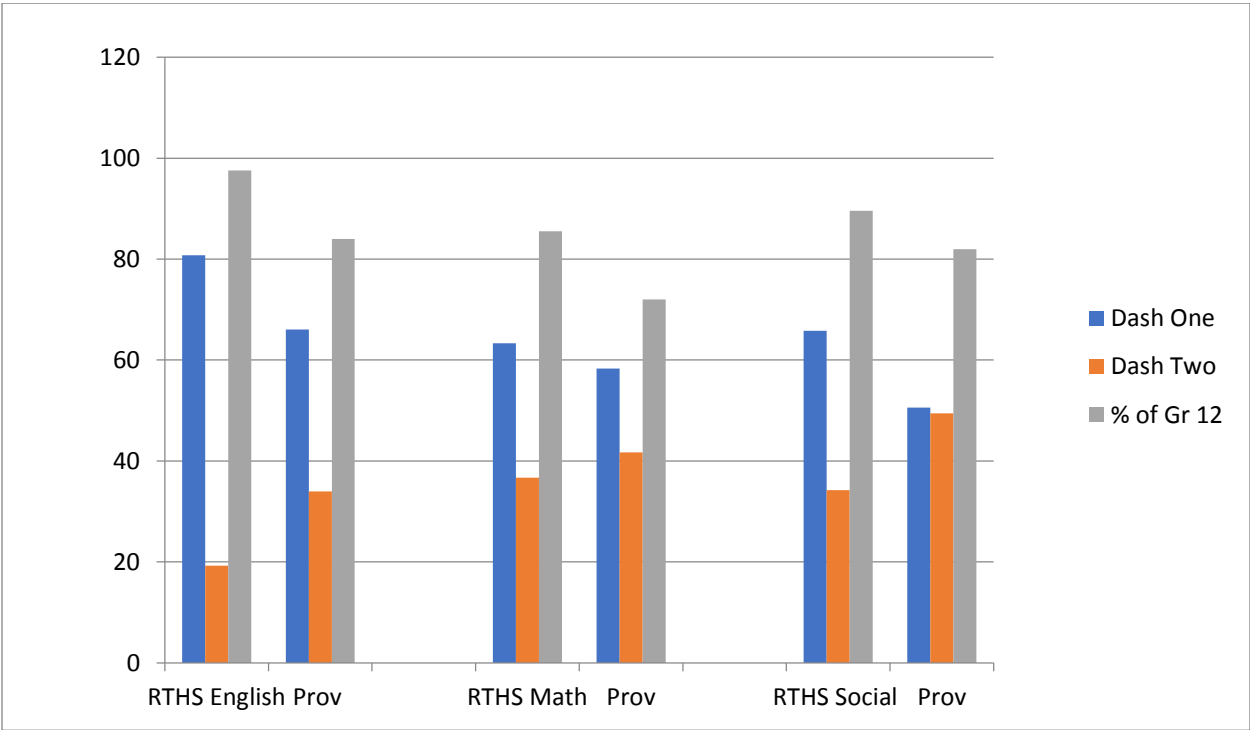


Principals' Report 13 November 2018 RTHS

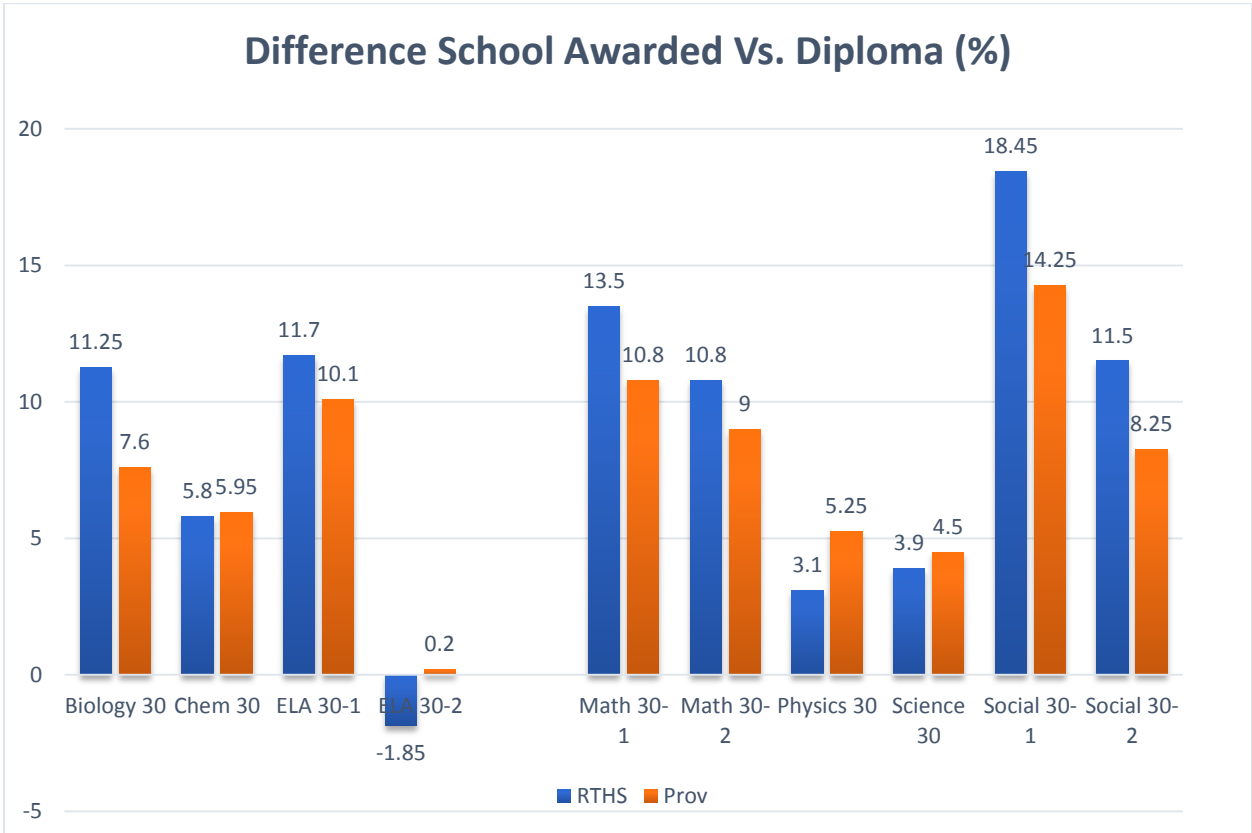
1. January and June 2018 diploma examination results were analyzed and discussed by our Leadership team (all Learning Leaders and Administrators) whereby LLs looked at the diploma results for areas or content they are not teaching or working within. The intent was to have the perspective of professionals' familiar with the students (at Robert Thirsk) without the predispositions associated with those whom are more professionally immersed in the content areas.
2. The resulting analysis and discussions related to what gaps we observed and the following four (4) questions elicited the synopsis noted below:
 - What is the best next step or most important thing to do with our students to improve their learning, understandings, competencies, growth and/or successes? (Theory of Action)
 - What is the difference you/we are seeking to achieve? (Achievement Goal)
 - What is a challenge worth addressing and solving? (Instructional Goal)
 - What impact are you/we seeking to have on student learning? (Measures)
3. The analysis of diploma results (from all parties regardless of the subject content or their own backgrounds) came to a convergent view that students work well under known and lower risk conditions – and their performance suffers when entering into novel situations, conditions of higher or perceived higher risk and consequence and that the transference of established levels of performance and skill demonstration is not as strong as students have demonstrated within school based learning experiences, including those with higher levels of risk and consequences.
 - a. All disciplines, including those not associated with diploma examinations (CTS, Fine and Performing Arts, International Languages, Physical Education, ELL) were able to easily relate student learning challenges identical to those demonstrated on diploma examination performance issues. For example, on English diploma written responses, the critical analysis and critical output correlating to their personal response to text Thirsk students do better with greater levels of choice (school based) than diploma based (where the choices are far more limited).
 - b. Critical thinking/analysis – practice with feedback – contextual understanding limits performance and when students are encountering difficulties or challenges, they are relying on memory rather than internalized learning that they can draw on in a new situation.
 - c. Thus, we all need to create and build on experiences for students to perform better in new novel critical thinking experiences through greater levels of practice throughout their courses, in all disciplines.
4. Our levels of participation in the higher levels of diploma examinations (as shown in the accompanying table and graph) does provide our learners with greater opportunities to achieve at higher levels. As noted, almost ALL of our grade 12 learners complete English at the grade 12 level and in Mathematics and Social Studies, exceed the provincial levels of both writers and of those at the Dash One course level.

