



STRATHCONA-TWEEDSMUIR SCHOOL

MAY 2023

Education Plan

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



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MESSAGE FROM THE Head of School

As STS's Head of School, it is my honour to reflect on the developments of the past school year and our shared vision for the future. I am enthusiastic about creating meaningful opportunities and dwelling in possibility.

Saying 'yes to your best' is a commitment that STS students, teachers, parents, alumni, and staff illustrate each and every day. Rooted in our motto, Nil nisi optimum, or Nothing but our best, this commitment to becoming your best self develops a genuine empathy and care for others, combined with an insatiable curiosity, and the courage to say yes to new adventures, discovery, possibility, belonging and future-preparedness. This is what makes STS a great school – and continues to guide us in our work each day.

Great schools exist with a strong, vibrant community and a shared priority for our students and alumni's well-being and educational success. I can think of no higher priority than the future of our children, and my vision is that, as a team at STS, we contribute to moving our students forward in their journey toward their hopes, dreams, and goals. We do so in a respectful manner, honouring the individuality and diversity of our community, and are proud

to welcome exceptional students from across the globe with a wide array of backgrounds, interests, and talents.

A critical aspect of nurturing a strong community is to ensure that ongoing genuine community consultation is a consistent part of our decision-making process. Examples this year included:

- 1). Hosting three sessions called "Fireside Chats with the Head of School," at varying times and locations to engage with parents.
- 2). Working with a certified community engagement consultant to guide our uniform refresh and RFP with focus groups and surveys.
- 3). Coordinating with our design firm consultants to conduct in-person feedback sessions as part of the Campus Master Plan process. The Board of Governors and Foundation Board, leadership team, employees, parents, students, and alumni all contributed to this effort.



The feedback is heard and gives us valuable insight to guide the direction of the school, buoyed with the understanding and support of our community.

The STS spirit and ethos are infectious and inspiring. We have a history of innovation and extensive collaboration with the community. We will continue to build on our roots, be unapologetic in our pursuit of academic excellence, embrace the global competencies our students need to be successful, and dwell in unprecedented possibility. I fervently believe in creating impactful and personalized learning opportunities in the classroom and through a diverse co-curricular program. I can assure you that our dedicated teachers and staff are focused on ensuring your children have access to all they need to succeed and flourish. After marking our 50th Anniversary last year, we now look to the future as STS embraces a new Strategic Plan that honours a strong foundation of academic excellence, trailblazing innovation, and a vibrant and engaged community while forging a courageous new path toward a flourishing school and community for years to come.

Flourish 2031 celebrates growth, renewal, and the beautiful natural environment we look to as our ‘third teacher’ at STS. Through this theme, we also embrace our mission statement: “A diverse community where students pursue lives of purpose, flourishing emotionally, physically, and intellectually”. *Flourish 2031* is a bold and ambitious ten-year plan. As we enter year three of implementing this strategic vision, we will remain future-focused while also looking to our core and how we will continue STS’s legacy of developing good humans, thought-leaders, and global citizens above all else. The real-world learning experiences that have set the School apart will continue to be foundational and expanded in this strategic framework, embracing the opportunities that our campus, and the broader world, provide.

I want to acknowledge and celebrate our Board of Governors, parents and guardians, faculty and staff, volunteers, leadership team, and most of all, our students, who have and continue to show up every day and elevate our community to success. With Flourish 2031 as our guide, I have never been more optimistic about our ability to deliver a rigorous and relevant educational experience for current and prospective students. I give you my word that I will continue to work tirelessly to provide the best environment for our students. It is an exciting time to be part of the Spartan family, and the future is bright.

Carol Grant-Watt

Strathcona-Tweedsmuir School

Head of School

Accountability Statement



The Education Plan for Strathcona-Tweedsmuir School commencing September 5, 2023 was

prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. This Plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the Plan and is committed to implementing the strategies contained within it to improve student learning and results.

The Board reviewed and approved the 2023/2024 Education Plan on May 24, 2023.


The report was submitted to Alberta Education and was also posted to the School's website at:

www.strathconatweedsmuir.com/academics/alberta-education-reports/

Todd Worsley '88

Chair, Board of Governors





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

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.

SCHOOL MOTTO

Nil nisi optimum
Nothing but our best

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 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 be better prepared 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

Strathcona-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 118 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 from Kindergarten through Grade 12. 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 flourishing 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 holistic, balanced teaching. 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.

STS students love coming to school. Our campus houses three school divisions: Elementary, Middle, and Senior. All students benefit from continuity, a strong sense of community, and mentorship opportunities amongst different age groups. Academic offerings in all Grade levels include the Alberta Education curriculum supplemented by the International Baccalaureate (IB) Programme.

Being both an IB World 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 qualities of character that will enable them to live purposeful lives and be the leaders of tomorrow.

Students graduate from STS driven to be their best and inspired to make a difference. Our school community and the opportunities we provide ensure that they are prepared to do so.

