

# Thorhild Central School

## Annual Education Results Report

### 2023-24



**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 2023 - 2024 Annual Education Results Report, is based on the Priorities, Outcomes, Goals and Performance Measures identified within the 2023-2026 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 in the southwestern section of Aspen View Public Schools and offers classes for all elementary, junior high, and high school courses. We offer a Great Beginnings Preschool program as well as house the community “Seeds to Sprouts” daycare 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 focusing on intervention practices in Literacy and Numeracy to solidify student foundation to set up students for success in school and the larger community. 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 & Construction, a Rock Music program that participates in an annual rock tour, Cosmetology, Foods, and a Drama program that consistently competes and places at annual provincial competitions. TCS also

hosts the Rock Camp Alberta Summer program which brings students from across Alberta for a week of intense music training into our school in Thorhild. 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 support, students can access Speech-Language Pathologists and Occupational Therapists.



## Required Alberta Education Assurance Measures Overall Summary Fall 2024

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	<a href="#">Student Learning Engagement</a>	82.0	79.9	81.9	83.7	84.4	84.8	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	74.4	76.7	77.0	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	<a href="#">3-year High School Completion</a>	65.6	74.1	79.2	80.4	80.7	82.4	Very Low	Maintained	Concern
	<a href="#">5-year High School Completion</a>	81.8	83.9	83.2	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	<a href="#">PAT6: Acceptable</a>	65.2	52.2	52.2	68.5	66.2	66.2	Low	Maintained	Issue
	<a href="#">PAT6: Excellence</a>	21.7	13.0	13.0	19.8	18.0	18.0	High	Maintained	Good
	<a href="#">PAT9: Acceptable</a>	64.0	64.4	64.4	62.5	62.6	62.6	Low	Maintained	Issue
	<a href="#">PAT9: Excellence</a>	7.0	15.4	15.4	15.4	15.5	15.5	Very Low	Maintained	Concern
	<a href="#">Diploma: Acceptable</a>	68.1	50.0	50.0	81.5	80.3	80.3	Very Low	Improved	Issue
	<a href="#">Diploma: Excellence</a>	8.3	5.0	5.0	22.6	21.2	21.2	Very Low	Maintained	Concern
Teaching & Leading	<a href="#">Education Quality</a>	82.3	83.2	85.2	87.6	88.1	88.6	Low	Maintained	Issue
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	81.3	80.2	81.4	84.0	84.7	85.4	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	74.1	75.6	80.4	79.9	80.6	81.1	n/a	Declined	n/a
Governance	<a href="#">Parental Involvement</a>	65.5	70.8	75.3	79.5	79.1	78.9	Very Low	Maintained	Concern

### 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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Student Growth and Achievement	Student Learning Engagement	N/A	85.5%	83.8%	79.9%	82.0%	na	85.6	85.1	84.4	83.7
	Citizenship	78.8%	80.6%	77.4%	76.7%	74.4%	83.3%	83.2%	81.4%	80.3%	79.4%
	PAT: Acceptable	N/A	N/A	63.7%	58.3%	64.6%	N/A	N/A	64.3%	63.3%	65.5%
	PAT: Excellent	N/A	N/A	11.3%	14.2%	14.4%	N/A	N/A	17.7%	16.0%	17.5%
	Diploma: Acceptable	N/A	N/A	34.1%	50.0%	68.1%	N/A	N/A	75.2%	80.3%	81.5%
	Diploma: Excellent	N/A	N/A	2.3%	5.0%	8.3%	N/A	N/A	18.2%	21.2%	22.6%
Teaching & Leading	Education Quality	90.5%	89.0%	87.2%	83.2%	82.3%	90.3%	89.6%	89.0%	88.1%	87.6%
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	N/A	87.2%	82.7%	80.2%	81.3%	N/A	87.8%	86.1%	84.7%	84.0%
	Access to Supports and Services	N/A	84.7%	85.2%	75.6%	74.1%	N/A	82.6%	81.6%	80.6%	81.1%
Governance	Parental Involvement	86.8%	87.7%	79.9%	70.8%	65.5%	81.8%	79.5%	78.8%	79.1%	78.9%

Assurance Domain	Measure	Thorhild Central School					Alberta				
		2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Student Growth and Achievement	3-year high school completion	75.0%	84.2%	79.2%	74.1%	65.6%	80.3%	83.4%	83.2%	80.7%	80.4%
	5-year high School Completion	81.3%	79.8%	85.7%	83.9%	81.8%	85.3%	86.2%	87.1%	88.6%	88.1%

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>Students are able to read fluently for meaning and enjoyment.</p> <p>Students are able to express clear and interesting ideas through writing.</p> <p>Students use math fact and procedural fluency to solve problems.</p> <p>Students build knowledge and evaluate information to become independent thinkers.</p> <p>Students complete a high school program and are connected to future career and post-secondary pathways.</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	48	62.8%	64.5%	13.6%	17.8%
English Language Arts 6	Not administered				
English Language Arts 9	25	84.0%	69.5%	8.0%	11.8%
Math 6	Not administered				
Math 9	21	42.9%	52.7%	9.5%	14.0%
Science 6	23	60.9%	68.8%	30.4%	24.8%
Science 9	25	72.0%	66.8%	4.0%	20.8%
Social Studies 6	23	65.2%	68.5%	21.7%	19.8%
Social Studies 9	25	52.0%	60.5%	8.0%	15.8%
K&E ELA 9	1				
K&E Math 9	4	N/A	52.0%	N/A	9.9%

