



STRATHCONA-TWEEDSMUIR SCHOOL

ANNUAL EDUCATION RESULTS REPORT (AERR)

NOVEMBER 2022



STRATHCONA-TWEEDSMUIR SCHOOL

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Message from the Head of School

Celebrating the past, creating our future. As we celebrated our 50th Anniversary, this was the theme for the 2021-2022 school year at Strathcona-Tweedsmuir School (STS), perfectly capturing both the momentous nature of this historical milestone, and the vision, values, and spirit that continue to buoy us through the challenges and successes of each academic year.

Strathcona-Tweedsmuir School is an amazing school – truly like no other – and a belief in the impossible has become a key part of the STS ethos. From the School's inception when a group of brave visionaries stepped forward to amalgamate two independent schools and build a new school in a remote rural location, a foundation of courage and innovation remains strong at STS to this day.

The 2021-2022 school year kicked-off with the lifting of some COVID-19 restrictions and a return to in-person classes, and we endeavoured to adapt our day-to-day protocols, as well as our 50th Anniversary events to maintain safety while creating impactful opportunities for learning, celebration, and connection.

Rooted in our firm belief that great schools exist when there is a strong partnership between home and school, and a shared priority for the well-being and educational success of children, we remain ever-grateful to all of our STS families who continue to trust and support our school throughout their children's educational journey. This shared commitment to excellence and a belief in possibility has transcended generations and propels our school forward.

This is a dynamic time in the School's history and it is imperative that we stay current, protect our core, and ensure our young charges are cared for, ready for the challenges and opportunities that today and tomorrow present.

With this in mind, our use of the word *create* in our 50th Anniversary celebration theme was very much by design. While celebrating our past over the last year, we also looked to our future with the launch of our new strategic framework, *Flourish 2031*. This exciting plan anchors the School back to the immediate and future needs of our campus, and will help to establish STS as a global hub in a natural setting, not just for students, but for educators and thought-leaders as well.

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

Strathcona-Tweedsmuir School
Head of School

Accountability Statement

The Annual Education Results Report for Strathcona-Tweedsmuir School for the 2021-2022 school year was prepared under the direction of the Board of Governors (“the Board”) in accordance with 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 Annual Education Results Report for 2021-2022 was approved by the Board on November 23, 2022.

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 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 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 students in 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 and flourish emotionally, physically and intellectually.” We strive to achieve this mission and live up to our motto through our 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 us, 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 School, Middle School and Senior School. All students benefit from continuity, a strong sense of community, and mentorship opportunities amongst different age groups. Academic offerings in all Grade levels include 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 they are prepared to do so.

Special Recognitions



BAND PERFORMANCE HIGHLIGHTS

The Fine Arts department was excited to continue the holiday tradition with the Grade 7 to 12 Winter Band Concert featuring more than 100 students in six different ensembles. The Senior School Band and Senior School Jazz Band travelled to Whistler, BC for the 2022 Con Brio Music Festival. The students demonstrated grit, resilience, and a love for music-making with both bands achieving excellent ratings.



ELEMENTARY SCHOOL WINTER CHORAL CELEBRATION

Featuring the entire Elementary School, the virtual Winter Choral Celebration delighted STS community members with two fantastic evenings of indoor and outdoor performances.



MARTI MCKAY WEEK

Students and faculty took part in numerous activities for the 37th annual celebration of Marti McKay Week. Founded in 1984, Marti McKay Week promotes the creative arts, honouring the memory of Marti McKay, an STS student and gifted poet who passed away in 1981. This year's guest speaker line-up included STS alumnae: author Sabrina Uswak '07 and artist and author Mackenzie Roth '17. Students also welcomed authors Anna Priemaza, Bree Galbraith, and author and illustrator Peter Brown.



NO STONE LEFT ALONE

Grade 7 students took part in a special No Stone Left Alone ceremony to honour the sacrifice and service of Canada's military. Students placed poppies on headstones in the Field of Honour at the Okotoks Cemetery. Through this experience, students became deeply aware of the selflessness and bravery of those who served to defend our country and gave the ultimate sacrifice.



ANTI-BULLYING AWARENESS WEEK

Coinciding with Anti-Bullying Awareness Week, our Grade 6 students participated in the largest National Child Day event in history! National Child Day honours our country's commitment to supporting the rights of all children. Our Grade 2 students created a 'positive takeaway board' — inviting the STS community to take any messages that spoke to them to keep as a 'gift'.



RECOGNIZING, AMPLIFYING, AND CELEBRATING BLACK VOICES

A student-led initiative inspired compelling conversations around Black History Month within the STS community. In recognition of Black History Month, three of our Grade 11 students created a working group to share some of the messages and themes of Black History Month with the School community.



GRADE 7 CROSS-COUNTRY SKIING FIELD EXPERIENCE

Our Grade 7 students travelled to the Canmore Nordic Centre for a day of cross-country skiing. The field experience was the culmination of a cross-country skiing unit in the IB Middle Years Programme (MYP) physical education classes.



BC UNIVERSITIES TOUR

Grade 11 students participated in the 2022 BC Universities Tour visiting multiple universities, including Thompson Rivers University in Kamloops, the UBC Okanagan campus in Kelowna, the University of BC and Capilano University in Vancouver, Vancouver Island University in Nanaimo, and the University of Victoria in Victoria.



DIVERSITY WEEK 2022

The STS community participated in awareness activities, each with a different diversity focus: celebrating our racial, ancestral, ethnic, and cultural backgrounds; commonality in our religious beliefs; highlighting physical achievements; empowerment for all regardless of sexual orientation and gender identity; and diversity of food and dietary choices. A student-led initiative saw STS students also participate in a Day of Silence to protest bullying and violence against LGBTQ2S+ youth in schools.



TASTE OF NYC TRIP

A group of Grade 11 and 12 students participated in STS's first international travel trip since 2019. They visited the 9/11 Memorial and Museum, Grand Central Station, the United Nations Visitor Centre, Ellis Island, and the New York Stock Exchange among other exciting tourist attractions.



CREATIVE CONNECTIONS

Parent volunteers hand out homemade caramels to students and employees during Random Acts of Kindness Day.



