



# ANNUAL EDUCATION RESULTS REPORT

2022-2023

Strathcona-Tweedsmuir School



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## List of Abbreviations

AISCA	Association of Independent Schools & Colleges in Alberta
CAIS	Canadian Accredited Independent Schools
DP	Diploma Programme
ES	Elementary School
IB	International Baccalaureate
LL	Learning Leader
LMS	Learning Management System
MS	Middle School
MYP	Middle Years Programme
PAT	Provincial Achievement Test
PHE	Physical and Health Education
PLT	Pedagogical Leadership Team
PP	Personal Project
PYP	Primary Years Programme
SEL	Social Emotional Learning
SS	Senior School
SSC	Student Success Centre
STS	Strathcona-Tweedsmuir School
UDL	Universal Design for Learning

## Message from the Head of School

The theme for this year's edition of Strathcona-Tweedsmuir School's (STS's) annual magazine, Optimum, is "Where Tomorrow Begins". It perfectly captures the vision, values, and spirit that continue to guide us through the challenges and successes of the 2022-2023 academic year. STS is a unique school that stands out from others, and our belief in the impossible has become a key part of our ethos. From the School's inception, when a group of brave visionaries came together to combine two independent schools and build a new one in a remote rural location, a foundation of courage and innovation has remained strong at STS.

As we move forward, STS continues to prepare our students for a successful future that aligns with the pillars outlined in the School's *Flourish 2031* Strategic Plan. While technology has advanced at an unprecedented pace, it's important to remember that the future is not just about technology - it's also about connection. In 2023, technology has become synonymous with connection, connection to information, services, ideas, and each other. Artificial Intelligence (AI) may be the topic of the moment, but we are the network creating this intelligence, and our students are the spark that will determine where it will evolve from here.

Our Campus Master Planning team is working hard to set the direction of the School for the next twenty years, including a re-examination of the role each program and space plays in a student's educational journey. We are embracing high-level professional development, emerging pedagogies, strategies for developing genuine belonging, and neuroscience to determine how children learn best at every stage and flourish. New initiatives such as our flexible program STAND program are making STS education more accessible while maintaining our high standards.

Whether students choose in-class learning or a hybrid option, STS creates leaders who will step up, make tough decisions, and take on the world, all while never losing sight of their empathy and humanity. We have many exciting projects ahead that focus on building for tomorrow. Our Middle Years space, which serves as a bridge between the Elementary and Senior Schools, will receive functional and aesthetic updates that will enhance our students' learning and align beautifully with the ethos of the Middle Years Programme (MYP).

One of the key pillars of *Flourish 2031* is a Global Hub in a Natural Setting. Every square inch of our campus is designed to create compassionate, curious, and creative global citizens who lead with courage. Spaces such as our Aspen Lodge allow the beauty and wisdom of nature to weave their way into the hearts and minds of our students. As they explore our expansive system of trails, they connect with all how they will become contributing members of the STS community and society.

I would like to take a moment to recognize our parent and alumni associations, two of the most visible examples of how connection creates a sense of community. From our sporting events to our Speech Day 75th Anniversary, parents, alumni, and volunteers of all generations came together to make each of these a momentous occasion. They nourish these connections, and our STS family is stronger.

It's important to acknowledge that our School, like any organization, is a living thing. The same is true of our campus, our programs, and our School community: we are challenged, we strive, we learn, and we grow. The challenges we face may be new, but the strength of spirit that has carried us through to today remains just as vital and steadfast as it has always been and will undoubtedly carry us forward to tomorrow.

As we bring *Flourish 2031* to life, we continue to work tirelessly to provide the best learning environment and a strong sense of community. Buoyed by the values and spirit of this amazing STS community and the exciting path ahead of us, we have never been more excited about STS's future or more confident about our ability to deliver a rigorous, relevant, and exceptional educational experience for our students.

Sincerely,

Carol Grant-Watt

Head of School

## Accountability Statement

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**T**he Annual Education Results Report for Strathcona-Tweedsmuir School (STS) for the 2022-2023 school year was prepared under the direction of the Board of Governors by the responsibilities under the Private Schools Regulation and the Education Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society. This Report was approved by the Board on November 28, 2023.

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## Vision, Mission, Motto, Core Values, and Guiding Principles

### OUR VISION

**STS inspires compassionate, curious, and creative global citizens who lead with courage.**

### OUR MISSION

A diverse community where students pursue lives of purpose, flourishing emotionally, physically, and intellectually.

### OUR MOTTO

*Nil nisi optimum* – Nothing but our best

### OUR VALUES

**Curiosity** is the first step in deep learning and innovative thinking.

**Creativity** as an authentic and entrepreneurial expression of self in relation to problem-solving.

**Respect** for ourselves, others, and the earth is a fundamental commitment to how we live our lives.

**Kindness** as the well-spring for our shared sense of belonging.

**Pluralism** so we are open to, respect, and engage with diversity of thoughts, feelings, and people.

**Humility** in order to open ourselves to life-long learning and grow as human beings.

**Integrity** living every day with honesty and strong moral principles.

**Joy** as an inner feeling that celebrates personal success, well-being, and beautiful moments.

**Excellence** as the outcome of giving our best every day.

**Resiliency** through the hard work of learning to endure challenges and become stronger.



## OUR GUIDING PRINCIPLES WILL ACT AS OUR COMPASS

### Inspire Leaders

STS offers a collaborative learning environment that empowers students to develop critical and independent thinking skills while exploring a challenging and balanced curriculum built on foundational core knowledge.

### Embrace Possibility

By effectively integrating the latest technology and learning methods into the classroom, we can help students better prepare for a constantly changing world.

### See the World as our Classroom

We believe in offering our students a comprehensive array of authentic, real-world experiences that reflect and support our classroom curriculum on a global scale.

### Nourish Mind, Body, and Soul

We promote fitness, health, and well-being through academic, athletic, outdoor, and artistic pursuits.

### Foster Community

We view the health and safety of our students as paramount, and this begins with fostering strong interpersonal relationships between parents, students, faculty, staff, and alumni in a welcoming and nurturing environment.

### Be Good Humans

We focus on how we can give back to the world and our fellow global citizens; we strive to live lives of purpose and be our best selves.

### Honour Our Legacy

We treasure our School's history, strong sense of community, and diversity, and strive to uphold our founding values.

## A Profile of the School Authority

**S**trathcona-Tweedsmuir School (STS) is more than a great school – STS inspires journeys that lead our students beyond anything they could have imagined.

Our School has a storied history of more than 117 years in southern Alberta. Over time, STS has developed a set of rich traditions and shared values that strengthen our sense of community and provide an enriched learning environment for all our Kindergarten through Grade 12 students. Students benefit from highly qualified, dedicated faculty, and a learning environment with a small student-teacher ratio, allowing them to build supportive relationships while maximizing their full potential.

Our School motto, *Nil nisi optimum*, compels all members of the STS community to do nothing but our best. The School's mission is to be “a diverse community where students pursue lives of purpose and flourish emotionally, physically and intellectually.” We strive to achieve this mission and live up to our motto through rigorous academic and diverse co-curricular programs, preparing our students to succeed in a rapidly changing world and increasingly global economy.

A cornerstone of an STS education is integrated programming – meaning that students benefit from a holistic, balanced education. Students gain a deeper understanding of the connections around them, which enhances their understanding of concepts. We celebrate diversity and inspire students to seek opportunities to connect their learning to a broader global perspective. It's a big-picture approach to learning that encourages critical thinking and prepares students for a life of purpose.

Unique to STS, we offer enriched learning opportunities on our 220-acre country campus, where students of all ages enjoy hands-on learning, physical activity, fresh air, and natural beauty. Outdoor activities develop curiosity, independence, and an appreciation for our environment while building lasting friendships and memories.

Being both an IB School and a Round Square School, STS embraces the philosophy, values, and ideals we share with these organizations, such as internationalism, service, and intercultural understanding. Together, they enable us to instill in our students the knowledge, values, and character qualities that will enable them to live purposeful lives and be the leaders of tomorrow.

STS has established an online and hybrid Grades 9 to 12 Collegiate School called STAND (ST&). The primary aim of this school is to offer flexibility and personalized learning to students and partner with post-secondary institutions and industry to meet the dynamic labour needs of the Alberta economy. We have authored all courses required for graduation with an Alberta High School Diploma from Grades 9 to 12. STAND hybrid students attend project-based learning classes once a week on campus and at Platform Calgary. STAND courses in Grades 11 and 12 are currently supporting students with athletic commitments outside of school and main campus students looking to solve timetable challenges. STANDalone courses are also available to learners across Alberta through our e-commerce platform.

## Special Recognitions

### BAND PERFORMANCE HIGHLIGHTS

Under the direction of Mr. Van de Reep and Ms. Roy, the STS bands had a fulfilling year packed with concerts, festivals, camps, and trips. There were so many highlights - learning from guest conductors Chris Herard and Kathie Van Lare at Camp Caroline, the Senior Bands travelling to LA to perform at the Anaheim Heritage Festival and coming in first place, and having our Grade 7, 8, 9, and Senior Bands receive “Gold Awards” at the Alberta International Band Festival in February.



### ELEMENTARY SCHOOL MUSICAL

Hilarious, entertaining, and the best cheesy jokes we’ve heard in a while! The Elementary School did a superb job telling the story of a “grammy-style” awards show with fairy tale characters competing for the prize in The Granny Awards. Delighting the audience with their dancing and singing, the live musical was a treat after its two-year hiatus.

### MARTI MCKAY WEEK

The beautiful legacy of Marti McKay lives on with this special week celebrating literary and creative arts with the entire student body. An STS Senior School student and award-winning poet, Marti tragically died in 1981. Guest authors Kallie George (children’s picture and chapter book writer), Rosena Fung (graphic novelist), TJ Klune (teen novelist), and Tanya Lloyd Kyi (science and pop culture non-fiction writer) shared their time and talents, inspiring our writers and illustrators.



### SPEECH DAY 75TH ANNIVERSARY

Speech Day is among the oldest traditions still celebrated at STS. Originating at one of our founding Schools, the event first started in 1948 at Strathcona School for Boys (SSB). This year marked the 75th anniversary. Every student in Middle and Senior School presented speeches on a variety of subjects in their English classes. The strongest in content and delivery were chosen to compete. Guest speakers shared inspirational messages and alumni participated as judges.



## OPERATION REMEMBRANCE

Our School was one of seven that participated in Operation Remembrance — 11 Days of Remembrance, a project to honour and build a stronger understanding of Canadian Peacekeepers. A group of Grade 6, 9, and 11 students represented STS in a short film focusing on Calgary's Peacekeeping Park in Garrison Green. Shared with several national and international organizations, Operation Remembrance emphasizes Canadian Peacekeepers' invaluable service and sacrifice, all in the name of world peace.

## SENSE OF BELONGING INITIATIVE

One of our *Flourish 2031* strategic pillars is to build an enduring sense of community and belonging – and the original intent of the Houses – Buchan, Burns, Dover, and Howard – has always been just that. Rooted in the history of the School and our broader community, we are honoured to breathe new life into this special tradition. New House crests were created along with additions to the casual spirit wear uniform for students and staff to represent their teams.



## GRADE 5 SPARTATHLON

A year-end highlight for Grade 5 students, the Spartathlon, showed the true grit and perseverance of our young athletes. It was a perfect day for the STS-style triathlon as students biked, ran, and kayaked to the finish line, taking in the beauty of the campus. A big thank you to all the parent volunteers for keeping hydration levels high, bandages close at hand, and cheering volumes loud.







## EASTERN CANADA UNIVERSITY TOURS

Each year, a group of Grade 11 and 12 students have the chance to tour different universities and colleges in various regions of Canada. This past Fall, 40 Senior School students visited 16 universities in Nova Scotia, Quebec, and Ontario. The nine-day whirlwind trip gave important insights into the diverse post-secondary programs available, including academics, campus culture, athletics, residence life, co-curricular activities, and — a vital one — cafeteria food. Another highlight was attending the Remembrance Day Ceremony at the National War Memorial in Ottawa — an unplanned and unforgettable experience. More than three-quarters of the 2023 graduating class are pursuing post-secondary studies at 19 exceptional schools in Canada.

## HONOUR DAY

This year's Honour Day on February 1, 2023, marked the 20th anniversary of the avalanche tragedy that took the lives of seven STS students: Alexander, Ben, Daniel, Jeffrey, Marissa, Michael, and Scott. We were privileged to share the day with former Humboldt Bronco, Ryan Straschnitzki, who spoke to students, employees, and special guests. An inspirational survivor who fully understands the complexity of grief and loss, Ryan's message of perseverance through suffering was unforgettable. He closed his message with this challenge, "When life gets tough, and it feels like doors are slamming in your face, focus on a growth mindset – persist, improve, embrace, build, and continue to strive for greatness — another door will always open."



## CELEBRATING OUR GRADUATES

The STS community gathered to honour the Class of 2023 with a graduation celebration and traditional convocation ceremony. Accepted to 84 different post-secondary schools and offered \$723,325 in scholarship opportunities, the students are pursuing a wide array of studies including architecture, astrophysics, aviation management, commerce, direct-entry medicine, fashion design, forensic science, legal studies, and veterinary medicine.

## Required Alberta Education Assurance Measures

### OVERALL SUMMARY – FALL 2023

Assurance Domain	Measure	Strathcona Tweedsmuir 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	90.0	89.6	89.6	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	92.7	92.0	91.4	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	97.4	98.9	97.1	80.7	83.2	82.3	Very High	Maintained	Excellent
	5-year High School Completion	96.3	95.4	94.4	88.6	87.1	86.2	Very High	Maintained	Excellent
	PAT: Acceptable	93.9	89.9	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	48.2	39.9	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	91.2	88.7	n/a	80.3	75.2	n/a	Very High	n/a	n/a
	Diploma: Excellence	39.1	32.6	n/a	21.2	18.2	n/a	Very High	n/a	n/a
Teaching & Leading	Education Quality	94.0	95.0	94.5	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.7	92.5	92.5	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	89.8	90.5	90.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	87.8	89.6	89.4	79.1	78.8	80.3	Very High	Maintained	Excellent

#### 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.

## MEASURE EVALUATION REFERENCE (REQUIRED AEAMS)

## Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 62.15	62.15 - 67.21	67.21 - 77.26	77.26 - 82.01	82.01 - 100.00
PAT: Excellence	0.00 - 10.15	10.15 - 13.39	13.39 - 17.84	17.84 - 23.74	23.74 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

## Notes:

- I. For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

## Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test considers the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes. The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

## Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
Improvement	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



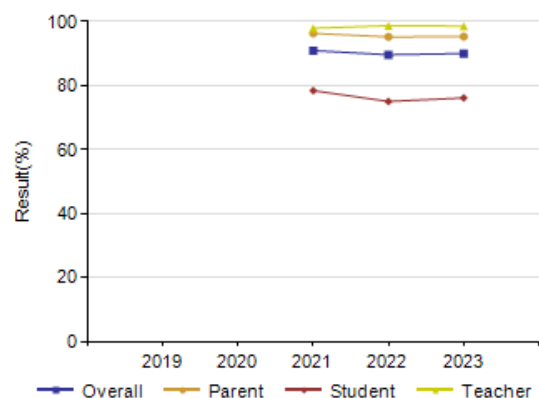
## Student Growth & Achievement

### STUDENT LEARNING ENGAGEMENT

#### MEASURE DETAILS

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	586	90.9	677	89.6	615	90.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	99	96.3	119	95.2	78	95.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	440	78.4	507	75.0	489	76.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	47	97.9	51	98.7	48	98.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

Graph of Authority Results



#### Notes:

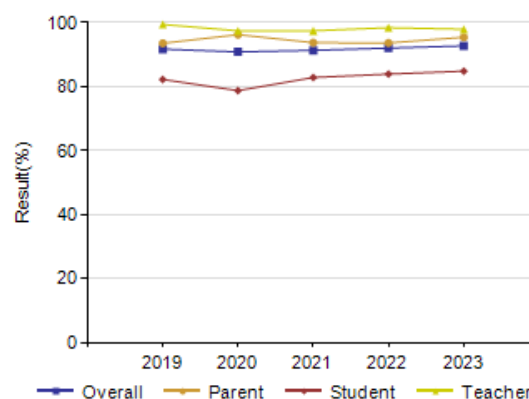
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## CITIZENSHIP

## MEASURE DETAILS

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority													Province									
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	663	91.7	712	90.8	586	91.3	677	92.0	616	92.7	Very High	Maintained	Excellent	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	132	93.5	147	96.2	99	93.7	119	93.6	78	95.4	Very High	Maintained	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	469	82.2	503	78.7	440	82.8	507	83.9	490	84.8	Very High	Improved	Excellent	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	62	99.4	62	97.4	47	97.4	51	98.4	48	97.9	Very High	Maintained	Excellent	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Graph of Authority Results



## Notes:

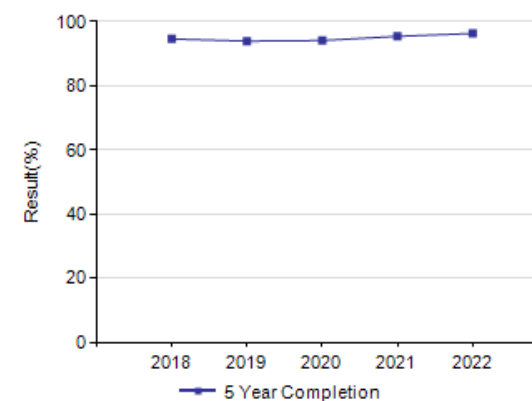
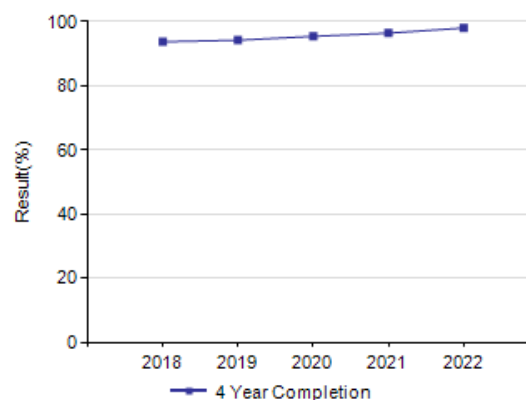
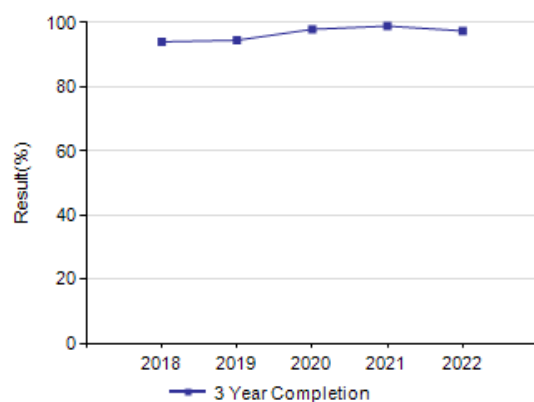
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21 when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

## HIGH SCHOOL COMPLETION RATE

## MEASURE DETAILS

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																							
	Authority													Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	82	94.0	70	94.5	64	97.9	74	98.9	82	97.4	Very High	Maintained	Excellent	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	79	93.7	82	94.2	70	95.4	64	96.4	75	98.0	Very High	Maintained	Excellent	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	69	94.6	79	93.9	82	94.1	70	95.4	64	96.3	Very High	Maintained	Excellent	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6

## Graphs of Authority Results



## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, the achievement level of diploma courses was determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

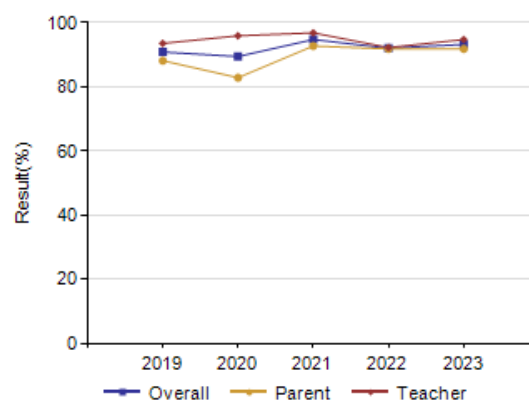
Note: STS did not have anyone who identifies at First Nation, Métis or Inuit within the 2023 Graduation Class.

## LIFELONG LEARNING

## MEASURE DETAILS

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	192	90.8	206	89.4	143	94.7	169	92.0	126	93.2	Very High	Maintained	Excellent	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
Parent	130	88.1	144	82.8	96	92.7	118	91.8	78	91.8	Very High	Maintained	Excellent	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	62	93.5	62	95.9	47	96.8	51	92.2	48	94.7	Very High	Maintained	Excellent	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3

Graph of Authority Results



## Notes:

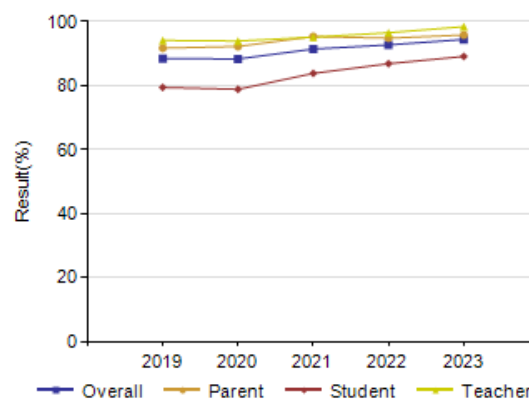
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.

## PROGRAM OF STUDIES

## MEASURE DETAILS

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.																							
	Authority													Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	548	88.4	579	88.3	482	91.4	550	92.7	494	94.4	Very High	Improved Significantly	Excellent	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9
Parent	132	91.7	147	92.2	99	95.3	119	94.8	78	95.8	Very High	Maintained	Excellent	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2
Student	354	79.4	370	78.8	336	83.8	380	86.8	368	89.1	Very High	Improved Significantly	Excellent	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4
Teacher	62	94.1	62	93.9	47	95.1	51	96.5	48	98.4	Very High	Maintained	Excellent	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3

Graph of Authority Results



## Notes:

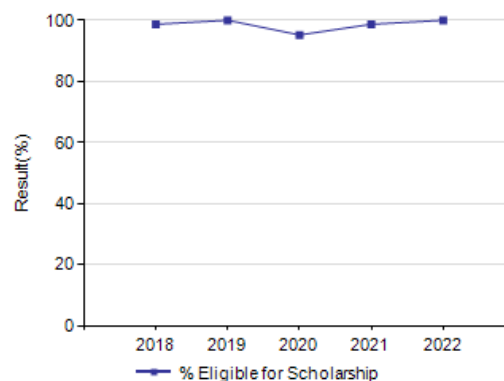
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## RUTHERFORD ELIGIBILITY RATE

## MEASURE DETAILS

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																								
		Authority													Province									
		2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate		75	98.7	69	100.0	62	95.2	75	98.7	80	100.0	Very High	Improved	Excellent	60,559	64.8	58,970	66.6	59,357	68.0	58,631	70.2	57,307	71.9
Rutherford eligibility rate details																								
Reporting School Year	Total Students	Grade 10 Rutherford				Grade 11 Rutherford				Grade 12 Rutherford				Overall										
		Number of Students Eligible		Percent of Students Eligible		Number of Students Eligible		Percent of Students Eligible		Number of Students Eligible		Percent of Students Eligible		Number of Students Eligible		Students Eligible %								
2018	75	69		92.0		73		97.3		70		93.3		74		98.7								
2019	69	65		94.2		65		94.2		66		95.7		69		100.0								
2020	62	57		91.9		58		93.5		53		85.5		59		95.2								
2021	75	73		97.3		74		98.7		71		94.7		74		98.7								
2022	80	76		95.0		79		98.8		78		97.5		80		100.0								

Graph of Authority Results



## Notes:

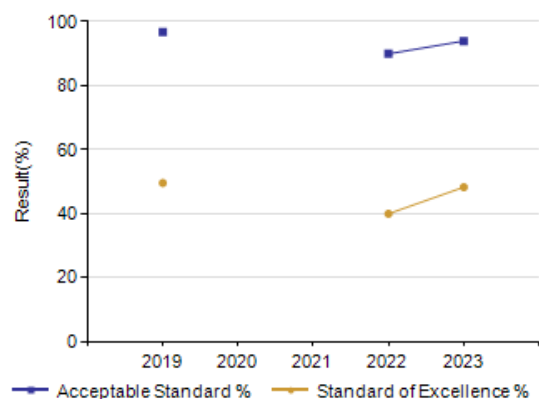
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Starting in 2018/19, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

## PROVINCIAL ACHIEVEMENT TEST (PAT) RESULTS

### BY NUMBER ENROLLED MEASURE HISTORY

PAT Results by Number Enrolled Measure History													
	Strathcona Tweedsmuir Sch					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	123	n/a	n/a	134	111	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	96.7	n/a	n/a	89.9	93.9	Very High	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	49.5	n/a	n/a	39.9	48.2	Very High	n/a	n/a	20.8	n/a	n/a	17.7	16.0

Graph of Overall Provincial Achievement Test Results



#### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests 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.
5. 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.
6. 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.