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	11	72.7%	84.2%	0.0%	10.1%	81.8%	98.6%	45.5%	42.1%
English 30-2	8	87.5%	85.7%	0.0%	12.9%	62.5%	96.7%	12.5%	19.1%
Social Studies 30-1	9	66.7%	85.2%	0.0%	18.7%	100.0%	99.3%	66.7%	50.1%
Social Studies 30-2	6	37.5%	77.6%	0.0%	12.7%	87.5%	96.9%	0.0%	23.9%
Biology 30	15	80.0%	83.1%	26.7%	33.7%	100.0%	97.3%	86.7%	51.3%
Chemistry 30	11	54.5%	82.9%	18.2%	38.0%	100.0%	97.4%	18.2%	57.4%
Physics 30	N/A	N/A	85.1%	N/A	43.1%	N/A	97.8%	N/A	60.9%
Science 30	N/A	N/A	83.7%	N/A	41.5%	N/A	97.9%	N/A	61.0%
Math 30-1	5	*	75.4%	*	34.9%	*	96.4%	*	54.8%
Math 30-2	5	*	70.9%	*	15.4%	*	94.3%	*	30.9%



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

Diploma Exam Participation Rates										
	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	Thorhild Central School 2023-2024	AB 2023-2024
English 30-1	37.5%	55.9%	N/A	N/A	N/A	N/A	11.1%	27.7%	40.0%	56.4%
English 30-2	47.1%	55.9%	N/A	N/A	N/A	N/A	22.2%	13.3%	35.0%	28.1%
English 1 or more	79.2%	81.7%	N/A	N/A	N/A	N/A	33.3%	40.5%	75.0%	81.3%
Math 30-1	29.2%	35.0%	N/A	N/A	N/A	N/A	22.2%	10.9%	35.4%	32.1%
Math 30-2	20.8%	20.0%	N/A	N/A	N/A	N/A	0.0%	12.1%	26.1%	24.6%
Math 1 or more	50.0%	N/A	N/A	N/A	N/A	N/A	22.2%	22.9%	55.0%	54.8%
Social 30-1	41.7%	44.3%	N/A	N/A	N/A	N/A	33.3%	22.5%	50.0%	45.0%
Social 30-2	37.5%	38.0%	N/A	N/A	N/A	N/A	29.6%	17.4%	25.0%	36.2%
Social 1 or more	79.2%	81.7%	N/A	N/A	N/A	N/A	63.0%	39.8%	75.0%	80.6%
Bio 30	25.0%	42.4%	N/A	N/A	N/A	N/A	0.0%	18.0%	0.0%	38.1%
Chemistry 30	37.5%	35.2%	N/A	N/A	N/A	N/A	14.8%	15.6%	50.0%	32.5%
Physics 30	29.2%	17.7%	N/A	N/A	N/A	N/A	0.0%	9.0%	25.0%	16.7%
Science 30	12.5%	18.2%	N/A	N/A	N/A	N/A	11.1%	7.9%	0.0%	14.3%
Science 1 or more	54.2%	62.1%	N/A	N/A	N/A	N/A	25.9%	41.4%	50.0%	59.4%

## Provincial Achievement Tests and Diploma Exams: Observations and Next Steps

There has been an overall increase in student growth and learning over the past few years. The higher completion rate for students over 5 years highlights the value of encouraging students to extend their time in high school if needed, with many opting for a 4th or even a 5th year to complete their coursework and meet graduation requirements. This extended timeline has improved academic outcomes, allowing students more time to reach their full potential and to successfully complete their studies. A key indicator of this improvement is the significant increase in the acceptable Diploma rate, which has risen by 15.9% from 2022 to 2023, and another 18.1% from 2023 to 2024, for a total two-year increase of 34%.

In addition to the improvements in acceptable performance, the excellence rate has also shown some growth over the past two years. From 2022 to 2023, the excellence rate increased by 2.7%, followed by a 3.3% increase from 2023 to 2024, marking a total two-year rise of 6%. Although it is small, there is growth in this area that deserves recognition. The Provincial Achievement Test (PAT) results also demonstrate positive outcomes: the acceptable rate has remained stable with a modest 1% increase over the past two years, while the excellence rate for the PATs has grown by 3.1% in the same period. These improvements suggest that the school is helping students meet basic expectations and fostering improvement in our journey toward higher achievement.

We need to address the gap between our local results and provincial averages. We will address these concerns by ensuring all staff members' expectations are aligned with assignment rules and maintaining consistency across the board. This includes one rewrite and minimal acceptance of late assignments, ensuring students develop strong time management skills and take responsibility for their work. In addition, we are transitioning towards using standardized writing and reading practices and templates across all grades, from 4 to 12, to create a more cohesive learning experience. Moving forward, high school students may be required to complete and pass Reading Foundation 15 as part of their program requirements, reinforcing the importance of foundational literacy skills.