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 assistance, and a healthy endowment. Pursue a 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 human-centred design thinking, character, citizenship, collaboration, communication, creativity, service through action, computation, critical thinking, and leadership to achieve academic excellence and promote scholarship within the IB Framework and through the Alberta Program of Studies. Students will embrace and nurture their entrepreneurial spirit, gain comfort with ambiguity and agency, and 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.



ENDURING SENSE OF COMMUNITY AND BELONGING

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. Celebrate our history and 50 years on our beautiful campus by focusing on our connected and extended community of students, faculty, staff, alumni, parents, and strategic partners.

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 our campus, in satellite locations, and through international travel, experiential learning and the development of partnerships. Learn any time, any place. As a leader in education, STS supports exceptional students, faculty, and staff to be well prepared to work and lead in a new economy.

STAKEHOLDER Engagement Data

(occurred from fall 2020 to fall 2021)



**5 DAYS OF
STAKEHOLDER
CONSULTATIONS**

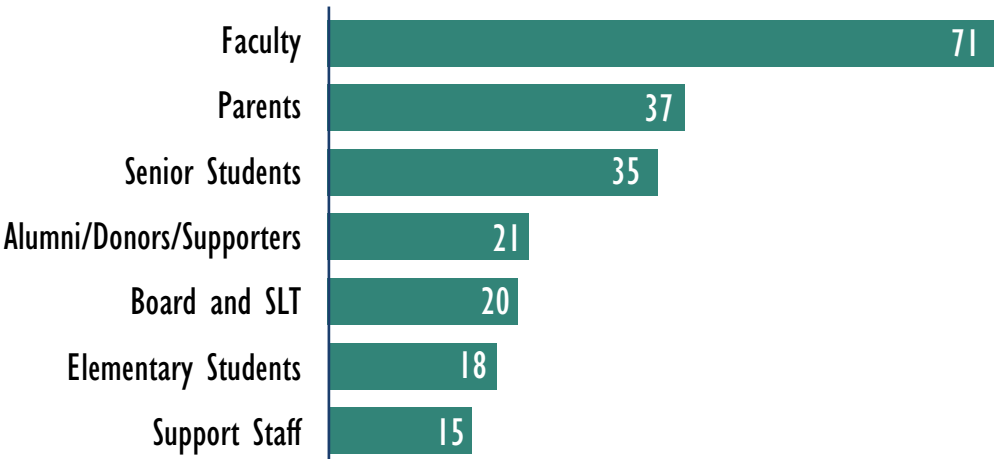
October 20 and 21, 2020 (*in person*)
October 27-29, 2020 (*virtually*)



60-90 MINUTE

consultation session

7 STAKEHOLDER GROUPS





4 KEY QUESTIONS



- S** What are the key **strengths** of STS?
- W** What are the key **weaknesses** of STS?
- O** What are the key **opportunities** for STS?
- T** What are the **threats** facing STS?



217

STS stakeholders engaged
in the process in person and
via Zoom



1,400+

Individual comments
received and analyzed

Education Plan Preface



This Education Plan is informed by Strathcona-Tweedsmuir School's Strategic Plan. The development of this Plan began during the 2020-2021 school year and initial framework was approved by the Board of Governors in April 2021. Strategies for each of the four-goal pillars were developed and approved by the Board of Governors in September 2021. The Strategic Plan was created with broad consultation and input from many stakeholders, including parents, students, alumni, teachers, and school leadership, through surveys, roundtable meetings, and working groups. These goals and strategies will guide and drive the continuous improvement of STS through 2031.

These goals are further strengthened by the integration of the domains of the Alberta Education Assurance Framework, including the required provincial measures and required local components for each domain.

This Education Plan has been developed as a rolling 3 to 5-year Plan, with timelines developed for each strategy. As a strategy is completed, this is indicated as such on the Plan until it is removed the following year. This design is intended to show Strathcona-Tweedsmuir School's progress toward achieving its strategic Plan goals and Alberta Education measures.

Education Plan Outcomes, Measures, and Strategies

GOAL PILLAR #1:

Bold Future

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

The following are the primary outcomes for goal pillar #1, which is part of our current strategic plan. Responsibility for their completion is shared with the Board of Governors, the Head of School, and the Senior Leadership Team.



PRIMARY OUTCOMES

» Increase opportunities for exceptional students to attend STS through affordable tuition, financial assistance, and a healthy endowment. (2022-2031)

» Review the status and future of outdoor education facilities. (2023-2025)

» Analyze how best to repurpose the old Elementary School by engaging architects to develop a design. (2022-2024)

» 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. (2022-2026)

» Develop a campus master plan, a comprehensive enrollment management strategy, and a financial framework to support the School's growth and independence. (2022-2024)

» Pursue alternate revenue and diversification streams. (2022-2025)

» Conduct a feasibility study on raising funds to complete the field hockey field and outdoor running track. (2022-2024)

» Leverage the new five-year accreditation process as a member of the Canadian Accredited Independent Schools (CAIS) and effective practices to drive school improvement and model best practices across the II standards. (2023-2028)

Alberta Education Measures and Strategies Relating to Strategic Plan Goals



MEASURE

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.



