learning and see levels of anxiety and depression decrease (CBE Student Survey) and self-esteem increase (CBE Student Survey), develop students' confidence in themselves as learners and engage in fair, transparent and equitable assessment practices, we will continue to see an increase in student learning success.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Three-year high school completion rates continue to be high and well above provincial results. Total credit averages and number of diplomas achieved, including results from our students who learn English as an Additional Language, Students with Individual Program Plans, and students who self-identify as Indigenous continue to be above area and CBE results. While CBE Student Survey results and OurSCHOOL Survey results show an increase in students feeling a sense of belonging, feeling safe at school, Alberta Education Assurance Measures shows a decrease in data related to welcoming, caring, respectful and safe learning environments. Students continue to experience high levels of anxiety, particularly in assessment	- Three-year high school completion rate is high, and five-year high school completion rate is very high - The number of students who identify they have a trusted adult they can connect with in the building - Students see themselves as an ally for their peers - An increase in parent involvement	- Increase in students feeling a connection to texts in all discipline areas - Supporting students in setting and persevering through goals - Supporting students in developing confidence in themselves as learners - Students perception of feeling safe while attending school

situations, and limited confidence in themselves as learners (56% of students have confidence in themselves as learners). While most students agree that they understand what they read, 68% of students do not feel connections to texts they experience in class.		
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Required Alberta Education Assurance Measures (AEAM) Overall Summary

Spring 2024



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	Robert Thirsk High 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	78.4	81.4	82.8	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	69.1	71.4	71.5	79.4	80.3	80.9	Low	Maintained	Issue
	3-year High School Completion	88.7	87.6	87.5	80.4	80.7	82.4	High	Maintained	Good
	5-year High School Completion	92.7	91.2	91.7	88.1	88.6	87.3	Very High	Maintained	Excellent
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	77.3	75.0	75.0	81.5	80.3	80.3	Low	Maintained	Issue
	Diploma: Excellence	21.9	19.5	19.5	22.6	21.2	21.2	High	Maintained	Good
Teaching & Leading	Education Quality	82.3	83.8	84.9	87.6	88.1	88.6	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	77.6	82.4	81.6	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	77.6	79.5	78.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	75.8	69.8	71.9	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

Note | 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