## PAT MEASURE DETAILS

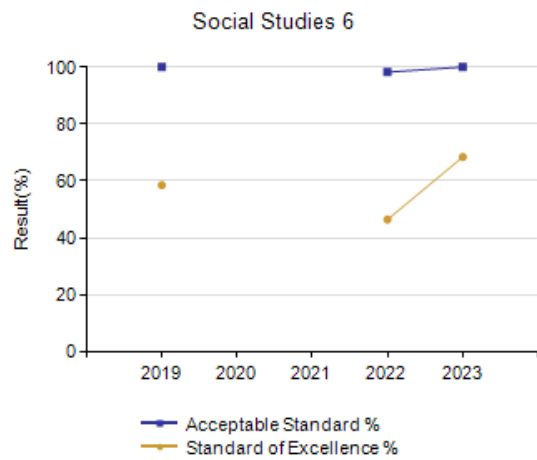
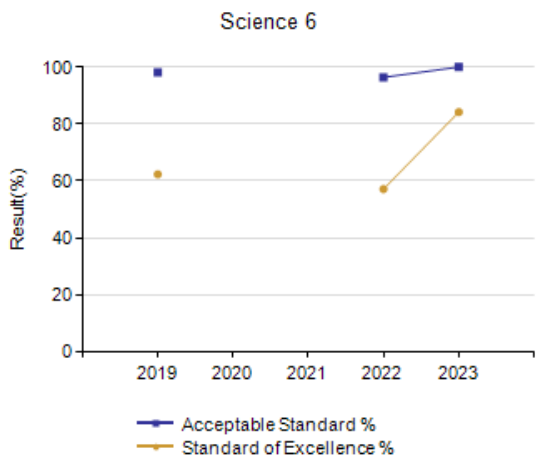
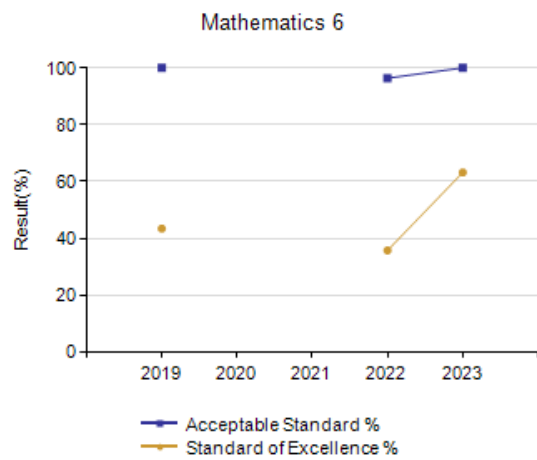
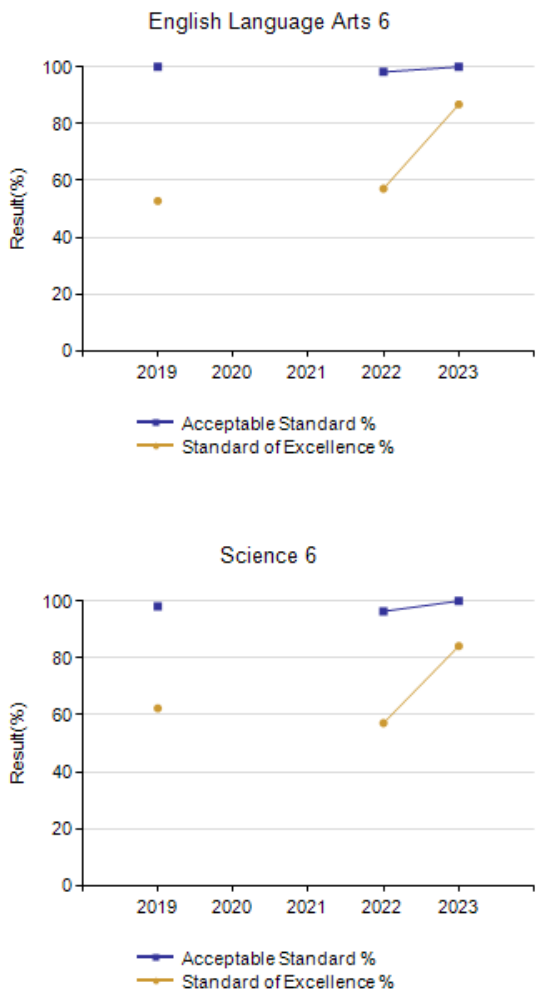
PAT Course by Course Results by Number Enrolled		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	100.0	52.8	n/a	n/a	n/a	n/a	98.2	57.1	100.0	86.8		
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4		
French Language Arts 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.3	24.6	n/a	n/a	n/a	n/a	83.0	20.2	78.9	19.4		
Mathematics 6	Authority	100.0	43.4	n/a	n/a	n/a	n/a	96.4	35.7	100.0	63.2		
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9		
Science 6	Authority	98.1	62.3	n/a	n/a	n/a	n/a	96.4	57.1	100.0	84.2		
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8		
Social Studies 6	Authority	100.0	58.5	n/a	n/a	n/a	n/a	98.2	46.4	100.0	68.4		
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0		
English Language Arts 9	Authority	97.1	51.4	n/a	n/a	n/a	n/a	89.7	38.5	95.9	60.3		
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4		
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7		
French Language Arts 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0	81.6	22.3		
Mathematics 9	Authority	95.7	60.0	n/a	n/a	n/a	n/a	88.5	39.7	91.8	41.1		
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5		
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3		
Science 9	Authority	95.7	40.0	n/a	n/a	n/a	n/a	88.5	39.7	94.5	38.4		
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1		
K&E Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9		
Social Studies 9	Authority	95.7	40.0	n/a	n/a	n/a	n/a	87.2	37.2	90.4	42.5		
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9		
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6		

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests 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.
5. 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.
6. 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.



GRAPHS OF PAT RESULTS BY COURSE (GRADE 6)

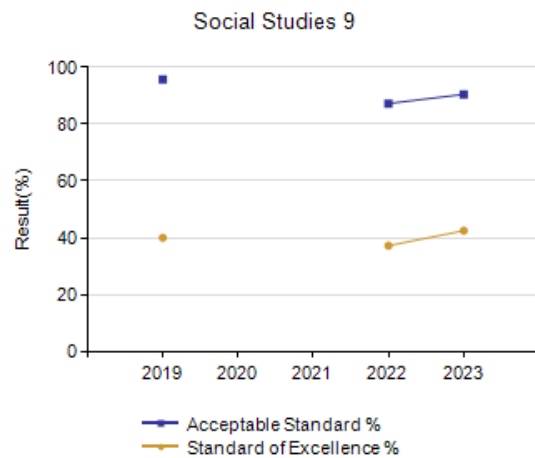
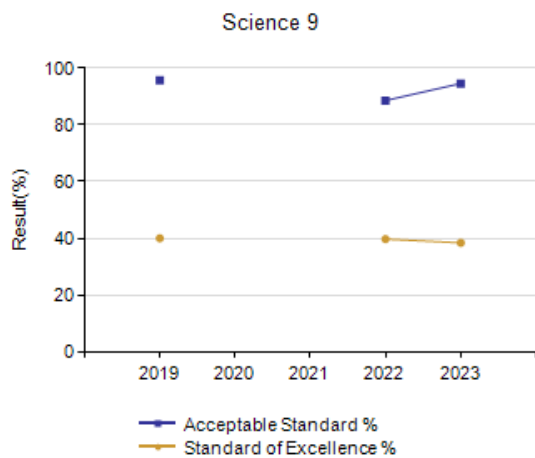
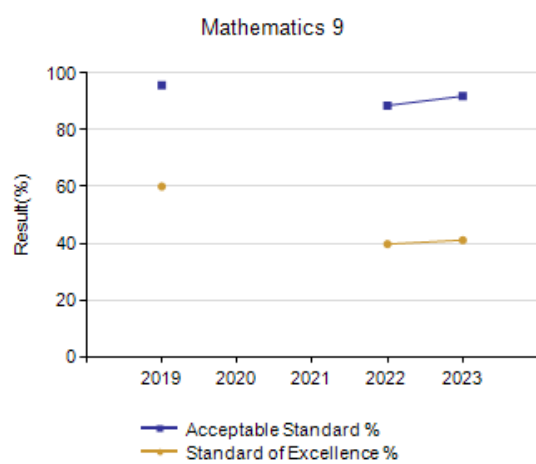
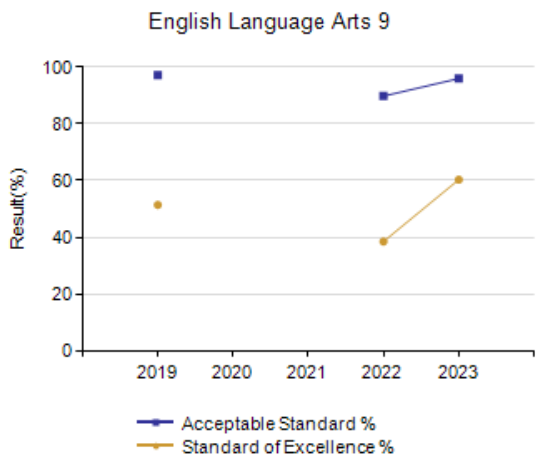


No data for French Language Arts 6 or Français 6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
3. Participation in the Provincial Achievement Tests 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.
4. 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.
5. 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.

GRAPHS OF PAT RESULTS BY COURSE (GRADE 9)



No data for English Language Arts 9 KAE, French Language Arts 6, Francais 6, Mathematics 9 KAE, Science 9 KAE, or Social Studies 9 KAE

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
3. Participation in the Provincial Achievement Tests 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.
4. 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.
5. 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.

Note: STS did not have any students who identify as First Nations, Métis or Inuit write the Alberta Provincial Achievement Tests.

## PAT RESULTS COURSE BY COURSE SUMMARY BY ENROLLED WITH MEASURE EVALUATION

Course	Measure	Strathcona Tweedsmuir School							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3-Year Average		2023		Prev 3-Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	n/a	n/a	38	100.0	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	38	86.8	n/a	n/a	52,106	18.4	n/a	n/a
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	77.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	12.5	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a
Mathematics 6	Acceptable Standard	Very High	n/a	n/a	38	100.0	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	38	63.2	n/a	n/a	52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	Very High	n/a	n/a	38	100.0	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	38	84.2	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	Very High	n/a	n/a	38	100.0	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	38	68.4	n/a	n/a	57,655	18.0	n/a	n/a
English Language Arts 9	Acceptable Standard	Very High	n/a	n/a	73	95.9	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	73	60.3	n/a	n/a	56,255	13.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	76.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	10.9	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a
Mathematics 9	Acceptable Standard	Very High	n/a	n/a	73	91.8	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	73	41.1	n/a	n/a	55,447	13.5	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	11.3	n/a	n/a
Science 9	Acceptable Standard	Very High	n/a	n/a	73	94.5	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	73	38.4	n/a	n/a	56,311	20.1	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a
Social Studies 9	Acceptable Standard	Very High	n/a	n/a	73	90.4	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	73	42.5	n/a	n/a	56,309	15.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	49.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	10.6	n/a	n/a

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests 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.
5. 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.
6. 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.

Note: STS did not have any students who identify as First Nations, Métis or Inuit write the Alberta Provincial Achievement Tests.

## PROGRAM OF STUDIES – MEASURE DETAILS

Achievement evaluation is based on comparing current yearly data to a set of consistent standards. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place yearly to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6 année	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Language Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9 année	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

### Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

## IMPROVEMENT TABLE

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based on the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

## OVERALL EVALUATION TABLE

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation.

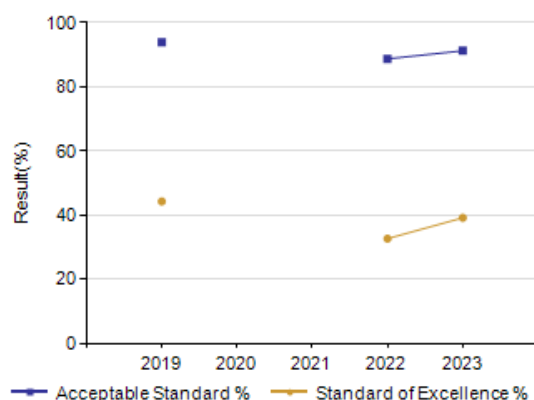
The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

## DIPLOMA EXAMINATION RESULTS – BY STUDENTS WRITING MEASURE HISTORY

Diploma Exam Results by Students Writing Measure History													
	Strathcona Tweedsmuir School					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	69	n/a	n/a	106	85	n/a	n/a	n/a	65,117	n/a	n/a	58,444	67,294
Acceptable Standard %	93.8	n/a	n/a	88.7	91.2	Very High	n/a	n/a	83.6	n/a	n/a	75.2	80.3
Standard of Excellence %	44.2	n/a	n/a	32.6	39.1	Very High	n/a	n/a	24.0	n/a	n/a	18.2	21.2

Graph of Diploma Examination Results - Overall



## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Exams. The weights are the number of students writing the Diploma Examination 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.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the 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.

Note: STS did not have any students who identify as First Nations, Métis or Inuit write the Alberta Diploma exams.

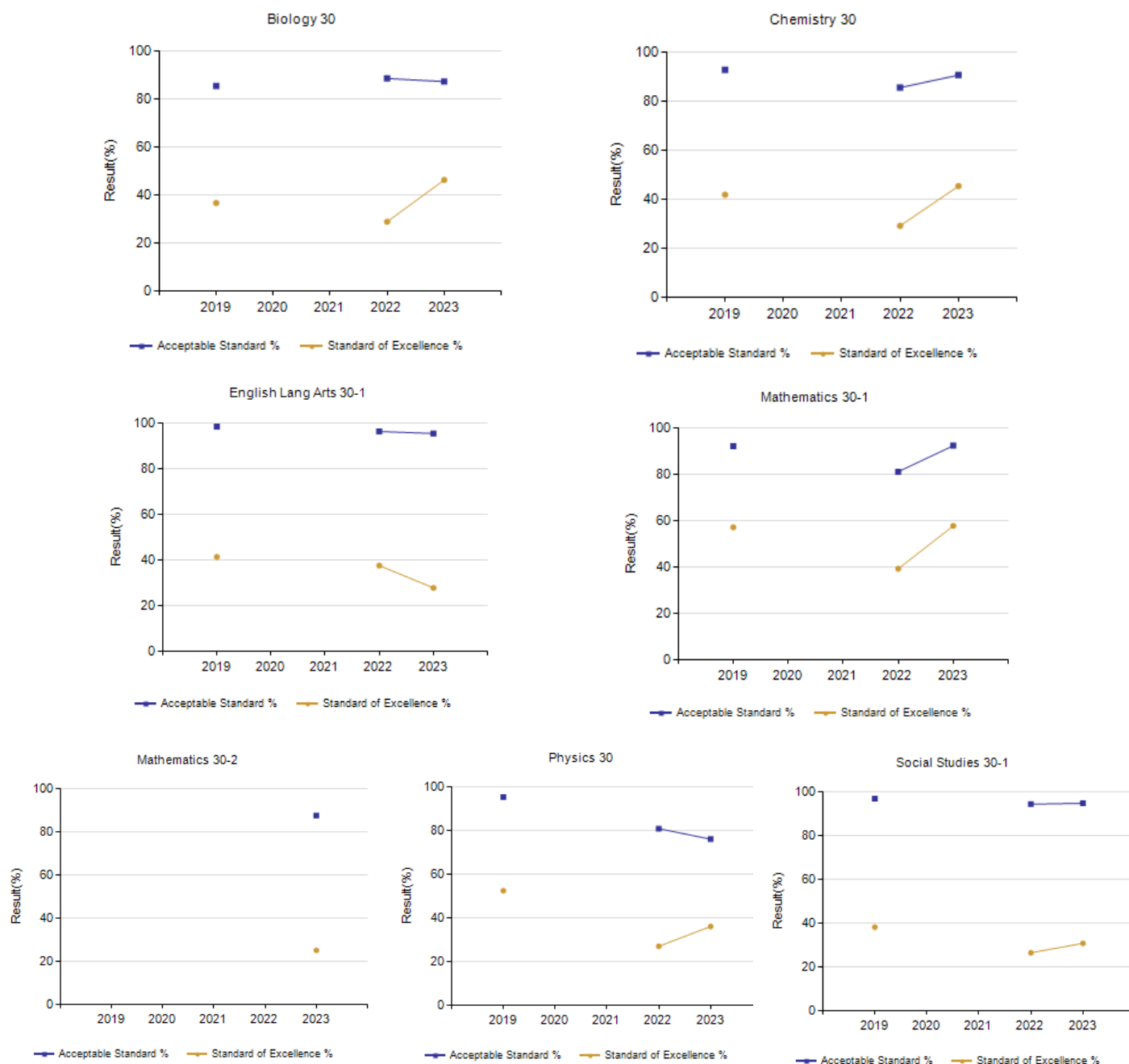
## DIPLOMA EXAMINATION RESULTS – MEASURE DETAILS

Diploma Exam Course by Course Results by Students Writing													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	98.4	41.3	n/a	n/a	n/a	n/a	96.3	37.5	95.4	27.7		
	Province	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5		
English Lang Arts 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7		
French Language Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	98.6	29.5	n/a	n/a	n/a	n/a	98.8	44.2	99.2	30.7		
Mathematics 30-1	Authority	92.1	57.1	n/a	n/a	n/a	n/a	81.1	39.2	92.3	57.7		
	Province	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0		
Mathematics 30-2	Authority	*	*	n/a	n/a	n/a	n/a	*	*	87.5	25.0		
	Province	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2		
Social Studies 30-1	Authority	96.8	38.1	n/a	n/a	n/a	n/a	94.3	26.4	94.7	30.7		
	Province	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3		
Biology 30	Authority	85.4	36.6	n/a	n/a	n/a	n/a	88.5	28.8	87.2	46.2		
	Province	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8		
Chemistry 30	Authority	92.7	41.8	n/a	n/a	n/a	n/a	85.5	29.1	90.6	45.3		
	Province	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0		
Physics 30	Authority	95.2	52.4	n/a	n/a	n/a	n/a	80.8	26.9	76.0	36.0		
	Province	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1		

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the 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.
4. Participation in the 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.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

## DIPLOMA EXAMINATION RESULTS BY COURSE



No data for English Language Arts 30-2, French Language Arts 30-1, Français 30, Science 30, or Social Studies 30-2.

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
3. Participation in the 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.
4. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.



## DIPLOMA EXAMINATION RESULTS COURSE BY COURSE SUMMARY WITH MEASURE EVALUATION

		Strathcona Tweedsmuir School							Alberta			
Course	Measure	Achievement	Improvement	Overall	2023		Prev 3-Year Average		2023		Prev 3-Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very High	n/a	n/a	65	95.4	n/a	n/a	31,493	83.7	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	65	27.7	n/a	n/a	31,493	10.5	n/a	n/a
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17,112	86.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17,112	12.7	n/a	n/a
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	93.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	6.1	n/a	n/a
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	99.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	30.7	n/a	n/a
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	52	92.3	n/a	n/a	19,763	70.8	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	52	57.7	n/a	n/a	19,763	29.0	n/a	n/a
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	8	87.5	n/a	n/a	14,418	71.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	8	25.0	n/a	n/a	14,418	15.2	n/a	n/a
Social Studies 30-1	Acceptable Standard	High	n/a	n/a	75	94.7	n/a	n/a	24,023	83.5	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	75	30.7	n/a	n/a	24,023	15.9	n/a	n/a
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,045	78.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,045	12.3	n/a	n/a
Biology 30	Acceptable Standard	High	n/a	n/a	39	87.2	n/a	n/a	23,270	82.7	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	39	46.2	n/a	n/a	23,270	32.8	n/a	n/a
Chemistry 30	Acceptable Standard	Very High	n/a	n/a	53	90.6	n/a	n/a	18,364	80.5	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	53	45.3	n/a	n/a	18,364	37.0	n/a	n/a
Physics 30	Acceptable Standard	Intermediate	n/a	n/a	25	76.0	n/a	n/a	9,241	82.3	n/a	n/a
	Standard of Excellence	High	n/a	n/a	25	36.0	n/a	n/a	9,241	39.9	n/a	n/a
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,007	79.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,007	23.1	n/a	n/a

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the 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.
5. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Note: STS did not have any students who identified as First Nations, Métis, or Inuit write the Alberta Diploma exams.

## MEASURE EVALUATION REFERENCE - ACHIEVEMENT EVALUATION

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place yearly to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Language Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

## Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

## IMPROVEMENT TABLE

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test considers the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based on the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

## OVERALL EVALUATION TABLE

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation.

The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

## Local Component

### REVIEW & IMPLEMENTATION OF NEW LEARNING MANAGEMENT SYSTEM (LMS)

A cross-divisional team was created in January of this year to explore other options for the School's Learning Management System (LMS). We have utilized Managebac for the past eight years, and while it did meet most of our needs, it did not meet the needs of the Elementary School parents, as they could not easily view tasks and an overview of the unit plans. In the Middle and Senior Schools, the unit planning features and a week at a glance were not as robust as we had hoped. After piloting and then completing an analysis on Toddle, Canvas, and Absorb, the School decided to transition to Toddle for the 2023-2024 school year.

With the implementation of Toddle, the Elementary School no longer uses Seesaw as a digital portfolio, as Toddle has this feature. Toddle has an intuitive interface that allows students in Grades 4 to 12 to utilize it to access their learning resources. Previously, with ManageBac, students in Grades 7 to 12 utilized the student function, but the Elementary School children used Google Classroom. Toddle provides transparency and clarity for parents to see an overview of the learning unit's task for their students (completed, outstanding, and future). Parents and students can access the teachers' anecdotal comments on tasks, the assessment rubric, and the final assessment level.

### STS DEFINITION OF EXCELLENCE IN TEACHING AND LEARNING

In response to a recommendation for our CAIS (Canadian Accredited Independent Schools) evaluation, the faculty and students collaboratively defined "Excellence," resonating with the School's current societal context and population. After a lengthy series of faculty workshops across the Kindergarten to Grade 12 continuum, large and small group meetings, iterative drafting, and review cycles, we are proud to share the following definition of Excellence at STS.

**At STS, excellence in teaching and learning is the outcome of:**

... an intentional focus on learners who bring their daily best and develop characteristics of active learners: self-belief and resiliency, a growth mindset, creativity, courage, open-mindedness, engagement, passion, and joy.

...an intentional focus on learning environments that develop a sense of belonging and safe spaces for learners to challenge themselves and others; these environments are built on relationships founded in respect, kindness, and compassion so that learners can continue to grow.

...an intentional focus on learning experiences that empower learners to strive to reach their potential as global citizens who take action beyond the classroom, as well as the intentional development of creative, inclusive and varied learning experiences that balance instructional techniques (i.e., direct instruction, inquiry) and multiple assessment practices to engage, challenge and encourage learners.

## ESTABLISHING A CONTINUUM OF PRACTICE (KINDERGARTEN TO GRADE 12)

### CONTINUED WORK ON FORMATIVE ASSESSMENT APPROACHES

STS's Pedagogical Leadership Team (PLT) comprises Kindergarten to Grade 12 faculty colleagues who also assume leadership roles. This cross-divisional group of educators meets to reflect on – and improve – instructional and assessment practices. In the past year, this group worked collaboratively with colleagues to develop a comprehensive Assessment Policy that can be distilled into a single pedagogical belief:

**“The purpose of assessment is to improve student learning.”**

We have spent considerable time expanding summative assessment practices (assessment of learning) to include formative assessment practices (assessment for and assessment as learning) that promote student agency and deep learning. Expanding assessment practices this way can be challenging, given the norm-referenced standardized assessments mandated by the Alberta Ministry of Education and the International Baccalaureate (IB). However, we view this work as critical. Expanding assessment practices widens the range of evidence teachers must gauge the impact of their practice on student learning.

The PLT group's shared goal is to improve student learning and focus on assessment practices, inquiry-based instruction, Universal Design for Learning (UDL), and data analysis. Group members collaborate with faculty colleagues within and between:

- grade divisions (K-3), (4-6), (7-9) and (10-12);
- within and between IB Programmes: PYP, MYP, and DP; and
- within and between school divisions (Elementary, Middle, and Senior).