CELEBRATING OUR GRADUATES

Grade 12 students celebrate at STS's inaugural Convocation Ceremony. In total our graduates received \$1.2 million in potential scholarships, with acceptance offers to 41 post-secondary institutions, across six countries.



STS CELEBRATES 50 YEARS

To celebrate our 50th Anniversary, STS hosted 20 events with more than 1,900 attendees, unveiled six legacy art installations on the STS campus, raised more than \$700,000, and created countless memories.



BRINGING OUR COMMUNITY HOME

What an incredible year of celebrations for our whole STS community to enjoy. Events during the year included star gazing at the on-campus observatory, kite making, STS 50th wine, gin, and beer tasting, Hitmen Teddy Bear Toss and Stampeders games, and so much more. The party culminated with back-to-back festivities including a Golf Tournament, Founders Luncheon, POSTS Presidents Tea, Family Fun Day, and our biggest party ever – the Big Birthday Bash.



LEAVING A LEGACY

Founders plaques were installed in the Rotunda celebrating four families who were instrumental in creating STS and opening a school on our beautiful campus in 1971 – Atkinson, Cross, Dover, and Heard.



NIL NISI OPTIMUM

Created by three Class of 2005 alumni: Megan Adams '05, Rosanna Marmont '05, and Spencer Purdy '05, presenting the anonymous answers of more than 200 students, employees, and alumni to the philosophical question of why at STS we hold ourselves accountable to the standard of our motto, *Nil nisi optimum* or *Nothing but your best*. This art piece was generously supported by current parents and donors, Justin and Amy Meyer.



THE SACRED CIRCLE

Created by Little Monkey Metalworks, which is co-owned by alumna Claire Perks '96, and in consultation with Elders and members of the Tsuut'ina and Blackfoot Nations, this beautiful statue was designed and installed on campus to inspire unity, respect, compassion, and friendship.



ROMANCE AND RIGOUR

Commissioned for our 50th Anniversary and created by Mr. Mike O'Brien, a beloved STS Elementary Art Teacher, *Romance and Rigour* is an educational mosaic of carved images which reflect the span of academic, extra-curricular, and lifestyle experiences that the STS campus offers.

Required Alberta Education Assurance Measures

Spring 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Strathcona Tweedsmuir Sch			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	89.6	90.9	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	92.0	91.3	91.2	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	98.9	97.9	95.4	83.2	83.4	81.1	Very High	Improved	Excellent
	5-year High School Completion	95.4	94.1	94.2	87.1	86.2	85.6	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	97.6	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	50.6	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	93.8	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	44.2	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.0	94.6	94.1	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.5	92.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	90.5	93.3	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	89.6	87.1	89.7	78.8	79.5	81.5	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. Participation in the 2019/20 and 2020/21 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. Caution should be used when interpreting high school completion rate results over time.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
4. 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time. 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 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.

Required Alberta Education Assurance Measures – Overall Summary – Measure Evaluation Reference

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 5 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 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 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:

1. 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 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 5 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.

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

Required Alberta Education Assurance Measures – Overall Summary – Measure Evaluation Reference

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.

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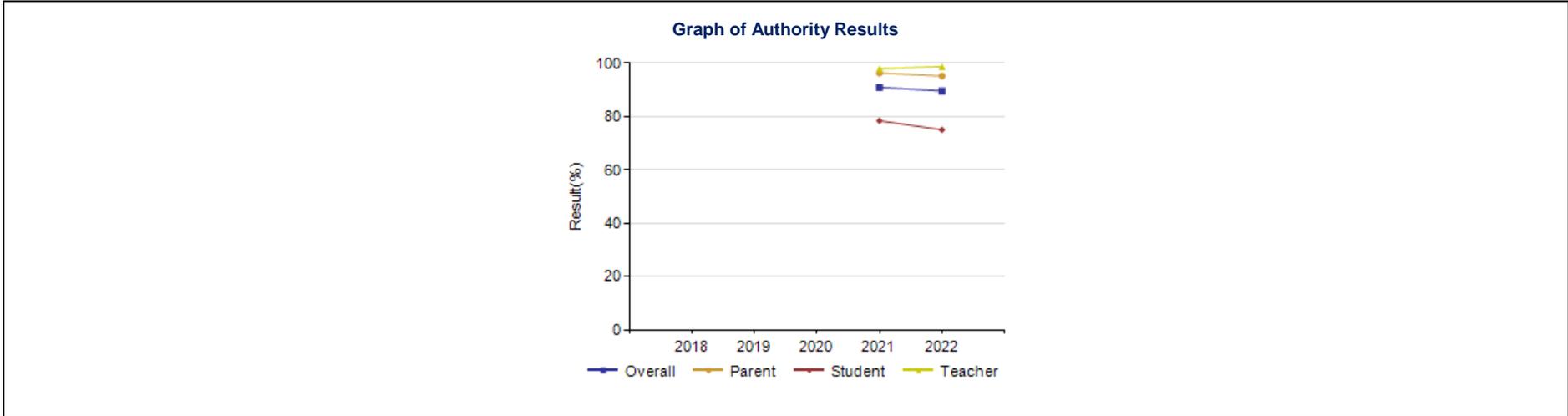
Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable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