To support these initiatives, we send staff to professional development sessions focused on literacy and numeracy to further strengthen their teaching strategies. Our approach to interventions has also evolved. Now, the intervention teacher prepares materials specifically designed to address the learning gaps in their classroom, allowing classroom teachers to continue building on student progress. This strategy focuses on one grade at a time, with intensive work aimed to bring students up to grade level. Once they have reached proficiency, they transition back to regular grade-level tasks. As a result, we see a reduction in the number of at-risk students, as evidenced by improvements in the LeNs and CC3 assessments from Alberta Education.

Creating partnerships with parents is also integral to addressing our PAT and DIP results. Parents are fundamental to supporting expectations and keeping students accountable as they move through their coursework. Beginning in grade eight, we will work with parents and students to help both make more appropriate choices for their child's course streams.

Examples of our strategies include:

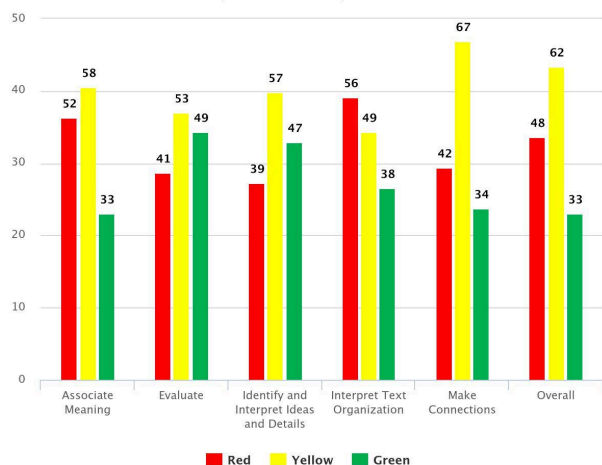
- Late assignments receive a 0% in PowerSchool
- Students may only have one rewrite for the semester
- A 0% is awarded on tests for unexcused absences on the day of the test
- Curriculum Professional Development
- Numeracy routines and foundational practice for all grades daily
- Center time
- Adding DEAR time for reading throughout all grades
- Developing reading and writing templates for grades 4 - 12
- Every grade works on cartoon analysis in all subjects
- Use similar assessments to standardized tests
- Focus on aligning assessments with the Division criteria that has been developed in elementary ELAL, Math, and Science
- Focus on reading and comprehension in all classes
- Opportunities to respond to text more often in all classes
- Provide an Intervention program - small group and in-class
- Division-wide collaborative groups work on assessment and best practices
  - Identify areas for growth in essential learning outcomes and develop criteria to have a common understanding of success with the outcome.
  - Develop common assessments

Fountas and Pinnell Literacy Assessment June 2024				
Grade	Insufficient (%)	Basic (%)	Proficient (%)	Excellent (%)
1	28	15	13	44
2	34	17	3	46
3	54	4	13	29
4	35	5	20	40
5	58	22	13	7
6	33	8	21	38
Gr.1-6	40.35	11.85	13.8	34.0

Common Writing Assessment June 2024				
Grade Level	Insufficient (%)	Basic (%)	Proficient (%)	Excellent (%)
1	23	3	22	52
2	51	37	6	6
3	45	40	10	5
4	14	38	48	0
5	16	48	36	0
6	22	26	26	26
7	40	36	24	0
8	25	28	34	13

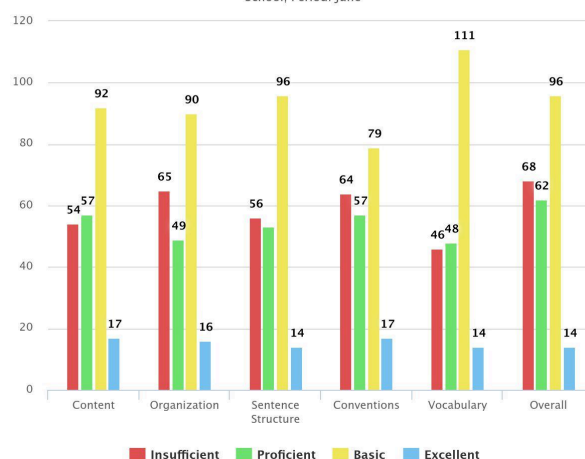
#### RCAT Percentage of Students: Category Performance

Count of Students – 143 Students. School Year: 2023 – 2024; Schools: Thorhild Central School; Period: End of Year; Genre: Overall



#### CWA Results

Count of Students – 243 Students. School Year: 2023 – 2024; School: Thorhild Central School; Period: June



Letter Name-Sound Assessment (LeNS)			
	# Initially Assessed	# At Risk Initial Assessment	# At Risk Final Assessment
Grade 1	28	6	4
Grade 2	28	6	7

CC3 Word Reading Assessment			
	# Initially Assessed	# At Risk Initial Assessment	# At Risk Final Assessment
Grade 1	28	4	3
Grade 2	27	7	6
Grade 3	21	8	4
Grade 4	20	4	3

Numeracy Assessment			
	# Initially Assessed	# At Risk Initial Assessment	# At Risk Final Assessment
Grade 1	28	7	4
Grade 2	27	7	6
Grade 3	24	6	4
Grade 4	20	4	4

### Literacy and Numeracy: Observations and Next Steps

The Fountas and Pinnell Literacy Assessment data for June 2024 presents a mixed picture of student literacy achievement, with room for improvement and notable strengths.