STRATEGIES

- 01** Increase enrollment to 750 students by articulating our value proposition and increasing enrollment outreach.
- 02** Utilize recommendations from the upcoming IB Continuum Evaluation for the Primary Years Programme, Middle Years Programme, and Diploma Programme to drive academic improvement, guide teaching and learning, and promote more effective transitions between the programmes.
- 03** Launch ST& (Stand), a new hybrid school. The establishment of ST& will provide innovative online and hybrid opportunities for students who are seeking a different educational experience. ST& includes partnerships with industry and post-secondary institutions. ST& is also working with Careers Nextgen to provide paid internship opportunities for our students.
- 04** The jurisdiction has been approved as a collegiate school with Alberta Education, allowing it to award dual credits. We acknowledge and thank Alberta Education for its support in getting this approval for the collegiate school.
- 05** Strengthen the Outdoor Education program by increasing the integration of curricular outcomes in outdoor education opportunities, increasing the use of our campus, and expanding course offerings to Grades 11 and 12.

TIMELINE

- 01** 2021-2024: Primary responsibility for implementation is the Head of Community Relations.
- 02** 2023-2026: The evaluation of our three IB Programmes took place in February 2023, and the implementation of recommendations will begin after this time. The IB Coordinators and the Academic Leadership Team share primary responsibility for implementation.
- 03** 2023-2026: Primary responsibility for implementation is the Head of Learning Innovation.
- 04** 2023-2026: Primary responsibility for implementation is the Head of Learning Innovation.
- 05** 2023-2024: Primary responsibility for implementation is the Head of Senior School and the Director of Outdoor Education.

Education Plan Outcomes, Measures, and Strategies

GOAL PILLAR #2:

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 their classroom.

The following are the primary outcomes for goal pillar #2, part of our current strategic plan. Responsibility for their completion is shared with the Board of Governors, the Head of School, and the Senior Leadership Team.



PRIMARY OUTCOMES

- | | |
|---|--|
| <p>» Offer experiential, real-world, life-changing learning opportunities where students engage deeply alongside exceptional faculty and staff. (2022-2025)</p> | <p>» Articulate the value of an STS education by creating a portrait of a graduate's ideal competencies, qualities, and disposition. (2022-2023)</p> |
| <p>» Intentionally support the health and well-being of every student by developing a 360-degree approach to student social-emotional learning. (2022-2025)</p> | <p>» Reimagine the academic calendar to maximize opportunities for authentic learning and engagement, including enhanced use of outdoor learning spaces at all grade levels. (2022-2024)</p> |
| <p>» Use data-informed strategies to deepen learning experiences and offer meaningful feedback for growth. (2022-2025)</p> | <p>» Define academic excellence, rigour, and deep learning within an STS context. (2022-2023)</p> |

Alberta Education Measures and Strategies Relating to Strategic Plan Goals



MEASURE

High school completion rate of students within five years of entering Grade 10.





STRATEGIES

- 01** Utilize targeted, data-informed interventions to personalize support for students who wish to go beyond the curriculum in pursuit of national and/or international academic objectives.
 - 02** Improve assessment to help students better understand their learning so that they have more agency.
 - 03** Ensure targeted funding for a coherent approach to professional development for teachers to ensure that they continue to develop their skills and expertise.
-

TIMELINE

- 01** 2021-ongoing: Primary responsibility for implementation is shared by the Head of Middle School, the Head of Senior School, and the Student Services Department.
 - 02** 2021-2024: Primary responsibility for implementation is shared by the Assistant Head: Academics and the Heads of each Division.
 - 03** 2021-2024: Primary responsibility for implementation is shared by the Assistant Head: Academics and the Heads of each Division.
-

Percentage of students writing four or more diploma exams within three years of entering Grade 10.

STRATEGIES

- 01** Implement a new timetable in Grades 10-12 to allow for semestering and more flexibility for students.
-

TIMELINE

- 01** 2023-2024: Primary responsibility for implementation is the Head of Senior School.
-

Percentage of students who dropped out of school.

STRATEGIES

- 01** Increase the number of Counsellors available to support students and provide services. This will result in 2.0 FTE Social-Emotional Counsellors, four Learning Strategists, one school nurse, and 2.0 FTE University Counsellors during the 2023-2024 academic year.
-

TIMELINE

- 01** 2023-2024: Primary responsibility for implementation is the Head of School.
-

Overall percentage of Grades 6 and 9 students who achieve the acceptable standard on Provincial Achievement Tests.

Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests.

STRATEGIES

- 01** Set annual and multi-year goals at the curriculum department level focused on raising academic achievement in PAT subject areas; use data-informed strategies to identify gaps and target strategies to help students overcome gaps and improve achievement; use formative classroom exercises and/or assignments that model specific PAT tasks and question types; help students to acquire the necessary skills to be successful on the PATs.
 - 02** Provide time for faculty to plan instruction, including the documentation of objectives from the Program of Studies, to ensure all content is covered and to work collaboratively to plan and implement both Learning Community/Department goals. Require faculty to participate in internal standardization exercises to ensure consistency of assessment against provincial assessment criteria.
 - 03** Evaluate and select a math resource to support a common pedagogy and math language to improve results from Kindergarten to Grade 6.
-

TIMELINE

- 01** 2021-2024: Primary responsibility for implementation is shared by the Assistant Head: Academics and Learning Leaders.
 - 02** 2021-2024: Primary responsibility for implementation is shared by the Assistant Head: Academics, Division Heads and Learning Leaders.
 - 03** 2023-2024: Primary responsibility is with the Head of Elementary School.
-

Overall percentage of students who achieved the acceptable standard on diploma examinations.

