



Charles Spencer High School

Principal: Jason Wall

Annual Education Results Report

2023/2024



**Grande Prairie
Public School
Division**
Every Student Succeeds



**CHARLES
SPENCER
HIGH SCHOOL**

www.gppsd.ab.ca/school/charlesspencer

   **GPPSD2357**

Charles Spencer High School

Fall 2024 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Charles Spencer 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	79.1	80.5	81.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	65.9	71.2	69.7	79.4	80.3	80.9	Very Low	Maintained	Concern
	3-year High School Completion	87.2	78.3	82.1	80.4	80.7	82.4	High	Improved	Good
	5-year High School Completion	89.1	87.6	84.8	88.1	88.6	87.3	Intermediate	Improved	Good
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	60.6	61.6	61.6	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	7.7	12.3	12.3	15.4	15.5	15.5	Very Low	Declined	Concern
	Diploma: Acceptable	80.9	81.0	81.0	81.5	80.3	80.3	Intermediate	Maintained	Acceptable
	Diploma: Excellence	15.1	11.2	11.2	22.6	21.2	21.2	Intermediate	Improved	Good
Teaching & Leading	Education Quality	82.3	86.5	84.7	87.6	88.1	88.6	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.1	77.5	77.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	80.8	85.0	81.9	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	71.0	74.2	75.6	79.5	79.1	78.9	Low	Maintained	Issue

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- 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).
- 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).
- 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.
- 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.
- 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.
- 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.
- 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.

Fall 2024 AEA 5 Year Comparison

Assurance Domain		Measure	Charles Spencer High School				
			2020	2021	2022	2023	2024
Student Growth and Achievement	Student Learning Engagement	n/a	81.1	81.7	80.5	79.1	
	Citizenship	74.6	67.8	68.1	71.2	65.9	
	3-year High School Completion	77.7	83.5	84.5	78.3	87.2	
	5-year High School Completion	85.2	79.7	87.1	87.6	89.1	
	PAT6: Acceptable	n/a	n/a	n/a	n/a	n/a	
	PAT6: Excellence	n/a	n/a	n/a	n/a	n/a	
	PAT9: Acceptable			60.9	61.6	60.6	
	PAT9: Excellence			9.2	12.3	7.7	
	Diploma: Acceptable	n/a	n/a	72.6	81	80.9	
Diploma: Excellence	n/a	n/a	12.1	11.2	15.1		
Teaching & Leading	Education Quality	83.9	83.6	82.8	86.5	82.3	
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	78.2	76.5	77.5	74.1	
	Access to Supports and Services	n/a	79.0	78.9	85	80.8	
Governance	Parental Involvement	77.2	75.8	77	74.2	71	

* Data has been suppressed due to less than 6 respondents/students.



Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Our Education Plan is focused on:

Priority: High Quality Instruction and Learning

Outcome: Whole school community involved in preparing students for lifelong learning and the world of work.

We continue to build meaningful partnerships with all our stakeholders to provide learning experiences that support students as they transition to post-secondary, an apprenticeship in the trades, or straight into the world of work. It is important to expose students to a wide variety of activities that mirror life outside of school and give them a chance to apply classroom knowledge to these experiences. These can be made more authentic through strong community partnerships. We continuously work to improve communication with students and parents regarding opportunities to prepare for and get involved in the world of work.

We have in and out of class opportunities for students to explore the world of work.

- Workplace Readiness – option course offered primarily to grade 10s. Students work on modules that are focused on job preparation including the prerequisite course required to earn work experience credits.
- Maverick Market – Student run café and store, which both a course and a club. Students learn real life skills related to hospitality and business planning. Net profits are used to support snack and lunch programs for students in need.
- Business 10-30 and Investment Finance 30 courses.
- RAP (Registered Apprenticeship Program) and Work Experience.
- Skills Competitions – students compete in trade related areas locally and provincially.
- Grade 9 Career Convention – Over 40 community members shared information on a wide variety of careers.
- City of Grande Prairie Job Fair @ Bonnett’s Center.
- Job Fair – held in May last year and to be held again this coming March.
- Take Your Kids to Work Day - Grade 9 students.
- Partnership with WOLF (Wildland Outdoor Learning Foundation) to engage students in careers in Forestry.