1. **Insufficient (40.35%):** This statistic shows a significant portion of students are not meeting the expected literacy standards. This is a concern, as it suggests that nearly half of the students may be struggling with basic literacy skills such as reading fluency, comprehension, and foundational decoding. The high percentage of students in this category points to the need for targeted intervention and support to address these learning gaps.

2. **Basic (11.85%):** While this stat is an improvement over the "insufficient" category, it still indicates that these students are performing below the level of proficiency expected at their grade level. These students may be able to handle some aspects of literacy but still require significant support to reach the standard of proficiency.
3. **Proficient (13.8%):** Approximately 14% of students are performing at a "proficient" level, meaning they have a solid understanding of literacy skills but may still have room for growth. While this is a positive indicator, the relatively low percentage suggests that many students are not yet meeting the expected standards of literacy that are required for academic success in more complex texts and tasks.
4. **Excellent (34.0%):** Around 34% of students are achieving an "excellent" rating, which is a strong outcome. These students are demonstrating advanced literacy skills, excelling in reading comprehension, fluency, and possibly critical thinking related to texts. This group represents a solid foundation of high performers who are likely ready for more challenging academic tasks and may serve as role models for peers.

The RCAT has identified Interpreting Text Organization and Associate Meaning as the two areas that need work, and the June Common Write says that Organization and Conventions need work. Grades 4 - 12 teachers will focus on improving student results in these categories.

#### **Analysis and next steps:**

- **Areas for Improvement:** The large proportion of students in the "insufficient" and "basic" categories suggests a need for increased focus on foundational literacy skills. Targeted interventions will be a priority, especially for the 40% of students in the "insufficient" range. This will include differentiated instruction, smaller group interventions, or personalized reading strategies.
- **Focus on Growth:** While 34% of students are performing at an excellent level, it is crucial to ensure that students in the "basic" and "proficient" categories have the support they need to advance to higher levels. Strengthening strategies to move students from "basic" to "proficient," and from "proficient" to "excellent," should be a focus of the teaching and learning process.
- **Balanced Approach:** The data highlights the need for a balanced approach: interventions and support for struggling students, enrichment and challenge for higher-performing students. Both groups require attention to ensure overall student growth across all levels of achievement.
- **Professional Development:** Given the significant number of students in the "insufficient" and "basic" categories, professional development for all staff in literacy instruction—focusing on differentiated strategies and effective interventions—could help address these gaps and improve overall student outcomes.
- Research, pilot, and implement a reading and writing Home Program in Kindergarten to grade four.

#### **Grade 1 LeNs:**

- **Initial Assessment:**
  - 28 students were assessed.
  - 6 students were found to be at risk after the initial assessment.
- **Interventions and Classroom Instruction:**

- After interventions and further classroom instruction, the students who were at risk were provided additional support.
- **Final Assessment:**
  - 4 students were found to be at risk on the final assessment.
- Initial at-risk rate: 6/28 students = **21.4%** of the students were at risk initially.
- Final at-risk rate: 4/28 students = **14.3%** of the students were at risk after instruction and interventions.

This suggests that the interventions and classroom instruction were **effective** in reducing the number of students at risk. The percentage of students at risk decreased from 21.4% to 14.3%, which is a positive outcome.

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### Grade 2 LeNs:

- **Initial Assessment:**
  - 28 students were assessed (this is a mix of returning students and new students).
  - 6 students were found to be at risk after the initial assessment.
- **Final Assessment:**
  - 7 students were found to be at risk on the final assessment.
- Initial at-risk rate: 6/28 students = **21.4%** at risk initially.
- Final at-risk rate: 7/28 students = **25%** at risk on the final assessment.

This data shows an **increase** in the percentage of students at risk, from 21.4% initially to 25% on the final assessment. This could suggest a few things:

1. New students have affected the final results, especially if those new students were not able to benefit from the same interventions as the original cohort of students.
2. The interventions might not have been as effective with Grade 2 students as they were in Grade 1. The increase in at-risk students suggests that either the interventions or the needs of the students in Grade 2 might have been more complex.

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### Next Steps:

- **For Grade 1:** We will focus more on the regular word reading part of literacy intervention. Students are not yet transferring their phonics to fluent word reading
- **For Grade 2:** A closer examination of how the interventions were implemented and whether the new students were integrated effectively into the system is necessary. It might also be helpful to provide targeted interventions for the new students to help them catch up with their peers.
- **Globally,** we will continue to use Tier 1 and Tier 2 supports in literacy and numeracy, have elementary teachers using results from September 2024 assessments to plan classroom instruction, and inform the formation of small groups for more targeted instruction. During literacy instruction, teachers have a balanced classroom approach using direct instruction with phonological focus and

phonemic awareness. Focused one-on-one interventions are being conducted by a certificated staff member for students with identified needs.