Breaking-down grade-, division- and program silos have been a collective focus of the PLT. An emulsifying cultural force that helps in this regard is data gathering and data sense-making. The group collectively examines student learning artifacts (evidence) generated by pedagogical practices in the school. Expanding school-wide practices that shift the locus of assessment away from performative (high-stakes) standardized exams to what happens inside the classroom – with students – through feedback is key. It's also important to note that about 20% of the School's population requires instructional and assessment accommodations to support their learning profile. STS is committed to data sense-making protocols that help teachers differentiate and expand their pedagogical practice to promote student achievement and belonging for all students.

The August 2023 PLT retreat focused on launching and extending the School's Kindergarten to Grade 12 Assessment Policy framework in ways that emphasized inquiry-based pedagogy. The goal is to link the School's revised Assessment Policy meaningfully for students, teachers, and parents. To this end, STS has entered a professional development partnership with Trevor Mackenzie. His work on developing in Kindergarten to Grade 12 teachers 'Student-Centered Assessment Beliefs' will factor prominently in our work over the next two years. As importantly, it aligns with the core assessment beliefs documented in the School's revised Assessment Policy (*see Appendix F*). When rich qualitative and quantitative data is collected to spark analysis and reflection, it can be used to improve our assessment and instructional practices in deliberate and focused ways.

Much of our data-driven work is informed by Lipton and Wellman's work on creating and leading cultures of inquiry. Their book, *Got Data? Now What?* (2012) has been instrumental in faculty colleagues critically and dispassionately analyzing benchmarking, PLT, Diploma exam and IB Diploma exam results.

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PRIMARY YEARS PROGRAMME (PYP) – Kindergarten to Grade 6

MIDDLE YEARS PROGRAMME (MYP) – Grades 7 to 10

DIPLOMA PROGRAMME (DP) – Grades 11 to 12

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### PYP EXHIBITION (GRADE 6)

The PYP Exhibition is the culminating, collaborative experience in the final year of the PYP Programme. Students will explore, document, and share their understanding of an issue or opportunity of personal significance. Some key purposes of the PYP Exhibition for students are to:

1. Engage in an in-depth, collaborative inquiry.
2. Demonstrate agency and responsibility for their learning.
3. Demonstrate attributes of the IB learner profile.
4. Explore multiple perspectives.
5. Synthesize and apply their learning.
6. Take action.
7. Unite the learning community.
8. Reflect on their PYP education.
9. Celebrate their transition to the following stages of their education.

**Central Idea for PYP Exhibitions at STS:** With voice and power, humans' actions reflect their values and beliefs. Students are encouraged to choose a topic they are passionate about that could affect local change. Student engagement and sense of empowerment have greatly improved when they focus on awareness within their community. They can see that their voice can make a difference and help bring attention to relevant and meaningful issues.

### SAMPLE PYP EXHIBITION TOPICS (GRADE 6):

- Barriers to Sport Participation
- Food Insecurity
- Horse Cruelty
- Racism in the Police Force
- Floods and Power Outages in Pakistan

## MYP PERSONAL PROJECT (GRADE 10)

MYP students explore an area of personal interest over an extended period. It allows them to consolidate their learning and develop important skills needed in further education and life beyond the classroom. The Personal Project report is assessed by the supervisor and externally moderated by the IB to ensure a globally consistent standard of excellence. Each project is awarded a final achievement grade.

### SAMPLE MYP PERSONAL PROJECT TOPICS:

- Sustainable Fashion Magazine
- Rock Climbing Beginners Guidebook
- Eco-friendly and Affordable Housing
- Judges of Fury and Fortune - An Original Work

## DP EXTENDED ESSAY (GRADE 12)

The extended essay is a required component of the IB DP. It is an independent piece of research, culminating with a 4,000-word paper. The extended essay provides (a) practical preparation for undergraduate research and (b) an opportunity for students to investigate a topic of personal interest. Through the research process for the extended essay, students develop skills in:

- Formulating an appropriate research question.
- Engaging in a personal exploration of the topic.
- Communicating ideas.
- Developing an argument.

Participation in this process develops students' capacity to analyze, synthesize and evaluate knowledge.

### SAMPLE DP EXTENDED ESSAY TOPICS:

#### Biology

The Effects of pH on the Calcifying Organisms of the Goniopora and Pocillopora Genera and Hydrolithon reinboldii Species.

#### English Literature

Navigating Colonial Expectations of an Indigenous Identity: To what extent does Thomas King's use of liminal spaces throughout Green Grass, Running Water redefine the modern Indigenous identity through navigating colonial ideologies?

#### History

Building Nations and Breaking Barriers: Assessing Women's Contributions to Allied and Axis Success or Failure During World War II.

## Mathematics

Can HIV modelling through differential equations be rectified through the application of Stochastic Markov Chain Modelling in Assessing Vector Probabilities for Treatment at Various Stages?

## Music

To what extent did classical music from the Romantic Era influence Bossa Nova?

## Physics

An Investigation into How the Mass of a Person Affects the Safety Precautions in Bungee Jumping.

The Doppler Effect of a Source Moving with a Constant Velocity: What is the relationship between the velocity of a sound source and the frequency recorded by a stationary observer?

The Effect of Particulate Accumulation on a Solar Panel's Voltage Output: How does the mass of semolina on a solar panel (grams) affect the voltage (volts) produced by the solar panel?

## INAUGURAL CONTINUUM EXHIBITION MAY 2023

While the IB develops all three Programmes (PYP, MYP, and DP) as discrete stand-alone experiences, it is worth highlighting that STS is one of two Alberta schools offering the full programmatic continuum. In the landscape of Canadian independent day and boarding schools, STS holds a special place partly because of its IB continuum of teaching and learning practice.

Although each IB Programme has a developmentally specific focus, they also have four common foundational elements:

1. international mindedness,
2. inquiry-based learning,
3. the IB learner profile, and
4. approaches to learning.

As importantly, IB students develop the knowledge and skills required to be agents of their learning journey at every grade, most recently showcased in the spring inaugural IB Continuum Exhibition held at the School. The work of students was exceptional on many levels. It heralded the eclectic scholarly, design, mathematical, historical, artistic, sociological, entrepreneurial, and engineering interests of STS students in a way that only pursuing topics of personal interest can.

The Exhibition also marked the introduction of the Apostoli Marinakos '18 MYP Personal Project Award. Established to honour the memory of STS Alumni "Lifer" and fourth-year mechanical engineering student Apostoli Marinakos '18, the award recognizes Apostoli's talent for innovation, problem-solving, and creativity. Specifically, it acknowledges a student who demonstrates inspiration in executing their MYP Personal Project, thereby expanding the terms of reference dictated by the IB for a student's final submission. The Award considers the 'product' or artifact created by any Grade 10 student in a way the IB does not. This year's deserving recipient is Josephine Grouette '25. Her project, 'Expression of Mental Health Through Art,' created nine original works she auctioned on a website she



also created – an achievement recognized at Prizegiving. The money and awareness she raised for the Calgary Mental Health Association align directly with the IB MYP Personal Project goal of developing a sense of agency to make a difference in students.

## ELEMENTARY SCHOOL (KINDERGARTEN TO GRADE 6)

### FOCUS ON KINDERGARTEN TO GRADE 3 EARLY LITERACY AND NUMERACY

Teachers in Division One utilized the additional Literacy and Numeracy funding provided by the province to attend professional development (PD) opportunities focusing on early intervention and research-based instruction of early literacy and numeracy skills. More Fountas and Pinnell Benchmark kits, levelled readers, and math manipulatives were also purchased to support learning in these areas.

*A list of PD and assessment tools are found in Appendix B.*

Key Components of the **LITERACY** Intervention Program:

- One-on-one or small group tutorials.
- Tutorials are systematic and explicit.
- Tutorials focus on each student's strengths and areas of need.
- Reading tutorials include comprehension strategies, familiar text, word study, in addition to, writing that supports reading, applying skills and techniques to new text, spelling features/spelling patterns study, spelling practice, and explicit/systematic phonics instruction.
- Students are taught to predict, confirm, and understand what they read.

Key Components of the **NUMERACY** Intervention Program:

- Small group tutorials
- Tutorials focus on each student's strengths and areas of need, which will build on what the students know by assisting, modelling, guidance, and collaboration to move toward working independently.
- Students received support in skills such as number concepts, computation, problem-solving, reasoning, number talks and math fluency.
- Ongoing formative assessment will direct daily intervention and instruction.
- Based on assessments, flexible curricular materials and activities that provide alternatives for students will be selected from a wide range of options: IXL Learning activities, EXTRA math, manipulative, 100s charts, number lines, strategy charts, calculators

### PROVIDENCE THERAPY TEAM THROUGH AN AISCA GRANT

This grant provided occupational therapy (OT), psychological therapy (PT), and speech-language pathology (SLP) on an occasional basis. Supports utilized include classroom observations, lunch and learns, and modelling skills in the classroom. Additionally, small-group interventions will take place in the New Year. We identified strategies and supports to enhance overall classroom learning.

OT FOCUS AREAS:

- Fine motor skill development
- Self-care skills

- Classroom thinking skills
- Emotional regulation (the ability to manage emotions and respond appropriately)
- Classroom transitions and routines
- Environmental modifications (strategies to improve and enhance learning)

#### SLP FOCUS AREAS:

- Attending and listening skills
- Pronunciation of speech sounds
- Playing with sounds in words to enhance literacy skills (i.e., rhyme, alliteration)
- Understanding and following directions
- Understanding and answering questions about stories read aloud
- Telling stories
- Social skills and making friends

#### PT FOCUS AREAS (whole-classroom group activities facilitated by a Psychologist):

- Brain development
- Social-emotional skills
- Emotional well-being and mental health literacy
- Stress and anxiety
- Executive functioning (i.e., planning, organization, task initiation, self-monitoring)
- Emotional regulation (i.e., the ability to manage emotions and respond appropriately)
- Social skills

### GRADE 6 INTEGRATED LEARNING EXAMPLE

The Grade 6 Skateboard Project is a textbook example of transdisciplinary learning in action. It includes math, art, and physics and has even evolved over the past few years to include physical and health education. More than simply a technical marvel or stunning art display, these skateboards represent seven years of growth and development on the part of the students. They can express who they are through their designs, and they've exercised their critical thinking skills, ideated, and empathized with the user at every stage. They've prototyped and tested several ideas and gained valuable knowledge and insight. Within their Physical and Health Education class, students are taught the basics of how to ride safely.



## MIDDLE SCHOOL (GRADES 7 TO 9)

### SPARK ACTIVITIES - FULL IMPLEMENTATION

We engaged in our first full implementation of the Spark activity program. Students selected from a comprehensive list of elective opportunities offered in multi-grade groupings. Students continued to deepen their connection with peers from different grades and teachers outside of their timetable of courses. Activities span various arts, athletics, citizenship, and outdoor education offerings. Enrichment and personalization of the learning experience are key deliverables, strengthening the sense of community. Students are invited to suggest what Spark activities they would like to enhance student engagement and shared ownership. We ran Spark's Fall, Winter and Spring sessions, allowing students to participate in three different activities by the end of the year.

### PILOT CLASSROOMS

After two years of research and site visits, the MS Active Learning Environments (ALE) Committee is pleased to report that we have installed two pilot learning environments. The pilot project will run for several months in the 2023-2024 school year, following which a recommendation will be made to purchase more of the furniture and equipment items found to be most effective in the STS context. The modern, ergonomic, and multi-function furniture creates a highly adaptable learning environment, with the following notable features:

- Individual whiteboards – used for guided math practice, small group inquiry and making thinking visible. They can also be used to divide workspaces for high-focus work and examinations.
- Backpack hooks – keeps floor clear of tripping hazards and easy access to students' belongings.
- Rolling chairs – allow students to pivot without interruption from one workspace to another and easily collaborate or check in with peers.
- Mobile, individual workstations – make for simple and quick transitions between group and solo work.
- Standing height tables – offer options to students needing a break from sitting, creates a stadium effect in room making sight lines clear, and supports walk-up collaboration and sharing with peers.



Students and teachers have reacted positively to the pilot classrooms. We are already receiving lots of positive feedback, including requests from other teachers to have similar furniture brought into their classrooms.



### GRADE 7-12 COMMUNITY BLOCK

This year, we consolidated the weekly advisory, assembly and borderless learning time (BLT) into a consolidated community block for Grades 7 to 12, encompassing the Middle and Senior School divisions. This block of time is used for various community gatherings, including assemblies, guest speakers, fairs, special activities and academic support. The time allows different groupings from MS and SS to come together, further reinforcing our sense of community and belonging.

### SENIOR SCHOOL (GRADES 9 TO 12)

#### SETTING THE STAGE FOR MOVE TO SEMESTERS

The 2022-2023 School year was marked with staff engagements and planning sessions to decide on our academic programming. This process began with an alignment within the SS and MS timetables to ensure that we could block classes and staff. Once this was viable, the Head of School and Head of Senior School held meetings with staff to gather feedback and examine what worked in the current model and what they hoped for in a new system. This information was compiled and shared with the staff. Academic leaders within the School were consulted to ensure that implementation would be as smooth as possible. Much of this work was working better to align our IB Programme with the Alberta Program to ensure students understand their pathways and choices for programs. This shift from full-year programming to semester programming will allow for more student choice and flexibility in how we support our community.

#### ELECTIVES FOR SENIOR SCHOOL

From the collaborative process for the new semestered timetable, the discussion led to the creation of new elective classes to better support Senior School students. Students, parents, and faculty have advocated for more choices for students.

Offerings for the 2023/2024 school year:

## 10 Level

ART  
DESIGN  
DRAMA  
GENERAL MUSIC  
SPORTS MEDICINE  
OUTDOOR EDUCATION

## 20 Level

COMPUTER SCIENCE  
DESIGN & INNOVATION  
DRAMA  
ECONOMICS  
OUTDOOR EDUCATION  
PHYSICAL EDUCATION  
SPORTS MEDICINE

## 30 Level

COMPUTER SCIENCE  
DESIGN & INNOVATION  
DRAMA  
ECONOMICS  
INTERNATIONAL POLITICS  
LEGAL STUDIES  
OUTDOOR EDUCATION  
PHYSICAL EDUCATION  
SPORTS MEDICINE

## 2023 STS IB RESULTS FOR YEAR 2 (GRADE 12)

No. of candidates registered in session:	43	Average points of passed diploma:	32
No. of diploma and retake candidates:	8	Highest points to single candidate:	37
No. of subject entries in session:	145	Average grade by candidates:	5
No. of candidates passing diploma:	8	No. of candidates excluded from statistics:	0

Subject	No. of Candidates	STS Average Grade	Global Average Grade
BIOLOGY SL	5	5.60	4.15
BIOLOGY HL	6	5.17	4.39
CHEMISTRY SL	7	5.29	4.10
CHEMISTRY HL	8	3.75	4.56
DESIGN SL	3	3.33	3.97
DESIGN HL	2	4.50	4.65
ECONOMICS SL	4	4.00	4.75
ECONOMICS HL	6	6.20	5.10
ENGLISH A. LITERATURE HL	22	5.32	4.56
FRENCH AB SL	6	5.33	4.78
FRENCH B SL	5	6.00	5.02
HISTORY SL	5	4.40	4.65
HISTORY EUROPE HL	22	4.36	4.80
MATH ANALYSIS & APPROACHES SL	9	5.89	4.61
MATH ANALYSIS & APPROACHES HL	5	5.00	4.87
MUSIC SL	2	5.00	4.16
PHYSICS SL	6	5.17	4.21
SPANISH AB SL	3	5.33	4.92

## UNIVERSITY OFFERS OF ADMISSION

STS students received offers from universities and colleges across Canada, North America, and around the globe. Students graduate from STS driven to be their best and inspired to make a difference. Our School community and the opportunities we provide ensure they are prepared to do so. The link below details the schools where STS students have received offers and attended schools in recent years. *See Appendix A: Class of 2023 School Profile.*

## COMMENTARY ON RESULTS

PAT results in Grades 6 and 9 and Diploma results have improved overall. This remains an area of focus for STS and is supported by the continuum work looking at formative assessment which allows students to understand themselves as learners.

We continue using a systems approach to improve student growth and achievement at STS. An essential part of this is redefining the work of Learning Leaders, who provide important leadership to teachers within their departments. We are also committing to systematically using data to inform teaching practice, ensure that assessment effectively provides feedback to students on their progress, and guide instructional decisions. Our continued work on assessment practices and teacher professional development, focused on making thinking and assessment visible, promotes deeper learning for students and improves overall achievement.



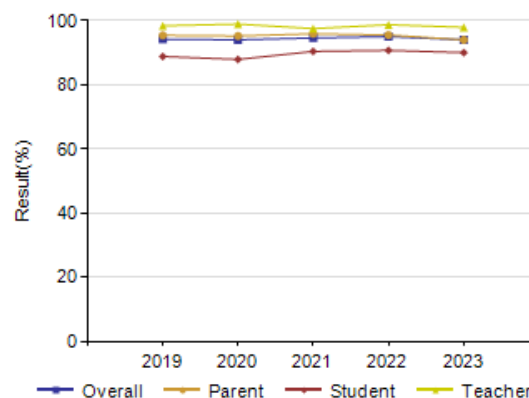
## Teaching & Leading

### EDUCATION QUALITY

#### MEASURE DETAILS

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	663	94.2	712	94.0	585	94.6	678	95.0	617	94.0	Very High	Maintained	Excellent	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	132	95.4	147	95.2	99	95.9	119	95.5	78	94.0	Very High	Maintained	Excellent	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	469	88.8	503	87.9	439	90.4	508	90.7	491	90.0	Very High	Maintained	Excellent	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	62	98.4	62	98.9	47	97.5	51	98.7	48	97.9	Very High	Maintained	Excellent	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

Graph of Authority Results



#### Notes:

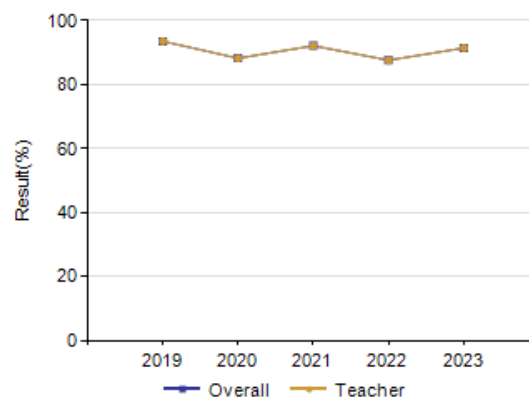
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## IN-SERVICE JURISDICTION NEEDS

## MEASURE DETAILS

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.																							
	Authority													Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	62	93.5	62	88.2	47	92.1	50	87.6	47	91.4	High	Maintained	Good	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	62	93.5	62	88.2	47	92.1	50	87.6	47	91.4	High	Maintained	Good	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2

Graph of Authority Results



## Notes:

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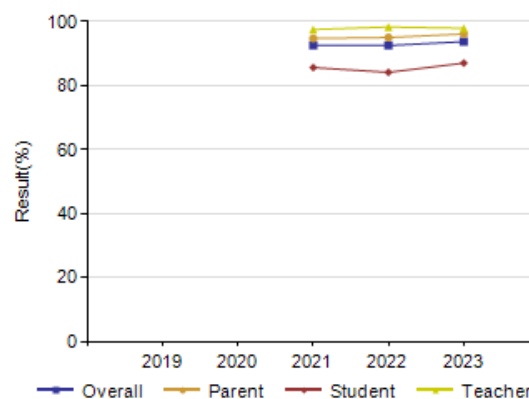


## WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

## MEASURE DETAILS

The percentage of teachers, parents and students agree that their learning environments are welcoming, caring, respectful and safe.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	586	92.6	677	92.5	617	93.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	99	94.7	119	95.0	78	96.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	440	85.6	507	84.1	491	87.0	n/a	Improved	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	47	97.5	51	98.3	48	97.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

Graph of Authority Results



## Notes:

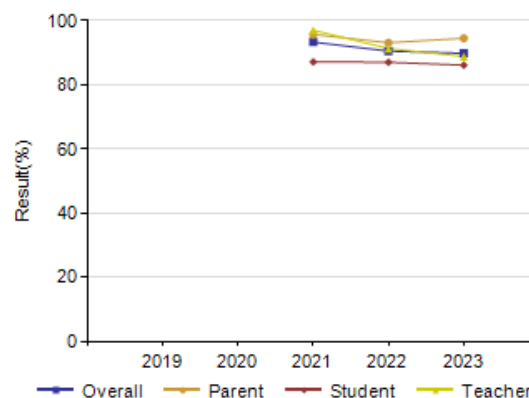
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2. The AEA survey was introduced as a pilot in 2020/21 when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## ACCESS TO SUPPORTS &amp; SERVICES

## MEASURE DETAILS

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	586	93.3	677	90.5	615	89.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	99	95.7	119	93.1	78	94.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	440	87.1	507	87.0	489	86.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	47	97.0	51	91.3	48	88.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Graph of Authority Results

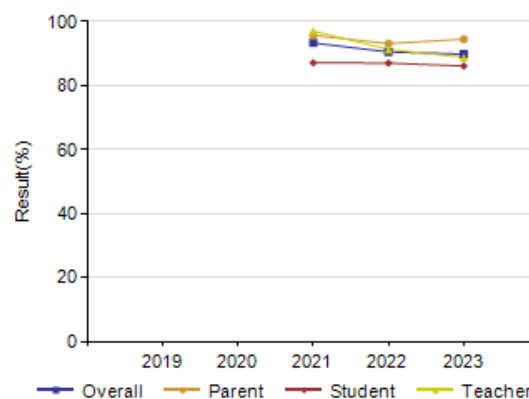


## Notes:

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The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	586	93.3	677	90.5	615	89.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	99	95.7	119	93.1	78	94.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	440	87.1	507	87.0	489	86.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	47	97.0	51	91.3	48	88.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Graph of Authority Results



## Notes:

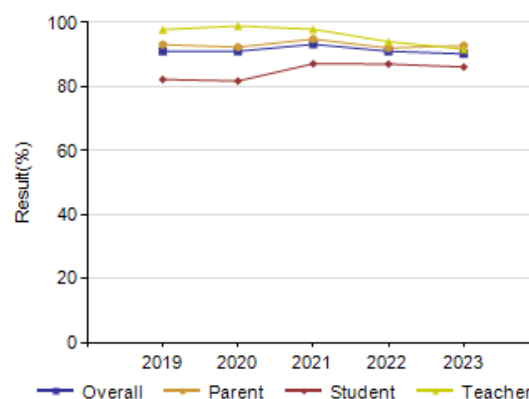
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## PROGRAM OF STUDIES – AT-RISK STUDENTS

## MEASURE DETAILS

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																							
	Authority													Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	662	91.0	712	91.0	586	93.2	677	91.0	615	90.2	High	Maintained	Good	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2
Parent	131	93.1	147	92.3	99	94.8	119	92.0	78	92.8	Very High	Maintained	Excellent	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7
Student	469	82.2	503	81.7	440	87.1	507	87.0	489	86.1	High	Maintained	Good	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	62	97.8	62	98.9	47	97.9	51	94.0	48	91.7	Low	Declined	Issue	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9

Graph of Authority Results



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Student Support

### STUDENT SERVICES

The Student Success Centre (SSC) is a flexible learning environment to support a variety of student needs. The SSC is safe, calm, and welcoming, a large multi-use space with areas to work in groups or individual rooms for less distracting work. Whether a student requires unique accommodations, one-on-one academic support, time to regulate and check in or receive organizational support, they can come to the SSC.

### PROVINCIAL MENTAL HEALTH GRANT

STS was honoured with a substantial grant of \$345,000, generously awarded by Alberta Education in response to our Proposal to support mental health support within our School. This grant money is being used to strengthen a myriad of student services initiatives, including hiring a dedicated School Psychologist and implementing the Open Parachute program, benefiting students from Kindergarten through Grade 12.

Furthermore, the grant will support the community's mental health awareness by funding parent information sessions, thereby nurturing a profound understanding of mental well-being within our community. In addition, we are committed to the professional growth of our educators. As such, a portion of the grant will be allocated to cater to their specific needs in terms of training and development, ensuring they are well-equipped to provide the utmost support and guidance to our students. The grant will be used to the end of 2025. Here is a [link](#) to the Proposal submitted to Alberta Education.

### NEW TEAM MEMBERS

Since the previous school year, the Student Services team has expanded with several new hires. Two full-time Educational Assistants (EA) were brought on before the new year started. One focuses on targeted, individualized support, whereas the second EA works with Elementary School students and the Literacy Intervention Program. With direction from the Elementary Learning Strategist, they meet with small groups of students and provide push-in classroom intervention and enrichment.

The team also hired a School Psychologist to add another layer of expertise to support student and family needs.