Evidence

	2020-2021	2021-2022	2022-2023	2023-2024
Work Experience Credits + CTR	157	1313	906	1144
RAP Credits	25	60	135	395
CTS Credits	3864	4383	5194	4201
Total Credits	25257	27290	26629.50	26805

Only 30 to 40 percent of our students transition to post-secondary schooling directly out of high school. For the other 60 to 70 percent of our students, programs like RAP and Work Experience are very important. We are continuously evaluating ways to grow these numbers. Our collaboration with Careers: The Next Generation is a key partnership, which helps to build connections with larger companies in Grande Prairie; support from Careers has made it possible for more students to be connected with a registered apprenticeship. On average, apprenticeship students earn 40 RAP credits (in grade 11 & 12) and we have between 15 to 20 CSHS students participating in a RAP at any given time. These continue to steadily increase year over year.

Our grade 10 students have a special opportunity in our Workplace Readiness option. In it, students complete HCS 3000, a 1 credit prerequisite module that needs to be completed before students can start Work Experience. As a result, we have already seen an increase in HCS 3000 course completions this year. In 2021-2022, we saw our largest single year increase in students completing CTR 1010; we continue to see maintained CTR and Work experience credits over the past several years. We are also looking forward to increased opportunities for our students to participate in dual credit courses, in partnership with Northwest Polytechnic, when this opportunity becomes available.

The chart below highlights a continued large gap between how well the staff, students and parents feel we are preparing students for life after high school. It is also curious to note the difference in staff responses to similar questions in the division survey and the provincial survey (98% and 84% respectively). It is also evident that between 20-30% of our parents are answering “Don’t Know” for the five questions on the provincial survey that compose the Citizenship Detail; these responses *count against* our citizenship score. We discussed this issue with our School Council and we are going to utilize our newsletter and direct communication about the ways our students practice citizenship to help parents make informed decisions about these questions.

School Assurance Survey Measures

Division Assurance Survey – Percentage of parents, students and staff agree that	Parents	Students	Staff
My child is learning for successful life after high school			
2021	76%		
2022	81%		
2023	80%		
2024	77%		
Learning prepares me for high school and after			
2021		61%	
2022		66%	
2023		61%	
2024		68%	

Our school has strategies to help students successfully complete high school			
	2021		100%
	2022		100%
	2023		100%
	2024		98%

Provincial Assurance Measures (Grade 10-12 only)

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
Grade 10-12 Only	CS					GPPSD					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	84.8	83.5	80.2	85.7	74.3	82.4	82.2	75.5	80.6	74.7	81.9	81.4	81.9	79.9	80.6
Parent	74.3	73	65.2	72.1	64.3	78.1	76.1	66.1	68.3	63.4	75.2	73.7	75.2	73.0	73.9
Teacher	95.2	93.9	95.2	100	84.4	86.7	88.2	84.9	92.9	85.9	88.5	89.0	88.5	86.4	87.2

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.															
Grade 10-12 Only	CS					GPPSD					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	79.2	89.3	81.2	84.5	79.8	80.4	85.4	76.4	78.8	73.4	82.7	82.3	80.7	81.5	81.8
Parent	64.3	81.6	66.2	73.6	70.2	72.7	79.3	66.7	71.4	65.3	75.6	74.3	73.3	75.7	75.8
Teacher	94.1	97.1	96.2	94.1	89.4	88.0	91.4	86.0	86.2	81.5	89.8	90.3	88.0	87.2	87.7

The results from the two charts above show similar results in CSHS as the high school results throughout our school division. The results for life-long learning are roughly similar to the past four years, however, there has been more of a drop of in reported results in the attitudes and behaviours that will make students successful after they finish school – the biggest drop was in the teacher response. This is a data point that requires more dialogue with our teaching and non-instructional staff members.