High School Completion					
	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
3 Year Completion	65.6%	-8.5%	-14.8%	72.9%	81.4%
5 Year Completion	81.8%	-2.1%	-6.3%	83.8%	87.9%

Drop Out Rate					
	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
Drop Out Rate	3.4%	- 0.5%	+0.9%	3.5%	2.4%
Returning Rate	N/A	N/A	N/A	N/A	17.0%

Student Learning Engagement					
	Thorhild Central School 2024	Thorhild Central School Comparison to 2023 (+/-)	Thorhild Central School Comparison to Alberta 2024 (+/-)	Thorhild Central School 3 Year Average	Alberta 3 Year Average
Overall	82%	+2.1%	-1.7%	81.9%	84.4%
Parent	78.4%	-0.4%	-8.3%	80.2%	87.6%
Student	71.2%	+6.5%	+1.9%	69.2%	70.5%
Teacher	96.5%	+0.4%	-1.4%	96.3%	95.2%

Citizenship					
	Thorhild Central School 2024	Thorhild Central School Comparison to 2023 (+/-)	Thorhild Central School Comparison to Alberta 2024 (+/-)	Thorhild Central School 3 Year Average	Alberta 3 Year Average
Overall	74.4%	-2.3%	-5.0%	76.2%	80.4%
Parent	72.6%	-0.1%	-6.1%	70.4%	79.5%
Student	62.2%	-5.6%	-7.4%	68.6%	71.0%
Teacher	88.4%	-1.0%	-1.4%	89.4%	90.6%

Observations and Next Steps
<p><b>High School Completion</b></p> <p>Although our 3-year completion rate is lower, it's important to highlight that our 5-year completion rate is 16% higher. This reflects the reality that some students need additional time to meet the requirements for their high school diplomas. It underscores our commitment to supporting these students, encouraging them to complete their program requirements, even if it takes longer than the traditional 3-year timeline. Of the four that did not complete in three years, one returned to complete high school the following year, one was able to participate in regular or online school due to outside reasons, one was still working on high school courses other than grade 12, and returned to a different school, and one was not a regular attendee of school.</p> <p><b>Dropout Rate</b></p> <p>Our high school dropout rate remains closely aligned with the provincial average, within 1%, and currently accounts for 2 students out of a total of 67 in our high school classes. While any dropout is concerning, it's worth noting that this represents a 0.5% improvement compared to the previous year.</p> <p><b>Citizenship</b></p> <p>In Grades 7-9, a significant problem area has emerged related to student behavior and a lack of mutual respect. Many students express that they don't believe their peers respect each other, take responsibility for their actions, or help one another. This has been reflected in a high number of suspensions over the past year. However, in the current year, we've seen a notable reduction in office referrals and suspensions, which suggests some positive changes are taking place. Students also report that there are not enough volunteer opportunities available to them. To address this, we plan to highlight the various volunteer activities students already engage in, such as helping at school sporting events and participating in cross-curricular work. Additionally, we will introduce new community volunteer initiatives, including planting flowers in the community and delivering items to homes, cleaning up</p>

local areas, and shoveling snow for seniors or people with disabilities.

A small percentage of teachers share concerns regarding the lack of respect and accountability among students, so we will be surveying both teachers and students to better understand the issue. To further improve student behavior and accountability, we plan to involve an elder to work with students in providing restorative justice practices and circle opportunities to encourage responsibility and resolution. We will also gather insights from focus groups to better understand students' definitions of citizenship, their perceptions of why students struggle with following rules, and how they believe adults can better support them. Additionally, we will conduct focus groups with parents to gather their concerns about school support services and personal issues, as well as with staff to develop a collective plan to address these challenges and foster a more respectful, responsible, and helpful school culture.

Our School Council continues to be deeply engaged with the school community, playing an active role in encouraging parent participation in various school events. These include important activities such as our Day for Truth and Reconciliation, pancake breakfasts, Remembrance Day ceremony, and Christmas events. In addition, there are several upcoming events where we invite parents and community members to join us. Our surveys also include questions on engagement, citizenship, and areas where we can improve, helping us gather valuable feedback to strengthen our connection with the community.

Our Career Counselor, along with staff and the administrative team, is dedicated to supporting students in achieving their goals. TCS remains committed to fostering connections with local businesses and community partners to create work experience and RAP (Registered Apprenticeship Program) opportunities, particularly for students who may be at risk. We will continue to build strong, supportive relationships within the school to ensure that all students feel welcomed, cared for, and safe. Our Collaborative Response Teams will focus on enhancing these efforts to create an environment that promotes student success and well-being.