The updated Academic Profile was also created for Kindergarten through Grade 12 to reflect better the strengths and needs of students with diagnoses and those needing targeted support and accommodations. *See Appendix B: Kindergarten to Grade 3 Early Literacy and Numeracy PD and Assessments.*

### PEER TUTORING

Students in Grades 7 to 12 can access peer tutors for academic support. The Middle School and Senior School Learning Strategists oversee the ongoing supervision and provide feedback, which is crucial to ensure the effectiveness of the Peer Tutoring Program. This includes checking in with both tutors and tutees to assess progress. Peer tutors often have a unique ability to explain concepts in a way that their classmates can better relate to and can lead to a deeper understanding of the subject matter. A bonus is often the creation of new friendships and the overall positive impact of a servitude experience.

## OPEN PARACHUTE

STS successfully piloted the Open Parachute Mental Health Program in the 2022-2023 school year, with the plan to incorporate the lessons into the curriculum for all students this year. Designed to promote social and emotional development, the clinically validated, research-based psychological skills-building exercises boost resilience, self-awareness, and social responsibility in youth and increase student connection and systems of support. The programs are based on documentary videos of real youth sharing their own experiences of overcoming struggles. The goal of the Open Parachute Program is to teach practical mental health skills to students. The focus is on prevention, allowing students to practice skills for addressing any current or future challenges that, as students, they might encounter related to bullying, friendships or managing their feelings.

## COMMENTARY ON RESULTS

To address the decline in teachers' ratings for an agreement that programs for at-risk children are easy to access, and timely, the School has invested resources into Student Services. There are Social Emotional Learning (SEL) issues that have presented since the pandemic as students adjust to regular school routines, full co-curricular programming and interacting with one another. With more support from Student Services, teachers will build the capacity to address differentiation in the classroom. When more support is needed, students can access the Learning Strategist teachers. Student Services has started the development of a Continuum of Supports personalized to STS that outlines supports available at the universal, targeted, and individualized level – this is still a work in progress. The School has also invested in faculty Professional Development in Universal Design for Learning (UDL) training. UDL training helps teachers understand that students have diverse learning needs and preferences. This awareness is crucial for fostering an inclusive classroom where every student's unique ability and challenges are considered. This has been a culture shift for faculty in addressing the needs of the students in their classroom versus the view of a homogeneous class where everyone learns the same.

The School has also hired a full-time Senior School Guidance Counsellor and a Psychologist to help meet the needs of students and provide safe spaces for students to talk.

Our results show an improvement in student ratings for learning environments that are welcoming, caring, respectful and safe. Students have been consulted on some key initiatives:

- New uniform options coming in 2024
  - More fits and styles
  - New environmentally friendly materials
  - Non-gender specific
  - Comfortable fabrics and classic styling
- House system revitalization
  - New House crest designs paying homage to the Alberta landscape, the local natural environment, and animals often found on the campus
  - New, more vibrant colour for Howard House (purple)
  - Additional clothing pieces and accessories to wear on Spirit Days
  - Creative and inclusive events and programming to support healthy competition and community engagement with current and alumni students and families
  - New "House Wall" to showcase the refreshed tradition and honouring the individuals each House was named after – Buchan, Burns, Dover, and Howard

- Middle School spaces
  - Piloting new classroom furniture, prioritizing ergonomic design, multi-functional workstations, lines of sight, and differentiated learner needs
  - Refreshing student common areas to make better use of spaces for collaborative work, community, and downtime

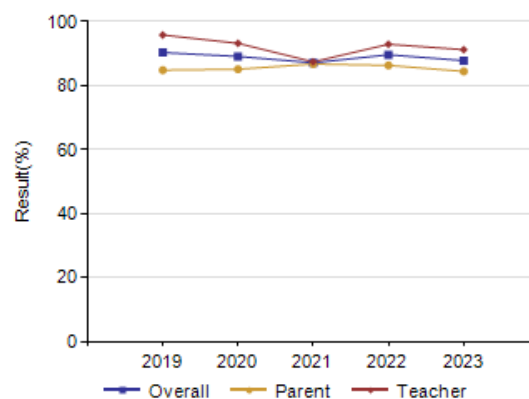
## Governance

### PARENTAL INVOLVEMENT

#### MEASURE DETAILS

Percentage of teachers and parents satisfied with parental involvement in their child's education decisions.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	194	90.3	208	89.1	146	87.1	170	89.6	126	87.8	Very High	Maintained	Excellent	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	132	84.8	146	85.1	99	86.7	119	86.3	78	84.4	Very High	Maintained	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	62	95.8	62	93.2	47	87.4	51	92.9	48	91.2	High	Maintained	Good	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

Graph of Authority Results



Notes:

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## BUDGET – ACTUAL COMPARISON

## FINANCIAL SUMMARY

Allocation of Actual Revenues and Expenses to Programs  
For the Year Ending August 31, 2023

	Actual	Budget
Revenues:		
Instruction	20,357,437	17,833,779
Alberta Ed Government Grant	4,053,624	3,790,727
Operations & Maintenance	714,867	1,100,248
Transportation	1,402,969	1,403,782
Board & System Administration	691,726	948,000
Covid-Related Revenue	-	50,000
	<u>27,220,623</u>	<u>25,126,536</u>
Expenses:		
Instruction	17,190,725	15,418,037
Operations & Maintenance	3,538,359	3,344,093
Transportation	1,329,627	1,380,000
Board & System Administration	4,358,391	4,562,796
Covid-Related Expenditures	57,848	118,000
	<u>26,474,950</u>	<u>24,822,926</u>
Surplus (deficit) of revenue over expenses	745,673	303,610

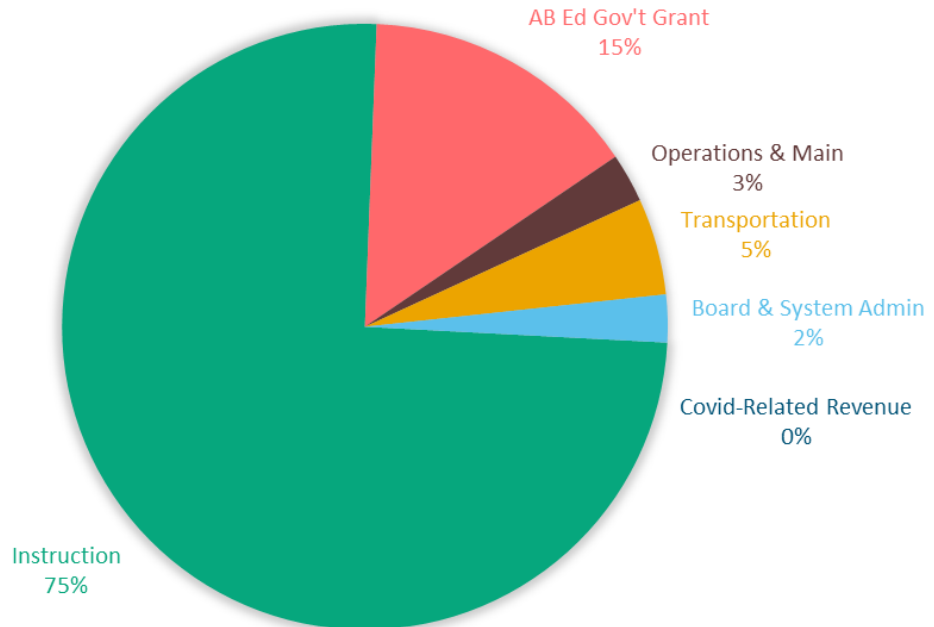
If you require more financial information, please contact:

Ms. Carol Grant-Watt – Head of School OR

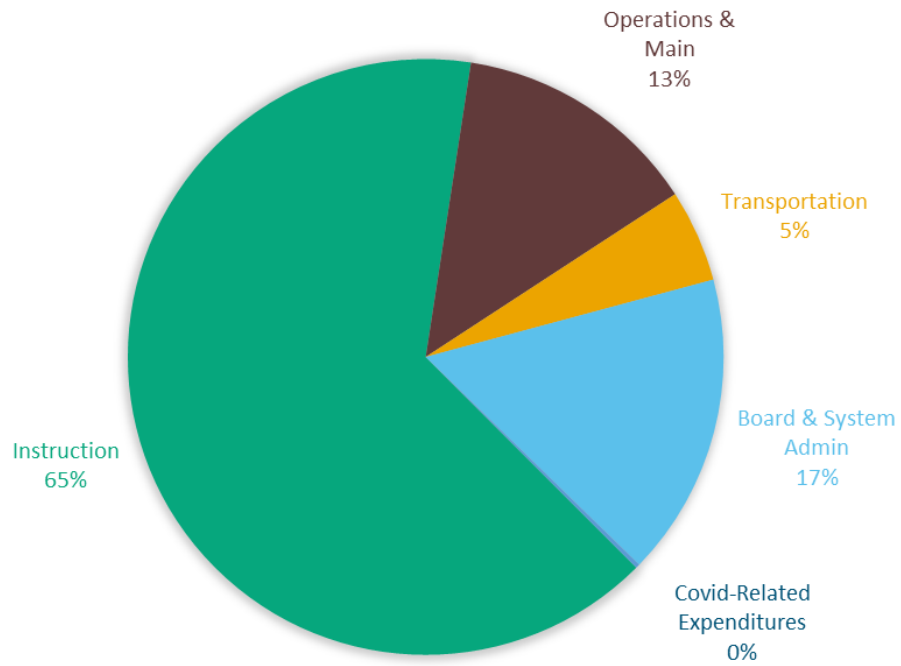
Mr. Jody Frowley – CFO

403-938-4431

## ACTUAL REVENUE



## ACTUAL EXPENSES



## Stakeholder Engagement and Communication

### FLOURISH 2031 – A STRATEGIC PLAN FOR THE NEXT 10 YEARS

**L**aunched in 2021, [Flourish 2031](#) is our strategic 10-year plan and is at the heart of everything we do at STS. With a nod to our School motto, *Nil nisi optimum*, or Nothing but our best, *Flourish* is bold and ambitious. While future-focused, it also looks to our core and how we will continue STS's legacy of developing good humans, thought-leaders, and global citizens above all else.



## AT STS WE VALUE...

**Curiosity...** as the first step in deep learning and innovative thinking.

**Creativity...** as an authentic and entrepreneurial expression of self in relation to problem solving.

**Respect...** for ourselves, others, and the Earth as fundamental commitments to how we live our lives.

**Kindness...** as the well-spring for our shared sense of belonging.

**Pluralism...** as how we are open to, respect, and engage with diversity of thoughts, feelings, and people.

**Humility...** in order to receive new learning and to grow as human beings and how we open ourselves to life-long learning.

**Integrity...** as living every day with honesty and strong moral principles.

**Joy...** as an inner feeling that celebrates personal success, well-being, and beautiful moments.

**Excellence...** as the outcome of giving our best every day.

**Resiliency...** as the hard work of how we learn to endure hardship and become stronger.

# flourish STRATEGIC FRAMEWORK

## BOLD FUTURE

Ensure the enduring strength and permanence of STS with a focus on financial health and resiliency.

Drive sustainable financial growth and independence.

Increase opportunities for exceptional students to attend STS through affordable tuition, financial aid, and a healthy endowment.

Pursue commitment to excellence in all aspects of the school's operations: academics, co-curricular programs, well-being, business functions, operational efficiencies, safety and risk management, social enterprise and environmental sustainability.

## DEEP LEARNING AND ENGAGEMENT

Focus on the core global competencies to change outcomes and achieve academic excellence and scholarship in the IB Framework and the Alberta Program of Studies, with a focus on human-centered design thinking, character, citizenship, collaboration, communication, creativity, service through action, computation, critical thinking, and leadership.

Increase student voice and choice while students take ownership of their learning. Students will embrace and nurture their entrepreneurial spirit, comfort with ambiguity and agency, and will learn from failure as change agents in a safe environment.

Offer experiential, real world, life-changing learning opportunities where students engage deeply alongside exceptional faculty and staff members.

## VISION

*STS inspires compassionate, curious, and creative global citizens who lead with courage.*

## MISSION

*A diverse community where students pursue lives of purpose, flourishing emotionally, physically, and intellectually.*



## SCHOOL MOTTO

*Nil Nisi Optimum,  
Nothing but Our Best.*

## ENDURING SENSE OF BELONGING/COMMUNITY

Anchor the STS student experience to our 220-acre campus and natural surroundings. Ensure facilities and outdoor spaces create a connected, collaborative, reflective, and engaging learning environment.

Commit to a thriving, joyful, inclusive, and diverse community of belonging and well-being. Connecting through meaningful relationships is integral to authentic learning.

Set as a priority focus, our connected and extended community of students, faculty, staff, alumni, parents, community members, and strategic partners as we celebrate our history and 50 years of our beautiful campus.

## GLOBAL HUB IN A NATURAL SETTING

Harness the power of digital technologies to provide the tools, skills, framework, and capacity to transform education through the creation of an innovation hub system.

Expand and create opportunities for STS students, faculty, and staff on and beyond its campus in satellite locations, international travel, experiential learning and partnerships. Learn any time, any place.

As a leader in education, STS supports exceptional faculty, staff, and students to be well prepared to work and lead in the new economy.



**STRATHCONA-TWEEDSMUIR SCHOOL**

[stsflourish2031.ca](http://stsflourish2031.ca)

**GOAL PILLAR #1: BOLD FUTURE**

In a rapidly changing world with ever-increasing choice, STS will strike a bold path to ensure a sustainable future.

The following are the primary outcomes for Goal Pillar #1 and are part of *Flourish 2031*, our Strategic Plan. Responsibility for their completion is shared with the Board of Governors, the Head of School, and the Senior Leadership Team (SLT).

#	Outcome	Target	Assigned To	Start	End	Resources Required	Action Items	Status
1A	Increased opportunities for exceptional students to attend STS through affordable tuition, financial assistance, flexible program offerings, and a healthy endowment.	KPI's set annually STS remains viable and competitive	SLT and Director of Enrollment Management	2022	2031		Strategic Enrollment Management (in final year of five-year plan) Increase endowment through focused efforts for scholarships and bursaries, better telling the story of its impact.	In progress
1B	Outdoor Education Facilities reimagined		SLT	2023	2025		Develop as part of the Campus Master Plan	In progress
1C	Reimagining Anderson Hall and beyond		Head of School, CFO, Director of Facilities, Academic Leadership Team, School and Foundation Board	2022	2023		- Develop as part of the campus master plan process - Execute immediate term cosmetic and functionality update to Anderson Hall and Schmit's Pit, including creation of common area for MS community gathering	In progress
1D	Facilities and furnishings meet the needs of students and teachers.	100% completed classrooms	Head of Middle School, CFO	2021		Estimate \$300,000	Active Learning Environments (ALE) Committee to determine an updated model for classroom furnishing to enable current best practice pedagogy for student engagement and agency.	In progress
1E	Develop and Implement a School-Wide Risk Registry that identifies and mitigates, and report on significant risks to the operation of the School.	Completed and Reported to the Board of Governors	Deputy Head of School (former)	2022	2022		Complete Risk Registry and update with documents annually or as specified in the Risk Registry.	Completed

1F	Maximize the use of the campus by developing facilities to support on-campus PHE from Grades K-12 to provide better learning experiences	Develop a semi-covered (open air) multisport arena with cooling for an ice surface and usable all year.	SLP, PHE Learning Leader	2024	2026	TBD	<ul style="list-style-type: none"> <li>- Complete analysis of needs and costs of going off campus</li> <li>- Completed structure would be the size of a hockey rink (200/85 feet) and would support: pickleball, tennis, rollerblading, skateboarding, futsal, broomball ringette, ice skating, hockey - all on campus.</li> </ul>	In progress
1G	<p>Maximize use of campus or authentic/spontaneous outdoor learning. Build two outdoor pods that would store outdoor chairs, moveable white board, etc. that allows teachers to easily move students outside to enrich their learning.</p> <p>Look at a covered outdoor meeting space for students.</p>	Utilize money from Gala - to enhance learning in the outdoors	Deputy Head of School	2023		<ul style="list-style-type: none"> <li>- One custom made shed has been built was slated to be delivered by the end of August but has still not arrived.</li> <li>- A site has been chosen, west of the creative learning space, by the bat house.</li> </ul>	Tie annual fundraising priorities to needs of campus.	In progress
1H	Formalize the Centre for Teaching Excellence	Hire Executive Director	Head of School	2024		Staffing Facility Development	<p>Priority Identified in Campus Master Planning</p> <p>Creation of Position</p>	In progress

**GOAL PILLAR #2: ENDURING SENSE OF COMMUNITY**

A strong sense of community is foundational to STS's past, present, and future. Our STS family will grow strong through our diversity and a genuine sense of belonging.

The following are the primary outcomes for Goal Pillar #2 and are part of *Flourish 2031*, our Strategic Plan. Responsibility for their completion is shared with the Board of Governors, the Head of School, and the Senior Leadership Team (SLT).

#	Outcome	Target	Assigned To	Start	End	Resources Required	Action Items	Status
2A	Using data-informed strategies to deepen learning experiences and offer meaningful feedback for growth	TBD	All school leaders and Board of Governors	2022	ongoing	TBD	KPI's set	In progress
2B	Ensure positive and sustained relationships with Indigenous communities remain an ongoing priority	TBD	Elder-in-Residence, SLT, English LL, Director of Library Services,	2022	2023	\$20,000 – 30,000	<ul style="list-style-type: none"> <li>- Continue Elder-in-Residence program with Saa'Kokoto, who spends several days on our campus each month working with students and faculty across all Divisions.</li> <li>- Unveiled "Sacred Circle" statue on campus as permanent testament to appreciation for land those who came before us.</li> <li>- Engage with local First Nations to bring Knowledge Keepers and Elders onto campus as part of an Elder-in-Residence Program at STS.</li> </ul>	In progress
2C	Uniform review to enhance sense of belonging, and connection (to past, to community, and to future)	<ul style="list-style-type: none"> <li>- Revised uniform guidelines and uniform provider in place June 2022</li> <li>- Survey metrics to be determined</li> <li>- Non-gendered uniform with more choices</li> </ul>	Principals, Head of Community Relations, Deputy Head of School	2021	2024	<ul style="list-style-type: none"> <li>- Phase in new uniform</li> <li>- Grandfather current uniform for next 3 years</li> </ul>	<ul style="list-style-type: none"> <li>- New uniform provider contracted - completed Spring 2023</li> <li>- New uniform collection selected &amp; guidelines written - anticipated by end of Nov 2024</li> <li>- Public launch of new collection and store front anticipated March 2024</li> </ul>	In progress

2D	The home-to-school partnership will be strengthened by sharing progress, diagnostic data, learning, and strategies for student success.	Share PAT results with current Grade 7 and 10 students and families	Assistant Head of Academics	2022	2023	- Continue the contract with Consilience - Learning Analytics Consortium	- Provide clearer information regarding report cards and what they mean, "grade level expectations", academic holds, etc. - Establish clear processes for managing difficult conversations around academic achievement.	In progress
2E	Aligning the Grade 6 to 7 and Grade 9 to 10 learning experiences will ensure a smooth transition between school divisions.	- Learning Leaders and IBCs meet regularly to discuss instructional and assessment strategies align between divisions - Grade 5/6 year-long peer relations workshops facilitated by MS and SS Guidance Counsellors to allow students to begin building a relationship with adults in the MS/SS	Principals, Assistant Head of School Academics, Deputy Head of School	2022	2023	TBD	- Update transition information evenings. - Create opportunities for connections of different student groups to older student groups. - Grade 6 and 8 House lunch added Spring 2023	In progress
2F	Create better awareness of student clubs and organizations to increase a sense of belonging at the School.	100%	Principals, Deputy Head of School	2022	2023	Clipboard	- Club fair - Profile on website - Analysis of student involvement in co-curricular activities	In progress
2G	Established and effective advisory program in Middle and Senior School  Leverage 'Open Parachute' mental health and wellbeing program throughout the school (K-12) vis-a-vis Homeroom (K-6) and Advisory (7-12) in ways that promote student connections and belonging	- Scope & sequence of units with shared resource repository - Establish a consolidated G7-12 Community Block (completed Sept 2023 & under review)	MS and SS Principals, Director of Student Services, Assistant Head of School Academics, Learning Strategists, Faculty	2022	ongoing	Learning materials and professional development (\$25,000)	- Professional development/training - Established curricula - Established reporting - Faculty education - Parent community education	In progress



	- Reimagine scheduling of Grade 7-12 Advisory and related programming							
2H	<p>Implementation of recommendations of the four Health and Wellbeing subcommittees into the strategic plan. Focused on physical spaces, personalization, student capacity for managing their health and wellness, and employee wellness.</p> <p>Government funding to hire a 1.0 FTE School Psychologist for 2 years. (Guidance Counsellor in the Elementary School)</p> <p>Increase faculty capacity to assist students experiencing social and emotional crisis.</p>		Head of School, Principals, Assistant Head of School Academics, Director of Student Learning, School Nurse, Faculty Learning Strategists	2022	ongoing	- Elevate and strengthen our education programs and provide a seamless continuum of learning by reimagining existing campus facilities, including outdoor education, athletics, the original core block of the school, and the Anderson wing.	<p>- Hired Provisional School Psychologist – funding provided by Alberta Education</p> <p>- Year 3 Full-time guidance counselling time in each school.</p> <p>- NEW Partner with Open Parachute to support advisor program to build faculty and student capacity for wellbeing</p>	In progress
2I	Strengthen school spirit and enhance student sense of belonging across all Divisions.	<p>- Student and Faculty and Families' School Spirit</p> <p>- Signature social events in each division</p>	Principals	2022	ongoing		<p>- Spirit Wear Fridays, which is popular with students and employees, allows STS spirit wear to be worn on Fridays.</p> <p>- Also, there are more STS branded items for families to purchase such as mugs, dog bowls, and mittens.</p>	Launched
2J	Improve the coherence of our Athletic Program	MS and SS Coaches	Deputy Head of School, Director of Athletics	2022	2022		- Develop and implement an Athletics Coaches Manual to promote more consistent procedures and meet expectations of coaches and parents.	Completed
2K	Increased support for daily operations and enforcement of STS values and standards K-12	Establishment of an Assistant Principal in each division: Elementary, Middle & Senior Schools	Head of School, Heads of Divisions	2023	2023	1.2 FTE salary for release	Post positions and interview candidates	Completed

**GOAL PILLAR #3: DEEP LEARNING AND ENGAGEMENT**

A living curriculum where students engage with curiosity and are inspired and empowered by their thoughts and actions, to realize their full potential beyond the walls of the classroom.

The following are the primary outcomes for Goal Pillar #3 and are part of *Flourish 2031*, our Strategic Plan. Responsibility for their completion is shared with the Board of Governors, the Head of School, and the Senior Leadership Team (SLT).