School Assurance Survey Measures

Division Assurance Survey – Percentage of parents, students and staff agree that	Parents		Students		Staff	
	CS	GPPSD	CS	GPPSD	CS	GPPSD
There are opportunities to collaborate and be involved in decision making						
2021	71	87	68	77	91	84
2022	73	88	63	73	94	88
2023	76	87	67	76	94	91
2024	65	84	73	76	90	90

Provincial Assurance Measures

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
Grade 10-12 Only	CS					GPPSD					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	77	76	77	74	71	76.6	73.6	75.7	70.8	69.3	78.6	75.8	76	75.8	76.7
Parent	63	63	62.9	63	64.1	71.1	68.3	67.3	62.6	62.8	72.8	69.9	72	71.5	73.8
Teacher	92	89	90.5	83.5	77.9	82.0	78.9	84.0	79.0	75.8	84.4	81.6	79.9	80.0	79.5

While positive student numbers increased in the questions related to involvement in decision making, this is an area that requires further growth as a school. We will continue to support and enhance opportunities for parental involvement in decision-making in a variety of ways:

- Parent Teacher Conferences.
- Case Management Meetings.
- School Council (meets monthly).
- Open Houses and specialized meetings – ie. Indigenous Family Circle.
- Sports Teams – coaching and support.
- School Events and Celebrations - i.e. Remembrance Day Ceremony, Striving for Excellence.
- Grad Ceremonies and related events.
- Parent input and responses requested in the CSHS monthly newsletter.
- Grade 9 Career and High School Job Fairs.
- Musical Theatre Production.

Outcome: Provide a learning environment that supports success for all students.

There are many different pathways for students to achieve success at CSHS. It is our goal for all students to achieve high school completion in three years. We have seen some significant gains in this category in recent years. For some students, success is growth toward the achievement of high school completion, and we recognize this journey will sometimes require four or five years.

Supporting success for all students begins with high quality instruction in the classroom. There are several other strategies that also support each student's path to graduation, including:

- The working of LSTs (learning support teachers) to support the work of classroom teachers and to provide additional accommodations beyond the classroom.
- Full year (every day) English Language Arts 9 (previously every second day)
- Student Services (Academic counsellors, social workers, addictions counsellor, high school completion support teacher, off campus teacher supervisor, career planning, post-secondary applications).
- ILC (Independent Learning Center) - online courses with teacher support. Additional asynchronous courses available for students with specialized needs.
- K & E courses (Knowledge and Employability). Including pathways to bridge to a full high school diploma.
- Reboot of Summer School Programming, offered in 2024.
- EAL (English as Additional Language Learners) targeted supports.
- Indigenous Mentorship Program (Starting with FMNI students but planning on expanding).
- Grade 9 Math structure, 10C prep, and Math cohorts.
- Three Professional Growth Plan/inquiry meetings with all teaching staff.

Evidence

We will be using data from the Alberta Education Assurance Measures on Provincial Achievement Tests (PATs) and Diploma exams. Acceptable standard scores increased for nearly all subject areas for our Grade 9 PAT results in 2023-2024. The biggest area of improvement was in our English Language Arts classes, where 88.8% of students achieved acceptable standard, which was five percent above the provincial average. In addition to "raising the floor" on our acceptable standard results, it is also our endeavour to "raise the ceiling" on our standard of excellence. As the students move toward graduation, we should have some valuable data to learn from.

Diploma Examinations	All Students			First Nations, Metis, Inuit Students			English Language Learner Students		
	CS	GPPSD	Prov	CS	GPPSD	Prov	CS	GPPSD	Prov
2023-2024	81/14	75/12	82/23	84/9	80/8	77/12	65/10	60/6	66/14
2022-2023	81/11	74/10	80/21	82/6	78/7	75/11	71/9	47/4	67/14
2021-2022	73/12	73/12	75/18	72/19	66/11	69/9	55/0	51/9	59/11
2020-2021	Not written	Not written	Not written	Not written	Not written	Not written	Not written	Not written	Not written
2019-2020	Not written	Not written	Not written	Not written	Not written	Not written	Not written	Not written	Not written
2018-2019	81/13	78/13	84/24	74/8	70/6	77/11	n/a	60/10	73/15
2017-2018	81/16	78/14	84/24	79/9	77/8	77/11	n/a	53/6	74/17
2016-2017	78/10	78/11	83/22	73/8	71/7	77/11	n/a	71/16	73/17

The Provincial Assurance Measures below show a continuous increase in 3-year high school completion rate 87.2%, which was over six percent higher than the provincial average.

There are four general phases of work with all the teachers who are part of student services:

Phase I Grade 12 Grad Plans & Grade 10 Schedules: Highschool Completion (HSC) and Academic Counsellors (AC) quickly identify Grade 12 students with incomplete graduation plans; AC also complete grade 10 timetables; grade 10 students flagged with attendance or concerning academic habits are monitored by HSC. In our second year, grade 10 and 11 students from the prior year, and still of concern, continue to be contacted and monitored. This work is completed by early October.