Overall percentage of students who achieved the standard of excellence on diploma examinations.

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

STRATEGIES

- 01 Set annual and multi-year goals at the curriculum department level focused on raising academic achievement in diploma examination subject areas; use data-informed strategies to identify gaps and target strategies to help students overcome gaps and improve achievement; use formative classroom exercises and/or assignments that model specific diploma examination tasks and question types; help students to acquire the necessary skills to be successful on diploma examinations.
 - 02 Provide time for faculty to plan instruction, including the documentation of objectives from the Program of Studies, to ensure all content is covered and to work collaboratively to plan and implement both Learning Community/Department goals. Require faculty to participate in internal standardization exercises to ensure consistency of assessment against provincial assessment criteria.
-

TIMELINE

- 01 2021-2024: Primary responsibility for implementation is shared by the Assistant Head: Academics, Head of Senior School, and Learning Leaders.
 - 02 2021-2024: Primary responsibility for implementation is shared by the Assistant Head: Academics, Head of Senior School, and the Learning Leaders.
-

The percentage of students and parents who agreed that students are engaged in their learning at school.

STRATEGIES

- 01 Support teachers in using inquiry and experiential learning to provide engaging learning experiences for students.
 - 02 Improve assessment to help students better understand their learning so that they have more agency.
 - 03 Implement a framework for Making Thinking Visible (Harvard Project Zero) to support students in developing thinking routines to promote deep learning, student engagement, understanding, and independence.
-

TIMELINE

- 01 2021-2024: Primary responsibility for implementation is shared by the Assistant Head: Academics, Division Heads, and Learning Leaders.
 - 02 2021-2024: Primary responsibility for implementation is shared by the Assistant Head: Academics, Division Heads, and Learning Leaders.
 - 03 2022-2025: Primary responsibility for implementation is the Assistant Head – Academics.
-

Percentage of students, parents and teachers satisfied with the opportunity for students to receive a solid grounding in core subjects.

STRATEGIES

- 01** Support teaching and learning at the highest level and ensure that literacy and numeracy are at the forefront. Collect benchmark data to inform the effectiveness of teaching and learning and ensure student achievement; collect and analyze benchmark assessments in writing, reading and numeracy in Grades K-6. Use provincial numeracy and literacy screening tools for Grades K-3 and STS-developed tools for Grades 4-6.
 - 02** Improve data collection to leverage our work with Consilience (<https://www.consiliencelearning.org/>); improve data literacy among faculty so that they can leverage data-informed strategies in collaborative teams for targeted interventions to personalize support for individuals or groups of students.
 - 03** Purposefully review course offerings to reflect student learning needs, provide greater flexibility, and provide more choice.
-

TIMELINE

- 01** 2021-2024: Primary responsibility for implementation is shared by the Assistant Head: Academics and Learning Leaders.
 - 02** 2021-2024: Primary responsibility is shared by the Director of Learning Innovation and the Assistant Head: Academics.
 - 03** 2021-2024: Primary responsibility is shared by the Assistant Head: Academics and the Head of Middle School and Head of Senior School.
-

Percentage agreement of students, parents, and teachers that students model the characteristics of active citizenship.

STRATEGIES

- 01** Support Round Square programming, which provides many opportunities for students to build character, often through leading or participating in service activities, and participate in student exchanges where they can develop character and intercultural understanding.
 - 02** Give students the opportunity to interact with people in need through annual events such as the Kerby Centre lunch and the Active Citizenship Program; maintain service requirements for Grades 7-12 students.
 - 03** Maintain student leadership opportunities where students can develop leadership skills, including Grade 12 students serving as Prefects; Grade 9 students serving as trip leaders for younger students on outdoor education trips; Grade 6 students leading bi-weekly Elementary School assemblies, and implementing Grade 6 co-curricular leadership opportunities; and supporting the STS Student Council.
 - 04** Support and promote the School's DiversiTEAM through which students engage in service both within and outside of the School, encourage diversity, acceptance and belonging through special initiatives, and support student mental health and wellness.
 - 05** Utilize the IB capstone projects such as the PYP Exhibition and the MYP Personal Project to showcase student learning and allow students to practice their public speaking skills, reflect on their experiences, and participate in principled action. Students extend learning beyond knowledge and understanding. The PYP and MYP Exhibitions allow students to engage in a venue to share their new ideas and insights with the greater community. The PYP Exhibition focuses on providing students with opportunities to engage in a transdisciplinary inquiry process that involves identifying, investigating, and acting in real life.
 - 06** Promote and support Model United Nations (MUN) at Strathcona-Tweedsmuir School. Through the Model United Nations, students work collaboratively with students from other schools to develop authentic solutions to a host of global issues; many of our programs encourage personal responsibility and initiative from students.
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TIMELINE

