


Robert Thirsk High School

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<http://schools.cbe.ab.ca/b880>

highlights | 2016-17 school results report

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.

Alberta Education Outcomes

- Alberta's students are successful.
- The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.
- Alberta's education system is inclusive.
- Alberta has excellent teachers, school and school authority leaders.
- The education system is well governed and managed.

- All grade ten student engaged in four (4) or more cross-curricular projects
- Literacy and competencies linked to the aforementioned projects received intentional attention from students, resulting in greater student development of learning skills and involvement in decision making, as reported by students
- Student enrollment and participation in the highest level of courses in English Language Arts, Mathematics, Sciences and Social Studies has increase each year since 2013

introduction

As part of the accountability system, Alberta Education requires schools to prepare a report of the school's results each year and share these results with their school community.

This report includes results relative to the achievement targets set in the 2015-16 School Development Plan, the school's Accountability Pillar results, and provincial testing results.

school council involvement

Robert Thirsk High School's School Council engages in monthly discussions with and about school results, diploma examinations and fees. As such, the ideas, suggestions and questions for the School Council have been incorporated into the ongoing process of this year's School Development Plan.

school development plan highlights

Achievement Goal

For 2016-17 our school's goals was/were:

- Students will be engaged and successful as learners through increased skills in literacy

Achievement Targets

The three (3) most significant targets we set for the goals stated above was/were:

- Evidence of literacy goals in Student Learning plan data for all students on Iris
- Diploma results Standard of Excellence will improve as well as results directly linked to literacy in its many formats
- Grade ten students will complete at least four cross-curricular tasks as linked to literacy in multiple formats

student results

Highlights

- All grade ten student engaged in four (4) or more cross-curricular projects
- Literacy and competencies linked to the aforementioned projects received intentional attention from students, resulting in greater student development of learning skills and involvement in decision making, as reported by students
- Student enrollment and participation in the highest level of courses in English Language Arts, Mathematics, Sciences and Social Studies has increase each year since 2013

Reporting on Achievement Targets

Evidence of literacy goals in Student Learning plan data for all students on Iris

- Previous year's result: unknown as not measured or recorded
- Current year result: approximately three – quarters or 75% of sample set
- This target was met
- Factors that contributed to changes in results: a concentrated effort by staff and students to make literacy an overt aspect of discussions and Iris Student Learning plans

Diploma results Standard of Excellence will improve as well as results directly linked to literacy in its many formats

- Previous year's result:20.8%
- Current year result:20.5%
- This target was not met
- Factors that contributed to changes in results: Significant increase in the level of participation by students in higher level courses (English 30 – 1 and Mathematics 30 – 1) by a greater range of students and abilities; and a decline in writing three or four diploma examinations by more students yet an increase in the writing of five or six diploma examinations by more students

Grade ten students will complete at least four cross-curricular tasks as linked to literacy in multiple formats

- Previous year's result: approximately 50%
- Current year result: almost 100%
- This target was met
- Factors that contributed to changes in results: As this was a focus of the grade ten communities, by both teachers of core and complimentary courses, as well as a part of student learning plans, the goal became an expectation of the grade ten learning experiences here at Robert Thirsk High School.



Alberta Education Accountability Pillar¹ Results

The Accountability Pillar evaluates school improvement by comparing the current year result with the school's previous three-year average for each measure, using a statistical test to determine the extent of change. More information can be found on [Alberta Education's Accountability Pillar](#) page.

Summary

Measure Category	Measure	Robert Thirsk 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
Safe and Caring Schools	Safe and Caring	89.2	85.4	86.1	89.5	89.5	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	81.4	84.3	82.4	81.9	81.9	81.5	High	Maintained	Good
	Education Quality	81.9	82.7	81.0	90.1	90.1	89.6	Low	Maintained	Issue
	Drop Out Rate	1.5	0.3	0.3	3.0	3.2	3.3	Very High	Declined Significantly	Acceptable
	High School Completion Rate (3 yr)	83.0	82.6	82.6	77.9	76.5	76.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.4	73.6	73.2	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.5	19.4	18.8	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	78.0	80.0	83.3	83.0	82.7	83.1	Low	Declined Significantly	Concern
	Diploma: Excellence	20.5	20.8	26.3	22.2	21.2	21.5	High	Declined Significantly	Issue
	Diploma Exam Participation Rate (4+ Exams)	70.8	72.8	72.8	54.9	54.6	53.1	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	73.0	71.6	71.6	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	n/a	n/a	57.9	59.4	59.3	*	*	*
	Work Preparation	70.2	60.8	68.4	82.7	82.6	81.9	Low	Maintained	Issue
	Citizenship	76.0	78.6	77.4	83.7	83.9	83.6	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	71.8	73.9	74.2	81.2	80.9	80.7	Low	Maintained	Issue
Continuous Improvement	School Improvement	72.4	78.4	65.0	81.4	81.2	80.2	Intermediate	Improved Significantly	Good

Improvements

- Safe and Caring School/Community
- Continuous Improvement
- The aforementioned areas of improvement are strongly linked to our focus on undertaking initiatives and actions designed to support the well-being – physical, emotional and psychological – of all students, staff and those connected to our school.