Phase II Grade 11 Grad Progress: HSC continues with the same process for Grade 11 students. Highest priority students will be low on credits, missing critical grade level required courses. (Eng. Social Studies, CALM, Math 2x Science 2x).

Phase III General Student Support: HSC will email and/or reach out to classroom teachers and bring attention to their availability to assist with struggling students. They will repeat the messaging periodically. Classroom Teacher Referrals can come in person or via email. HSC meets as a group and determines supports needed.

HSC is also a critical part of our larger Student Services Group. We have weekly meetings with the purpose of sharing program information and case conferencing for students presenting challenges that are beyond classroom teacher or individual HSC teacher support. In these meetings, HSC may be requesting support from the larger team or providing new or modified supports to support our students. Individual case studies help shape system level responses so other students will receive necessary supports.

CS	High School Completion 3 Year Rate				High School Completion 5 Year Rate				
	Grade 10 Year	All	FNMI	ELL	Completion Year	All	FNMI	ELL	Completion Year
	2013-14	88	78.6	*	2015-16	93.7	81.1	*	2017-18
	2014-15	71.6	59.5	53.4	2016-17	85.2	76.4	*	2018-19
	2015-16	71.3	67.5	*	2017-18	79.7	81.7	*	2019-20
	2016-17	77.8	72.1	*	2018-19	87.1	81.5	*	2020-21
	2017-18	83.5	79	83.3	2019-20	87.6	80.4	86.5	2021-22
	2018-19	84.5	71.3	*	2020-21	89.1	81.0	100	2022-23
	2019-20	78.3	68.1	*	2021-22				
	2020-21	87.2	69.9	94.8	2022-23				

As indicated below, parents, students and staff agree that CSHS endeavours to meet the learning needs of all students.

As one strategy in ensuring success for all, our Independent Learning Centre (ILC), offers flexibility in programming in terms of timing, content and delivery. We offer supported online access through Golden Hills School Division and our local MOODLE server as well as some flexible in person learning with ILC staff. Referrals are made based on lack of conventional course availability, the need for accelerated learning as well as the need for an alternate setting. Our partnership with Golden Hills produced over 500 credits for our students. Additionally, our local courses accounted for an additional 600 credits and many other courses were completed as a result of student support from our ILC staff.

Out of Division GHLA Partner Schools 2023-2024	OUT OF DIVISION SCHOOL	TOTAL # OF STUDENTS FOR S1	TOTAL CREDITS REGISTERED IN S1/FY	TOTAL CREDITS WITHDRAWN FOR S1	TOTAL CREDITS FY or MOVED TO FY	TOTAL ACTUAL RECEIVED CREDITS FOR S1	TOTAL # OF NEW STUDENTS FOR S2 (not counted in S1)	TOTAL CREDITS WITHDRAWN FOR S2/FY	TOTAL CREDITS REGISTERED IN S2 + FY Moved here	TOTAL ACTUAL RECEIVED CREDITS FOR S2/FY	TOTAL # OF NEW STUDENTS FOR 2023-2024	TOTAL ACTUAL RECEIVED CREDITS FOR 2023-2024	TOTAL # OF STUDENTS WITH NO CREDITS AWARDED 2023-2024
Grand Prairie Public School District	Charles Spencer HS (Grande Prairie)	84	358	63	49	246	68	58	375	317	152	563	4
	TOTAL COUNTS	84 S1/FY Students	358 Credits Registered S1/FY	63 WD Credits S1/FY	49 Credits FY/Moved FY	246 Credits Received S1	68 S2 Students	58 WD Credits S2/FY	375 Credits Registered S2	317 Credits Received S2/FY	152 Out Of Division Students	563 Credits Received	4 Students No Credits

School Assurance Survey Measures

Percentage of Parents, Students and Staff agree:

	Parents	Students	Staff	
Students are able to access supports to meet individual learning needs				
	2021	81	87	100
	2022	84	83	100
	2023	81	87	100
	2024	82	88	100

