

Annual Education Results Report 2024-2027



Thorhild Central School

Mission Statement: At Thorhild Central School, we value learning for all and are dedicated to creating a community built on mutual respect and open communication. We foster collaboration and teamwork, are guided by empathy and compassion, and encourage each other to live our core values, which include integrity, honesty, trust, creativity, and innovation.

Vision Statement: We envision TCS as a connected diverse community that fosters learning, wellness, joy, and celebration. TCS is a positive place where everyone has a voice and realizes their potential.

Engage Learning. Ignite Potential. Inspire Success.

“Aspen View Public Schools is committed to preparing our students to achieve success and reach their unique potential through the provision of meaningful learning opportunities.”

Introduction

Alberta Education's Assurance Framework came into effect on September 1, 2020. The Assurance Framework is a system for schools and school authorities to consistently assess progress and demonstrate success. The framework has five assurance domains with related performance measures that enable schools and school authorities to show their communities how they are performing each year:

Student Growth & Achievement

The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching & Leading

Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

Learning Supports

Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Governance

Processes that determine strategic direction, establish policy and manage fiscal resources.

Local & Societal Context

Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

One of the key ways that schools demonstrate accountability and provide assurance is through the development and publication of their **Education Plans** and **Annual Education Results Reports (AERRs)**. Education Plans identify priorities, outcomes, measures and strategies to improve in key areas, while the AERR provides the results achieved from implementing the plan.

This document, the 2022-2023 Annual Education Results Report, is based on the Priorities, Outcomes, Goals and Performance Measures identified within the 2022-2025 Education Plan.

Our Context

The majority of our students reside in the rural communities of Thorhild, Newbrook, and Radway and are transported to school each day by bus. A small percentage of the students reside within the Hamlet of Thorhild. TCS is located on the southwestern section of Aspen View Public Schools. TCS offers classes for all elementary and junior high courses. We offer a Great Beginnings Preschool program as well as all grade levels from K - 12. We house the community "Seeds to Sprouts" daycare in our building which also offers before and after school care. In addition, TCS has worked collaboratively with parents, community and outside agencies to expand opportunities for students. We are very proud of being able to offer various complementary programs in Junior and Senior High. TCS Registered Apprenticeship Programs include internships and work experience placements with the local business community. CTS programs include Woodworking & Fabrication, Music, Cosmetology, Foods and Drama. TCS has a group of fantastic coaches who organize a full complement of athletics including volleyball, basketball, badminton and archery. We have access to student support services that include our Family School Liaison from Thorhild County as well as a School Therapist. For more specialized supports, students can access Speech Language Pathologists and Occupational Therapists.





Reflection on Results

Elementary assessments: Literacy assessment results indicate that almost a third of our students are below grade level expectations in literacy skills. Numeracy assessment results indicate that students in higher elementary and junior high grade levels are more at risk for not successfully achieving grade level outcomes.

PAT results: At the Grade 6 level, 38.9% of our Science students reached the excellence level on their test. Grade 9 Science students reached 76% in the acceptable standard and 28% in the excellence category; whereas the province had averages of 66.3% and 20.1% respectively. Our school diploma exam results show a significant gap between the school-awarded and class marks. We know that we need to work on the rest of our results to close that gap. Staff have been analyzing reports to see where the work needs to be done.

The TCS parent survey results on Citizenship, show a 6.7% increase from the year before and a 2.9% decrease in engagement at school, from the province. Encouragingly, our students' survey results on citizenship exceeded the provincial result, informing us that students still felt they had opportunities to demonstrate citizenship skills. This year we are tightening up our attendance/cell phone policy and surveying students to find out what would engage them in their studies.