Domain: Student Growth and Achievement

Student Learning Engagement – Measure Details

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

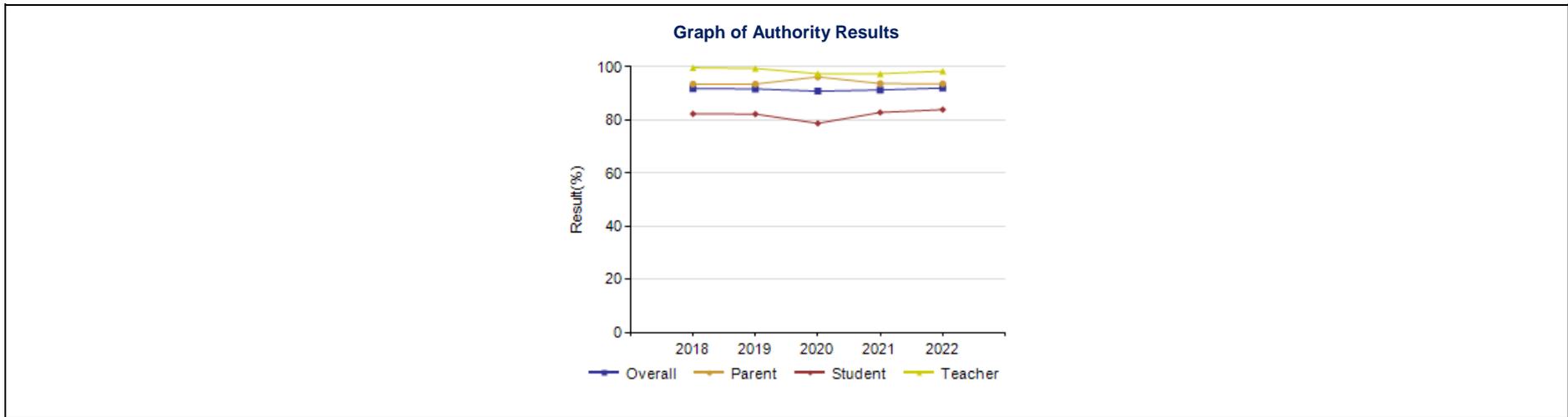
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	586	90.9	677	89.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	99	96.3	119	95.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	440	78.4	507	75.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	47	97.9	51	98.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5



- 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

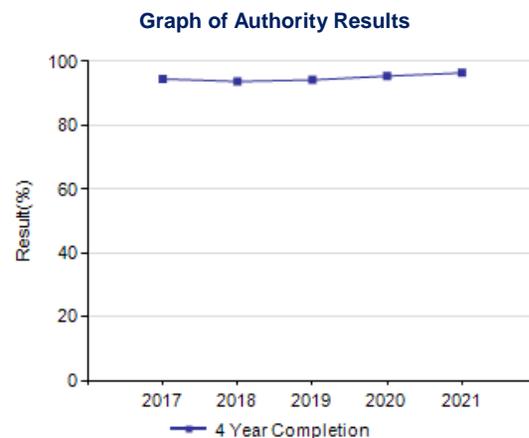
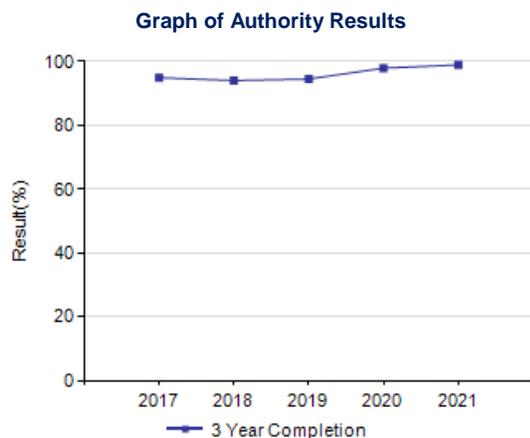
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	722	91.8	663	91.7	712	90.8	586	91.3	677	92.0	Very High	Maintained	Excellent	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	149	93.5	132	93.5	147	96.2	99	93.7	119	93.6	Very High	Maintained	Excellent	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	508	82.3	469	82.2	503	78.7	440	82.8	507	83.9	Very High	Improved	Excellent	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	65	99.7	62	99.4	62	97.4	47	97.4	51	98.4	Very High	Maintained	Excellent	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7



- 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.
 3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.

High School Completion Rate – Measure Details

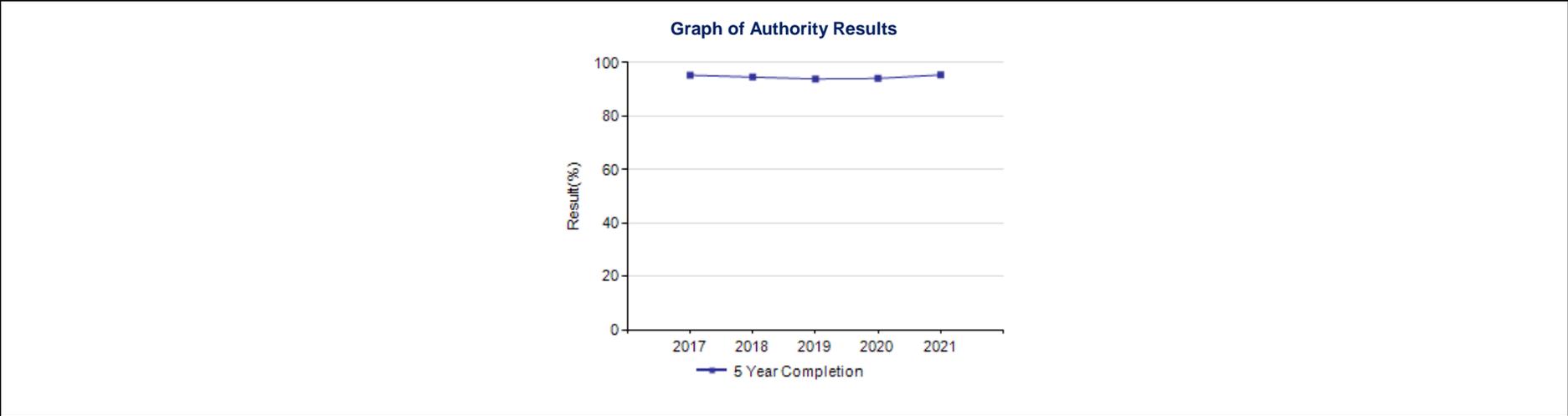
High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
3 Year Completion	79	94.9	82	94.0	70	94.5	64	97.9	74	98.9	Very High	Improved	Excellent	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2
4 Year Completion	69	94.5	79	93.7	82	94.2	70	95.4	64	96.4	Very High	Maintained	Excellent	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1
5 Year Completion	85	95.3	69	94.6	79	93.9	82	94.1	70	95.4	Very High	Maintained	Excellent	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1



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

Participation in the June 2022 Diploma Exams was impacted by Alberta Education’s directive that final exams count for 10% of a student's final standing in any provincially examinable subject. Caution must therefore be exercised when interpreting final examination results by the cohort of Alberta students for whom 90% of their final course grade was determined by school-issued marks achieved from September 2021 to the end of May 2022.