#	Outcome	Target	Assigned To	Start	End	Resources Required	Action Items	Status
3A	Students have access to a wide variety of experiential opportunities locally, nationally, and globally.	<ul style="list-style-type: none"> <li>- History excursion to Vimy Ridge in August 2022 and 2024</li> <li>- Swiss Experience - 19 students (2022) and 18 students (2023)</li> <li>- Round Square Excursion to the UK in September</li> <li>- 40 Grade 11/12 students participated in the Eastern Universities Tour - 16 universities in 8 days.</li> <li>- Music trip - 3-year rotation - local, national, international</li> </ul>	Principals, Head of Strategic Innovation & Partnerships, Deputy Head of School, Assistant Head of School: Academics	2022	2025	Generally funded through user-pay but TBD - goal cost recovery  InternationalSOS - approx \$20,000?	Offer experiential, real-world, life-changing learning opportunities where students engage deeply alongside exceptional faculty and staff  build trip supervisor capacity and sustainability by providing travel experiences for more faculty	In progress
3B	<ul style="list-style-type: none"> <li>- Reimagined timetable to meet the needs of students for programming, balance, and flexibility.</li> <li>- Leverage ST&amp; courses to create timetable flexibility and additional offerings</li> </ul>	Survey data APORI	Head of School, Academic Leadership Team			TBD	<ul style="list-style-type: none"> <li>- Use data-informed strategies to deepen learning experiences and offer meaningful feedback for growth.</li> <li>- STAND is providing useful feedback to the main campus with 13 senior school students enrolled in STAND courses. Each student</li> </ul>	In progress

							receives a personalized cadence within the course. To date, students are starting and finishing the courses at different points during the year. We have administered Nov diploma exams already for one student.	
3C	<ul style="list-style-type: none"> <li>- Implemented framework for Making Thinking Visible (Harvard Project Zero) to support students in developing thinking routines to promote deep learning, student engagement, understanding, and independence.</li> <li>- Online Harvard Graduate School of Education (HGSE) Leadership courses taken by Learning Leaders and IBC</li> <li>- K-12 Data Wise Group launched</li> </ul>	% of students and parents who agree that students are engaged in their learning	Assistant Head of School Academics, Division Principals and Learning Leaders	2022	2025	\$25,000 + \$45,000	<ul style="list-style-type: none"> <li>- Faculty complete Harvard coursework</li> <li>- Develop framework</li> </ul>	In progress
3D	Essential skills, knowledge, and attributes will be identified and articulated in an STS Portrait of a Graduate.	<ul style="list-style-type: none"> <li>- Completed document</li> <li>- Have a document - School profile</li> </ul>	Academic Leadership Team	2022	2024	TBD	Articulate the value of an STS education by creating a portrait of a graduate's ideal competencies, qualities, and disposition	In progress
3E	STS is known for excellence in academics	<ul style="list-style-type: none"> <li>- Completed 2023/24 Course Description Handbook</li> <li>- Revise and expand 2024/2025 Course Description Handbook</li> <li>- STS definition of academic excellence completed (2023)</li> </ul>	Academic Leadership Team	2023	2023	\$2,500	Create STS definitions of rigour, and deep learning.	In progress

		<ul style="list-style-type: none"> <li>- Improved PAT 6 and PAT 9 Results (2023)</li> <li>- Improved IB Results</li> <li>- Improved Alberta Diploma Results</li> </ul>						
3F	All students have a social-emotional profile	100% of students have a profile and student feedback is positive. TBD KPI's	Academic Leadership Team, Student Services Team	2022	2025	TBD	- Intentionally support the health and well-being of every student by developing a 360-degree approach to student social-emotional learning.	In progress
3G	Integrating and Strengthening the Outdoor Education program from K-12.	<ul style="list-style-type: none"> <li>- Focus integration of nature-based learning into the curriculum in K-12.</li> <li>- Increase OE breadth and depth of OE program from K-12.</li> <li>- OE 20/30 has been added to the elective options</li> </ul>	Deputy Head of School, Director of Outdoor Education	2022	2025	TBD (PD, research, school visits)	<ul style="list-style-type: none"> <li>- K-6 - integrate use of campus for nature-based learning and integrated transdisciplinary learning experiences.</li> <li>- Re-imagine grade level outdoor schools and trips.</li> <li>Increase nature-based Encore and Spark activities.</li> <li>Implement co-curricular OE activities for Grades 7-12.</li> <li>- Develop campus resources to better support OE programming</li> <li>- Develop and implement curricular OE courses for Grades 11-12.</li> <li>- Optional OE experiences added in Middle School Spring 2023 and winter 2024 (completed)</li> </ul>	In progress
3H	<ul style="list-style-type: none"> <li>- Additional Students support in the Elementary School - Additional Learning Strategist Teacher for Grades 4-6 starting on Aug 20, 2023</li> <li>- Hire Education Assistants to support Student Services</li> </ul>	Allow the learning strategist teachers (1 for Grades K-3 and 1 for Grades 4-6) to go into classrooms to support teachers and students - build capacity.	Head of Elementary School, Director of Student Services				<ul style="list-style-type: none"> <li>- Support our current model which is pull-out for short time period of targeted intervention with the goal to "push" back in</li> <li>- Additional support in classes with diverse learning needs and to balance ratios</li> </ul>	Completed

**GOAL PILLAR #4: GLOBAL HUB IN A NATURAL SETTING**

In a connected world, our roots matter, as does our ability to learn beyond borders. STS will provide a seamless learning environment on our campus, and far beyond, to curate experiences vital to developing skills and competencies for a brighter future.

The following are the primary outcomes for Goal Pillar #4 and are part of *Flourish 2031*, our Strategic Plan. Responsibility for their completion is shared with the Board of Governors, the Head of School, and the Senior Leadership Team (SLT).

#	Outcome	Target	Assigned To	Start	End	Resources Required	Action Items	Status
4A	Teaching and innovation hub for learning with a strong focus on STEAM, innovation, and entrepreneurial thinking.	TBD	SLT, Board of Governors, Foundation Board	2022	2025	\$60,000 – 3.5 million	<ul style="list-style-type: none"> <li>- Launch of STAND hybrid program</li> <li>- Equipment purchase</li> <li>- Facility renewal and modernization</li> <li>- Professional Development</li> <li>- F1 Academies (physics 20+ CAD)</li> <li>- ATLE Integrated Design Workshop for Alberta Educators (April 2024)</li> <li>- Educational Technology Integrator (TBC)</li> </ul>	In progress
4B	Expanded summer and after-school opportunities, including online learning.	<ul style="list-style-type: none"> <li>- Spring gym rental at full weekly capacity and generate 5% student participation rate increase each year for next 3 years</li> <li>- Summer offerings to grow student participation by 5-10% per year for 3 years</li> </ul>	SLT and Head of Strategic Innovation & Partnerships	2022	2025	TBD	<ul style="list-style-type: none"> <li>- Continue to explore and expand partnerships to maximize gym rentals in Spring calendar</li> <li>- Continue to seek partnerships for after school program rotation (Nov, Feb, May)</li> <li>- Continue to seek and refine summer camp partnerships to offer quality programs each year and maximize participation rates per camp</li> <li>- Explore and strengthen partnerships to increase</li> </ul>	In progress

		<ul style="list-style-type: none"> <li>- 3-5 course offerings per summer with goal to grow revenue by 5% per year</li> <li>- Explore international student summer camp participants and to grow revenue by 5-10% per year for 3 years</li> </ul>					international student participation in summer camp offerings - Maintain summer school offerings to mainly support our own students with timetable flexibility	
4C	Established speaker series with a focus on broadening skills, perspectives, and global awareness.	TBD	Head of School, Head of Community Relations, Head of Strategic Innovation & Partnerships	2022	2023	\$60,000 (some cost recovery)	Investigate notable speakers	In progress
4D	Comprehensive K-12 coherence framework for all skills and literacies: IB, Digital, Character.	<ul style="list-style-type: none"> <li>- Completed documents</li> <li>- Teaching resources reflect implementation of skills</li> <li>- Students accrue micro-credentials to demonstrate competencies in these skills</li> </ul>	Academic Leadership Team	2022	2024	TBD	<ul style="list-style-type: none"> <li>- Framework complete</li> <li>- Implementation and prioritization to evaluate future models</li> </ul>	In progress

## Summer Programming

### SUMMARY FROM SUMMER 2023

The attendance for the 2023 STS summer programs evidenced an increase compared to the previous year. Partnering with 15 organizations, the School hosted 46 programs with 694 children enrolled, including 30 international students from South Korea and China. In addition, the Switzerland experience attracted 18 students.

Strategically planned, the summer programming shifts each year to focus on needs, interests, and opportunities in the school and local communities. For example, post-pandemic, more academic-driven courses were offered. Pivoting to more recreational, personal interest.

### NEW PARTNERSHIPS

This past summer, a new partnership was established with Next Gen EduCare. The transition was very positive, and along with being the primary summer programming anchor, they also provide after-school programs for students throughout the school year. Next Gen EduCare's programs encompass a diverse range of workshops, including Scratch and Python coding, Microbit, Lego Spike, Unity, and Virtual Reality, to name a few. We also initiated a pilot after-school care program catering to the children of STS employees, which will be running again this year.

Next Gen EduCare conducted 12 summer camps, with a total of approximately 117 students between the ages of four and 14 utilizing the classrooms of the Elementary School. In addition, Fuse33 and Make Fashion EDU ran a wearable tech camp, which, despite only having eight registered students, was one of the best camp offerings in terms of quality and student engagement.





## CREATIVE, VISUAL & FINE ARTS CAMPS



We continue to find ways to expand the creative, visual, and fine arts camp options. One STS teacher ran three Arts Camps with 51 students registered. We also ran a Play with Clay Camp utilizing our five pottery wheels with 12 students. Our partnerships with MiniPreneursYYC and Film Camp in a Box help to facilitate a broader range of experiences. The theatre was renovated this summer, and we are excited to utilize this space in the summer of 2024 by offering a few theatre and/or dance camps.

## SPORTS CAMPS

STS partnered with numerous third-party sports organizations – NBC Camps, Okotoks Basketball Association, HoopStrength Basketball, Pivot Pointe Golf, Calgary Polo Club, ARES Fencing, and running our STS Volleyball Camps. These programs went well, with over 175 children registered for one of our athletic camps.



### OUTDOOR EDUCATION (OE) CAMPS

This is our fourth summer offering an outdoor education experience. We again ran our two Outdoor Education Day Camps with 39 participants. The School also ran an overnight STS Duke of Edinburgh OE program, which had nine students head out to Kananaskis to meet the Bronze or Silver Award requirements. Unfortunately, we could not get the numbers to move forward with the Backcountry Emergency Camp or the Remote First Aid Camp with our third partner, Rocky Mountain Emergency Medicine. We are still determining if we will try to continue with this partnership due to low interest.

All of these programs utilized the campus OE building, the pond, the trail network, and the climbing wall space. It was great to have the additional kayaks and the expanded rock-climbing structure in the Sandy Heard Sports Hall to allow for more student participation at one time.





## SWITZERLAND EXPERIENCE

The school launched a Swiss Summer School experience in July 2022 and had 20 students sign up for the CALM 20 and Biology 20 classes. In July 2023, we had 18 students sign up for this travel experience, focusing more on cultural experiences and outdoor education. Students were in Switzerland for two full weeks, taking in a number of adventures that included stops at various cities (Geneva, Bern, Lausanne, and Grindelwald) and participating in various activities that included cheese and chocolate making, along with visits to multiple museums.



## INTERNATIONAL PARTNERSHIP

STS has formed a few partnerships to increase the number of international students coming to our campus in the next few years. Purcell Collegiate School (PCS), Guangzhou No. 2 High School, and AQG Education are three new partners. Purcell Collegiate School is located in Kimberley, B.C., and focuses on bringing students from around the world to have students from 30-90 countries come to Canada as they work with AQG. The summer of 2023 saw 22 students from Guangzhou No. 2 High

School via AQG participate in STS summer camps for one week in August. STS also had eight students from South Korea participate in a number of our summer offerings for two weeks in July. (See photos on next page). This Fall, we will continue to explore opportunities in both the STS summer and main school year programs to increase our international student presence, which aligns with our strategic goal of being a Global Hub in a Natural Setting.

## ACADEMIC CAMPS

Math Refresher camps were introduced three summers ago to address numeracy gaps due to the challenges of online learning and the stress of COVID during the 2019-2020 school year. In August 2020, 35 signed up for a Math 5/6 camp and 40 registered for the Math 10/20/30 programs with no charge for this offering. In August 2021, we ran a 1-week Math 10/20/30 Refresher Camp and had 11 students register. The decline may be partly due to offering fewer math camps, students choosing to work or travel near the end of August, less concern for the numeracy gaps during the second year of COVID and/or the program's price increase. In 2021, there was no registration cost; in 2022, there was a nominal fee of \$200. In 2022, we offered a Math 10C Prep program that had 13 students sign up. This

year, we provided three Math Essentials Camps (Math 10C, Math 20-I, and Math 30-I) with a program fee of \$225 and saw 32 students sign up.

## TASTE OF STS – NEW STUDENT ORIENTATION



This valuable initiative supports newly enrolled students at STS. Multiple departments collaborate to create a three-day summer camp-like experience before the school year begins to make the new cohort of students feel confident at

the School. The incoming students are matched with an existing student from the same grade and embark on a variety of activities on campus, along with a few off-campus field trips. When the first day of school comes, the students already feel at home. They have established familiarity with peers, teachers, and the School's culture, traditions, and

campus. Every year the program evolves and is made better through feedback from staff, students (new and current), and parents.

## SUMMER PROGRAMMING 2020-2023

SUMMER CAMP 2020 (Coded Minds)	TOTAL	SUMMER CAMP 2021 (Coded Minds)	TOTAL	SUMMER CAMP 2022 (Coded Minds/Next Gen)	TOTAL	SUMMER CAMP 2023 (Next Gen/EduCare)	TOTAL
Grades 3-4	4	Calgary Polo Club	12	Art Camps	6	AI Camp	12
Grades 5-6	4	Fuse33 Wear Tech	8	Calgary Polo Club	10	Art & Craft Camps	63
Grades 7-9	2	Grades 3-4	38	Craft Camps	35	Art of Chocolate	16
Kindergarten - Grade 2	19	Grades 5-6	31	Entrepreneurship Camps	15	Calgary Polo Club	8
Math Refresh 5-6	35	Grades 7-9	39	Fencing	5	Debate Camp	24
Math Refresh 10-12	40	HoopStrength Basketball	42	Film Camps	15	Entrepreneurship Camps	8
Outdoor Education	15	Kindergarten - Grade 2	74	Fuse33 Wear Tech	5	Fencing	7
Stryker Sports	15	Math Refresh 11-12	11	Grades 3-4	17	Film Camps	17
Taste of STS	61	Okotoks Basketball Association	68	Grades 5-6	17	Fuse33 Wear Tech	8
Two-Wheel Bike	5	Outdoor Education	31	Grades 7-9	20	Grades 3-5	39
Volleyball	35	Pivot Pointe Golf	26	HoopStrength Basketball	21	Grades 6+	42
		Road2Research	14	Kindergarten - Grade 2	31	HoopStrength Basketball	15
		Stryker Sports	59	Math 10C Prep	13	Kindergarten - Grade 2	36
		Taste of STS	84	NBC Basketball Camp	32	Math Essentials Camps	32
		Two-Wheel Bike	5	Okotoks Basketball Association	27	NBC Basketball Camp	43
		Volleyball	45	Outdoor Education	33	Okotoks Basketball Association	48
				Pivot Pointe Golf	34	Outdoor Education	48
				STS Staff Camps	42	Pivot Pointe Golf	23
				Stryker Sports	18	Robotic Camp	23
				Taste of STS	119	STS Staff Camps	22
				Volleyball	34	Taste of STS	111
						Volleyball	31
<b>TOTAL</b>	<b>235</b>		<b>602</b>		<b>549</b>		<b>676</b>
SUMMER SCHOOL 2020	TOAL	SUMMER SCHOOL 2021	TOTAL	SUMMER SCHOOL 2022	TOTAL	SUMMER SCHOOL 2023	TOTAL
Biology 20	7	Biology 20	13	Biology 20	3	CALM 20	29
CALM 20	21	Biology 30	10	Biology 30	5	Math 20-1	6
Computer Science 10	9	CALM 20	43	CALM 20	33	Physics 20	16
Physics 20	14	English 30-1	17	English 30-1	7	Social 30-1	9
Social 20-1	20	Math 30-1	20	Math 30-1	12	Swiss Experience	18
Social 30-1	12	Physics 20	30	Math 30-2	9		
		Social 20-1	5	Physics 20	18		
		Social 30-1	32	Social 20-1	7		
<b>TOTAL</b>	<b>83</b>		<b>170</b>		<b>94</b>		<b>60</b>

## FUTURE 2023 SUMMER CAMP EXPLORATION

- We will continue to explore partnering with GreenPrintsYYC to offer an agriculture-based camp in both the after school and/or summer camp times. See below for a similar program from another CAIS school.
  - Eco-Farming Camp: From Seed to Table – Adventures in Eco-Farming (Lakefield Summer Camp). This program provides the opportunity to learn about food production and eco-farming through hands-on adventures on our school farm. Students plant, nurture, and harvest greens, root vegetables, and more, learning first-hand about running a farm, the value of sustainability, and the joy of preparing and consuming food they have grown. <https://www.lcs.on.ca/summer-programs/econ-farming>.
- SAT Prep Workshop – we sent out inquiries within the STS community to offer some SAT prep programming. We partnered with Manhattan Elite Prep to provide a workshop the first week of July but did not get enough participants to run the program. We will continue to explore possible opportunities for this specific offering.
- Other camp experiences – The theatre was under renovation this summer, and we will explore possible partners to utilize this space for possible fine arts/dance camps next summer.
- STS faculty – We will continue to reach out to current STS faculty to see if they are interested in offering their own camp programs that may include coding, design, or fine arts opportunities. We have seen a growing trend in participation in the last few summers.
- Student/alumni leadership opportunities – two STS alumni and two current STS students work/volunteer with our summer programs. There is the potential for growth here to support students in meeting IB CAS requirements and reconnecting with alumni to stay connected to the STS community.
- Debate Camp Canada Camp – We got them to come to STS this summer to support our Speech and Debate programs. We are pleased to add this program offering and hope to grow it in the next few years.

## Whistleblower Protection

**S**TS is deeply committed to establishing and upholding a work environment that fosters an atmosphere of trust and encourages employees to report any wrongdoing without the fear of reprisal. The School's values are grounded in providing high-quality education in a safe and nurturing environment that is in line with its moral and ethical beliefs.

STS pledges that any disclosure of wrongful conduct or alleged wrongdoing brought to the attention of the Designated Officer will be duly reviewed, investigated and handled by the school in a manner that is appropriate for the situation.

All STS personnel have the right and obligation to report any wrongdoing. An employee who reports any such behaviour in good faith will be protected against any form of retaliation or adverse action within the power of the school.

Teachers and other employees may report any wrongdoing to the Designated Officer to address the matter in accordance with the principles of due process and fundamental justice. In case the report pertains to the Designated Officer, the individual should report directly to the Commissioner.

In the event of a report of wrongdoing being submitted directly to the Commissioner, named under Alberta's Public Interest Disclosure (Whistleblower Protection) Act, the Designated Officer and STS will exert every effort to assist the Commissioner's office in reviewing the report of wrongdoing and bringing the matter to a reasonable and just conclusion.

Before making any disclosures, employees may seek guidance from their Supervisor, Designated Officer, or the Public Interest Commissioner. They are protected from any adverse employment action because they seek advice.

For Fiscal 2022-2023, the Designated Officer or the Public Interest Commissioner has not received any Protected Disclosures.

*The complete Whistleblower Policy can be found in Appendix E.*

## Developing the AERR

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The Deputy Head of School compiled the Annual Education Results Report (AERR) for Strathcona-Tweedsmuir School in collaboration and with input from the Head of School, the Heads of the Elementary, Middle, and Senior Schools, Chief Financial Officer, the Controller – Finance, Learning Leaders, various Directors from throughout the school and the Student Services Department.

Articles and photographs were collected under the auspices of the STS Community Relations Office for the Fall 2023 edition of *Optimum* – a Strathcona-Tweedsmuir School publication.

The report was submitted for review by the Board of Governors on November 23, 2023.

The report was approved by the Board of Governors on November 28, 2023.

The report was submitted to Alberta Education by November 30, 2023, and posted to the school's website at:

<https://www.strathconatweedsmuir.com/academics/alberta-education-reports/>.

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## Acknowledgments

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Thank you to the following STS team members for contributing to the 2022-2023 AERR:

Kelly Ames, Elementary School Learning Strategist  
Scott Bennett, Head of Strategic Innovation & Partnerships  
Jennifer Conway, Deputy Head of School  
Annabel Dias, Director of Student Services  
Jody Frowley, Chief Financial Officer  
Carol Grant-Watt, Head of School  
Andrea Hahn, Communications & Marketing Specialist  
Gabe Kemp, Middle School Assistant Principal (previous MYP Coordinator)  
Season Prevost, Head of Elementary School  
Jessica Richmond, Head of Middle School  
Lisa Roth, Middle School Learning Strategist  
Christopher Ruskay, Senior School Assistant Principal (previous DP Coordinator)  
Michael Simmonds, Assistant Head of School: Academics  
Rory Stabler, Head of Senior School  
Shannon Taggart, PYP Coordinator  
Lara Unsworth, Head of Community Relations  
Jana Wager, Director of Executive Services and Privacy Officer  
Alanna Wellwood, STAND Principal, Head of Learning Innovation

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## Appendices

### APPENDIX A: CLASS OF 2023 SCHOOL PROFILE

2023 - 2024



**STRATHCONA-TWEEDSMUIR SCHOOL**  
est. 1971

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**SCHOOL PROFILE**

Strathcona-Tweedsmuir School (STS) is an independent co-educational day school for Kindergarten to Grade 12 students. The school prepares its graduates for post-secondary pursuits through comprehensive curricular and co-curricular programming. Our students benefit from an academic experience shaped by the Alberta Program of Studies and the International Baccalaureate (IB) programme continuum: Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP). STS has a culturally diverse population of approximately 730 students residing in the greater metropolitan area of Calgary – Canada's fourth-largest city. Situated 15 kilometres south of the city limits, the 220-acre rural campus greatly extends and enriches classroom learning.

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*STS is located in an important and sacred place within Treaty 7 and the traditional territories of the Niitsitapi from the Blackfoot Confederacy, including the Siksika, Piikani, and Kainai Nations; the Îyârhe Nakoda of the Chiniki, Bearspaw, and Wesley Nations; and the Dene of the Tsuut'ina Nation. Southern Alberta is also home to the Métis Nation of Alberta, Region 3. Our school community is grateful for the wisdom shared by our Indigenous Elder in Residence.*

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CEEB CODE - **820190**      UCAS CODE - **45767**

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**VISION**  
STS inspires compassionate, curious, and creative global citizens who lead with courage.

**MISSION**  
A diverse community where students pursue lives of our purpose, flourishing emotionally, physically, and intellectually.

**MOTTO**  
*Nil nisi optimum.* Nothing but our best.

**CURRICULUM**  
STS students completing three consecutive years of study, from Grades 10 to 12, graduate with an Alberta Education diploma when they successfully meet provincial graduation program requirements. Additionally, STS students can achieve an IB Diploma or IB Certificate, depending on their respective course of studies.

**CO-CURRICULAR PROGRAMS**  
An extensive co-curricular program enriches classroom learning through outdoor education, athletics, speech and debate, fine arts, and student leadership pursuits. Students can take part in Model United Nations, international travel, dramatic and musical productions, among a myriad of co-curricular opportunities.

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**AFFILIATIONS & ACCREDITATIONS**






















Strathcona-Tweedsmuir School | strathconatweedsmuir.com



IB DP COURSES OFFERED AT STS		GRADE 12 ALBERTA EDUCATION COURSES OFFERED AT STS		
Biology SL or HL Chemistry SL or HL Design Technology SL or HL Economics SL or HL English A: Literature HL French B SL or ab initio History SL or HL	Mathematics SL or HL Music SL Physics SL Spanish B SL or ab initio Theatre Arts SL Theory of Knowledge Visual Arts SL	Art 30 Biology 30 Computing Science 30 Chemistry 30 Design Studies Drama 30 English 30-1 French 30	French 31A French 31B General Music 30 Instrumental Music 30 International Politics 30 Legal Studies 30 Mathematics 30-1 (Pre-Calculus) Mathematics 30-2	Mathematics 31 (Calculus) Macroeconomics 30 Microeconomics 30 Philosophies of Man 30 Physical Education 30 Physics 30 Social Studies 30-1 Spanish 30
SL= Standard Level   HL= Higher Level				

ALBERTA EDUCATION GRADUATION REQUIREMENTS							
English	Mathematics	Sciences	Social Studies	Physical & Health Education	Career and Life Management (CALM)	Additional 30-level courses	Additional courses at any level
15 CREDITS	10 CREDITS	10 CREDITS	15 CREDITS	5 CREDITS	3 CREDITS	10 CREDITS	30 CREDITS
ELA 10-1 (5 credits) ELA 20-1 (5 credits) ELA 30-1 (5 credits)	Math 10C (5 credits) Math 10C+ (5 credits) Math 20-1 (5 credits)	Science 10 (5 credits) Biology 20 (5 credits) or Chemistry 20 (5 credits) or Physics 20 (5 credits)	SS 10-1 (5 credits) SS 20-1 (5 credits) SS 30-1 (5 credits)	PHE 10 (5 credits)	The completion of an Alberta high school diploma is mandatory for all students and requires a <b>MINIMUM OF 100 CREDITS.</b>		

2023 IB RESULTS FOR ACADEMIC COURSES		
The IB courses are embedded within the Alberta Program of Studies. Students electing to enroll in an IB DP course are academically challenged at the highest level. Students successfully completing an IB course receive credit for the Alberta Program of Studies equivalent.		
IB AVERAGE DIPLOMA POINTS	IB MEAN SUBJECT GRADE	IB DIPLOMA PASS RATE
32	5	100%

CLASS OF 2023		TOP AREAS OF STUDY	
Accepted to <b>84</b> post-secondary schools, graduates are currently studying in –		 Architecture and Industrial Design	 Engineering and Astrophysics
<b>56</b> CANADA 	<b>5</b> USA 	 Aviation Management	 Fashion and Fine Arts
<b>5</b> EUROPE 	<b>2</b> AUSTRALIA 	 Business and Commerce	 Health Sciences
		 Communications and Media	 History and Literature
		 Computer Science and Technology	 Law and Human Rights
		 Direct-entry Medicine	 Physical and Life Sciences
<b>100%</b> GRADUATION RATE		<b>\$723,325</b> OFFERED IN SCHOLARSHIPS	

There are 79 students in the Class of 2024
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Strathcona-Tweedsmuir School | strathconatweedsmuir.com

## 2023 IB COURSE RESULTS | AVERAGE SCORE BY ACADEMIC SUBJECT

SUBJECT	STS	WORLD	SUBJECT	STS	WORLD
English A: Literature HL	5.32	4.56	Biology SL	5.60	4.15
French ab initio SL	5.33	4.78	Biology HL	5.17	4.39
French B SL	6.00	5.02	Chemistry SL	5.29	4.10
Spanish ab initio SL	5.33	4.92	Chemistry HL	3.75	4.56
Economics SL	4.00	4.75	Physics SL	5.17	4.21
Economics HL	6.20	5.10	Mathematics HL	5.00	4.87
History SL	4.40	4.65	Mathematics SL	5.89	4.61
European History HL	4.36	4.80	Design Technology SL	3.33	3.97
			Music SL	5.00	4.61

The IB DP is a rigorous two-year course of studies whereby Grades 11 and 12 pursue academically dense curriculum. A future-ready programme that builds students' inquiring mindset, the IB DP challenges students to think critically, generatively, and collaboratively. As importantly, the IB DP prepares graduates to pursue post-secondary studies with confidence. Successful completion of the IB DP Diploma requirements helps students reflect on the nature of knowledge, pursue independent scholarly research, and design and execute a community service project. IB DP Diploma candidates sit up to 18 comprehensive exams over three weeks. Additionally, this group writes six compulsory Alberta Education exams.