Declines

- Drop Out Rate (from 0.3 % to 1.5%)
- Diploma Results (Acceptable & Standard of Excellence)
- The concerns and issues as with the aforementioned declines are linked to the continued increase in participation rates and the inclusion of all students working towards the highest levels of achievement possible. Many of these parallel the changes in the educational choices and needs of students as they seek higher and higher levels of courses in response to pressures that exist outside school. The wider range of student abilities and experiences vis a vis diploma courses in particular is one being attended to through intentional attention to formative and summative assessment on a discipline and school wide basis.

¹ A printed copy of the school's October 2017 Accountability Pillar is available in the Main Office.

Provincial Achievement Tests/Diploma Examination Results²

2016-17	(%) Acceptable	(%) Excellence
Biology 30	81.3	25.2
Chemistry 30	84.8	47.1
English Language Arts 30-1	79.8	8.2
English Language Arts 30-2	86.5	13.5
Mathematics 30-1	67.2	28.6
Mathematics 30-2	62.1	6.9
Physics 30	88.6	30.4
Science 30	83.7	29.6
Social Studies 30-1	76.5	9.2
Social Studies 30-2	78.4	6.7

Note: AS the first Robert Thirsk High School diploma writing group of students occurred in 2015, there is not yet a three year or greater history of results for diploma examination writing. Thus the comparisons are for a two (2) year period only and are of limited analytic value until 2020 and beyond.

- Successes
 - Increasingly strong results in Sciences (Biology, Chemistry, Physics and Science 30) exceeding the provincial results in both Standard of Excellence and Acceptable Standard.
- Areas for Improvement
 - The results in English Language Arts, Mathematics and Social Studies all show improvement at the school level while gaps remain (albeit at a stable level) between provincial and school results, varying by year and examination for Excellence and Acceptable Standards.
- Participation Rates

Course	2015-16		2016-17	
	School	Province	School	Province
ELA 30-1	73.0	53.2	70.7	53.9
ELA 30-2	23.5	28.7	15.6	28.7

² For a complete report of CBE and provincial results visit the CBE webpage at <http://www.cbe.ab.ca/about-us/provincial-tests-and-reports/Pages/default.aspx>

Biology 30	53.4	40.6	53.0	40.7
Chemistry 30	40.6	35.7	47.0	35.5
Mathematics 30-1	54.1	37.1	51.2	36.4
Mathematics 30-2	22.1	22.4	24.2	23.6
Physics 30	25.3	19.9	23.6	19.3
Science 30	24.2	14.1	22.1	15.7
Social Studies 30-1	58.7	43.5	60.3	45.1
Social Studies 30-2	34.2	36.7	24.4	35.8

Note: Participation rates for Robert Thirsk High School significantly exceed those of the province for all courses at the highest level in English, Mathematics, Social Studies as well as all Sciences. Students are encouraged and able to take the most challenging courses. For the Provincial Testing Multi-year Report 2016-17 of student provincial assessment results visit our school webpage at <http://schools.cbe.ab.ca/b880> . The report can be found under the About Us > Our School tab.

achievement goals and targets for 2017-18

Based on our results, we have targeted the following areas for improvement in our School Development Plan 2017-18:

Achievement Goal

For 2017-18 our school's goal is:

- Students will increase their skills in mathematical competencies.

Achievement Targets

The targets we set for the goal stated above are:

- Increased student success rates (final marks) in Mathematics Ten (as a percentage) in Basic, Adequate, Skilled and Exemplary June 2018 versus June 2017 such that the percentage of students in each category increases by one percent
- Ninety-eight percent (419 students) in grade ten successfully complete Mathematics Ten C (class size equals 429 students)

A detailed copy³ of our 2017-18 School Development Plan is on our school webpage at <http://schools.cbe.ab.ca/b880> under the About Us > Our School tab.

our school

As the student population becomes increasingly diverse and complex, the learning supports, particularly through adults working at Robert Thirsk High School have changed requiring us to know our students better as people and as learners, as well as to work together, collaboratively such that best practice becomes the daily practice to better support student learning and success.

The measures identified within the Instructional and Achievement Goals are quantifiable. Other more qualitative measures, albeit with quantitative links (e.g., Accountability Pillars) will be examined to suss out: perceptions of satisfaction with the school, learning and personal achievement of goals; feelings of safety, security and well-being; and suggestions for improving our learning and work environments. In addition, the work being done

³ A printed copy of the school's 2017-18 School Development Plan is also available in the Main Office

through our Trauma Informed Practice (TIP) in conjunction with Bowness High School and the Calgary Board of Education Mental Health Team, and the W Project (stress reduction, healthy eating choices, attention to mental health concerns and supports, the aesthetics of the school and healthiness of school culture) will be assessed through the collection of additional survey data, focus groups, student actions and plans through Comet Core, Connect and the other formal and informal forms of personal, often anecdotal feedback.

other reports

Class Size

For a detailed report on the school and CBE average class sizes go to:

<http://www.cbe.ab.ca/FormsManuals/Class-Size-Survey-Jurisdiction-Report.pdf>

School Fees⁴

The detailed Report to Parents/Guardians on Fees 2016-17 is on our school webpage at <http://schools.cbe.ab.ca/880> under the Registration > Fee tab.

⁴ A printed copy of the school's 2016-17 Report to Parents/Guardians on School Fees is also available in the Main Office.