High School Completion Rate – Measure Details



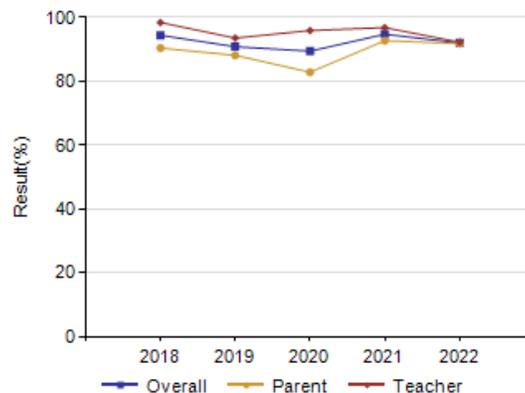
Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Participation in the June 2022 Diploma Exams was impacted by Alberta Education’s directive that final exams count for 10% of a student's final standing in any provincially examinable subject. Caution must therefore be exercised when interpreting final examination results by the cohort of Alberta students for whom 90% of their final course grade was determined by school-issued marks achieved from September 2021 to the end of May 2022.

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									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	211	94.4	192	90.8	206	89.4	143	94.7	169	92.0	Very High	Maintained	Excellent	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	147	90.4	130	88.1	144	82.8	96	92.7	118	91.8	Very High	Improved	Excellent	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	64	98.4	62	93.5	62	95.9	47	96.8	51	92.2	High	Maintained	Good	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4

Graph of Authority Results



Notes:

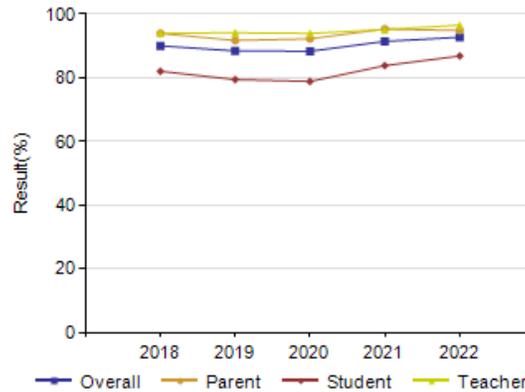
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
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										Measure Evaluation			Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	589	90.0	548	88.4	579	88.3	482	91.4	550	92.7	Very High	Improved Significantly	Excellent	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9
Parent	149	93.9	132	91.7	147	92.2	99	95.3	119	94.8	Very High	Maintained	Excellent	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4
Student	375	82.0	354	79.4	370	78.8	336	83.8	380	86.8	Very High	Improved Significantly	Excellent	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9
Teacher	65	94.0	62	94.1	62	93.9	47	95.1	51	96.5	Very High	Maintained	Excellent	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3

Graph of Authority Results



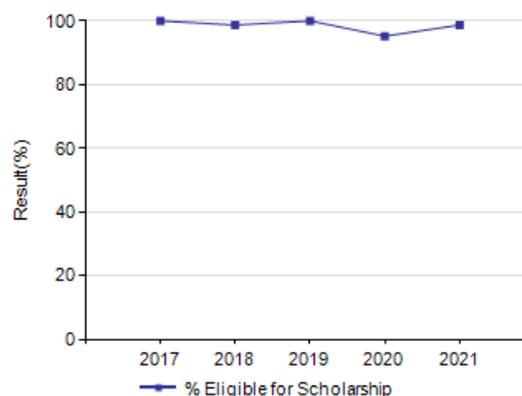
- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting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

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	71	100.0	75	98.7	69	100.0	62	95.2	75	98.7	Very High	Maintained	Excellent	60,127	63.4	60,559	64.8	58,970	66.6	59,357	68.0	58,631	70.2

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	Percent of Students Eligible
2017	71	65	91.5	66	93.0	65	91.5	71	100.0
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

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 2019, 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 2019/20 and 2020/21 Diploma Examinations was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

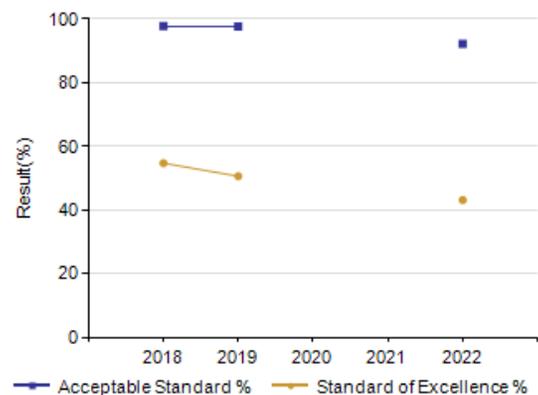
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	100.0	47.9	100.0	52.8	n/a	n/a	n/a	n/a	98.2	57.1	100.0	70.00
	Province	83.5	17.9	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9		
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	85.2	12.3	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6		
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	93.3	23.1	90.3	24.6	n/a	n/a	n/a	n/a	83.0	20.2		
Mathematics 6	Authority	97.9	62.5	100.0	43.4	n/a	n/a	n/a	n/a	96.4	35.7	100.00	60.00
	Province	72.9	14.0	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6		
Science 6	Authority	97.9	72.9	98.1	62.3	n/a	n/a	n/a	n/a	96.4	57.1	100.00	70.00
	Province	78.8	30.5	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7		
Social Studies 6	Authority	97.9	66.7	100.0	58.5	n/a	n/a	n/a	n/a	98.2	46.4	100.00	60.00
	Province	75.1	23.2	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1		
English Language Arts 9	Authority	97.3	47.3	97.1	51.4	n/a	n/a	n/a	n/a	89.7	38.5	100.00	60.00
	Province	76.1	14.7	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9		
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	55.7	5.9	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0		
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	81.4	9.8	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9		
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	82.7	22.3	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0		
Mathematics 9	Authority	97.3	51.4	95.7	60.0	n/a	n/a	n/a	n/a	88.5	39.7	100.00	60.00
	Province	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7		
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	57.4	13.6	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1		
Science 9	Authority	98.6	54.1	95.7	40.0	n/a	n/a	n/a	n/a	88.5	39.7	100.00	60.00
	Province	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6		
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	64.6	12.3	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0		
Social Studies 9	Authority	95.9	45.9	95.7	40.0	n/a	n/a	n/a	n/a	87.2	37.2	100.00	60.00
	Province	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2		
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	55.2	14.2	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1		

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.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 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. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
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.