- 01** 2021-ongoing: Primary responsibility for implementation is the Round Square Coordinator.
 - 02** 2021-ongoing: Primary responsibility for implementation is shared by the Division Heads, the Learning Leader for Physical Education, and the IB Coordinators.
 - 03** 2021-ongoing: Primary responsibility for implementation is shared by the Head of School, the Deputy Head of School, the Division Heads and Director for Outdoor Education.
 - 04** 2021-ongoing: Primary responsibility for implementation is shared by the Round Square Coordinator and the Student Services Department.
 - 05** 2021-ongoing: Primary responsibility for implementation is shared by the IB Primary Years Programme Coordinator and the IB Middle Years Programme Coordinator.
 - 06** 2021-ongoing: Primary responsibility for implementation is shared by the MUN faculty sponsors and the Learning Leader for Social Studies.
-

Percentage of students, parents and teachers satisfied with the opportunity for students to receive a broad program of studies.

STRATEGIES

- 01** Review and consider increasing course offerings to ensure opportunities for students to learn more in STEAM-related courses; bring in more experts to speak to students about career exploration; provide inspiration and support school learning; increase after-school programming in coding, robotics, and computational thinking.
 - 02** Expand the Elementary School Encore Program to ensure all offerings are an extension of the Program of Studies and allow students to select areas they would like further opportunities to explore. Continue to evolve “Spark” in the Middle School to provide students with engaging opportunities and strengthen partnerships with artists, Maker Science, software, and game development, etc.
 - 03** Review course offerings and timetable structures to reflect student learning needs and provide greater flexibility and more choice.
-

TIMELINE

- 01** 2021-2024: Primary responsibility for implementation is shared by the Director for Learning Innovation, the Director of Campus Sustainability and Development, and the Division Heads.
 - 02** 2021-2024: Primary responsibility for implementation is the Head of Elementary School and the Head of Middle School.
 - 03** 2021-2024: Primary responsibility for implementation is shared by the Assistant Head: Academics and Division Heads.
-

Education Plan Outcomes, Measures, and Strategies

GOAL PILLAR #3:

Enduring Sense of Community and Belonging

A strong sense of community is foundational to Strathcona-Tweedsmuir School'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 #3, which is part of our current strategic plan. Responsibility for their completion is shared with the Board of Governors, the Head of School, and the Senior Leadership Team.



PRIMARY OUTCOMES

» Reinvigorate the house system and create meaningful opportunities for older students to mentor younger students. (2022-2024)

» Leverage the home-to-school partnership by sharing progress, diagnostic data, learning, and strategies for student success. (2022-2024)

» Evolve the STS uniform to be more inclusive and current. (2021-2025)

» Establish positive and sustained relationships with Indigenous communities. (2022-2024)

» Aligning the Grade 6 to 7 learning experiences to ensure a smooth transition between school divisions. (2022-2024)

» Implementing improvements to the School's advisory program in Middle and Senior Schools. (2022-2024)

Alberta Education Measures and Strategies Relating to Strategic Plan Goals



MEASURE

Percentage of students, parents and teachers who were satisfied with the learning space in schools meets the needs of students.



STRATEGIES

- 01** Task Learning Leaders with developing unit and lesson plans that ensure students have opportunities to utilize the outdoor campus facilities during all seasons as part of meeting the Program of Studies learning outcomes.
 - 02** Establish a committee to research and plan for the renovation and renewal of our old Elementary School and current Middle School learning spaces. In addition to drawing on the recommendations of the Health and Well-being Physical Spaces Subcommittee, this committee will also assess learning space needs for the next 10 years, including what spaces may be required to support Strathcona-Tweedsmuir School's Student Services Department
 - 03** An Active Learning Environments (ALE) committee has set a goal to determine an updated model for classroom furnishings to enable current best practice pedagogy for student engagement and agency.
 - 04** Establish a Public Art Committee to plan and install art in the newly created common areas in the Middle School. Include the integration of flexible technology.
-

TIMELINE

- 01** 2021-2023: Primary responsibility for implementation is shared by the Assistant Head: Academics and the Heads of Division.
 - 02** 2022-2024: Primary responsibility for implementation is the Head of School.
 - 03** 2022-2024: Primary responsibility for implementation is the Head of Middle School.
 - 04** 2023-2024: Primary responsibility for implementation is the Head of Middle School.
-

Percentage of students, parents and teachers who were satisfied that the school provides a safe, caring, and healthy learning environment.