Priority Two	Wellness
Alberta Education Assurance Area	Teaching and Leading Learning Supports
Learning and working environments are inclusive, safe, welcoming and healthy.	
Outcomes	<p>Students and staff are able to resolve conflicts in a healthy manner and feel safe.</p> <p>Staff and students are well-regulated.</p> <p>Staff and students have equitable access to supports.</p> <p>Schools implement collaborative support processes to effectively address diverse learning needs.</p>

Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.						
	Number of Responses	Thorhild Central School 2024	Thorhild Central School Comparison to 2023 (+/-)	Thorhild Central School Comparison to Alberta 2024 (+/-)	Thorhild Central School 3 Year Average	Alberta 3 Year Average
Overall	97	82.3%	-0.9%	-5.3%	84.2%	88.2%
Parent	17	74.5%	+4.0%	-9.3%	73.3%	84.8%
Student	61	80.2%	-0.9%	-4.7%	83.2%	85.5%
Teacher	19	92.1%	-5.9%	-1.8%	96.1%	94.5%

**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 2024	Thorhild Central School Comparison to 2023 (+/-)	Thorhild Central School Comparison to Alberta 2024 (+/-)	Thorhild Central School 3 Year Average	Alberta 3 Year Average
Overall	97	81.3%	+1.1%	-2.7%	81.4%	84.9%
Parent	17	80.1%	+8.5%	-5.2%	75.6%	85.9%
Student	61	71.4%	-1.7%	-4.2%	75.0%	76.5%
Teacher	19	92.5%	-3.3%	+0.9%	93.6%	92.4%

**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 2024	Thorhild Central School Comparison to 2023(+/-)	Thorhild Central School Comparison to Alberta 2024 (+/-)	Thorhild Central School 3 Year Average	Alberta 3 Year Average
Overall	97	74.1%	-1.5%	-5.8%	78.3%	80.7%
Parent	17	61.7%	+6.7%	-14.3%	64.3%	76.2%
Student	61	72.4%	-2.9%	-6.7%	77.8%	79.6%
Teacher	19	88.2%	-8.3%	+2.6%	92.8%	86.4%

**Thorhild Central School Professional Development 2023 2024**

The following methods were used to accomplish Professional Development needs at Thorhild Central School:

1. Learning to Use the RCAT After the Assessment: Teachers are trained to effectively use the RCAT (Response to Critical Academic Tasks) framework following assessments. This training helps educators analyze student performance data, identify areas of need, and adjust instructional strategies to better support student learning outcomes.
2. Collaborative Response: Teachers participate in Collaborative Response sessions, where staff

come together to discuss student progress, identify struggling learners, and develop targeted strategies for intervention. This approach fosters a team-based method for addressing academic and behavioral challenges, ensuring that no student falls behind.

3. **Analyzing DIP and PAT Results:** Staff regularly analyze Diploma (DIP) and Provincial Achievement Test (PAT) results to gain insights into student performance and identify trends. This data analysis informs instructional decisions, allowing teachers to tailor their approach and improve student outcomes.
4. **ATA EAs and Teacher Workshops:** Teachers and Educational Assistants (EAs) attend professional development workshops led by the Alberta Teachers' Association (ATA). These workshops focus on pedagogical strategies, classroom management, inclusive education practices, and other topics aimed at enhancing teacher effectiveness and student success.
5. **Indigenous Division PD:** Professional development opportunities focused on Indigenous education are offered to ensure that all staff are equipped with the knowledge and cultural understanding to teach Indigenous students effectively and incorporate Indigenous perspectives across the curriculum.
6. **Curriculum Planning Meetings:** Regular Curriculum Planning meetings provide teachers with the chance to collaborate on aligning lessons, units, and assessments to the Alberta curriculum. These meetings help educators share best practices, ensure consistency, and adapt teaching strategies to meet the diverse needs of their students.
7. **Math and ELAL Curriculum PD:** Specific Professional Development sessions are organized for Math and English Language Arts and Literature (ELAL) teachers, focusing on current trends, instructional methods, and resources to enhance teaching in these core subject areas.
8. **Collaborative Marking Sessions:** Collaborative Marking sessions allow teachers to work together to assess student work and establish consistent grading criteria. These sessions promote a deeper understanding of assessment practices and encourage alignment in how teachers evaluate student performance across subjects.
9. **Intervention Specialist Work with Teachers:** Intervention specialists work closely with teachers to provide targeted support for students who require additional academic assistance. This collaboration allows for individualized strategies to address learning gaps, improve outcomes for struggling students, and provide professional growth for educators.
10. **Review of Student IPPs (Individual Program Plans):** Teachers regularly review and update Individual Program Plans (IPPs) for students with inclusive educational needs. This process includes goal setting, evaluating progress, and adjusting interventions to ensure that students receive the appropriate support to reach their academic potential.
11. **Helping High School Students Choose the Right Stream for Their Career Choices:** Professional development also includes supporting high school students in making informed decisions about their future career paths. Teachers collaborate to guide students through the process of selecting appropriate academic streams and electives that align with their interests and career goals.