## PROVINCIAL DIPLOMA EXAMS

ALBERTA PROVINCIAL GRADE RANGES	
PERCENTAGE	LETTER
80 - 100	A
65 - 79	B
50 - 64	C
40 - 49	D
0 - 39	F
PASS	P

## STS HONOURS SYSTEM

First Class Honours	90 - 100%
Honours	80 - 89%

## PROVINCIAL EXAM SUBJECTS

English Language Arts 30-1  
Social Studies 30-1  
Biology 30  
Chemistry 30  
Physics 30  
Mathematics 30-1  
Mathematics 30-2  
Mathematics 31

Alberta's educational system is one of the most highly regarded educational systems in Canada. With the culmination of semestered grade 12 courses, mandated provincial diploma exams are worth 30% of final marks.

GRADE DISTRIBUTION  
CLASS OF 2023

FINAL AVERAGE	NO. OF STUDENTS
> 95%	4
90 - 94.9%	10
85 - 89.9%	24
80 - 84.9%	18
75 - 79.9%	7
70 - 74.9%	8
< 69.9%	2

## LEADERSHIP &amp; SERVICE



Round Square is a worldwide association of more than 180 schools in fifty countries sharing unique goals.

Beyond academic distinction, the Round Square Schools, of which STS is a member, make a strong commitment to personal development and responsibility on a local and global level. This is achieved by participating in community service work, building projects, exchange programs, and leadership conferences within our local communities and around the world.

**50% OF STS STUDENTS  
ARE ACTIVELY INVOLVED IN  
ROUND SQUARE INITIATIVES.**

## IDEALS

Round Square Schools are founded on a philosophy embracing six pillars, which can be summed up in the acronym **IDEALS**.

Internationalism  
Democracy  
Environment  
Adventure  
Leadership  
Service

The **IDEALS** of Round Square serve as the framework for both our curricular and co-curricular programs.

## POST-SECONDARY OFFERS OF ADMISSION (2005-2023)

\*where students choose to attend  
where Class of 2023 was accepted

## CANADA

**Acadia University\***  
**University of Alberta\***  
 Alberta University of the Arts\*  
 Ambrose University  
 Bishop's University  
 Brescia University College\*  
**University of British Columbia\***  
**University of British Columbia - Okanagan\***  
**Brock University\***  
**University of Calgary\***  
**Camosun College**  
 Capilano University\*  
**Carleton University\***  
**Concordia University\***

**Dalhousie University\***  
 Douglas College  
 Durham College\*  
 Emily Carr University of Art & Design  
 George Brown College\*  
**University of Guelph\***  
**University of Guelph-Humber**  
**Huron University College\***  
 Kwantlen Polytechnic University\*  
**University of King's College\***  
**Lakehead University**  
 Laurentian University  
 University of Lethbridge\*  
**MacEwan University**

**University of Manitoba\***  
**McGill University\***  
**McMaster University\***  
**Memorial University**  
**Mount Allison University\***  
**Mount Royal University\***  
 Mount Saint Vincent University  
 University of New Brunswick\*  
 Nipissing University  
 Northern Alberta Institute of Technology  
 University of Northern British Columbia  
 Okanagan College\*  
 Old's College  
 Ontario College of Art & Design\*

Ontario Tech University  
**University of Ottawa\***  
**University of Prince Edward Island**  
**Queen's University\***  
 Red Deer College  
 University of Regina\*  
**St. Francis Xavier University\***  
 St. Mary's University College\*  
 St. Thomas University  
**University of Saskatchewan\***  
 Seneca College  
 Sheridan College\*  
**Simon Fraser University\***  
 Southern Alberta Institute of Technology\*

**Thompson Rivers University**  
**University of Toronto\***  
**Toronto Metropolitan University\***  
**Trent University\***  
 Trinity Western University\*  
**Vancouver Island University**  
**University of Victoria**  
**University of Waterloo\***  
**Western University\***  
**Wilfrid Laurier University\***  
**University of Windsor\***  
 University of Winnipeg  
**York University\***

## UNITED STATES

Adelphi University  
 American Academy of Dramatic Arts  
**Arizona State University**  
 Babson College  
 Boston University\*  
 Brandeis University  
 Brigham Young University  
 Brown University\*  
 University of California - Berkeley\*  
 University of California - Davis  
 University of California - Irvine  
 University of California - Los Angeles  
 University of California - Riverside\*  
 University of California - San Diego  
 University of California - Santa Barbara\*  
 University of California - Santa Cruz  
 Carnegie Mellon University

Chapman University  
**Claremont McKenna College\***  
**Colby College**  
 Colgate University  
**University of Colorado Boulder\***  
 Colorado College\*  
**Colorado School of Mines**  
 Culinary Institute of America  
**University of Delaware**  
 University of Denver  
 Eckerd College  
 Emerson College  
 Emory University  
 Fashion Institute of Technology\*  
**University of Florida**  
 Florida State University  
 George Washington University

Harvard University\*  
**Harvie Mudd College\***  
 University of Hawaii  
 Hawaii Pacific University  
 Johns Hopkins University\*  
 Kenyon College  
**Lewis & Clark College**  
**Louisiana State University\***  
 University of Maine  
 University of Massachusetts - Amherst  
 University of Michigan  
**Middlebury College**  
 Millikin University  
**University of Minnesota**  
**New York University\***  
 Northeastern University\*  
 University of Notre Dame\*

**University of Oregon**  
 Pace University\*  
 University of the Pacific\*  
**Purdue University\***  
 Rhode Island School of Design  
 Rice University  
 University of San Francisco  
 Sarah Lawrence College  
**Scripps College**  
**Smith College**  
 University of South Carolina\*  
 University of Southern California\*  
 Swarthmore College  
**Syracuse University**  
 University of Tampa  
 University of Texas - Arlington  
 University of Texas - Austin

eUniversity of Texas - Dallas  
 University of Texas - San Antonio  
 Texas A&M University\*  
 Texas Tech University\*  
 The New School\*  
 The New York Conservatory\*  
 Thomas Aquinas College\*  
 Tufts University  
 Vassar University\*  
 University of Virginia  
**Virginia Tech**  
 University of Washington  
 Wesleyan University  
 Whitman College  
**Willamette University**  
**University of Wyoming\***  
 Yale University\*

## OTHER COUNTRIES

**University of Aberdeen\***  
**University of the Arts London\***  
 Aston University  
 Bath Spa University  
 Belarus State Medical University\*  
 Birbeck, University of London  
 University of Birmingham\*  
**University of Brighton\***  
**University of Bristol\***  
 Brunel University  
 University of Central Lancashire\*  
 City, University of London  
 Delft University of Technology\*

**University College Dublin\***  
**University of Dundee**  
 University of East Anglia\*  
**University of Edinburgh\***  
 Edinburgh Napier University\*  
 University of Exeter  
 Goldsmiths, University of London\*  
**Griffith University\***  
 University of Groningen\*  
**Howest University\***  
 Humanitas University  
 Imperial College London  
 Keele University

King's College London  
 University of Leeds  
 University of Leiden\*  
**University of Leicester**  
**University of Liverpool**  
 University College London\*  
 University of Manchester  
 Maritime Research Institute\*  
 London College of Fashion  
**London Metropolitan University**  
 London School of Economics\*  
 London Southbank University

National University of Ireland  
 New College  
 Northumbria University  
 University of Nottingham  
 Oxford Brookes University  
**Robert Gordon University**  
 Royal College of Surgeons\*  
**Royal College of Surgeons in Ireland\***  
 University of St. Andrews\*  
**St. George's University London**  
**St. John's College\***  
 Sciences Po\*

**University of Sheffield**  
**SOAS University of London**  
**University of Southampton\***  
**University of Stirling\***  
 University of Strathclyde  
 Sussex University  
**University of Sydney**  
 Trinity College Dublin  
**University of Warwick**  
**University of West London**  
**University of Westminster**  
 Xavier University School of Medicine\*

## APPENDIX B: KINDERGARTEN TO GRADE 3 EARLY LITERACY AND NUMERACY PD AND ASSESSMENTS

### LITERACY

#### Professional Development:

1. The Science of Reading: The Six Shifts in Reading
2. UFLI – Foundations in Teaching Phonics in an Explicit and Systematic Way
3. Universal Design for Learning (UDL)
4. Administering EICS Phonological Awareness Screener assessments
5. Got Data Now What (ECIS)

#### Assessments to identify students included:

1. Alberta Education's CC3 (word reading accuracy)
2. Alberta Education's LENS (letter-sound knowledge)
3. ECIS Phonological Awareness Screening assessment
4. Words Their Way Spelling Inventory
5. Reading Benchmarks (the Fountas and Pinnell Benchmark Assessment System, Reading A-Z Benchmarks and/or PM Benchmarks)

### NUMERACY

#### Professional Development:

1. Math Up – Inclusive Classroom Math Resources with built in PD
2. Number Talks – Whole Number Computation
3. Administering ECIS Math Screening Assessments Grades 1-6
4. Got Data Now What (ECIS)
5. Universal Design for Learning (UDL)

#### Assessments to identify students and skills:

1. Alberta Education Numeracy Screening Assessments
2. MIPI (Math Intervention Programming Instrument)
3. EICS Math Screening Assessments were used to identify students with numeracy skill gaps
4. Math running Records (if more data was required)



## Grade 1 – 3 Literacy and Numeracy Results 2022-2023

	GRADE 1	GRADE 2	GRADE 3
AB ED APPROVED SCREENS	- AB ED's CC3 (word reading accuracy) - Ab. Ed.'s LeNS (letter-sound knowledge) - AB ED NUMERACY SCREENER ASSESSMENT	- AB ED's CC3 (word reading accuracy) - AB ED's LeNS (letter-sound knowledge) - AB ED NUMERACY SCREENER ASSESSMENT	- AB ED CC3 (word reading accuracy) - AB ED's LeNS (letter-sound knowledge) - AB ED NUMERACY SCREENER ASSESSMENT
TOTAL # OF STUDENTS PER GRADE	36	36	36
<b>SEP</b> Total identified as at-risk per grade <b>LITERACY</b>	7	8	5
<b>SEP</b> Total identified as at-risk per grade <b>NUMERACY</b>	3	9	14
<b>JUN</b> Total identified as at-risk per grade <b>LITERACY</b>	10	2	3
<b>JUN</b> Total identified as at-risk per grade <b>NUMERACY</b>	4	3	5
<b>SEP</b> average # of months behind grade level identified by assessments <b>LITERACY</b>	8	12	15
<b>SEP</b> average # of months behind grade level identified by assessments <b>NUMERACY</b>	7	10	12
<b>JUN</b> average # of months behind grade level identified by assessments <b>LITERACY</b>	7 (6 months in between assessments)	10	10
<b>JUN</b> Average # of months gained identified by assessments <b>NUMERACY</b>	7 (6 months in between assessments)	10	10

## APPENDIX C: GRADE 5 AND 6 PEER RELATIONS WORKSHOPS

Who: Homeroom teachers for Grades 5 and 6, PHE teachers, and Student Services

What: Group workshop by grade level led by Student Services based on the student group needs

Where: Learning Commons Stairs

When: Once a month on Mondays

Why: Capacity building for students and teachers

### Essential Agreement:

- [Share input from the lesson within three days after the lesson in Jamboard](#)
- Start each class with a “Focus Sequence”: A five-minute grounding sequence.

GRADE 5	
Mondays, Period 8 2:50 – 3:30 pm	
Date	Topic
Nov 14	Identifying Themselves: The Author of Their Story <b>Learning outcome:</b> Students reflect and identify the personal qualities they bring to a friendship to identify their role in their own story.
Dec 12	Healthy vs Unhealthy relationships Social Responsibility <b>Learning outcome:</b> Students will identify the qualities they value in friendships and those they don't to validate the friendships they seek out.
Jan 23	Communication in Relationships <b>Learning outcome:</b> Students will demonstrate respectful and empathetic language to understand the impact of their verbal and body language on others.
Feb 27	Digital Citizenship (group chats, social media, sharing photos, internet safety) <b>Learning outcome:</b> Students will identify the image they present on social media and how they are viewed and compare it to their self-image.
Mar 20	Boundaries <b>Learning outcome:</b> Students will learn how to create boundaries and the benefit it creates in self-advocacy within a friendship.
Apr 17	Conflict Resolution (How to interact with others when you disagree, regulate emotions during negative peer interactions, and solve conflicts during unstructured times.) <b>Learning outcome:</b> Students will learn conflict resolution strategies and be able to apply them to friendship scenarios.
May 15	TBD
Jun 5	TBD

<b>GRADE 6</b>	
Mondays, Period I 8:50 – 9:30 am	
Nov 14	Identifying Themselves: The Author of Their Story <b>Learning outcome:</b> Students reflect and identify the personal qualities they bring to a friendship to identify their role in their own story.
Dec 12	Healthy vs Unhealthy friendships <b>Learning outcome:</b> Students will identify the qualities they value in friendships and those they don't to validate the friendships they seek out.
Jan 23	Positive Communication Strategies (open-mindedness, tolerance, and acceptance) Relational communication, power of words, how to share your thoughts and opinions in an effective way that does not harm others, tone etc.) What subtle communication examples could be offensive to others (both non-verbal and verbal)?  <b>Learning outcome:</b> Students will demonstrate respectful and empathetic language to understand the impact of their verbal and body language on others.  Boundaries <b>Learning outcome:</b> Students will learn how to create boundaries and the benefit it creates in self-advocacy within a friendship.
Feb 13	Conflict Resolution? (how to speak your truth with kindness and caring) Having difficult conversations & stretching our edges <b>Learning outcome:</b> Students will learn conflict resolution strategies and be able to apply them to friendship scenarios.
Mar 20	NEW TOPIC: Dealing and working with conflict continued <b>Learning outcome:</b> Students will learn conflict resolution strategies and be able to apply them to friendship scenarios.
Apr 17	Anxiety – strategies for situations which may cause stress in the lives of 11- and 12-year-olds
May 1	Peer Pressure – making healthy decisions? (social media, vaping, kindness, mob mentality) How subtle peer pressure can be...
May 15	TBD
Jun 5	TBD



## **Grade 6 Guiding Questions and Learning Outcomes for Health**

Link to the New PHE Curriculum:

<https://curriculum.learnalberta.ca/curriculum/en/c/pde6>

### **Guiding Question:**

How can conflict resolution support engagement in physical activity?

**Learning Outcome:** Students analyze and apply conflict resolution in physical activity.

### **Guiding Question:**

Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.

### **Guiding Question:**

In what ways might risk influence the outcome of an action?

**Learning Outcome:** Students examine risk and identify the factors that influence action.

### **Group Agreements**

Safe Space: We need to make sure everyone feels this is a safe space.

- It's okay to pass
- Questions are welcome
- Classroom discussions are confidential
- We will be sensitive to diversity and different contexts
- Use correct terms for body parts and activities
- Use inclusive language
- We are in a community with mutual respect
- On put downs
- No personal questions
- Respect each other
- Whole body listening
- It's okay to laugh, have fun, feel silly or feel uncomfortable during these conversations. You are not alone.

## APPENDIX D : IB CONTINUUM PROGRAMME DEVELOPMENT PLAN (FORMATIVE ASSESSMENT)

Programme development planning begins immediately following the School's authorization to teach one or more IB Programmes and continues if the School offers the Programme(s). Programme evaluation supports the intentional and focused development of the School's IB Programme. Programme development planning may take different forms and will reflect the School's context and strategic goals. A new Programme development plan is created when the School determines that priorities or strategic goals shift. During Programme evaluation, the school will be asked to evidence their planning, implementation, analysis, reflection and learning for one aspect of the Programme.

The following are examples of aspects of the Programme that schools may select as their focus for programme evaluation.

- Learners (agency, IB learner profile, service/action, academic integrity, well-being)
- Learning and teaching (approaches to learning, approaches to teaching, inquiry, conceptual understanding, local and global contexts, teamwork and collaboration, access, learning diversity, inclusion, assessment, curriculum, multilingualism, and identity)
- The learning community (collaboration, international-mindedness, leadership, learning environments, technology)

## CONTINUUM DEVELOPMENT PLAN (JANUARY – NOVEMBER 2022)

## FOCUS OF PROGRAMME DEVELOPMENT:

*What* question does the school want to answer? What challenge is the school facing? What goal does the School want to achieve?

Goal: As a continuum school, we will develop formative assessment experiences that are student-focused, instructionally informative, and outcomes-based in a way that will positively impact learning.

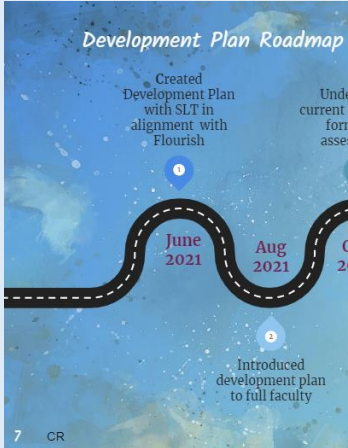
## RATIONALE:

The school recognizes that formative assessment is an important area of assessment across PYP, MYP and DP, ranging from Kindergarten to Grade 12. Through observation and conversation, it was noted that there is a difference in understanding and practice around the use of formative assessment.

	STEP 1: PLANNING		STEP 2: REFLECTION	
	GUIDING QUESTIONS AND PROMPTS	SCHOOL RESPONSE (Completed at the start of the programme development planning process)	SCHOOL RESPONSE (Completed at the start of the programme development planning process)	GUIDING QUESTIONS & PROMPTS
IB PRACTICES	<p>Identify one or two practices to answer each question. Select practices from at least two categories of the PSP framework</p> <ul style="list-style-type: none"> <li>What practices need to be in place for this development to be successful?</li> <li>What practice or practices identify the people <b>who</b> are responsible for the work?</li> </ul>	<p><u>Conditions</u> Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)</p> <p><u>Who</u> Coherent curriculum 2: Teachers collaborate to design, plan, and deliver the school's IB programme(s). (0401-02)</p>	Indicate if there were any changes to the practices selected and explain why different practices were selected.	The STS development plan adapted by removing the focus on strategies for communicating formative assessment information and concentrating on developing pedagogical capacity for embedding formative assessment strategies across the curriculum. This change was made due to time constraints and to wait for the completion of the review of our learning management system.

	<p>For example, teachers, leadership, students?</p> <ul style="list-style-type: none"> <li>• What practice or practices show <b>how</b> the work will be done? That is, what actions will be taken?</li> <li>• What practice or practices indicate <b>why</b> the school is undertaking the work? That is, what is the reason for this focus?</li> </ul>	<p><u>How</u></p> <p>Teacher support 3: The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)</p> <p>Culture 5: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)</p> <p><u>Why</u></p> <p>Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)</p>		
IMPACT	<p>What will change for students? (Identify the target: all students or subsets of students.)</p>	<p><b>Target:</b> K-12 students</p> <p><b>Impact:</b> Students will receive ongoing information regarding their progress toward learning outcomes. Students will have a clear and consistent understanding of formative assessment expectations and</p>		

		more successful transitions between programmes.		
<b>DATA AND EVIDENCE</b>	How will we learn what the impact of the work is? (What data or evidence do we need to gather?)	<p>Teachers communicate a shared understanding of formative assessment using common language and practices.</p> <p>Additional evidence will be found by review of:</p> <ul style="list-style-type: none"> <li>Seesaw/ManageBac information which illustrates ongoing and regular formative assessment activities implemented within teachers' learning cycle.</li> <li>Unit plans that document the use of varied formative assessment strategies throughout the learning cycle.</li> <li>Students articulation understanding of where they are, their areas of challenge and the next steps in relation to the intended learning objectives and outcomes</li> </ul>	(How did you learn what the impact of the work is? What data or evidence did you gather?)	<p>The impact of our work was found through:</p> <ul style="list-style-type: none"> <li>Faculty surveys</li> <li>Conversations with students</li> <li>ManageBac/Seesaw Review</li> </ul>
<b>(OPTIONAL) RESEARCH</b>	What shared practice or research informed the approach or activities?		What shared practice or research informed the approach or activities?	