Required Alberta Education Assurance Measures Overall Summary Fall 2023 (insert table here)

Assurance Domain	Measure	Thorhild Central 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	79.9	83.8	83.8	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	76.7	77.4	78.1	80.3	81.4	82.3	Intermediate	Maintained	Acceptable
	3-year High School Completion	74.1	79.2	79.5	80.7	83.2	82.3	Low	Maintained	Issue
	5-year High School Completion	83.9	85.7	82.3	88.6	87.1	86.2	Intermediate	Maintained	Acceptable
	PAT: Acceptable	62.2	58.8	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	15.0	10.3	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	50.0	34.1	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	5.0	2.3	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	83.2	87.2	88.8	88.1	89.0	89.7	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.2	82.7	82.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	75.6	85.2	85.2	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	70.8	79.9	83.3	79.1	78.8	80.3	Low	Declined	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Required Alberta Education Assurance Measures: 5-Year Data

Assurance Domain	Measure	Thorhild Central School					Alberta				
		2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Student Growth and Achievement	Student Learning Engagement	na	na	85.5	83.8	79.9	na	na	85.6	85.1	84.4
	Citizenship	75.5	78.8	80.6	77.4	76.7	82.9	83.3	83.2	81.4	80.3
	3-year high School Completion	72.4	75.0	84.2	79.2	74.1	79.7	80.3	83.4	83.2	80.7
	5-year high School Completion	74.0	81.3	79.8	85.7	83.9	85.2	85.3	86.2	87.1	88.6
	PAT: Acceptable	68.9	na	na	58.8	62.2	71.1	na	na	64.3	63.3
	PAT: Excellent	14.6	na	na	10.3	15.0	20.8	na	na	17.7	16.0
	Diploma: Acceptable	80	na	na	34.1	50.0	83.6	na	na	75.2	80.3
	Diploma: Excellent	18.3	na	na	2.3	5.0	24.0	na	na	18.2	21.2
Teaching & Leading	Education Quality	87.1	90.5	89.0	82.7	83.2	90.2	90.3	89.6	89.0	88.1
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	na	na	87.2	82.7	80.2	na	na	87.8	86.1	84.7
	Access to Supports and Services	na	na	84.7	85.2	75.6	na	na	82.6	81.6	80.6
Governance	Parental Involvement	74.2	86.8	87.7	79.9	70.8	81.3	81.8	79.5	78.8	79.1

Priority One	Student Success and Completion
Alberta Education Assurance Area	Student Growth and Achievement
Students are successful from the time they enter school until high school completion, and beyond.	
Outcomes	<p>Every student is proficient in reading, writing, speaking and listening.</p> <p>Every student is proficient in mathematical reasoning, and applying mathematical concepts More students complete high school and are connected to career pathways for future success</p> <p>Increased First Nations, Metis & Inuit student success</p>

Provincial Achievement Tests (Standards Demonstrated by All Students)					
Subject	Number of Students	Thorhild Central School Acceptable (%)	Alberta Acceptable (%)	Thorhild Central School Excellent (%)	Alberta Excellent (%)
PAT Overall	49	62.2	63.3	15.0	16.0
English Language Arts 6	23	65.2	76.2	13.0	18.4
English Language Arts 9	25	80.0	71.4	16.0	13.4
English Language Arts 9 K & E	1	*	50.2	*	5.7
Math 6	23	65.2	64.4	8.7	15.8
Math 9	18	66.7	53.2	16.7	13
Math 9 K & E	8	50.0	52.7	12.5	11.3
Science 6	23	56.5	66.7	30.4	22.5
Science 9	25	76.0	65.5	28.0	20.1
Science 9 K & E	1	*	66.3	*	10.9
Social Studies 6	23	52.5	66.3	13.0	18.5

Social Studies 9	25	48.0	57.6	4.0	15.9
Social Studies 9 K&E	1	*	49.5	*	10.6

First Nations, Métis & Inuit Provincial Achievement Test Results					
Subject	Number of Students	Thorhild Central School Acceptable (%)	Alberta Acceptable (%)	Thorhild Central School Excellent (%)	Alberta Excellent (%)
PAT Overall	8	41.2	40.5	0.0	5.5
English Language Arts 6	5	*	60.6	*	7.1
English Language Arts 9	3	*	49.2	*	4.4
English Language Arts 9 K & E	2	*	48.9	*	11.1
Math 6	5	*	42.0	*	5.6
Math 9	1	*	28.7	*	3.8
Science 6	5	*	46.0	*	9.0
Science 9	3	*	42.1	*	7.1
Social Studies 6	5	*	45.3	*	6.5
Social Studies 9	3	*	34.1	*	4.9