STRATEGIES

- 01** Support and promote school-wide and student-led initiatives focused on belonging, diversity, equity and inclusion, as well as mental health and wellness.
 - 02** Offer online and in-person workshops, webinars and special events to promote a safe, caring, and healthy learning environment.
 - 03** Incorporate the recommendations of the four Health and Well-being subcommittees into the tactics of the Strategic Plan. The Health and Well-being subcommittees, comprising over half of our faculty and staff, submitted their reports and recommendations to the Head of School. These reports focused on physical spaces, personalization and individualization, student capacity for managing their health and wellness, and employee wellness.
 - 04** Increase the diversity of our teaching faculty to match the diversity of our students as a means by which to promote our core value of pluralism and increase the representation of global majority communities.
 - 05** Conduct comprehensive cyclical surveys of parents, students, alumni, faculty, staff, and the Board of Governors. Recently, surveys have been conducted regarding the campus master plan and the school uniform. In 2024, Strathcona-Tweedsmuir School will have its parents, alumni, and teachers complete a comprehensive survey by Lookout Management. Previously, Lookout Management completed a comprehensive survey in 2019.
 - 06** Create a new Strathcona-Tweedsmuir School uniform for all students that is gender-inclusive.
 - 07** Provide opportunities for all employees to complete Mental First Aid training and Psychological First Aid Training.
 - 08** Develop and deliver a Digital Citizenship curriculum to all Middle School students that promotes responsible, safe, and effective use of technology both in and out of School.
-

TIMELINE

- 01** 2021-ongoing: Primary responsibility for implementation is shared by the Round Square Coordinator and Student Services Department.
 - 02** 2021-ongoing: Primary responsibility for implementation is the Student Services Department.
 - 03** 2021-2024: Primary responsibility for implementation is the Student Services Department, the Academic Leadership Team, and the HR Specialist.
 - 04** 2022-ongoing: Primary responsibility for implementation is shared by the Academic Leadership Team.
 - 05** 2023-2024: Primary responsibility for implementation is the Head of School.
 - 06** 2021-2025: Primary responsibility for implementation is the Head of Middle School and the Deputy Head of School.
 - 07** 2023-2024: Primary responsibility for implementation is the Student Services Department.
 - 08** 2023-2024: Primary responsibility for implementation is the Head of Middle School.
-

Percentage of students, parents and teachers who agreed that students feel like they belong and are supported to be successful in their learning.

STRATEGIES

- 01** Implement effective homeroom and advisor activities from Grades K-12, including recommendations from the report by the Health and Well-being Subcommittee on Student Capacity for Managing Health and Wellness for the development of a new framework for our current Advisory Program as well as the development of a role description for faculty serving as Advisors.
 - 02** Implement extra help plans for each academic department in Grades 7-12 to ensure student access to support outside of regular class time and prior to final examinations. Targeted instructional support will be implemented for literacy in Grades K-6 with students being provided with intensive reading instruction for students reading below grade level.
 - 03** Reimagine a new Student Buddy Program in Grades 7-12 where new students to Strathcona-Tweedsmuir School are paired with current students based on common interests and traits rather than homeroom allocation.
 - 04** Leverage the subject matter expertise of our Learning Strategists to develop and cultivate an expanded toolbox for faculty for differentiation of instruction and assessment practices. The model that STS will use is Response to Intervention (RTI), whereby differentiated instruction happens through universal, targeted, and specialized interventions. Professional development will be provided to train teachers in Universal Design for Learning Principles.
 - 05** Change of Learning Management System to Toddle (from Managebac) for K-12. The outcomes are to improve communication, enhance the user experience, provide access to real-time grades, support student executive function, and better align with IB.
-

TIMELINE

- 01** 2021-2024: Primary responsibility for implementation is shared by the Division Heads.
 - 02** 2021-2024: Primary responsibility for implementation is shared by the Division Heads
 - 03** 2021-2024: Primary responsibility for implementation is shared by the Head of Community Relations and the Division Heads
 - 04** 2022-2025: Primary responsibility for implementation is the Assistant Head: Academics.
 - 05** 2022-2025: Primary responsibility for implementation is the Assistant Head: Academics.
-

Percentage agreement of students, parents and teachers that supports and services for students can be accessed in a timely manner.

STRATEGIES

01 Further strengthen the Student Services Department by:

- Adding a Division II Learning Strategist.
- Move the Middle School Guidance Counsellor's office to the Student Services area to make them more easily accessible.
- Continue strengthening Student Services (and guidance counsellor) presence in the Elementary School.
- Expand to 2.0 (from 1.6) FTE University Counsellors.

02 Use a grant from Alberta Education to provide mental health support for STS students. The grant includes two years of funding for a consulting psychologist to work with students, teachers, and families and for Open Parachute, a program to provide universal mental health support for students in Grades K-12.

TIMELINE

01 2023-2024: Primary responsibility for implementation is the Student Services Department.

02 2023-2025: Primary responsibility for implementation is the Assistant Head: Academics and the Student Services Department.

Teachers and School Leaders learn about First Nations, Métis, and Inuit (FNMI) and experiences, treaties, agreements, and the history and legacy of residential schools.