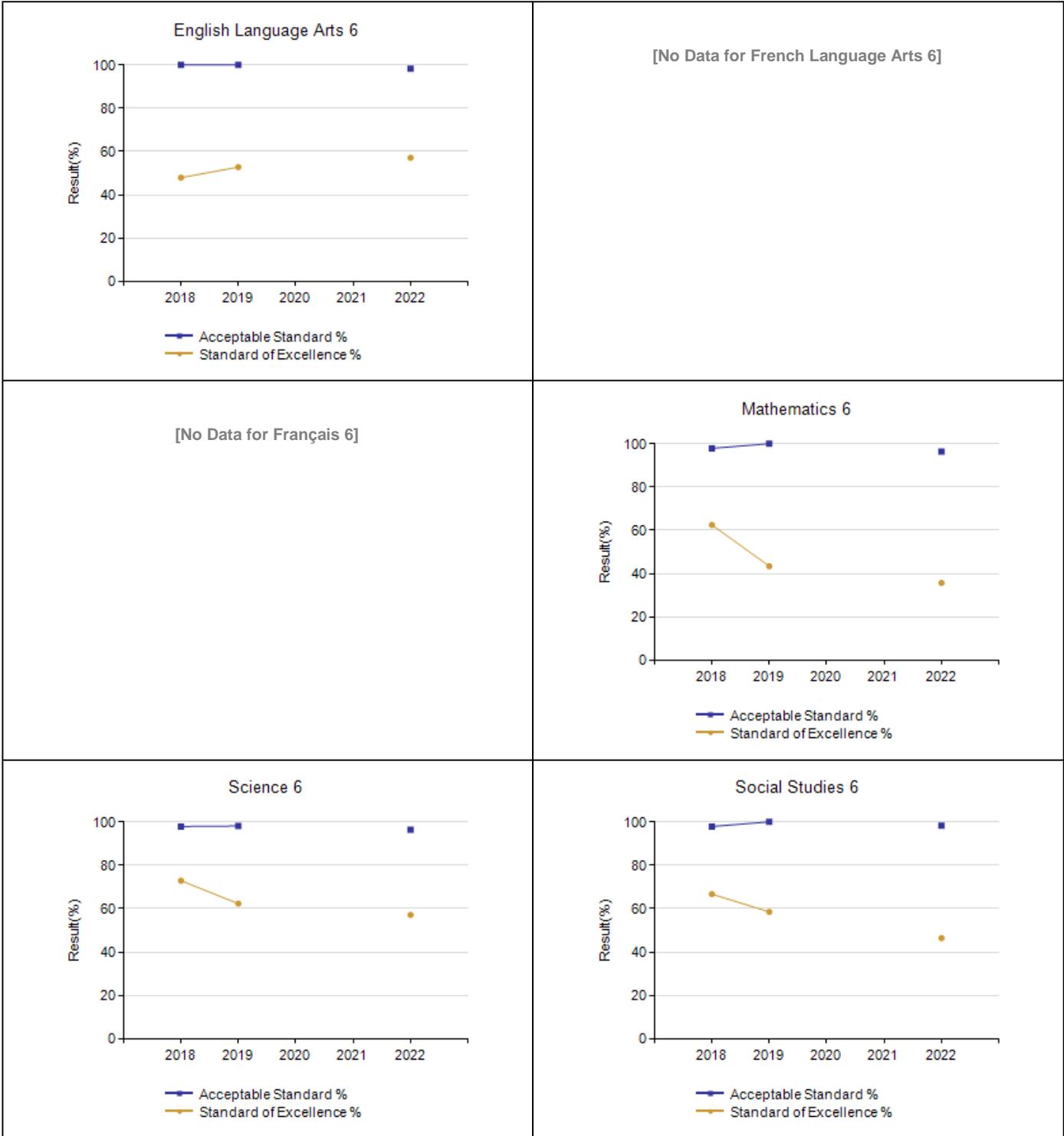
Graph of Overall Provincial Achievement Test Results



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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time.
4. 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.

Graph of Provincial Achievement Test Results by Course



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 fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
4. 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.