	Dash One	Dash Two	% of Gr 12
Examination writers			
RTHS English	80.77	19.23	97.6
Province English	66.04	33.96	84
RTHS Math	63.3	36.7	85.5
Province Math	58.33	41.67	72
RTHS Social	65.78	34.22	89.6
Province Social	50.58	49.42	82

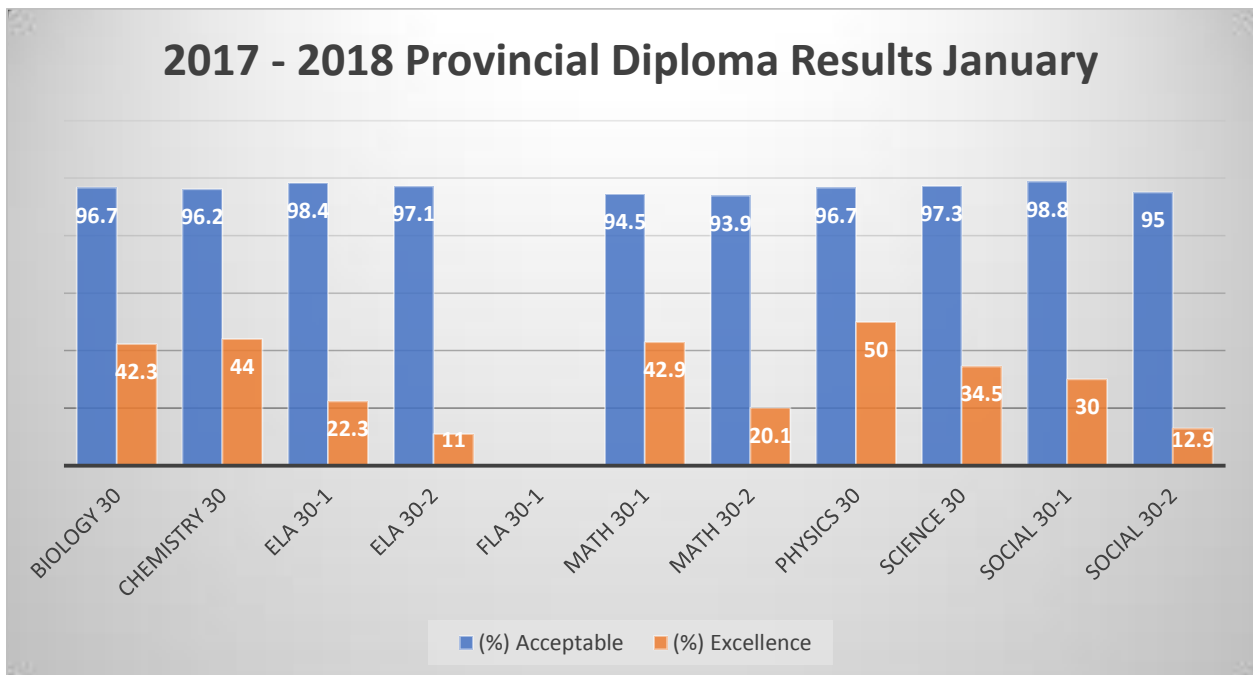
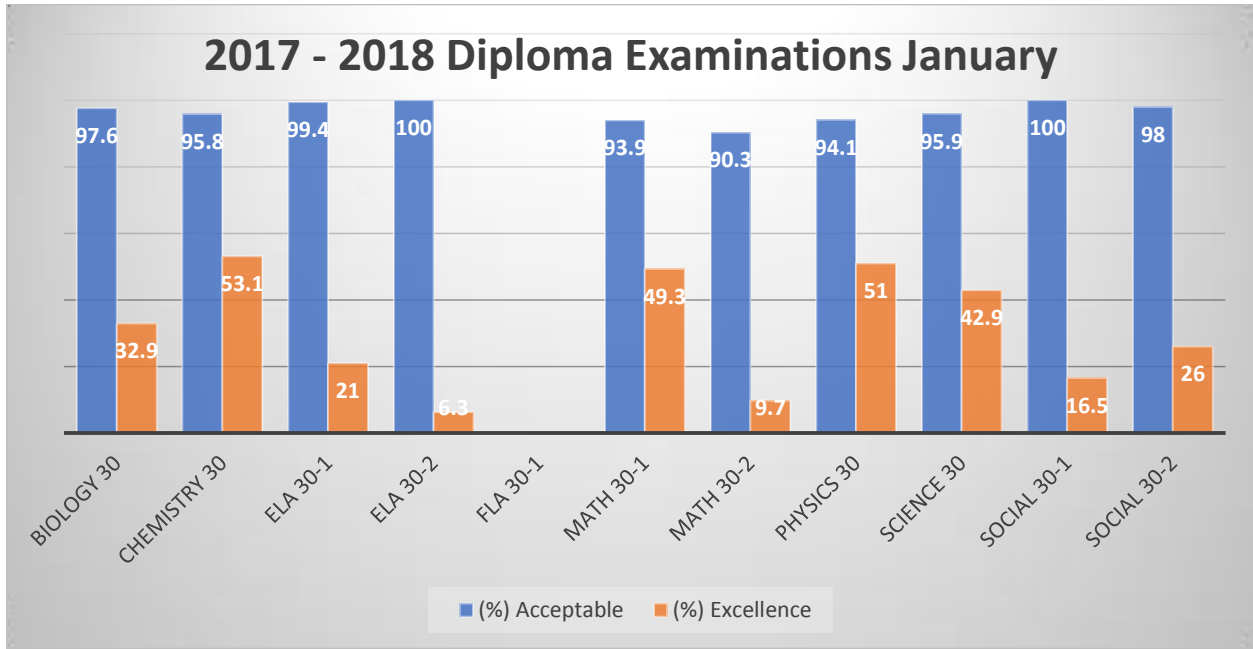