## Thorhild Central School Wellness Comprehensive School Health Plan

1. **Consultative Model with OT, Student, and Parent:** We utilize a consultative model involving the Occupational Therapist (OT), students, and parents to develop individualized support plans that promote student wellness. This collaborative approach ensures that all perspectives are considered when addressing student needs and promoting overall well-being.
2. **School Counsellor and Family/School Liaison:** Our School Counsellor and Family/School Liaison provide essential emotional and social support to students and families. They work closely with students to address mental health, personal development, and family issues, helping students build resilience and cope with challenges.
3. **Staff Regulation and Work-Life Balance:** We prioritize staff wellness by supporting a work-life balance. To foster a positive work environment, we invite staff to participate in monthly wellness activities. These activities are well-attended and provide opportunities for staff to relax, connect, and recharge outside of the classroom, contributing to their overall well-being and effectiveness.
4. **Conflict Resolution and Accountability:** Our school promotes a healthy environment where staff and students work together to solve disputes and conflicts while maintaining accountability for actions. This approach helps to build strong relationships and creates a safe, respectful atmosphere for everyone.
5. **Daily Phys-Ed and Wellness Breaks:** To support the physical and mental health of students, we incorporate daily physical education and wellness breaks into the school schedule. These breaks allow students to stay active, reduce stress, and improve focus and engagement in their learning.
6. **Nutrition Breaks for Elementary Students:** Through the Alberta Nutrition Grant, elementary students receive morning nutrition breaks to ensure they have the energy and focus needed to succeed in school. TCS provides junior and senior high students access to snacks throughout the day, promoting healthy eating and supporting their academic performance.
7. **Collaboration with Community Support Organizations:** We work closely with a variety of community organizations to provide targeted support for students and families. Partners like WJS, Healthy Family, Healthy Futures, Thorhild Community Services, Whispering Willows, Fetal Alcohol Syndrome Disorder Network, and Eastern Edge Low-Incidence Team offer services that support mental health, family dynamics, and inclusive needs, ensuring students have access to the resources they need.
8. **Seven Grandfather Teaching Virtue Teachings and Celebrations:** We embrace the Seven Grandfather Teachings and incorporate their virtues into our school culture. These teachings guide students in developing qualities such as wisdom, love, respect, bravery, honesty, humility, and truth, which are celebrated throughout the year through various activities and events.
9. **Attendance Awards for 90%+ Attendance:** To encourage regular attendance and celebrate student engagement, we give attendance awards to students who maintain 90% or higher attendance each month. This initiative promotes the importance of being present and engaged in school while recognizing students for their commitment to learning.

This continuum of support creates a comprehensive framework for fostering wellness, mental health, and academic success for both students and staff, ensuring a nurturing and supportive environment at Thorhild Central School.

## Quality of Education

There has been a significant increase in parent satisfaction regarding the quality of education, with a 33% rise in parents expressing satisfaction. Specifically, students in grades 10-12 reported a 32% increase in satisfaction, while students in grades 7-9 saw a 13% decrease in satisfaction. The overall sense of a welcoming, caring, respectful, and safe environment has improved, with 9% more parents noting a positive change in this area. When asked about specific aspects, 20% more parents feel that their child's teachers care about them, and 6% more parents believe their child is safer at school. Additionally, there was a notable increase of 36% in the number of parents who feel the school is welcoming, and 20% more parents say their child is treated fairly by adults at the school.

However, the perspective of junior high students presents some challenges. Many students do not feel that their peers respect or care about each other, and they also report feeling poorly treated by other students. In contrast, high school students have shown marked improvement in all categories, including respect, care, and safety. In terms of access to support and services, there has been a 7% increase in parental belief that their children have access to these resources, reflecting our efforts to improve communication with families. However, students and teachers have reported a decrease in support, with junior high students feeling 14% less supported, while high school students are feeling 13% more supported with schoolwork, though they still feel a lack of support for out-of-school problems. To address these concerns, we plan to survey students, parents, and staff to gather more detailed feedback on areas we may be missing and to inform our next steps for improvement.



Priority Three	Engagement
Alberta Education Assurance Area	Governance Local and Societal Context
Students are interested and engaged in their learning, feel connected to their school, and have opportunities to pursue their passions.	
Outcomes	<p>Positive community relations contribute towards student success</p> <p>Staff and students have a sense of belonging and are engaged in their learning.</p> <p>Students and staff attend regularly.</p> <p>Resources are effectively managed to ensure learning supports, quality teaching and leading and optimum learning for all.</p>

Parental Involvement: Percentages of teachers and parents satisfied with parental involvement in decisions about their child's education.						
	Number of Responses	Thorhild Central School 2024	Thorhild Central School Comparison to 2023 (+/-)	Thorhild Central School Comparison to Alberta 2024 (+/-)	Thorhild Central School 3 Year Average	Alberta 3 Year Average
Overall	46	65.5%	-5.3%	-14.0%	72.1%	79.1%
Parent	29	42.9%	-21.1%	-31.5%	51.1%	73.1%
Teacher	17	88.2%	-7.1%	-3.6%	93.1%	85.2%

Alternative Programming					
	Work Experience	Registered Apprenticeship Program	Green Certificate	Dual Credit	Locally Developed Courses
Number of Students	15	0	7	0	22

Number of Credits	52	0	5	0	66
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Student Attendance Rates 2023 2024 (%)	90+	80 - 89	70 - 79	<70
Percentage of Students	58%	27%	5%	10%