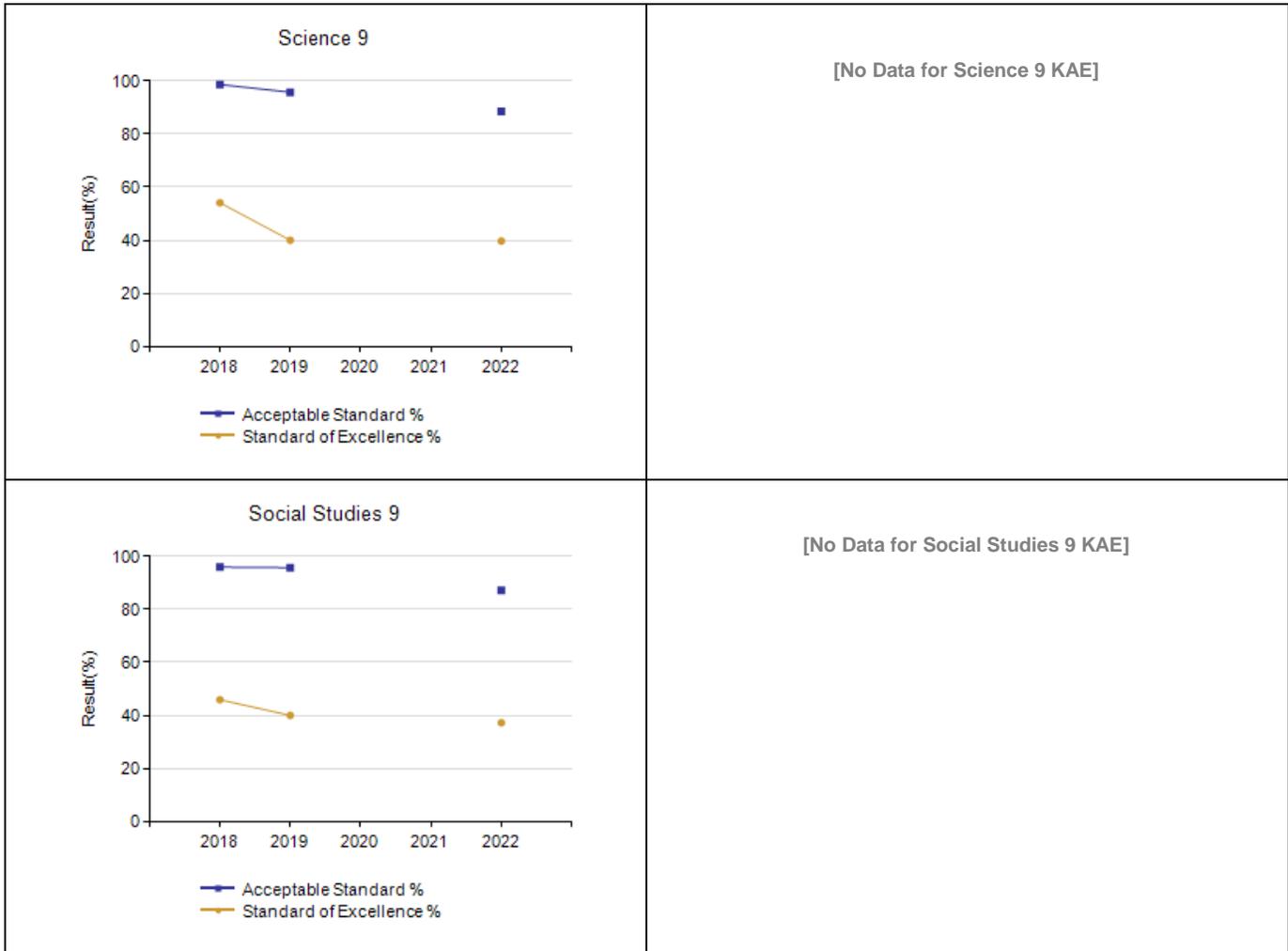
Graph of Provincial Achievement Test Results by Course

<p>English Language Arts 9</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>100</td> <td>48</td> </tr> <tr> <td>2019</td> <td>100</td> <td>52</td> </tr> <tr> <td>2022</td> <td>90</td> <td>40</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2018	100	48	2019	100	52	2022	90	40	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %											
2018	100	48											
2019	100	52											
2022	90	40											
<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>												
<p>Mathematics 9</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>98</td> <td>52</td> </tr> <tr> <td>2019</td> <td>95</td> <td>60</td> </tr> <tr> <td>2022</td> <td>90</td> <td>40</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2018	98	52	2019	95	60	2022	90	40	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %											
2018	98	52											
2019	95	60											
2022	90	40											

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 fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
4. 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.

Graph of Provincial Achievement Test Results by Course



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 fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
4. 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 Results Course By Course Summary By Enrolled With Measure Evaluation

		Strathcona Tweedsmuir Sch							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	56	98.2	53	100.0	56,095	76.1	54,820	83.2
	Standard of Excellence	n/a	n/a	n/a	56	57.1	53	52.8	56,095	18.9	54,820	17.8
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	76.9	3,559	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	10.6	3,559	15.7
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	83.0	663	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	20.2	663	24.6
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	56	96.4	53	100.0	56,019	64.1	54,778	72.5
	Standard of Excellence	n/a	n/a	n/a	56	35.7	53	43.4	56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	n/a	n/a	n/a	56	96.4	53	98.1	56,451	71.5	54,879	77.6
	Standard of Excellence	n/a	n/a	n/a	56	57.1	53	62.3	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	56	98.2	53	100.0	56,483	67.8	54,802	76.2
	Standard of Excellence	n/a	n/a	n/a	56	46.4	53	58.5	56,483	20.1	54,802	24.4
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	78	89.7	70	97.1	35,521	69.6	47,465	75.1
	Standard of Excellence	n/a	n/a	n/a	78	38.5	70	51.4	35,521	12.9	47,465	14.7
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	50.5	1,569	57.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	5.0	1,569	5.4
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	73.5	2,811	82.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	9.9	2,811	12.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	80.0	396	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	25.0	396	26.0
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	78	88.5	70	95.7	32,890	53.0	46,764	60.0
	Standard of Excellence	n/a	n/a	n/a	78	39.7	70	60.0	32,890	16.7	46,764	19.0
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	55.3	2,190	59.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	11.1	2,190	13.2
Science 9	Acceptable Standard	n/a	n/a	n/a	78	88.5	70	95.7	31,215	68.0	47,489	75.2
	Standard of Excellence	n/a	n/a	n/a	78	39.7	70	40.0	31,215	22.6	47,489	26.4
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	57.8	1,536	61.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	11.0	1,536	10.7
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	78	87.2	70	95.7	30,108	60.8	47,496	68.7
	Standard of Excellence	n/a	n/a	n/a	78	37.2	70	40.0	30,108	17.2	47,496	20.6
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	53.2	1,466	55.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	14.1	1,466	15.0

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 fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 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. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
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.

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 from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 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.
3. 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.

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 5 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.