Diploma Exams									
Subject	Number Students	Diploma Exam				School Awarded			
		Thorhild Central School Acceptable (%)	Alberta Acceptable (%)	Thorhild Central School Excellent (%)	Alberta Excellent (%)	Thorhild Central School Acceptable (%)	Alberta Acceptable (%)	Thorhild Central School Excellent (%)	Alberta Excellent (%)
English 30-1	9	77.8	83.7	11.1	10.5	88.9	98.4	66.7	42.4
English 30-2	13	46.2	86.2	0.0	12.7	69.2	96.7	7.7	18.7
Social Studies 30-1	11	45.5	83.5	0.0	15.9	100	99.3	72.7	50
Social Studies 30-2	5	*	78.1	*	12.3	*	97	*	22.6
Biology 30	na	na	82.7	na	32.8	na	97.2	na	51.6
Chemistry 30	na	na	80.5	na	37	na	97.4	na	56.3
Physics 30	9	77.8	82.3	11.1	39.9	100	98.1	66.7	61.2
Science 30	na	na	79.4	na	23.1	na	96.2	na	35.5
Math 30-1	8	12.5	70.8	12.5	29	100	96.1	87.5	54.1
Math 30-2	5	*	71.1	*	15.2	*	94.1	*	29.2

First Nations, Métis & Inuit Diploma Exam Results

Subject	N	Diploma Exam				School Awarded			
		Acc (%)	AB Acc (%)	Exc (%)	AB Exc (%)	Acc (%)	AB Acc (%)	Exc (%)	AB Exc (%)
English 30-1	1	*	78.3	*	6.1	*	98.1	*	30.3
English 30-2	3	*	86.5	*	9.9	*	96.3	*	13.7
Social Studies 30-1	na	na	73.0	na	8.6	*	97.4	*	36.5
Social Studies 30-2	na	na	72.3	na	5.4	*	94.9	*	12.4
Biology 30	na	na	72.5	na	19.1	*	95.1	*	37.5
Chemistry 30	na	na	70.0	na	24.0	*	96.4	*	42.9
Physics 30	na	na	n/a	na	n/a	*	n/a	*	n/a
Science 30	na	na	75.3	na	18.7	*	96.0	*	29.4
Math 30-1	1	na	60.6	na	15.0	*	95.8	*	41.3
Math 30-2	na	na	n/a	na	n/a	*	n/a	*	n/a

*Data values have been suppressed where the number of students is fewer than 6.

Diploma Exam Participation Rates										
	Thorhild Central School 2018- 2019	AB 2018-2019	Thorhild Central School 2019-2020	AB 2019-2020	Thorhild Central School 2020-2021	AB 2020-2021	Thorhild Central School 2021-2022	AB 2021-2022	Thorhild Central School 2022-2023	AB 2022-2023
English 30-1	31.0	56.6	37.5	55.9	na	na	na	na	11.1	27.7
English 30-2	48.3	27.9	41.7	29.0	na	na	na	na	22.2	13.3
English 1 or more	75.9	81.5	79.2	81.7	na	na	na	na	33.3	40.5
Math 30-1	24.1	36.7	29.2	36.7	na	na	na	na	22.2	10.9
Math 30-2	17.2	25.0	20.8	25.0	na	na	na	na	0.0	12.1
Math 1 or more	41.4	59.6	50.0	59.6	na	na	na	na	22.2	22.9
Social 30-1	24.1	45.2	41.7	44.3	na	na	na	na	33.3	22.5
Social 30-2	51.7	37.3	37.5	37.3	na	na	na	na	29.6	17.4
Social 1 or more	75.9	81.8	79.2	81.7	na	na	na	na	63.0	39.8
Bio 30	10.3	42.9	25.0	42.9	na	na	na	na	0.0	18.0
Chemistry 30	17.2	36.0	37.5	36.0	na	na	na	na	14.8	15.6
Physics 30	20.7	18.8	29.2	18.8	na	na	na	na	0.0	9.0
Science 30	17.2	17.1	12.5	17.1	na	na	na	na	11.1	7.9
Science 1 or more	34.5	62.1	54.2	62.1	na	na	na	na	25.9	41.4

Provincial Achievement Tests and Diploma Exams: Observations and Next Steps

As we get farther away from COVID, we can still see the long-term impact on learning. In terms of Provincial Achievement exams, we can see that three courses are below the Alberta average in grade 6, and one course is below in grade 9. Our successes were seen in Math 6, and English, Math, and Science in grade 9. Most of these measures were above the provincial average. Unfortunately, our Indigenous student data has been suppressed because of the small number of students writing these exams. Our strategies will always include these students.