5. As noted in our School Development Plan (SDP) with more focused supports and in school experiences, we also intend to close the differences between school awarded (earned) marks and diploma marks such that the latter better reflect student skills, abilities and competencies. (see accompanying graph) Yellow highlight indicates a level of difference beyond the expected Alberta Education guideline of plus or minus 5 – 8 per cent. Note that such variations occur at the school and/or provincial level.

Examination	Difference School vs. Diploma RTHS	Difference School vs. Diploma Prov
Biology 30	11.25	7.6
Chemistry 30	5.8	5.95
ELA 30-1	11.7	10.1
ELA 30-2	-1.85	0.2
Mathematics 30-1	13.5	10.8
Mathematics 30-2	10.8	9
Physics 30	3.1	5.25
Science 30	3.9	4.5
Social Studies 30-1	18.45	14.25
Social Studies 30-2	11.5	8.25



6. The overall results of our 2018 diploma examination student performances show significant growth and achievement, with greater levels of success and accomplishment all subject areas.



Jan 2018 RTHS	(%) Acceptable	(%) Excellence
Biology 30	97.6	32.9
Chemistry 30	95.8	53.1
ELA 30-1	99.4	21
ELA 30-2	100	6.3
Math 30-1	93.9	49.3
Math 30-2	90.3	9.7
Physics 30	94.1	51
Science 30	95.9	42.9
Social 30-1	100	16.5
Social 30-2	98	26

Province	(%) Acceptable	(%) Excellence
Biology 30	96.7	42.3
Chemistry 30	96.2	44
ELA 30-1	98.4	22.3
ELA 30-2	97.1	11
Math 30-1	94.5	42.9
Math 30-2	93.9	20.1
Physics 30	96.7	50
Science 30	97.3	34.5
Social 30-1	98.8	30
Social 30-2	95	12.9