AND/OR SHARED PRACTICE	What practices shared from other schools might inform the school's approach or activities? How might research (published or unpublished) inform the school's approach or activities?			
	STEP 1: IMPLEMENTATION AND ANALYSIS		STEP 2: REFLECTION ON IMPLEMENTATION & ANALYSIS	
	GUIDING QUESTIONS & PROMPTS	SCHOOL RESPONSE (Completed at the start of the programme development planning process)	GUIDING QUESTIONS AND PROMPTS	SCHOOL RESPONSE (Completed at the conclusion of the programme development effort)
ACTIVITIES	What activities will lead to the outcome? (Who will do what? By when?)		What were the major activities undertaken to achieve the outcome?	<p>IB Coordinators will be leading the Collaborative/PD Sessions for K-12 faculty throughout the Continuum Meetings throughout the process.</p> <ul style="list-style-type: none"> <li>Refinement of Development Plan (Sep - Dec 2021)</li> <li>Introduction of the Development plan</li> <li>Review of Development Plan (Aug 25, 2022)</li> <li>Introduction of Development Plan (Feb 7, 2022)</li> <li>Sharing of Formative Assessment across the Continuum, Damian Cooper- Creating Opportunities for feedback that impacts learning,</li> </ul>

		<p>The IB Coordinators will lead activities for the K-12 faculty that will:</p> <ul style="list-style-type: none"> <li>• Explore our current practice</li> <li>• Developed a common understanding of formative assessment</li> <li>• Shared practice across the continuum</li> <li>• Embedded new strategies into practice</li> <li>• Development of a Formative Assessment Toolkit to use across the continuum</li> </ul> <p>Timeline: Jun 2021 to Nov 2022</p>		<p>Connecting Assessment Across the Continuum (Feb 24, 2022)</p> <ul style="list-style-type: none"> <li>• Collaborative Planning of Formative Assessment (Apr 11, 2022)</li> <li>• Sharing of formative assessment tools students experience across the continuum (Oct 3, 2022)</li> <li>• Embedding formative assessment (AS and FOR) in teaching and learning across the continuum (Nov 21)</li> </ul>
ANALYSIS OF DATA OR EVIDENCE			<p>What did the data or evidence show was the impact on students?</p>	<p>Students better understood how formative assessment can positively impact their learning.</p> <p>Students were exposed to a greater range of formative assessment strategies that allowed for multiple opportunities to receive feedback that helped them meet learning outcomes.</p>
EXAMPLES OF IMPACT			<p>Provide 1–3 examples that evidence the impact on students. (documents, photographs, short audio, or video files)</p>	<p>We asked teachers to “Describe how our continuum work on formative assessment has impacted your students.”</p> <p>Some examples of what they said:</p>

			<p>"It has given a greater insight into student experiences with formative assessment across the continuum."</p> <p>"By sharing the great examples of formative happening in our school it allows us to be creatively inspired and will allow for common expectations and language along the way for students."</p> <p>"It has made me more aware of the importance of providing in the moment feedback for my students - to give them those powerful moments to impact their learning and growth."</p> <p>"Our focus on formative assessment has motivated me to include more and open myself up to the flexibility that it offers me with my assessment."</p> <p>"Allowed students to experience a wider range of Formative Assessment and get meaningful feedback"</p> <p>"It has given me some new tools for helping students assess their own work. I am seeing evidence that my students are improving their ability to identify the strengths and areas for growth in their own work, rather than relying on feedback from me."</p>
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			<p>"It may have not had a great impact on them yet, but ideally over time I would have a better understanding of their learning needs and adjust the learning engagements. I would like to incorporate more assessment AS learning, and this meeting today has sparked one or two ideas!"</p> <p>"It helps them achieve better results."</p> <p>"I have drawn strategies from our elementary partners that I had never considered applying in a senior school context. This has brought familiar strategies into my classroom that students can apply easily."</p> <p>"My students are responding to opportunities for individual conferences and taking these opportunities to discuss their work, questions and way forward."</p> <p>"Our work on formative assessment has impacted my students because I am starting to look for more opportunities to provide formative assessment to my students as I plan new lessons and units. I am also very intentional in the feedback I provide, and I have taken time to provide meaningful feedback to my students. The key for me now is to provide more time for my students to improve based on my</p>
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			feedback. I find that I often do formative assessment/provide feedback and then at times I move on too quickly to my next lesson without giving my students enough time to improve/grow in a particular skill.”
<b>UNDERSTANDING AND APPLICATION</b>			
<b>SUMMARY</b>	<p>What did the school learn from engaging in this programme development effort?</p> <p>What factors led to this effort having, or not having, an impact?</p>	<p>We found this development plan process to be extremely beneficial. We have moved forward with our goal of “developing formative assessment experiences that are student-focused, instructionally informative, and outcomes-based in a way that will positively impact learning,” we also made significant strides in building relationships across the continuum. Teachers across the continuum shared in their feedback that working with teachers in different programmes was an eye-opening experience. It helped build understanding, which will be key in developing continuity across the continuum in formative assessment practices and many others. Through our work on our development plan goal, we co-created a toolkit of formative assessment tools that teachers across the continuum can use in their practices. This process led to the realization that no matter what Grade we teach, impactful formative assessment practices often look similar. We can all learn from each other. Teachers are eager to use the Formative Assessment Toolkit in their planning and would like to continue to add to it over time.</p> <p>Factors that led to this success include:</p> <ul style="list-style-type: none"> <li>• Creating a consistent Continuum Meeting in our faculty meeting schedule</li> <li>• IB Coordinators and Assistant Head of School: Academics having biweekly meetings to create next steps in our development plan</li> <li>• IB Coordinators having weekly meetings to plan the learning engagements together</li> <li>• Creating small working groups that include teachers from all three programmes</li> <li>• Changing groups at each working session to give faculty the opportunity to connect and learn from different people.</li> </ul>	
<b>FURTHER OR FUTURE CONSIDERATIONS</b>	What was learned from this analysis that can be applied to further	<ul style="list-style-type: none"> <li>• The use of Assessment AS - FOR - OF Learning</li> <li>• The rewriting of the Assessment Policy</li> </ul>	

	development of this area or to developing other areas of the IB programme in the school?	<ul style="list-style-type: none"> <li>• LMS Review</li> <li>• Exploration of how we communicate of assessment information</li> <li>• Looking at current reporting structures</li> </ul>
<b>PRIORITIES FOR PROGRAMME DEVELOPMENT</b>	What areas of the programme will the school now prioritize for development? Why?	<p><b><u>Focus of programme development</u></b></p> <p>How can academic rigour and its relationship to assessment drive instructional practices that promote deep learning?</p> <p><u>Relevant practices:</u></p> <p>Lifelong learners 6.1: Students take opportunities to develop personal learning goals. (0402-06-0100)</p> <p>Approaches to teaching 1.1: Teachers use inquiry-based teaching strategies and learning engagements. (0403-01-0100)</p> <p>Approaches to teaching 1.3: The school provides opportunities for students to actively engage in interactive and exploratory learning environments and/or play in accordance with programme documentation. (0403-01-0300)</p>

## APPENDIX E: WHISTLEBLOWER POLICY

	<b>School Policy:</b>	<b>Whistleblower Policy</b>
	<b>Category:</b>	Administration
	<b>Last Modified:</b>	October, 2022
	<b>Approval Date:</b>	<b>October 27, 2022</b>
	<b>Review Date:</b>	November, 2025
	<b>Approved By:</b>	Head of School
	<b>Contact Person:</b>	Director of Executive Services

**PURPOSE**

Strathcona-Tweedsmuir School (STS) is committed to establishing and maintaining a work environment that encourages employees to report wrongdoing without fear of reprisal.

STS is also committed to providing students the best possible, quality learning opportunities in a safe and caring environment, characterized by behaviour consistent with the School's Vision, Mission, and Values.

**DEFINITIONS**

**Act** means the [\*Alberta Public Interest Disclosure \(Whistleblower Protection\) Act\*](#)

**Commissioner** means the Public Interest Disclosure Commissioner appointed under the [\*Whistleblower Protection Act\*](#).

**STS or School** means Strathcona-Tweedsmuir School;

**Chief Officer** means the Chair of the Board of Governors;

**Designated Officer** means the Head of School who is appointed to review, investigate and report any Disclosure under this Policy.

**Supervisors** are responsible for giving information and advice to employees who are considering making a disclosure of wrongdoing. Employees are protected for seeking advice from their supervisor, to the extent of the information requested and advice provided. Supervisors are anyone who has a reporting relationship with employees, and includes School Principals.

**Disclosure** means the report of a Wrongdoing, made in good faith by an STS employee in accordance with this Policy or the *Whistleblower Protection Act*.

**Employee** means an employee of the office of STS, or an individual who has suffered a reprisal and is no longer employed by the School.

**Personal information** means personal information as defined in the [\*Personal Information Protection Act\*](#)

**Reprisal** means any conduct outlined in Section 24(2) or (3) of the Act; outlined on Page 4 of this Policy.

**Regulation** means the *Public Interest Disclosure (Whistleblower Protection) Regulation*

**Wrongdoing** means a wrongdoing referred to in Section 3 of the Act, and includes an alleged wrongdoing

### **APPLICATION**

The [\*Public Interest Disclosure \(Whistleblower Protection\) Act\*](#) facilitates the disclosure and investigation of significant and serious matters that employees believe to be unlawful, dangerous or injurious to the public interest.

Matters that do not relate to wrongdoings defined under the Act will continue to be managed in accordance with other internal operational policies and procedures and any other relevant Acts.

### **POLICY**

In this context, and having regard to the best interests of STS and the larger community, the School's Board of Governors, the Head of School, employees, students, parents, and members of the supporting school community must be assured that all concerns about Wrongdoing will be taken seriously.

STS commits that any disclosure of Wrongdoing or alleged Wrongdoing reported to the Head of School will be properly reviewed and investigated and then acted upon by the School, as appropriate.

All STS employees have the right and obligation to report wrongdoing. An employee making a report of Wrongdoing in good faith will be protected against Reprisal or other detrimental impacts within the power of the School.

### **PURPOSE**

The purpose of this Policy and the procedures is to allow employees to report Wrongdoing to the Head of School so that the matter may be addressed in keeping with the principles of due process and of fundamental justice. If the report of Wrongdoing pertains to the Head of School then the individual has the option to report the matter directly to the Chief Officer or to the Commissioner as named under [\*Alberta's Public Interest Disclosure \(Whistleblower Protection\) Act\*](#).

Should a report of Wrongdoing be made directly to the Commissioner, the Chief Officer will make every effort to assist the Commissioner's office with its review of the report of Wrongdoing, to bring the matter to a reasonable and just conclusion.

Pursuant to the Act, this Policy and procedures aim to:

- a. facilitate disclosure and investigation of serious wrongdoing at STS as defined in the Act and outlined in the School's Policy;
- b. protect Employees and others who make disclosures in good faith manage, investigate and make recommendations in respect to disclosures of Wrongdoing and Reprisals for disclosure; and
- c. promote confidence in the administration and operations of the School among all members of the school community.

### **REPORTABLE TYPES OF WRONGDOING**

The Act facilitates the disclosure and investigation of "wrongdoing". The Act specifically defines the types of wrongdoing that may be reported and investigated:

- a. A contravention of an Act, a regulation made pursuant to an Act, an Act of the Parliament of Canada or a regulation made pursuant to an Act of the Parliament of Canada;
- b. An act or omission that creates:

- i. A substantial and specific danger to the life, health or safety of individuals other than a danger that is inherent in the performance of the duties or functions of an employee, or
- ii. A substantial and specific danger to the environment;
- c. Gross mismanagement, including an act or omission that is deliberate and that shows a reckless or willful disregard for the proper management of:
  - i. Public funds or a public asset,
  - ii. The delivery of a public service, including the management or performance of:
    - a) A contract or arrangement identified or described in the regulations, including the duties resulting from the contract or arrangement or any funds administered or provided under the contract or arrangement<sup>1</sup>, and
    - b) The duties and powers resulting from an enactment identified or described in the regulations or any funds administered or provided as a result of the enactment,
  - iii. employees, by a pattern of behavior or conduct of a systemic nature that indicates a problem in the culture of the organization relating to bullying, harassment or intimidation;
- d. Knowingly directing or counselling an individual to commit a wrongdoing mentioned above.

This procedure **does not apply** to alleged contraventions of internal policies or directives, code of conduct matters, violations of collective agreements, or individual disputes between management and an employee relating to bullying, harassment or intimidation.

### SEEKING ADVICE

Employees considering making a disclosure may seek advice from their Supervisor, the Head of School, or from the [Public Interest Commissioner](#). Employees are protected from any adverse employment action as a result of seeking advice.

In circumstances where the matter relates to the Head of School or Chair of the Board, employees are encouraged to seek advice from the Public Interest Commissioner.

The office of the Public Interest Commissioner may be contacted at:

**Email:** [info@pic.alberta.ca](mailto:info@pic.alberta.ca)

**Phone:** 1-855-641-8659

[www.yourvoiceprotected.ca](http://www.yourvoiceprotected.ca)

### PROCEDURES FOR EMPLOYEES TO REPORT WRONGDOING

Employees who want to report wrongdoing may do so by contacting the Head of School. Employees should clearly indicate they are making a disclosure under the *Public Interest Disclosure (Whistleblower Protection) Act*.

Employees may be asked to report the wrongdoing to the Head of School using the prescribed Disclosure of Wrongdoing Form.

Employees may also report wrongdoing to the Public Interest Commissioner and may do so by submitting the [prescribed form on the Public Interest Commissioner's website](#).

### Anonymous Disclosure

Employees considering making a disclosure anonymously should seek advice about doing so from the Head of School, their Supervisor, or the Public Interest Commissioner. Anonymous disclosures may not

be acted on if there are inadequate particulars provided about an alleged wrongdoing that would permit the conduct of a fair and effective investigation.

## REPORTING REPRISALS

The Act protects employees from reprisal who have, in good faith:

- a. requested advice about making a disclosure from a Supervisor, the Head of School, or the Public Interest Commissioner,
- b. made a disclosure under the Act,
- c. cooperated in an investigation under the Act,
- d. declined to participate in a wrongdoing, or
- e. done anything in accordance with the Act.

A **reprisal** is defined as taking, directing, or counseling someone to take or direct:

- a. a dismissal, layoff, suspension, demotion or transfer, discontinuation of a job, change of job location, reduction in wages, change in hours of work or reprimand;
- b. any measure, other than those mentioned above, that adversely affects the employee's employment or working conditions; or
- c. a threat to take any of the measures above.

STS supports employees who come forward in good faith to report wrongdoing. Reprisals taken against employees will not be tolerated. A reprisal is an offence under the Act, and anyone who takes a reprisal against an employee is liable to prosecution under the Act in addition to disciplinary action, including termination of employment, by STS.

Employees who believe they have been reprisal against may make a complaint of reprisal directly to the Public Interest Commissioner using the form on the Public Interest Commissioner's website. The Complaint of Reprisal Form may be found [here](#).

## PROCEDURES FOR MANAGING & INVESTIGATING DISCLOSURES OF WRONGDOING

### 1.1 Accessing disclosures of wrongdoing

After a disclosure is received by an employee, the Head of School must acknowledge receipt of the disclosure within five (5) business days.

Within twenty (20) business days, the Head of School must decide whether or not an investigation is required and notify the employee who made the disclosure of this decision and the reason for the decision.

An investigation is not required if:

- a. The subject matter of the disclosure is not jurisdictional under the Act (i.e., the allegations do not constitute Wrongdoing defined under the Act);
- b. The subject matter is frivolous, vexatious or has not been made in good faith;
- c. The disclosure relates to a matter that could more appropriately be dealt with according to the procedures under a collective agreement or employment agreement;
- d. The subject matter of the disclosure is already being investigated by another authority;
- e. The subject matter of the disclosure is currently before the courts;
- f. More than (two) 2 years has passed since the date that the Wrongdoing was discovered.

Employees who are dissatisfied with the Head of School's decision may bring the matter to the Public Interest Commissioner.

## **1.2 Investigating disclosures of wrongdoing**

The Head of School will notify the Chair of the Board prior to initiating an investigation into a disclosure of wrongdoing. The Head of School may consult with the Chair of the Board regarding the management and investigation of the disclosure.

The Head of School may request advice from the Commissioner with respect to the management and investigation of a disclosure. Requesting advice from the Commissioner will not result in the Commissioner initiating an investigation into the matter.

The Head of School may collect, use, and disclose personal information, individually identifying health information, and any other information that is considered necessary to manage and investigate the disclosure of wrongdoing.

The Head of School may require any employee to provide any information or record and give written or oral replies to questions, for the purpose of investigating the disclosure.

The Head of School may request any individual assist with investigating the disclosure of wrongdoing, including retaining the services of a third party where appropriate.

If during an investigation the Head of School has reason to believe that another wrongdoing has been committed or may be committed, the Head of School may investigate the wrongdoing and notify the Chair of the Board.

If more than one disclosure of wrongdoing is received by a Head of School with respect of the same matter, a single investigation may be conducted rather than a separate investigation. The Head of School must conclude an investigation not more than **120 business days** from the date the disclosure of wrongdoing was received. The Chair of the Board, with the Commissioner's permission, may extend the time period to complete the investigation that the Commissioner considers to be appropriate in the interest of a fair and efficient outcome.

If the time period has been extended, the employee who submitted the disclosure must be promptly advised of when he or she may expect the next procedural step to occur or be completed.

At the conclusion of an investigation, the Head of School must prepare a report for the Chair of the Board outlining the allegations investigated, whether the investigation found wrongdoing occurred, and recommendations for corrective measures.

The Chair of the Board shall consider the recommendations, implement corrective measures to remedy the wrongdoing, and take appropriate disciplinary action which may include termination of employment.

Employees who are dissatisfied with the outcome of the investigation by their Head of School or believe the matter has not been resolved, may bring the matter to the Public Interest Commissioner.

## **1.3 Ensuring procedural fairness**

Disclosures of wrongdoing shall be investigated in accordance with the principles of procedural fairness and natural justice. This includes the right of an alleged wrongdoer(s) to be heard, and the right to have the matter investigated in an impartial manner.



Where a disclosure of wrongdoing is determined to have merit, the alleged wrongdoer(s) has the right to know the nature of the allegations made against them. However, this does not include disclosing the identity of the employee who made the disclosure or witnesses who participated in an investigation.

Where a disclosure of wrongdoing is determined to have merit, the Head of School must afford the alleged wrongdoer(s) the opportunity to respond to the allegations and the relevant information used to support the allegation. The Head of School may receive a response verbally or in writing, and in any manner the Head of School determines to be fair and appropriate.

The Head of School must recuse themselves from an investigation where they believe they are in a conflict of interest, or when they believe a bias exists. The Chair of the Board may appoint an alternate individual to function as the Head of School, or may refer the matter to an alternate authority.

#### **1.4 Protecting confidentiality**

The Head of School must protect the identity of employees who make disclosures of wrongdoing, individuals alleged to have committed the wrongdoings, and witnesses who participated in investigations.

The Head of School must maintain all records and information relating to investigations in a secure manner that is not accessible to any other individual.

The Head of School may only identify the employee who made the disclosure, the individuals alleged to have committed the wrongdoing, and witnesses who participated in investigations, to:

- a. individuals who have been requested or retained to assist with the investigation,
- b. the Chair of the Board, and
- c. the Public Interest Commissioner

Any individual requested to assist with an investigation must protect the identity of the individuals involved in the disclosure process, including the employee making the disclosure, individuals alleged to have committed the wrongdoings and witnesses.

Where a wrongdoing has been found, the Chair of the Board may identify the wrongdoer(s) to others within the organization or to external authorities for the purpose of taking appropriate corrective action.

#### **1.5 Referring disclosures of wrongdoing**

The Head of School may refer a disclosure of wrongdoing to an alternate authority, including to the Public Interest Commissioner. Factors in considering whether to refer a disclosure of wrongdoing include:

- a. Whether the subject matter of the disclosure would more appropriately be dealt with by another authority,
- b. The complexity of the subject matter of the disclosure,
- c. Whether a perceived conflict of interest may exist,
- d. The resources and expertise required to conduct a fair and effective investigation,
- e. If the subject matter pertains to an individual that supersedes the hierarchical position of the Head of School.

The referral of a disclosure of wrongdoing may only be made if the disclosing employee consents to the referral.

### **1.6 Matters constituting an imminent risk**

Notwithstanding any other provision in this procedure, where the subject matter constitutes an imminent risk of a substantial or specific danger to the life, health or safety of individuals, or to the environment, the Head of School may, without the consent of the disclosing employee, notify any individual within Strathcona-Tweedsmuir School in order to be able to appropriately respond to the danger, and notify any appropriate authority required to respond to the danger including calling 911.

The Head of School must also notify:

- a. The appropriate law enforcement agency,
- b. In the case of a health-related matter, to the Chief Medical Officer of Health, and
- c. To the department, public entity, or other entity responsible for managing, controlling or containing the risk, if any exists.

The Head of School must suspend any investigation into the matter, and may only resume after any charge relating to an alleged offence or any investigation by a law enforcement agency or the Minister of Justice and Solicitor General, has been finally disposed of.

### **1.7 Matters involving a possible offence**

If, during an investigation, the Head of School has reason to believe that an offence has been committed under a Provincial or Federal Act or Regulation, the matter must be reported to a law enforcement agency and to the Minister of Justice and Solicitor General as soon as reasonably practicable. In addition, legal counsel may be sought by the Head of School before the matter is reported.

The Head of School must suspend any investigation into the matter, and may only resume after any charge relating to an alleged offence, or any investigation by a law enforcement agency or the Minister of Justice and Solicitor General, has been finally disposed of.

## **ANNUAL REPORTING REQUIREMENTS**

The Chair of the Board will prepare a report annually as required by the Act, and include:

- a. The number of disclosures received by or referred to the Head of School and the number of disclosures acted on, and the number of disclosures not acted on, by the Designated Officer;
- b. the number of investigations commenced by the Head of School;
- c. in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing, and
- d. if corrective measures in relation to the wrongdoing have not been taken, the reasons provided.

The Chair of the Board's report will be included in the annual report for Strathcona-Tweedsmuir School.

The Chair of the Board will not publicly identify an employee who requested advice, made a disclosure of wrongdoing or complaint of reprisal, or publicly disclose individually identifying health information within the annual report.


## **REFERENCES**

Public Interest Disclosure (Whistleblower Protection) Act

Public Interest Disclosure (Whistleblower Protection) Regulation

Public Interest Disclosure (Whistleblower Protection) Transitional Regulation

## APPENDIX F: ASSESSMENT POLICY

	<b>School Policy:</b>	<b>Assessment</b>
	<b>Category:</b>	Academics
	<b>Last Modified:</b>	June 30, 2023
	<b>Approval Date:</b>	June 30, 2023
	<b>Review Date:</b>	April, 2026
	<b>Approved By:</b>	Head of School
	<b>Contact Person:</b>	Assistant Head: Academics

## CONTEXT

Strathcona-Tweedsmuir School (STS) is an independent, K-12 co-educational day school in Okotoks, Alberta. STS fully complies with the legislative edicts documented in the Alberta Education Act. Regulations established by Alberta Education inform teacher certification and the standards that guide their practice. Alberta Education also establishes K-12 learning outcomes articulated within its Programs of Study. The school receives some per-student and programmatic funding for complying with Alberta Education regulations mandated by the province, which includes assessment and reporting practices. All STS graduates receive an Alberta High School Diploma.

As an International Baccalaureate (IB) Continuum School, students benefit from full enrollment in the Primary Years Programme (PYP) and Middle Years Programme (MYP). Grade 11 and 12 students pursue Diploma Programme (DP) studies by choice. IB teachers integrate Approaches to Learning (ATL) skills in their pedagogical planning throughout all three programmes: PYP, MYP and DP. IB Learner Profile characteristics that promote student capacity-building and help all members of the school community learn to respect themselves, others and the world around them are also promoted throughout the IB programme continuum. STS adheres to the Programme Standards and Practices (PSP) established by the IB in the IB courses offered by the school. The school also adheres to standards and practices documented in Alberta's Programs of Study.

STS fully endorses the IB's mission, which "aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

## PHILOSOPHY OF ASSESSMENT

The primary purpose of assessment is to improve student learning. Assessment is continuous in that it takes place throughout the school year, not just at the end of a unit, term or programme. At STS, assessment practices take three forms:

## Assessment for Learning - Formative Assessment

Assessment for learning experiences result in an ongoing exchange of information between students and teachers about student progress. This assessment strategy is used by teachers to gather qualitative and quantitative information about students' knowledge, skills and understanding. It is used for students and

teachers to benchmark progress and align efforts towards establishing learning goals. Assessment *for* learning experiences includes (but is not limited to) discussions, conversations, student reflections, and teacher-directed thinking routines.

### Assessment as Learning - Formative Assessment

Assessment *as* learning experiences are capacity-building opportunities that develop in students their cognitive, affective, and executive functioning skills over time. This assessment strategy helps students appreciate their strengths and limitations as learners. Students who cultivate this assessment routine demonstrate critical insight into their work quality. Assessment *as* learning experience promotes student agency by encouraging students to reflect on (and take responsibility for) their own learning. Assessment *as* learning encourages students to monitor their own learning, ask questions and use a range of strategies to decide what they know, what they can and cannot do, and how to use assessment feedback to expand their knowledge, skills and understanding. Assessment *as* learning experiences includes (but is not limited to) collaboration, peer-editing, and self-evaluation.

### Assessment of Learning - Summative Assessment

Assessment *of* learning experiences are designed by teachers to make judgements about student performance and achievement on learning outcomes at the end of a period of instruction. Also called summative assessment, assessment of learning refers to performance data achieved by students, which is compiled as a grade, mark, level or percentage. Assessment *of* learning is connected to grading, performativity, evaluation, tests and reporting.

Teachers use *for*, *as*, and *of* assessment strategies to provide ongoing and continuous feedback to students, parents and other stakeholders about their understanding of content standards, curriculum expectations and learning objectives informed by Alberta Education and the International Baccalaureate Organization (IB).

## ASSESSMENT NORMS

### Assessment

1. Improves student learning;
2. Is fair, transparent and equitable;
3. Is differentiated to meet the specific and personalized learning needs of students through Universal Design Learning (UDL) principles;
4. Is designed to engage students to strive for higher levels of understanding and skill development;
5. Provides feedback that is clearly communicated to students and parents through observations, conversations, Learning Management System (LMS) updates, report cards and meetings;
6. Provides students with multiple opportunities on different tasks to demonstrate the full range of their learning using various assessment strategies;
7. Provides ongoing qualitative and/or quantitative feedback to students that is clear, specific, meaningful and timely;
8. Holds students accountable for their work ethic, approach to learning and agency according to a published school-developed [Academic Integrity Policy](#);
9. Develops agency, capacity-building and a growth mindset by enabling students to assess their learning needs, set specific goals and plan the next steps to improve their learning.

## STUDENT RIGHTS

Every student has the right to:

1. Receive feedback aimed at helping improve their knowledge, skills and understanding in all subjects;
2. Differentiated instructional and assessment practices developed to improve student learning as articulated in the School's Inclusive Education Policy;
3. An appeal process on work assessed by STS teachers when requested;
4. An appeal process on work assessed by external IB examiners when requested;
5. Use a dictionary in IB DP exams when English is not their first language for subjects in groups 3-4-5-6, etc.

## ROLES AND RESPONSIBILITIES

### Teacher

Teachers design learning experiences and assessment tasks that allow students to apply their skills and understanding based on the Alberta Programs of Study and the PYP, MYP and DP frameworks. Teachers develop learning cycles that include assessment as, of, and for learning experiences that are adapted to meet the needs of individual students and classes.

### Student

Students own their respective learning journeys by making decisions and setting goals to improve their learning over time. Specifically, students are responsible for being aware of the knowledge, concepts and skills they are trying to understand and develop; appreciate their strengths and areas for growth so that they can set and achieve personal learning goals based on their understanding of learning outcomes; develop self-agency for their learning needs with teachers; and provide formative feedback to their peers to further support the learning community in the classroom environment. Students are expected to fully comply with the school's published Academic Integrity Policy, which serves as the foundation for ethical decision-making regarding homework completion, test and exam taking, the use of technology and the submission of original summative work—in all its forms. Students are expected to hand in assigned work by the teacher's published due date so that teachers can ensure their learning is on track. Extenuating circumstances may require a student to hand in assigned work late – the date of which is mutually established by the teacher and student in advance of the original deadline.