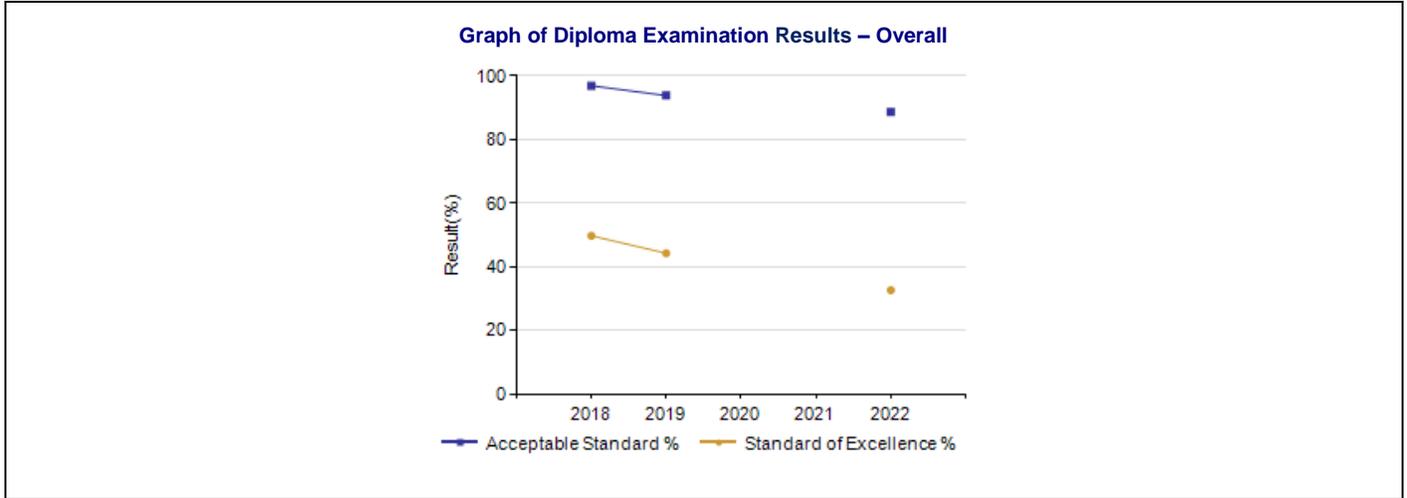
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	100.0	36.0	98.4	41.3	n/a	n/a	n/a	n/a	96.3	37.5	100.00	50.00
	Province	87.5	13.2	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4		
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	88.0	13.1	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3		
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	93.8	11.0	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8		
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	97.4	23.0	98.6	29.5	n/a	n/a	n/a	n/a	98.8	44.2		
Mathematics 30-1	Authority	95.7	58.6	92.1	57.1	n/a	n/a	n/a	n/a	81.1	39.2	100.00	60.00
	Province	77.8	35.3	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0		
Mathematics 30-2	Authority	100.0	66.7	*	*	n/a	n/a	n/a	n/a	*	*	100.00	70.00
	Province	74.2	16.4	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8		
Social Studies 30-1	Authority	96.9	32.8	96.8	38.1	n/a	n/a	n/a	n/a	94.3	26.4	100.00	50.00
	Province	86.2	17.7	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8		
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	78.8	12.2	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2		
Biology 30	Authority	100.0	59.5	85.4	36.6	n/a	n/a	n/a	n/a	88.5	28.8	100.00	50.00
	Province	86.6	36.6	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2		
Chemistry 30	Authority	92.6	61.8	92.7	41.8	n/a	n/a	n/a	n/a	85.5	29.1	100.00	50.00
	Province	83.6	38.3	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1		
Physics 30	Authority	96.0	56.0	95.2	52.4	n/a	n/a	n/a	n/a	80.8	26.9	100.00	50.00
	Province	86.2	43.6	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.4	31.5	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2		

Notes:

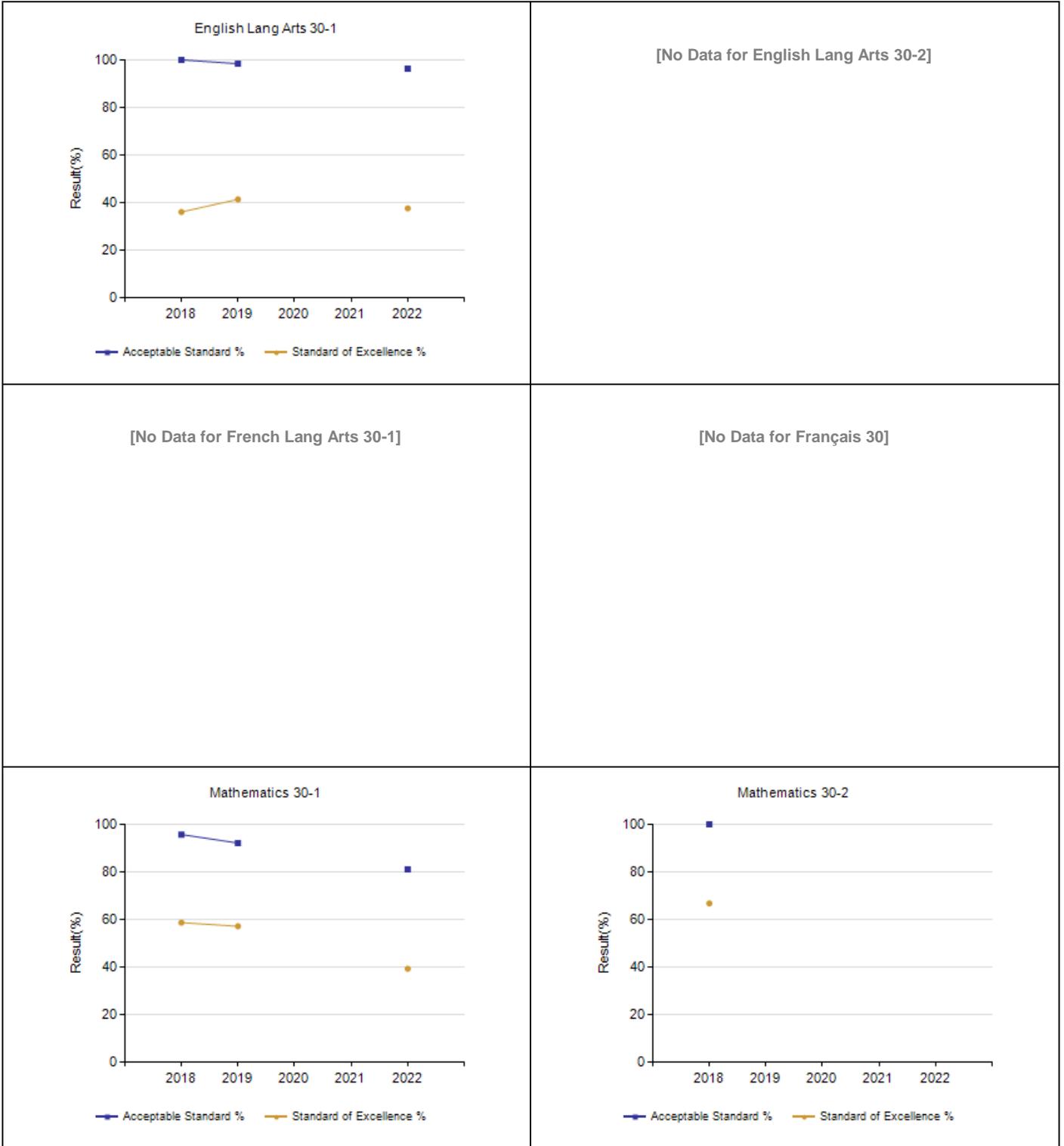
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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. 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.