We see significant drops in two of our diploma exams, and increases in three of the exams, in relation to the province.

Our goal is to improve on these statistics by

- analyzing our Diploma and PAT results in order to understand where we need to create opportunities for student success.
- coming together as a staff to discuss what we are missing and how we can improve. All staff will pair up with other teachers throughout the division to collect and implement best practices and use this time to ensure that our school-awarded marks are on par with provincial averages.
- inviting our Aspen View's Elder to spend time with students about the importance of putting the work in and how it will benefit their future lives.
- encouraging staff to attend professional development in their field to be on top of any new changes or best practices.
- Creating tests to resemble the provincial exams and teach students effective strategies for taking the tests.
- continuing to offer tutoring to students and encourage those who may be struggling to come to these sessions.
- using the data provided in our AERR and school results to guide instruction.
- talking to students and parents to find out what they need in this area for students to be successful
- Implementing a policy for attendance, lates, skipping and cell phones so school time is focussed on learning
- continuing to create a safe place for students so they want to come to school
- providing extra support to students
- monitoring and assisting those students who are at-risk.

Fountas and Pinnell Literacy Assessment June 2023				
Grade	Insufficient (%)	Basic (%)	Proficient (%)	Excellent (%)
1	28	5	24	43
2	41	21	0	38
3	38	0	5	57
4	62	19	6	13
5	76	24	0	0
6	83	8	9	0
Gr.1-6	55	13	7	25

Early Years Literacy Assessments 2022-23		
Grades	# At Risk Initial Assessment	# At Risk Final Assessment
1 LeNS	5	4
2 LeNS	9	7
2 CC3	10	8
3 CC3	4	4
4 CC3	5	3

Early Years Numeracy Assessments 2022-23		
Grades	# At Risk Initial Assessment	# At Risk Final Assessment
1	8	4
2	9	6
3	8	4
4	7	5

Literacy and Numeracy: Observations and Next Steps

From our literacy and numeracy results, it is apparent that as students get older their literacy and numeracy abilities decrease. We will continue to use Fountas and Pinnell benchmarking alongside piloting the RCAT assessments. The RCAT requires the student to show their reading comprehension in multiple choice format, which is parallel to the PATS and Diplomas. It allows teachers to identify where students need more practice and provides workable solutions to help improve student understanding as required. Early screenings and assessments help staff monitor and assist those students who are at risk and use these to improve student learning.

To create environments where students can be successful we will

- have discussions with teachers and educational assistants to see what they require to improve teaching and working strategies
- talk to experts to compare practices and use the knowledge gathered to implement new strategies
- continue attending literacy and numeracy training offered by our school division such as creating rubrics, math in-services from grades 1 - 12, and seek other professional development in these areas
- continue with Collaborative Response shifting our focusing on assessment
- staff will continue to make spaces where students are engaged in their learning.
- Invite our Elder to explain the importance of school and why students need to participate in learning
- create pull out and push in groups so students are provided with small group instruction
- continue Cold Writes, new literacy and numeracy strategies for assessment and stronger learning
- teach using high frequency words, in both literacy and numeracy classrooms, and focus on intervention in writing
- hire a teacher to have specific intervention time to work with students at risk for grades 1-4
- in order to increase student engagement, we will continue with our attendance, late and skipping policy, and cell phone policy (no phones during class time, or no phones at all in the school, depending on your grade - the first few months of school, we have seen a significant increase in attendance, fewer lates, skipping, and less problems with phones
- create focus groups with older students to see what they need to improve in school

High School Completion					
	Thorhild Central School 2022	Thorhild Central School Comparison to 2021 (+/-)	Thorhild Central School Comparison to Alberta 2022 (+/-)	Thorhild Central School 3 Year Average	Alberta 3 Year Average
3 Year Completion	74.1	-5.1	-6.6	79.5	82.4
5 Year Completion	83.9	-1.8	-4.7	83.2	87.3
FNMI High School Completion					
3 Year Completion	na	na	57	na	59.5
5 Year Completion	na	na	71.3	na	69.1

