



Robert Thirsk High School

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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 | 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 academic achievement will improve through the implementation of Fair, Transparent, and Equitable Assessment practices.

Outcome One: Consistent understanding and implementation of Outcomes Based Assessment practices to support fair, transparent and equitable assessment practices.

Celebrations

- 90% of students perceive that teachers have high expectations for their learning (an increase of 5 percentage points over the previous year).
- In semester one, 50% of students achieved between 80% and 100% in Math, Science and Social Studies (Proficiency 2, Exemplary 1 or Exemplary 2).
- 89.4% of students at Robert Thirsk achieve graduation requirements in three years. This is well above the provincial average.
- Indigenous students continue to increase the number of credits earned – averaging over 101 credits at the end of their grade 12 year.

Areas for Growth

- The number of students who achieved Exemplary declined from semester one to semester two.
- There has been a decline in the teacher perception of education quality (84% of teachers are satisfied with the quality of education students are receiving at Robert Thirsk High School - decreased from 92% in 2024).
- The number of students achieving acceptable standard on English Language Arts Diplomas remains below the provincial average.

Next Steps

- Implement a diagnostic reading assessment at the Grade 10 level
- Targeted professional learning with our leadership team, to support leading with discipline teams
- Adjusted our school structure to support students getting help with their schoolwork outside of the regular school timetable
- Provide structures and processes for ongoing learning and reassessment opportunities for students

Goal Two: Students' sense of belonging and connectedness will improve

Outcome One: Students will build trusting relationships within the school community

Celebrations

- Increase in the percentage of students who perceive that teachers care for them (CBE Survey: Fall 68%, Spring 86%).
- 77% of students identify at least one adult at school who they really connect with (CBE Survey: 4% increase)
- 20% increase in the percentage of students who feel like they belong (CBE Survey/Assurance Survey: Fall 50%, Spring 70%)
- Increase in the number of students who feel welcome (CBE Survey/Assurance Survey: Fall 69%, Spring 76%)

Areas for Growth

- Decrease in the percentage of students who perceive students care for each other (Assurance Survey: 2023 63%, 2025 46%)
- Decrease in the percentage of students who perceive teachers check in with them often about their well-being (CBE Survey: 2024 64%, 2025 56%)
- Only 34% of students perceive they get along well with their friends (OurSchool Survey)

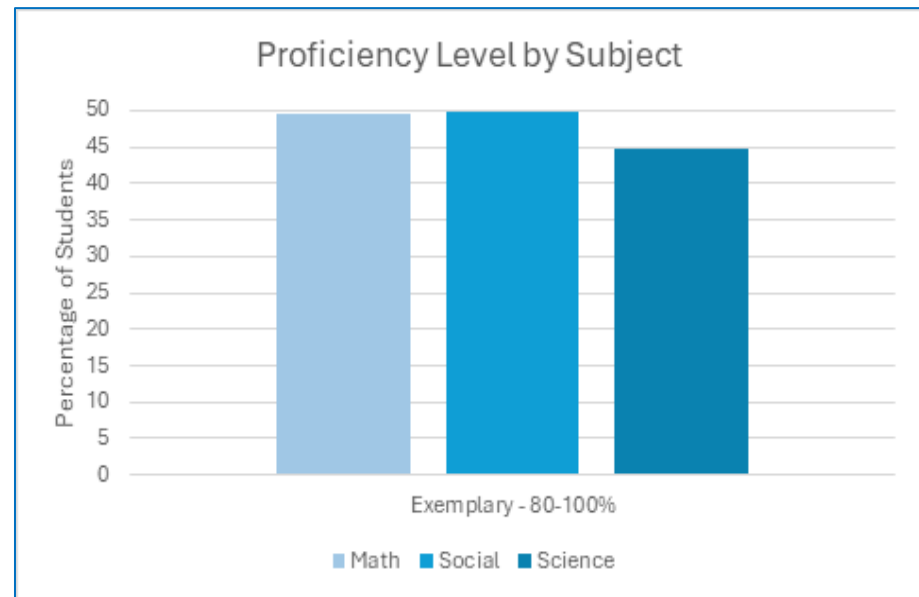
Next Steps

- Connect planning teamwork to provide flexible learning experiences that meet the needs of the various Connect classes
- Student leadership groups working to create opportunities for deeper connections within community
- Build capacity of staff to support well-being conversations beyond Connect class
- Designate spaces for regulation and support