June18 RTHS	(%) Acceptable	(%) Excellence

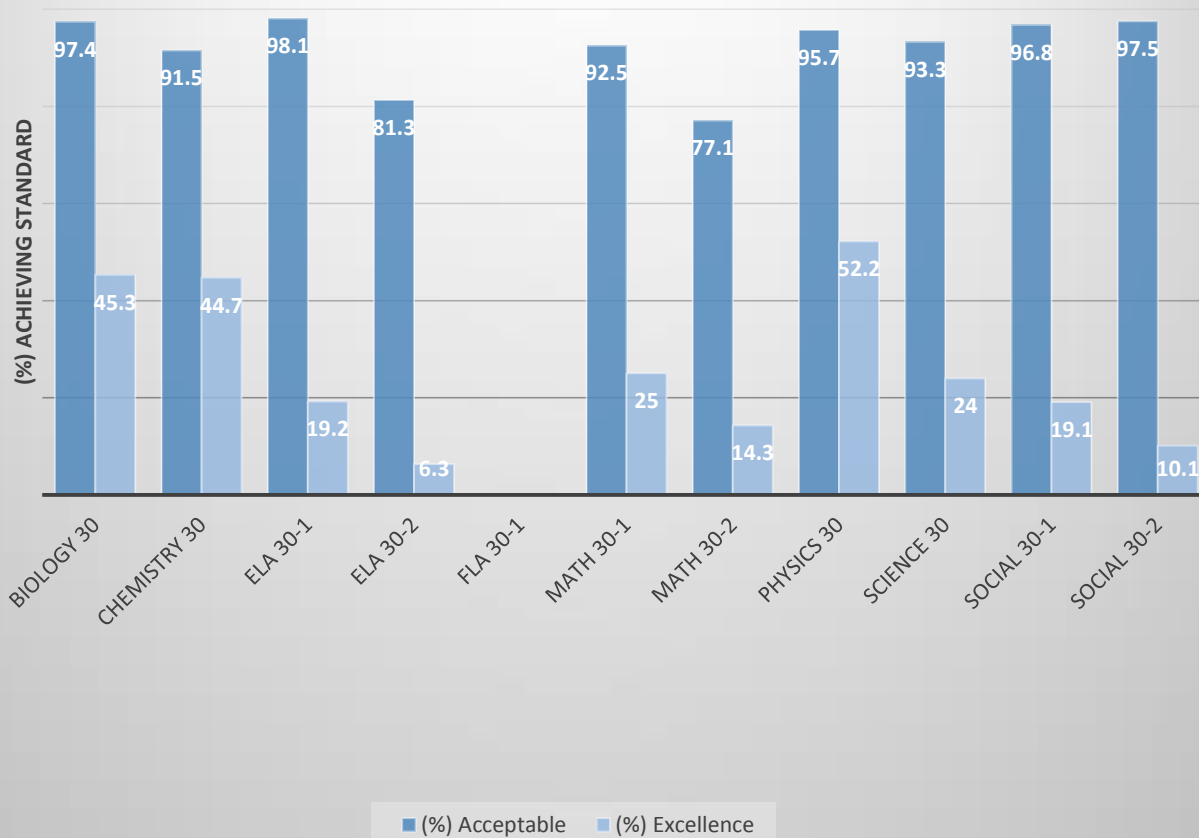
Biology 30	97.4	45.3
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Chemistry 30	91.5	44.7
ELA 30-1	98.1	19.2
ELA 30-2	81.3	6.3
FLA 30-1		
Math 30-1	92.5	25
Math 30-2	77.1	14.3
Physics 30	95.7	52.2
Science 30	93.3	24
Social 30-1	96.8	19.1
Social 30-2	97.5	10.1

Biology 30	96.3	43.7
Chemistry 30	96.3	45.2
ELA 30-1	97.8	24.7
ELA 30-2	95.2	9.4
FLA 30-1		
Math 30-1	92.1	38.1
Math 30-2	90.8	17.1
Physics 30	96.8	48.8
Science 30	95.2	32.5
Social 30-1	98.6	29.5
Social 30-2	94.2	14.2

Province	(%) Acceptable	(%) Excellence
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2017 - 2018 Diploma Examinations June



June 2018 Diploma Provincial Results