Drop Out Rate					
	Thorhild Central School 2022	Thorhild Central School Comparison to 2021 (+/-)	Thorhild Central School Comparison to Alberta 2022 (+/-)	Thorhild Central School 3 Year Average	Alberta 3 Year Average
Drop Out Rate	3.9	+0.6	+0.4	2.3	2.4
Returning Rate	*	*	na	*	17.5
FNMI Drop Out Rate					
Drop Out Rate	5.4	0	5.1	1.8	5.0
Returning Rate	na	na	23.8	na	20.3

Student Learning Engagement					
	Thorhild Central School 2023	Thorhild Central School Comparison to 2022 (+/-)	Thorhild Central School Comparison to Alberta 2023 (+/-)	Thorhild Central School 3 Year Average	Alberta 3 Year Average
Overall	79.7	-3.9	-4.5	81.9	84.8
Parent	78.8	-4.5	-8.5	81.1	88.0
Student	64.7	-7.1	-6.6	68.3	71.1
Teacher	96.1	-0.3	+0.7	96.2	95.3

Citizenship					
	Thorhild Central School 2023	Thorhild Central School Comparison to 2022 (+/-)	Thorhild Central School Comparison to Alberta 2023 (+/-)	Thorhild Central School 3 Year Average	Alberta 3 Year Average
Overall	76.7	-0.7	-3.6	77	80.9
Parent	72.7	+6.7	-6.7	69.4	79.9
Student	67.8	-8.1	-3.5	71.8	71.7
Teacher	89.4	-1.0	-0.9	89.9	91.0

Observations and Next Steps
<p>In comparison to the province, some results are on par (3-year rolling average) with the province; however, we need to improve on student and parent engagement, high school drop out rates, students following rules, and how our school community defines citizenship. We believe that many students are participating in citizenship, but they do not equate these activities to an act of citizenship. Again, our Indigenous results have been suppressed because of the small numbers.</p> <p>To improve these results, we will</p> <ul style="list-style-type: none"> survey both our students and parents to gather their thoughts and analyze the results to guide our next steps.

- conduct focus groups in each grade to understand their definitions of citizenship, why they believe students don't follow rules, respect each other, help each other or get extra help from an adult in the school
- conduct a focus group with parents to find out understand what their concerns are about support services for school and help with personal issues
- conduct a focus group with staff to develop an plan to improve in these areas

We believe that parents will feel more encouraged by being allowed in the school (after COVID precautions) and participating in events at the school.

Our School Council is very invested in our school and they have been taking an active role in encouraging parents to attend our activities at the school, such as our Day for Truth and Reconciliation, Halloween parade, pancake breakfasts, Remembrance Day ceremony, and Christmas events. There are quite a few future events planned where parents and the community are invited to attend. Included in our surveys are questions about engagement, citizenship, and where we can improve.

Our Career Counselor, staff, and administrative team work very hard with these students in order to help them reach their goals. TCS will continue to build connections with community and business owners to find work experience and RAP opportunities for those students who may be at risk. Our staff will continue to build relationships that create welcoming, caring, and safe places for all. Our Collaborative Response teams will focus on improving in these areas.

Priority Two	Wellbeing
Alberta Education Assurance Area	Teaching and Leading Learning Supports
Success and well-being is a priority in Aspen View Public Schools. Learning and working environments are inclusive, safe, welcoming and healthy.	
Outcomes	Greater success and well-being for all Provide quality instruction and learning opportunities for all students Provide appropriate supports to ensure student success for all

Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Number of Responses	Thorhild Central School 2023	Thorhild Central School Comparison to 2022 (+/-)	Thorhild Central School Comparison to Alberta 2023 (+/-)	Thorhild Central School 3 Year Average	Alberta 3 Year Average
Overall	110	83.2	-4.0	-4.9	85.2	88.6
Parent	22	70.5	-4.5	-13.9	72.7	85.2
Student	71	81.1	-7.2	-4.6	84.7	85.8
Teacher	17	98.2	-0.2	+3.6	98.1	94.7

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring and safe.