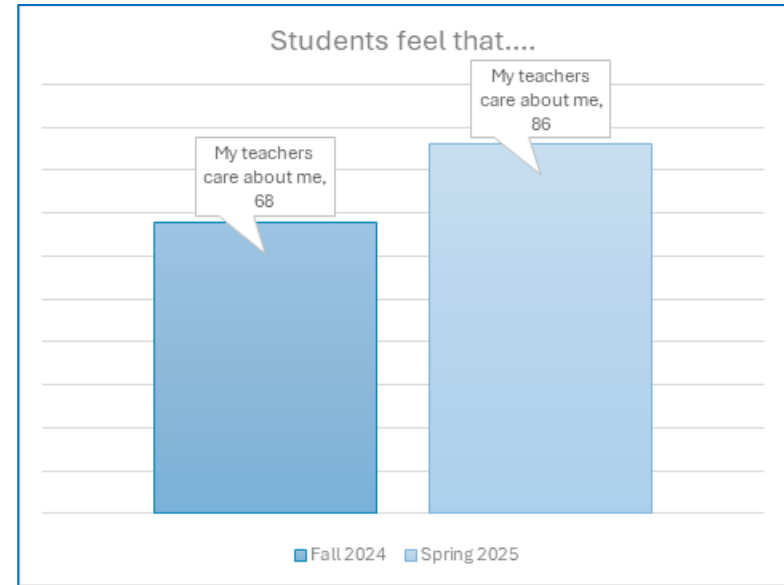
Our Data Story:

The 2024-2025 School Development Plan at Robert Thirsk was guided by survey data that showed that a large percentage of our students did not feel a sense of connectedness to the school community. In circle conversations with our Comet Council and Student Mentors, they also identified a need to focus on building a sense of belonging within the school community. Only 69% of students identified at least one trusted adult at school that they connected with, and only 46% of students shared that they felt a sense of belonging to Robert Thirsk learning community. Our initial focus was to develop student leaders to work alongside a teacher focus group to plan activities and learning experiences that nurtured meaningful connections within our homeroom structure. The teacher focus group spent additional time planning thoughtful resources that aligned with The Holistic Lifelong Learning Framework. School Council further supported planning community gatherings around pizza at the end of the day on a Friday. School Council also supported the purchase of numerous board games that created opportunity to develop social skills, and a small group of Comet Core students also planned some communal wellness activities during the lunch time and some early morning hot chocolate cafes.

While Robert Thirsk High School had been engaging in Outcome Based Assessment for several years, conversations with staff, students and families brought to light areas for growth, including, inconsistent application of Outcome Based Assessment due to differences in teacher understanding, as well as concerns expressed by teachers, students and families with regards to fairness and transparency of assessments. Alongside, this qualitative data, a large percentage of our students were demonstrating a basic level of understanding and/or skill that meets expectations of the course outcomes (55% – 65%). As a learning community, we returned to the Teacher Self-Assessment Tool and initiated learning conversations at the Learning Leader team meetings. This built the capacity of the leadership team to support assessment conversations within their discipline PLCs. Together, teams focused on designing tasks and assessments that contributed to a positive culture of assessment that improved student learning.



We have seen incremental growth. Student surveys show an increase in the percentage of students who feel cared for by their teachers, can identify a trusted adult at school, and feel a sense of belonging. While this growth, understandably, takes place over the course of the year, creating opportunities for students to feel connected to the community earlier on in the school year will further support learning success. Student leadership groups are already considering new ways of supporting meaningful connections within the community. Although students identify connections with adults, and recognise a sense of care from staff, this same care is not evident between and amongst students. Only 46% of students perceive students care for each other and only 34% of students identify that they get along well with their friends. This data highlights a need to continue to build the capacity of staff to support social emotional learning and task design that embeds opportunities for students to collaborate with peers in meaningful ways.



89.4% of students at Robert Thirsk achieve graduation requirements in three years. These data results continue to be above the provincial results. There is also a small but steady increase in the percentage of students who achieve Acceptable Standard and Standard of Excellence on Diploma Exams. Assessment practices continue to focus on supporting student learning; and while there is incremental growth in students' achievement, teachers' perception of education quality has declined by 8%. Continuing to provide opportunities for staff to collaborate and calibrate with colleagues around task design and learning outcomes, and to develop high quality summative assessments will be our ongoing focus. Teacher, student and parent/guardian feedback, both formal and informal, will continue to guide our next steps.

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	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	77.1	78.4	81.3	83.9	83.7	84.4	Very Low	Declined	Concern
	Citizenship	66.5	69.1	70.7	79.8	79.4	80.4	Low	Declined	Issue
	3-year High School Completion	89.4	88.7	88.3	81.4	80.4	81.4	Very High	Maintained	Excellent
	5-year High School Completion	91.0	92.7	92.2	87.1	88.1	87.9	High	Maintained	Good
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	77.9	77.3	76.1	82.0	81.5	80.9	Low	Maintained	Issue
	Diploma: Excellence	22.4	21.9	20.7	23.0	22.6	21.9	High	Maintained	Good
Teaching & Leading	Education Quality	77.1	82.3	84.0	87.7	87.6	88.2	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.7	77.6	80.3	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	76.6	77.6	78.1	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	71.9	75.8	73.2	80.0	79.5	79.1	Low	Maintained	Issue