Engagement Observations and Next Steps
<p>We will follow up with all Green Certificate students to ensure they are on track to complete their course and testing requirements. Additionally, we will continue exploring opportunities for RAP (Registered Apprenticeship Program) students through Career Services. For students who are ready and willing, we will encourage them to pursue dual credit courses that align with their career paths. We will also continue offering Locally Developed Courses and will look for new courses that either spark student interest or help build foundational skills.</p> <p>To support student engagement, we are introducing new attendance awards to recognize students with 90% or better attendance each month, accompanied by a small gift. Virtue awards will also be given with a similar incentive. We plan to create a brochure to highlight the importance of attendance and send it out to families and communities. In addition, we will implement tighter rules around assignments and exams to promote better attendance and engage in conversations with students about what hinders their attendance and how we can support them. To foster stronger community connections, we will purposefully invite parents to events and offer more parent-focused evenings, such as parenting workshops, to strengthen home-school partnerships.</p>

Strategic Priority	First Nations, Métis, and Inuit Student Success
Outcomes	<p>All staff and students experience learning that builds an understanding of Indigenous knowledge and perspectives</p> <p>First Nations, Métis, and Inuit students experience learning that supports the reclamation of cultural identity</p>

First Nations, Métis & Inuit Provincial Achievement Test Results					
Subject	Number of Students	Thorhild Central School Acceptable (%)	Alberta Acceptable (%)	Thorhild Central School Excellent (%)	Alberta Excellent (%)
English Language Arts 6	Not Administered				
English Language Arts 9	3	*	49.5%	*	4.7%
Math 6	Not Administered				
Math 9	2	*	28.7%	*	4.8%
Science 6	5	*	51.4%	*	12.3%
Science 9	3	*	46.0%	*	8.5%
Social Studies 6	5	*	48.7%	*	7.3%
Social Studies 9	3	*	36.6%	*	5.6%

\*Data suppressed for sample sizes less than 6

First Nations, Métis and Inuit Student 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	2	*	81.7%	*	6.9%	*	98.0%	*	33.0%
English 30-2	3	*	86.0%	*	10.8%	*	95.1%	*	15.5%
Social Studies 30-1	2	*	79.1%	*	10.6%	*	98.8%	*	38.1%
Social Studies 30-2	2	*	72.9%	*	6.6%	*	95.2%	*	14.5%
Biology 30	1	*	72.7%	*	18.0%	*	94.9%	*	36.2%
Chemistry 30	1	*	74.1%	*	23.7%	*	96.8%	*	42.7%
Physics 30	0	*	*	*	*	*	*	*	*
Science 30	0	*	*	*	*	*	*	*	*
Math 30-1	1	*	64.4%	*	17.0%	*	97.0%	*	41.8%
Math 30-2	0	*	*	*	*	*	*	*	*

\*Data suppressed for sample sizes less than 6

FNMI High School Completion					
	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
3 Year Completion	65.6%	-8.5%	-14.8%	72.9%	81.4%
5 Year Completion	81.8%	-2.1%	-6.3%	83.8%	87.9%

FNMI Drop Out Rate					
	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
Drop Out Rate	13.6%	- 8.6%	-8.8%	6.3%	5.1%
Returning Rate	N/A	N/A	N/A	N/A	20.4%

FNMI Observations and Reflections	
<p>Our school worked with Elder Cardinal, Mrs Steinhauer, Mrs Swan, and other Elders and Knowledge Keepers throughout the year. He worked with students in a variety of ways including storytelling, games, and restorative circles. Students related to Elder Cardinal and enjoyed working with him. Next school year we will continue to work with Elder Cardinal and focus on more Land B Based Learning opportunities. Our grade 10 students went to a Land Based Learning camp in September and took part in activities such as canoeing, crafts, cooking, games, and conversations. These students came back to school with happy memories of their new experiences. Our school took part in National Truth and Reconciliation Day and went to Vilan to celebrate National Indigenous Peoples Day in June. We will continue to find opportunities to infuse Indigenous knowledge into our teaching and learning.</p>	

Stakeholder Engagement Opportunities and Learnings/Assurance Reporting
<p><i>Please give a description of your processes for assurance reporting to your stakeholders as well as opportunities for engagement with staff, parents, students and/or community members that were provided by your school. These could be face to face meetings or other means of gathering information, such as surveys. Please also include some reflection on what you learned from those engagements and how they may have reinforced or shifted school practice. You may also wish to include here some</i></p>

*information about local and societal context that was factored in (eg. enrolments, provincial directions, etc.).*

In the past we have and will continue to present the Annual Education Results Report (AERR) to both the school council and staff, seeking feedback and suggestions for improvement. In addition, we have used parent and student surveys as well as holding informal conversations with students to gather insights for school improvement.

In our most recent parent survey, the participation rate represented approximately 13% of our parents. While valid, the perspectives put forth through these surveys are not an accurate representation of the group as a whole. We will work on this aspect and try to get a more accurate representation of parent voice on our future surveys by communicating the importance of engagement with these surveys as part of our continuous improvement plan and how this directly impacts the school environment. Additionally, we will continue to engage with students in grades 7 to 9 to address the concerns raised in the Safe and Caring Schools survey, making sure their perspectives are actively considered as we work to improve the overall school climate.

We will continue to work with our community partners in Thorhid to provide opportunities for the community and families to become more involved in the school. We are offering more opportunities for parent evenings and encouraging and welcoming parents to volunteer in our classrooms and activities. Already we have seen an increase in volunteers this year.