Division Assurance Survey – Percentage of parents, students and staff agree that	Parents		Students		Staff	
	CS	GPPSD	CS	GPPSD	CS	GPPSD
There are high expectations for student achievement						
2021	86	93	85	90	95	93
2022	88	94	84	89	95	90
2023	86	90	85	90	97	89
2024	85	90	87	90	88	88
Students are engaged in learning						
2021	77	90	73	83	98	91
2022	78	91	73	81	98	91
2023	80	90	74	82	99	93
2024	79	87	77	82	95	93
Students are engaged at school						
2021	87	95	78	85	97	92
2022	88	95	78	83	98	92
2023	88	93	79	84	98	92
2024	89	91	81	84	95	92
They are satisfied with Teaching & Learning						
2021	83	92	78	87	97	93
2022	85	93	78	85	97	91
2023	86	90	78	86	96	91
2024	84	89	81	86	93	91
They are satisfied with the quality of education						
2021	84	93	81	89	97	92
2022	86	94	80	87	96	91
2023	87	91	81	88	95	91
2024	85	90	81	87	91	90
Overall satisfaction						
2021	83	92	81	86	94	91
2022	84	93	79	85	97	91
2023	85	91	75	84	96	92
2024	84	89	82	85	93	91

We are seeing some interesting results with high expectations for our staff in 2024. As our results for high school completion increased our staff had a nine percent drop in teacher perceptions of high expectations for our students. We do not see a similar drop in high expectation scores for students and parents. This is a question our school leadership will be exploring with the CSHS staff.

Priority: Student Growth and Well-Being

Outcome: Safe, caring and inclusive environment where students' physical, mental and emotional needs are supported.

Students need to have the sense that they are safe and cared for and that they belong, in order to be ready to learn. We support students in a safe and caring and inclusive manner through:

- Focus on Grade 9s on their first day of school.
- Encouraging teachers to focus on healthy social emotional activities with students versus rushing into curriculum at startup.
- Providing different levels of support structures in the classroom.
- Student Services - access to academic counsellors, an indigenous support worker and a social worker.
- Continuing Social Emotional Learning integration into Health, CALM, and all-school events/presentations/assemblies.
- Focusing Indigenous programming efforts toward reconciliation (Tipi raising, Indigenous grad, beading tree, Maverick Mentorship...).
- Supporting a wide variety of extra-curricular opportunities to increase a sense of belonging.
- Focusing on understanding students feeling that they are not treating each other well with the goal of making steps to improve this.

Grade 9 Day Survey – following Day 1 staggered entry activities	Grade 9 Students
I am glad the first day of school was designed just for the Grade 9s	
2022	99
2023	100
2024	98
I feel more confident moving around the school building and finding my classes	
2022	96
2023	96
2024	97

At the end of the Grade 9 day, for the past three school years, we surveyed the students on their thoughts. The results suggest that it did help the students to feel more comfortable in their transition to High School. Grade 9 students universally appreciate easing into their first day in a high school. Lunch and tours were also offered to new students on this first day entering Grades 10, 11, and 12.

School Assurance Survey Measures

Percentage of Parents, Students and Staff agree:

		Parents	Students	Staff
School is Welcoming, Caring, Respectful and Safe Environment				
	2021	88	76	99
	2022	89	75	98
	2023	89	76	100
	2024	90	79	97
Student emotional, physical well-being and mental health is supported				
	2021	85	73	99
	2022	87	73	100
	2023	87	75	100
	2024	89	78	100
Teachers care about me		Q22	Q20	
	2021	84	77	n/a
	2022	84	76	n/a
	2023	84	79	n/a
	2024	88	82	n/a
I am connected with at least one adult in the building				
	2021	n/a	75	n/a
	2022	n/a	77	n/a
	2023	n/a	80	n/a
	2024	n/a	83	n/a