	Number of Responses	Thorhild Central School 2023	Thorhild Central School 2022 (+/-)	Thorhild Central School Comparison to Alberta 2023 (+/-)	Thorhild Central School 3 Year Average	Alberta 3 Year Average
Overall	110	80.2	-2.5	-4.5	81.4	85.4
Parent	22	71.6	-3.4	-14.6	73.3	86.2
Student	71	73.1	-7.5	-3.5	76.9	77.2
Teacher	19	95.8	+3.3	+3.3	94.1	92.8



Access to Supports and Services: Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Number of Responses	Thorhild Central School 2023	Thorhild Central School Comparison to 2022 (+/-)	Thorhild Central School Comparison to Alberta 2023 (+/-)	Thorhild Central School 3 Year Average	Alberta 3 Year Average
Overall	110	75.6	-9.1	-5.0	80.4	81.1
Parent	22	55	-11.3	-20.7	73.3	76.5
Student	17	75.6	-10.3	-10.3	65.6	80.0
Teacher	71`	96.5	+2.8	+10	95.1	86.8

Thorhild Central School Professional Development 2022 2023

Our parent and student groups reported the greatest decrease in satisfaction of education quality with a drop of 4% and 7.2% respectively. Students show the greatest dissatisfaction with a 7.5% decline in the category of Welcoming, Caring, Respectful, and Safe Learning Environments. Parents and students do not think we have enough access to support and services within the school.

Our school will

- implement a literacy/numeracy event for families to showcase what our students are doing in language arts and math.
- address each of these topics will be addressed in our student/parent surveys to gather information.
- continue to actively communicate with parents in order to build stronger relationships and understand their concerns.
- TCS has a full-time Family School Liaison and a School Therapist two days a week. We have added Dragonfly to assist with mental health, digital safety, relationship safety, and healthy living
- invite other groups to our school to assist students in these areas.

TCS has created this year a

- new Leadership class as a junior high option
- Virtues program
- monthly Coffee with Administration
- and participated in a mental health Aspen View survey

TCS will continue with

- Collaborative Response focussing on wellness
- Literacy/Numeracy grade group meetings
- SIVA
- surveying parents, students and staff for suggestions on improvement

Priority Three	Engagement
Alberta Education Assurance Area	Governance Local and Societal Context
Decision making and assurance are based on a commitment to ongoing engagement, efficiencies and communication	
Outcomes	Educational partners contribute towards student success Resources are effectively managed to ensure learning supports, quality teaching and leading and optimum learning for all The district is grounded in effective, transparent, equitable and evidence-based practices.

Parental Involvement: Percentages of teachers and parents satisfied with parental involvement in decisions about their child's education.						
	Number of Responses	Thorhild Central School 2023	Thorhild Central School Comparison to 2022 (+/-)	Thorhild Central School Comparison to Alberta 2023 (+/-)	Thorhild Central School 3 Year Average	Alberta 3 Year Average
Overall	39	70.8	-9.1	-8.7	75.3	78.9
Parent	22	46.3	-21.7	-26.7	72.4	72.4
Teacher	17	95.3	-0.5	+9.6	85.5	85.5

Engagement Opportunities and Learnings

TCS encourages parental and community involvement. We have an active School Council and TEAM fundraising group which adds value to students' school experiences.

Opportunities for engagement include but are not an exhaustive list

- meet the Staff night, Cosmetology fashion and hair show
- field trips with our Career Counselor
- Terry Fox Run
- Holiday Festival
- Drama/Dinner evenings
- Truth and Reconciliation events
- partnering with the RCMP and Bylaw officers
- partnerships with Waste Management, Co-op and Shell
- opportunities for parent volunteers
- inviting parents and families to school events
- surveys for parents and students
- pancake breakfasts
- use of Social Media to communicate with families and the larger community to advertise results and celebrate accomplishments

We have learned that

- families have missed being part of their student's school lives because of COVID
- COVID continues to leave lasting effects on our students
- we need to continue with providing wellness supports for staff and students
- the community at large is a great resource for our school
- when families/community are involved our school environment is a richer place