STRATEGIES

- 01** Strengthen and increase opportunities to learn about FNMI perspectives and experiences, treaties, agreements, and the history and legacy of residential schools and track to ensure learning takes place in all grades from K-12.
 - 02** Engage with local First Nations to bring Knowledge Keepers and Elders onto campus as part of an Elder-in-Residence Program at Strathcona-Tweedsmuir School. Partner to bring Indigenous Elders and Knowledge Keepers to work with students during outdoor learning opportunities throughout the year.
-

TIMELINE

- 01** 2021-ongoing: Primary responsibility for implementation is shared by the Assistant Head: Academics and the Division Heads.
 - 02** 2021-2024: Primary responsibility for implementation is the Head of Community Relations.
-

Percentage of students, parents and teachers who were satisfied that their input is considered, respected, and valued by the school jurisdiction and the province.

STRATEGIES

- 01 Increase student voice in Grades 7-12 through greater support for the initiatives of the Student Council. This year they have advocated for new outdoor recess equipment (gaga ball and nine-square) for Middle School students.
 - 02 Hold Town Hall meetings three times a year to allow for active parent input into school decisions; use informal but regular surveys to facilitate input from the parent community.
-

TIMELINE

- 01 2021-ongoing: Primary responsibility for implementation is the Head of Senior School.
 - 02 2021-ongoing: Primary responsibility for implementation is the Head of School.
-

Education Plan Outcomes, Measures, and Strategies

GOAL PILLAR #4:

Global Hub in a Natural Setting

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

The following are the primary outcomes for goal pillar #4, which is part of our current strategic plan. Responsibility for their completion is shared with the Board of Governors, the Head of School, and the Senior Leadership Team.



PRIMARY OUTCOMES

» Develop a robust International Experiential Learning Program for Grades 9-12. (2022-2025)

» Develop a comprehensive Campus Master Plan focusing on wellness, engagement, connection, and belonging. (2022-2024)

» Establish a speaker series focusing on broadening skills, perspectives, and global awareness. (2022-2024)

» Establish a Residency Program that brings in renowned artists, entrepreneurs, scientists, community leaders, and thinkers to provoke new ways of teaching, learning, and being. (2022-2027)

» Expand summer and after-school opportunities, including online learning. (2021-2024)

» Create a teaching and innovation hub for learning with a strong focus on STEAM, innovation, and entrepreneurial thinking. (2022-2025)

» Develop a K-12 coherence framework for all skills and literacies. (2022-2024)

Alberta Education Measures and Strategies Relating to Strategic Plan Goals



MEASURE

Percentage of teachers and parents agreed that teachers are prepared for teaching.



STRATEGIES

- 01** All faculty new to STS will be evaluated using the Teaching Quality Standard in their first year of teaching. All continuing teachers are to be evaluated regularly with a review of annual growth plans and classroom visits for coaching and teacher growth. A formal evaluation of continuing faculty will be done at least once every five years.
 - 02** Implement Learning Leaders' new role description and responsibilities (formerly Curriculum Leaders). The implementation of this change will transform the role to focus on instructional leadership and mentoring. There will be an increased commitment to professional development and training for Learning Leaders, including the opportunity to pursue the Instructional Leadership Certificate through Harvard University and LQS certification. This change is intended to improve teaching and learning and promote academic excellence at STS.
-

TIMELINE

- 01** 2021-2024: Primary responsibility for implementation is shared by the Assistant Head: Academics and Head of Senior School.
 - 02** 2021-2024: Primary responsibility for implementation is the Assistant Head: Academics.
-

Percentage of parents and teachers who were satisfied that education leadership effectively supports and facilitates teaching and learning.

STRATEGIES

- 01** The Assistant Head: Academics and the Learning Leaders have several initiatives to lead and support teaching and learning. These include:
1. Revised Assessment Policy
 2. New Language Policy
 3. New Homework Policy
 4. Professionalizing culture for learning (e.g., classroom visits)
 5. Use data to develop a definition for teaching and learning
-

TIMELINE

- 01** 2022-2024: Primary responsibility for implementation is the Assistant Head: Academics and the Learning Leaders.
-

Satisfaction of students, parents, and teachers with the quality of K-12 education.

STRATEGIES

- 01** Implement the goals, strategies, and tactics of our Strategic Plan launched in the Fall of 2021 and to be completed in 2031.
 - 02** Conduct comprehensive cyclical surveys of parents, students, alumni, faculty, staff and the Board of Governors. Strathcona-Tweedsmuir School's most recent survey, conducted by Lookout Management in April 2019, provided additional measurements of the effectiveness of this strategy. The next survey cycle is expected to be completed in 2024.
 - 03** Implement recommendations from the evaluations of our accrediting bodies, which are the Canadian Accredited Independent Schools (CAIS) and the International Baccalaureate (IB).
-

TIMELINE

- 01** 2021-2031: The Strategic Plan was published and shared with our broader community in the Fall of 2021. This Plan includes goals, strategies, and tactics for the next 2, 5, and 10 years. Primary responsibility for implementation is shared by the Head of School, Board of Governors, and Senior Leadership Team.
 - 02** 2023-2024: Primary responsibility for implementation is the Head of School.
 - 03** 2023-2024: Primary responsibility is shared by the Academic Leadership Team and the IB Coordinators.
-

Percentage of parents and teachers who were satisfied that students demonstrate attitudes, skills, knowledge, and behaviours to be successful when they finish school.