### Parents and Guardians

Parents and guardians can be involved in their child(ren)'s learning through the assessment process by accessing resources provided by the school about assessment processes, curriculum outcomes and classroom learning experiences; supporting their child(ren) in the learning process through ongoing communication with the teacher(s) and their child(ren) and, in the elementary school setting, participating in student-led conferences; and supporting the school's divisional expectations about homework completion.

## ASSESSMENT OVERVIEW

### Processes for Standardization of Assessment (Kindergarten to Grade 12)

- Teachers make students aware of how the IB Programmes (PYP, MYP and DP) and/or Alberta Education Programs of Study assessment guidelines are used to evaluate a task when it is assigned;
- Teachers use the IB Programmes (PYP, MYP and DP) and/or the Alberta Education Programs of Study assessment guidelines to assess learning outcomes;
- Teachers access and utilize available assessment resources provided by the IB and Alberta Education;
- Teachers make graded assessments available for students and parents to review.

### Processes for Standardization of Assessment (Kindergarten to Grade 6)

- Teachers of the same grade develop the assessment of learning experiences collaboratively and, whenever possible, score assessments collaboratively to yield greater reliability and validity in results;
- Teachers share how achievement levels are determined through Programmes of Inquiry (POI).

### Processes for Standardization of Assessment (Grades 7 to 12)

- Teachers of the same course develop assessments of learning experiences collaboratively and, whenever possible, score assessments collaboratively to yield greater reliability and validity in results;
- Template-standardized course outlines shared with students in September communicate how final marks, grades, and/or levels are determined in IB and Alberta Programs of Study subjects;

## SUPPLEMENTAL ASSESSMENT OPPORTUNITIES

Teacher-developed assessment methods promote and support student learning. In some instances, students may resubmit additional evidence of learning at the professional discretion of the teacher. The type of assessment, rubric criteria, time, place and invigilation requirements (if warranted) is determined by the teacher and shared with the student and division head. The following guidelines inform the teacher's decision-making in this regard:

1. If an equally valid and reliable assessment of student performance can be offered on a resubmission, the teacher can make this opportunity available to the student;
2. If the validity and reliability of the assessment task would be compromised on the resubmission the teacher should offer the student an alternate assessment task;
3. A situation may exist where a teacher feels it is not in the best interests of the student to continue submitting work if doing so is interfering with their forward movement in the course.

### Assessment and Data Collection

Best assessment practices involve teachers collecting a wide variety of evidence to evaluate student understanding based on multiple sources of evidence and task-specific expectations. Most recent and consistent evidence supersedes previous evidence on the same learning outcome, allowing students to demonstrate their growth of knowledge, skills, and understanding over time. Gathering multiple data sources over time through conversations, observations, and task-specific learning products/performances made by students makes possible the triangulation of evidence produced when students are assessed in formative and summative ways. Assessment data collected by STS teachers throughout the school year and norm-referenced assessment data collected by Alberta Education and

the IB are used by school leaders and teachers to gauge the success and effectiveness of pedagogical practices and programmatic goals.

### Zero Policy (Grades 7 to 12)

Teachers assess student-produced work according to teacher-established due dates that have been communicated to students in advance. Grade 7-12 students access published due dates through the school's Learning Management System (LMS). Subject teachers are responsible for publishing assessment rubrics and deadline dates on the LMS. Teachers may assign a 'Zero' for assignments not submitted by students, which may significantly and adversely impact a student's overall achievement standing in any course. This situation initiates a plan, which is mutually developed between the teacher and student, which is focused on how (and when) the student will demonstrate evidence of their learning on the assigned tasks or outcomes. Teachers ensure that parents are informed of the plan, timeline and renewed expectations for the assignment's submission. Teachers will communicate "incomplete" on reports when there is insufficient evidence to evaluate the student's level of achievement. Marks will be adjusted accordingly by teachers when late assignments have been submitted by students without academic penalty. Extenuating circumstances may warrant teachers excusing missing assignments without academic penalty. In these cases, students may be asked to provide the school with documentation explaining the reason behind missing work. If students fail to comply with mutually created timelines and teacher support plans by final reporting deadlines, teacher-assigned zeros will stand.

### Academic Honour Roll (Grades 7 to 12)

Middle and Senior School students are eligible for 'Honours' or 'First Class Honours' distinction when they successfully complete teacher-established assessment tasks comprising the course content by the course deadline. Guiding principles that are documented in the school's Academic Integrity Policy inform the conditions by which students are eligible for this academic accolade, which are grounded in the school motto, *Nil nisi optimum* – Nothing but our best. Academic Honour Roll recipients are determined at the end of semesters and at the end of the school year. Exceptional circumstances may warrant a student's (in)/eligibility for honour roll status, but these are determined on a case-by-case basis by the division leader in consultation with subject teachers.

### International Baccalaureate Programmes (PYP, MYP and DP)

High-quality assessment practices in IB courses are: (1) relevant—supporting learning objectives and curriculum outcomes; (2) meaningful—assessing what is important; (3) authentic—reflecting ways in which our students may encounter these activities in the real world, and (4) universally designed—differentiated to support learning needs. Teachers use different assessment strategies to improve student learning. They include:

1. Rubrics: Rubrics are established sets of criteria used for evaluating performance assessments or levels of achievement. The descriptors inform the student and the assessor what characteristics or signs to look for in the work and then how to assess that work on a predetermined scale. While rubrics are developed by the teacher, by students, or by the teacher and students jointly, they are always informed by the programmatic assessment expectations mandated by the IB.
2. Benchmarks/Exemplars: Samples of the student's work can serve as concrete standards against which other samples are judged.
3. Checklists: Lists of information, data or task-specific attributes that support students in creating quality artifacts (products) of their learning.



4. Anecdotal records/comments: Teacher observation of student engagement is a valuable contributor to the assessment data. Anecdotal records help to document observations, quotes and examples of students' experiences throughout the process.
5. Summative assessments: Summative assessments are used to provide evidence which is judged or evaluated by teachers. Summative assessment is the culmination of the teaching and learning process after a designated period of time. It provides students with opportunities to demonstrate what they have learned. Summative assessments can assess several elements simultaneously.
6. Formative assessments: Formative assessment practices provide feedback to students on how to improve and/or reflect on their understanding, knowledge and skills. Formative assessment practices include assessment as an assessment for learning opportunities.

### Primary Years Programme (PYP), Kindergarten to Grade 6

A transdisciplinary and conceptual inquiry approach is supported by authentic assessment practices that measure in students their: (1) depth of conceptual understandings; (2) acquisition of new skills and knowledge; (3) ability to transfer learning to new contexts; (4) level of independence, and (5) consistency of learning evidence.

Academic achievement is measured against transdisciplinary unit goals and subject-specific Alberta Programs of Study outcomes according to a range of demonstrated abilities — Not Yet, Capable, Proficient and Excellent. Approaches to Learning (ATL) skill development document the frequency (Occasionally, Usually or Consistently) by which teachers observe their students' thinking skills, social skills, communication skills, self-management skills and research skills.

### Middle Years Programme (MYP), Grades 7 to 10

In MYP courses, the required IB objectives set the specific targets for learning and are used to assess the Alberta Programs of Study outcomes in each course with the exception of Grade 10 final exams. Using the prescribed IB MYP criteria (Grade 7/8 = Year 3, Grade 9/10 = Year 5), rubrics are used in developmentally appropriate ways to assess and monitor students' performance in the four criteria (A, B, C, D). Criterion-referenced summative assessment rubrics that describe task-specific expectations for each strand of the criteria and the descriptors of the achievement levels in the rubrics are used to assess student work. Student performance is evaluated on one or more criteria that students know in advance. As such, student achievement on a task is communicated as a numerical level from 0 (lowest) to 8 (highest) as a possible score in each assessed criterion. The level of achievement for each criterion is determined using teachers' professional judgment to select the level that, overall, best matches the student's performance.

At reporting times, teachers consider all the evidence students provide that reflects their knowledge, understanding and skill development across all four criteria. Teachers analyze the assessment of learning evidence (summative assessments like tests, labs, essays, performances, etc.) produced by the student during the reporting period across all four criteria (A-D), and assessments for and as learning evidence are used by teachers to inform a student's overall achievement level. This approach places student learning at the centre of the assessment process because student achievement is measured against how an individual student performs on subject-specific objectives instead of against other students.

Grades in all MYP courses are reported from 1 (lowest) to 7 (highest) based on the sum of the four criteria out of 32. These grades are calculated using MYP Grade Boundaries and the overall criteria level total (see Appendix B). Mid-Year MYP assessments represent a snapshot of a student's performance in



their MYP classes up to that point. Final MYP grades communicate the overall achievement at the end of a course.

STS Learning Skills represent key areas that support student learning in the classroom (Collaboration, Organization, Affective). Teachers communicate a student's demonstrated competency (Beginning, Developing, Demonstrating) in each area to help students understand their strengths and areas for growth as a learner.

Grade 10 students receive an MYP grade (1-7) and an Alberta Education-mandated percentage grade (0-100%) based on Alberta learning outcomes in each course. For courses with final exams, the percentage calculated from the MYP course achievement level total contributes 80%, and the final exam contributes 20% to the final percentage score. If needed, teachers refer to formative evidence to align with the Alberta Programs of Study and/or to help clarify where a student falls within the grade boundary.

In Grade 10, students undertake an independent Personal Project to demonstrate the development and understanding of their Approaches to Learning (ATL) skills through an individual inquiry into an area of personal interest or passion. The Personal Project is assessed using three criteria: Planning (Criterion A), Applying Skills (Criterion B), and Reflecting (Criterion C), with achievement levels from 0 (lowest) to 8 (highest). Students must achieve a total sum of 8 out of 24 on the criteria in order to successfully complete the project.

### Diploma Programme (DP), Grades 11 and 12

IB DP students receive grades in DP courses ranging from 1 (low) to 7 (high). Each DP course has its unique course-specific assessment criteria. DP Course candidates who choose to complete specific DP courses can earn an IB DP credit in each course completed.

For IB Diploma Candidates, a student's final IB Diploma score is made up of the combined scores of each of the required six DP subjects. The IB Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance, including successful completion of the three essential elements of the 'DP Core': Theory of Knowledge (TOK); the Extended Essay (EE) and the Creativity, Activity, Service (CAS) Portfolio.

TOK and the EE components are awarded individual grades and, collectively, can contribute up to three additional points towards the overall IB Diploma score. With the additional points, the maximum number of points earned towards an IB Diploma is forty-five. CAS, the remaining element in the DP core, does not contribute to the IB Diploma points total, but authenticated participation in CAS is a requirement for earning the IB Diploma.

The IB awards the same number of points for Higher Level (HL) and Standard Level (SL) DP courses. HL and SL courses differ in scope but are assessed against the same grade descriptors, with HL Candidates expected to demonstrate academic growth and development in a wider range of content knowledge, understanding and skills.

For most DP courses, written examinations at the end of the second year of study (Y2) form the basis of the assessment, generally ranging from 70-80% of the awarded DP grades. Externally assessed coursework, completed by students over an extended period under authenticated DP teacher supervision, forms part of the assessment for several programme areas, including the TOK Essay and the

Extended Essay. In most subjects, students also complete in-school DP assessment tasks. These are either externally assessed by the IB or marked by DP teachers and then moderated by the IB.

DP Predicted Grades (PGs) are reported in advance of the IB DP Exam Session, which occurs at the end of DP courses in Years 1 and 2. A PG is the DP teacher's estimation of the grade the Candidate is expected to achieve in the DP subject. A Predicted Grade is based on:

1. all the evidence of the candidate's DP work;
2. the teacher's application of IB DP standards and IB DP grade descriptors, which are defined in the Diploma Programme Subject Guides and the Diploma Programme Grade Descriptors Guide. Submission of Predicted Grades to IB is required for all subjects, including TOK and EE.

As in the MYP, 'STS Learning Skills' represent key areas that support student learning in the classroom: Collaboration, Organization, Affective. DP Teachers will report a student's demonstrated competency in each area by using the following descriptors: Beginning, Developing, and Demonstrating. This assessment will help students to reflect on their strengths and areas for growth as a learner.

## ALBERTA PROGRAM OF STUDIES ASSESSMENT OVERVIEW

### Kindergarten to Grade 12

At STS, we assess K-12 mandated curriculum outcomes and requirements of the Ministerial Order of Alberta Education. As such, assessment, evaluation and reporting practices fully comply with Alberta Education directives. More information on the Alberta programs of study is available [here](#).

### Grades 10 to 12

Alberta Education assessment framework must be used when assessing student work for learning outcomes established by the provincial authority. Student performance is reported on course-end report cards as percentages.

## EXTERNAL STANDARDIZED ASSESSMENTS

### Screening Assessments

In accordance with Alberta Education directives, Students in Grades 1 through 3 complete provincially mandated Literacy and Numeracy Screening Assessments. Individual student results do not inform the school-reported grade.

### Provincial Achievement Tests (PATs)

Grade 6 and Grade 9 students participate in compulsory standardized Provincial Achievement Tests (PATs) in English, Science, Mathematics and Social Studies. Individual student results do not inform the school-reported grade.

### Alberta Diploma Examinations

Subject-specific standardized Alberta Diploma Examinations are written in some Grade 12 courses, including those with an IB designation. At STS, students can sit Alberta Grade 12 diploma exams in biology, chemistry, English, French, math, physics and social studies. Alberta Diploma exam marks are blended with school- awarded course marks to determine a student's final percentage grade in provincially examinable courses.

## IB MYP

Grade 10 Personal Projects are assessed through an internally moderated grading process that external IB assessors validate. Randomly selected Personal Projects by external IB assessors standardize the assessment process.

## IB DP

Grade 12 students earning an IB Diploma or IB Course Certificate sit compulsory standardized course- and discipline-specific examinations in May.

## ACADEMIC APPEAL PROCESS

### Work Assessed by STS Teachers (Grades 7-12)

The Academic Appeal process must be initiated by the student within ten school days after receiving summative assessment feedback from the teacher. A student can ask their teacher to re-evaluate any assessment. The student must bring the original assignment rubric, their graded work and the teachers' feedback from the challenged assessment. The student articulates in writing why and how they feel their graded submission provides evidence of a higher level of achievement according to the published assessment criteria or marking guide. A teacher-student conference will occur whereby the teacher and student will discuss the assessment of the assignment. The teacher must reconsider their evaluative judgment.

What follows are possible outcomes of the appeal process:

1. The teacher may or may not elect to change the mark awarded at this time. The outcome of this process will be communicated in writing to the student and parents. If the student accepts the decision rendered by the teacher, the appeal process ends;
2. If the student would still like to appeal the judgment awarded by the teacher, the student will indicate as much by documenting their request in writing to the appropriate Learning Leader. In cases where the student is challenging a grade issued by a Learning Leader, the student will direct their appeal request in writing to the Division Head.
3. The Learning Leader/Divisional Head collects all relevant evidence provided by the student and teacher;
4. The Learning Leader/Divisional Head strikes an Appellate Committee of three objective educator- colleagues whose job it is to moderate the student's original assessment submission and render a final decision;
5. The Learning Leader/Division Head communicates the decision rendered to the student and parents within 10 school days of the appeal process being initiated.
6. Appellate Committee decisions rendered according to the process noted above are final.

### Work Assessed by External IB Examiners (Grade 11 and 12)

Some assessments are submitted directly to the IB and marked by designated IB examiners. The IB has developed its own academic appeals protocols, and students wishing to appeal an IB-issued grade must comply with the policy established by the IB. An IB academic appeal is a multi-step process that begins with the 'Enquiry Upon Results' (EUR). Student requests for an EUR must be made directly to the IB DP

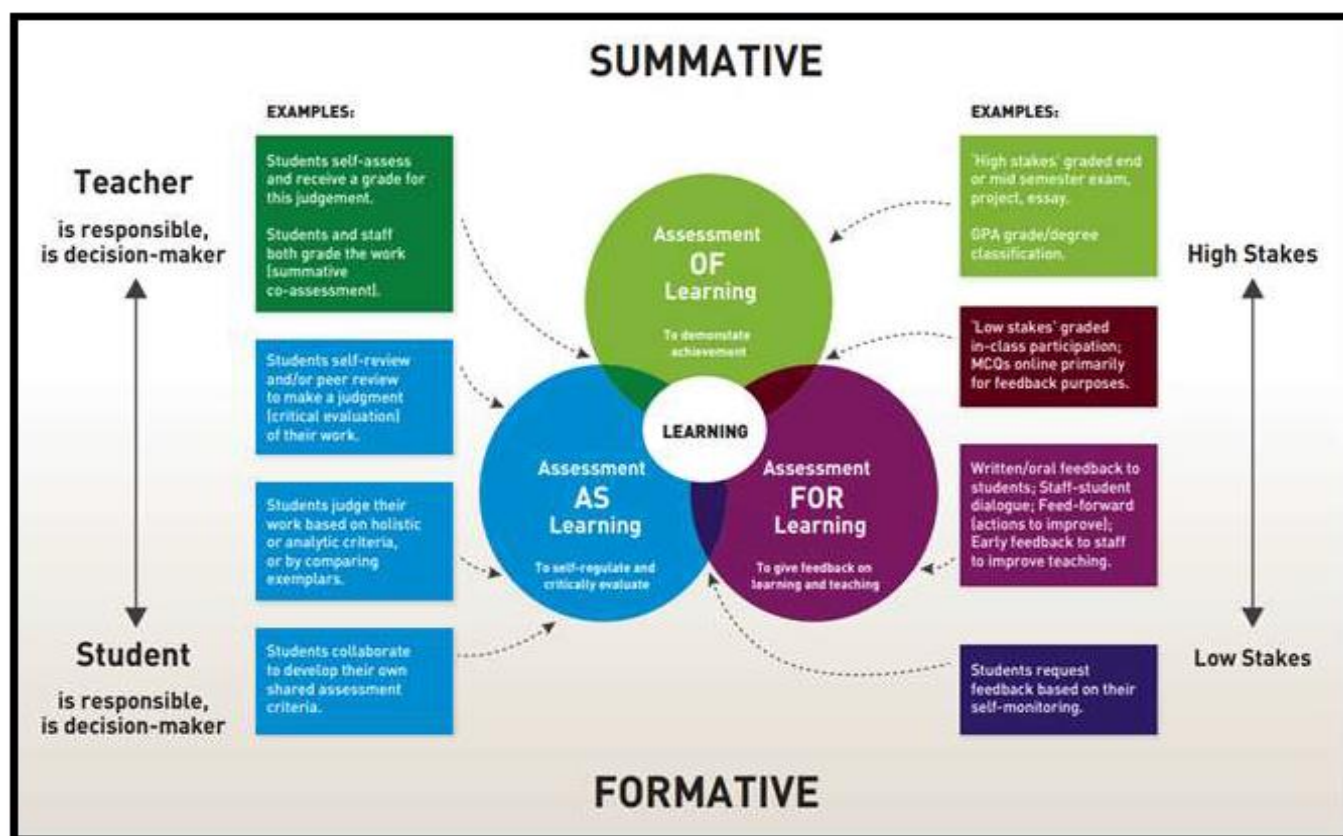
Coordinator for submissions relating to the IB results. If the EUR does not resolve the academic concern, a formal academic appeal request may be submitted to IB via the IB DP Coordinator. Both the EUR and IB academic appeals have additional fees associated with each process and these fees are paid by the student.

## REVIEW CYCLE

This Policy will be reviewed and possibly revised every three years or as warranted by assessment policy modifications imposed by Alberta Education and/or the IB. Changes to school-determined contextual factors may also warrant revisions to the Assessment Policy.

## RELATED STS POLICIES

- [Academic Integrity Policy](#)
- [Admissions Policy](#)
- [Inclusive Education Policy](#)
- [Language Policy](#)



Source: [National Forum for the Advancement of Teaching and Learning in Higher Education, 2017](#)

<b>MYP Grade Grades 7-10</b>	<b>Subject Boundary Guidelines</b>	<b>Descriptor</b>
7	28–32	Produces high-quality, frequently innovative work. Communicates a comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates an extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classrooms and real-world situations, often with independence.
5	19–23	Produces generally high-quality work. Communicates a secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in the familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4	15–18	Produces good quality work. Communicates a basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
3	10–14	Produces work of acceptable quality. Communicates a basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

## APPENDIX G: STS ACADEMIC PROFILE



## STS ACADEMIC PROFILE

*An Academic Profile (AP) is established by an STS Learning Strategist based on an Educational Psychology Assessment, medical note, or other accredited documentation (Level B or Level C standardized assessment). The AP summarizes the student's assessment, instructional and environmental accommodations that can be supported at STS. An AP is different from an Individualized Education Plan (IEP) or Individualized Program Plan (IPP). STS does not receive government funding to support a defined Alberta Education Learning Profile code.*

<b>Student name:</b>	<b>Student ID:</b>	<b>DOB:</b>
<b>STS Learning Strategist:</b>	<b>Date created:</b>	<b>Date updated:</b>

<b>Diagnosis:</b>	
<b>Other:</b>	
<b>Implications for Learning</b>	
<b>Medical:</b>	

<b>Areas of Strength</b>	<b>Areas for Growth</b>

Level C Assessments		
WISC-V	<b>Date:</b>	<b>Date:</b>
	<b>Percentile</b>	<b>Percentile</b>
Verbal Comprehension Index (VCI)		
Visual Spatial Reasoning Index (VSI)		
Fluid Reasoning Index (FRI)		

Working Memory Index (WMI)		
Processing Speed Index (PSI)		

Level B Assessments		
WIAT-III	Date:	Date:
	Percentile	Percentile
<b>Math Composite</b>		
• Problem Solving		
• Math Calculation		
• Math fluency		
<b>Reading Composite</b>		
• Decoding		
• Reading comprehension		
<b>Writing Composite</b>		
Sentence composition		
Spelling		
Essay Composition		





Accommodation Type	Accommodation		Comments
ENVIRONMENTAL			
Flexible Schedule	Additional time	<input type="checkbox"/>	
	Frequent breaks	<input type="checkbox"/>	
Seating	Preferential seating	<input type="checkbox"/>	
	Quiet, distraction-free setting	<input type="checkbox"/>	
	Adaptive furniture	<input type="checkbox"/>	
Visual Aids	Visual schedules	<input type="checkbox"/>	
Audio	Noise cancelling headphones	<input type="checkbox"/>	
	Ambient noise/music	<input type="checkbox"/>	
INSTRUCTIONAL			
	Enrichment	<input type="checkbox"/>	
Directions	Reading directions aloud	<input type="checkbox"/>	
	Chunking directions/tasks	<input type="checkbox"/>	
Audio	Access to audio materials	<input type="checkbox"/>	
Visual Aids	Graphic Organizer	<input type="checkbox"/>	
	Visual cues/anchor charts	<input type="checkbox"/>	
	Provide advance copies of notes	<input type="checkbox"/>	
Tasks	Develop completion checklists	<input type="checkbox"/>	
	Adapt length of task or workload	<input type="checkbox"/>	
	Paper organizer/agenda	<input type="checkbox"/>	
ASSESSMENT			
Visual Aid	Teacher-approved reference sheet	<input type="checkbox"/>	
Alternate Responses	Opportunity to respond orally	<input type="checkbox"/>	
	Record answers	<input type="checkbox"/>	

	Speech to text	<input type="checkbox"/>	
Written Responses	Word processing	<input type="checkbox"/>	
	Assistive technology	<input type="checkbox"/>	
Flexible Schedule	Additional time	<input type="checkbox"/>	
	Stop-time breaks	<input type="checkbox"/>	
Math Aids	Number line/fact grid	<input type="checkbox"/>	
	Calculator	<input type="checkbox"/>	
	Manipulatives	<input type="checkbox"/>	
	Access to visual aids and cues	<input type="checkbox"/>	

**Additional recommendations for learning:**

**Transition notes:**

Level B Assessments		
WJ-IV	Date:	Date:
	Percentile	Percentile
<b>Math Composite</b>		
• Problem Solving		
• Math Calculation		
• Math facts fluency		
<b>Reading Composite</b>		
• Decoding		
• Reading comprehension		
• Word reading		

• Oral reading		
• Sentence reading fluency		
<b>Writing Composite</b>		
• Sentence writing fluency		
• Spelling		
• Writing samples		

Level B Assessments		
CTOPP	Date:	Date:
	Percentile	Percentile
• Phonological awareness		
• Phonological memory		
• Rapid symbolic naming		