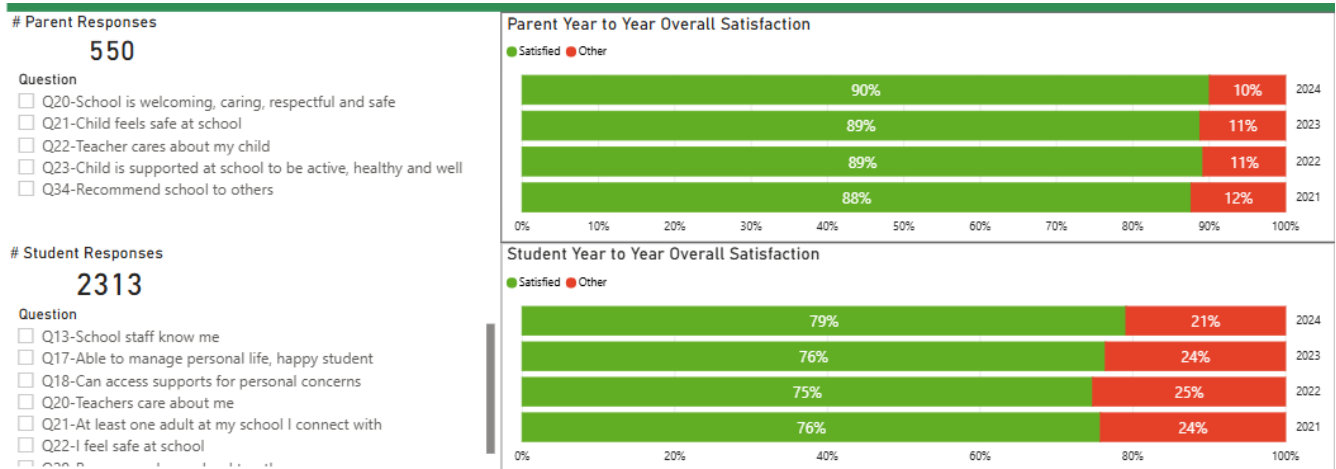
All of the well-being strands measured above are trending upward or maintaining. This is evidence of the work done by all staff in the building including those in specialty positions who provide extra layers of wrap around support for our students with greater needs.

Provincial Assurance Measures

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.								
Grade 10-12 only	CS				Province			
	2021	2022	2023	2024	2021	2022	2023	2024
Overall	78.2	76.5	77.5	74.1	84.5	83.0	81.5	81.9
Parent	74.8	69.1	75.2	72.3	82.2	82.2	80.1	80.4
Student	68.8	67.3	65	68.2	78.6	75.9	75.0	75.3

Teacher	91.1	92.9	92.2	81.7	92.8	90.9	89.5	90.1
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The Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) measures on the Provincial Assurance survey continue to show lower results on the provincial survey, however when we look at the GPPSD Assurance survey (see below) we see some of the best results in these measures in 2024 when looking at the last four years as a whole. This continues to be an area of focus for CSHS staff moving forward.



Outcome: Promote the Maverick Culture – perseverance, pride, creativity, innovation, and pushing boundaries.

Charles Spencer High School was founded on the ideal of Alberta author Aritha Van Herk “a unique character, an inspired or determined risk-taker, forward-looking, creative, eager for change, someone who propels Alberta in a new direction or who alters the social, cultural or political landscape.”

Evidence

The provincial measures related to citizenship are not as healthy as we would like to see. Again, the results from our Division survey responded more positively to the question whether their students were learning about citizenship. We will continue to promote active citizenship in a variety of ways which include:

- Through curricular areas and courses like Leadership and Positive Psychology.
- Clubs like Interact and the newly formed Student Council.
- Continue to promote involvement in extracurricular activities with initiatives like the club fair we had at the start of the year and through the presentations to grade 8s coming from feeder schools.
- Recognition of students in a variety of ways, including our newly implemented core value post cards, including risk-taking, responsibility, perseverance, and growth.
- Reinforcing our mission and vision with our students and gathering input from all stakeholders as we move forward into 2024-2025 school year.

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
Grade 10-12 Only	CS					GPPSD					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	74.6	67.8	68.1	71.1	65.9	74.8	71.2	66.1	69.2	65.3	80.4	78.3	76.9	76.1	76.8
Parent	69.2	58	57.5	66.8	57.9	72.6	64.8	59.9	65.9	57.2	76.7	72.6	73.4	71.7	72.0
Student	57.4	57.2	56.4	54.3	58.7	60.6	62.0	57.7		57.7	72.5	70.9	68.8	68.8	69.3
Teacher	97.2	88.2	90.3	92.7	81.2	91.2	86.8	80.9	86.5	80.9	91.9	91.5	88.6	87.8	89.0

Division Assurance Survey – Percentage of parents agree that	Parents	
	CS	GPPSD
Students are learning responsible citizenship		
2021	90	96
2022	90	97
2023	91	94
2024	93	94