STRATEGIES

- 01** Implement the goals, strategies, and tactics of our Strategic Plan launched in the Fall of 2021 and to be completed in 2031.
 - 02** Build strong relationships with the STS Alumni Association through events such as an alumni speaker series, career evenings, and mentoring programs to showcase and celebrate our successful alumni who demonstrate the attitudes, skills, knowledge, and behaviour of a high-quality education experience at STS.
 - 03** Implement recommendations from the evaluations of our accrediting bodies, the Canadian Accredited Independent Schools (CAIS) and the International Baccalaureate (IB).
-

TIMELINE

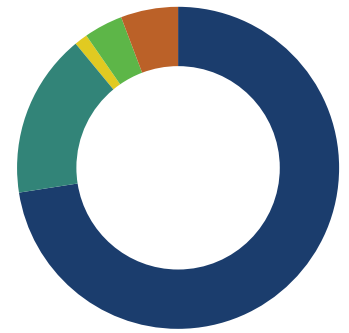
- 01** 2021-2031: The Strategic Plan was published and shared with our broader community in the Fall of 2021. This plan includes goals, strategies, and tactics for the next 2, 5, and 10 years. Primary responsibility for implementation is shared by the Head of School, Board of Governors, and Senior Leadership Team.
 - 02** 2021-ongoing: Primary responsibility is with the Head of Community Relations and Director of Community Engagement.
 - 03** 2023-2024: Primary responsibility is shared by the Academic Leadership Team and the IB Coordinators.
-

Allocation of Budget Revenues and Expenses to
Programs for the Year Ending August 31, 2024

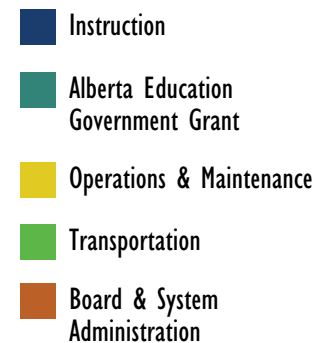
Financial Summary

REVENUE	BUDGET
Instruction	19,728,503
Alberta Education Government Grant	4,555,033
Operations & Maintenance	199,650
Transportation	1,164,264
Board & System Administration	1,514,575
	27,162,025
EXPENSES	
Instruction	15,969,062
Operations & Maintenance	3,254,044
Transportation	1,407,600
Board & System Administration	5,506,648
	26,137,354
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES	1,024,672

REVENUE

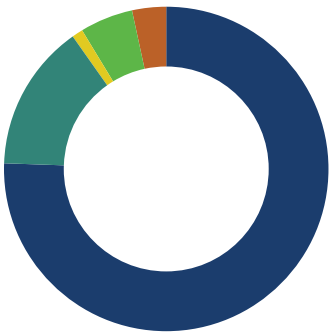


EXPENSES

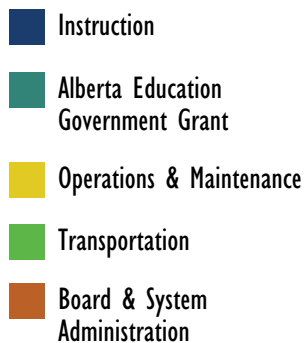


Allocation of Budget Revenues and Expenses to Programs for the Year Ending August 31, 2023

REVENUE



EXPENSES



REVENUE

BUDGET

Instruction	19,010,068
Alberta Education Government Grant	3,790,727
Operations & Maintenance	184,680
Transportation	1,334,406
Board & System Administration	806,655
	25,126,536

EXPENSES

Instruction	15,061,128
Operations & Maintenance	3,677,281
Transportation	1,320,660
Board & System Administration	4,763,856
	24,822,925

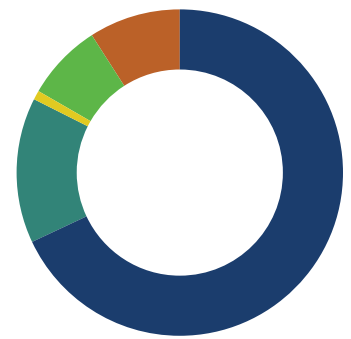
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES

303,611

Allocation of Actual Revenues and Expenses to Programs for the Year ending August 31, 2022

REVENUE	ACTUAL	BUDGET
Instruction	16,950,332	16,537,837
Alberta Education Government Grant	3,624,602	3,511,913
Operations & Maintenance	203,406	167,423
Transportation	1,895,168	1,304,438
Board & System Administration	2,183,607	1,900,201
Covid Related Revenue	-	-
	24,857,115	23,421,812
EXPENSES		
Instruction	14,205,248	14,975,338
Operations & Maintenance	3,305,679	3,434,896
Transportation	1,296,653	1,237,512
Board & System Administration	4,924,205	3,666,344
Covid Related Expenditures	-	-
	23,731,785	23,314,090
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES	1,125,329	107,722

REVENUE



EXPENSES