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 fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

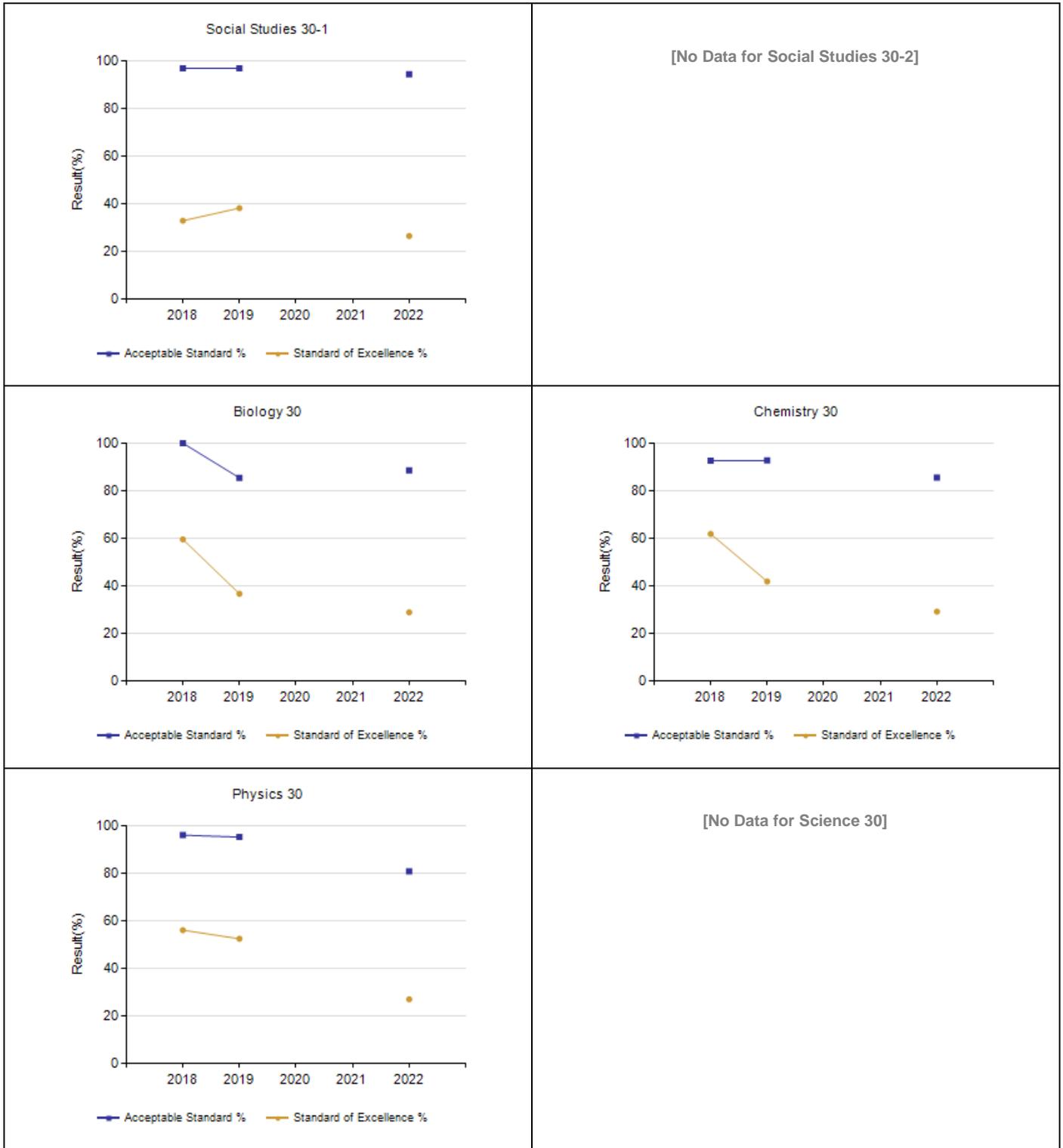
Diploma Examination Results by Course



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 fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.
3. 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



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 fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Strathcona Tweedsmuir Sch							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	80	96.3	63	98.4	17,372	78.8	29,832	86.8
	Standard of Excellence	n/a	n/a	n/a	80	37.5	63	41.3	17,372	9.4	29,832	12.3
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,903	80.8	16,640	87.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,903	12.3	16,640	12.1
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	666	91.9	1,215	91.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	666	6.8	1,215	10.1
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86	98.8	139	98.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86	44.2	139	29.5
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	74	81.1	63	92.1	9,102	63.6	19,389	77.8
	Standard of Excellence	n/a	n/a	n/a	74	39.2	63	57.1	9,102	23.0	19,389	35.1
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	4	*	n/a	n/a	7,872	61.5	14,465	76.5
	Standard of Excellence	n/a	n/a	n/a	4	*	n/a	n/a	7,872	11.8	14,465	16.8
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	53	94.3	63	96.8	13,811	81.5	21,610	86.6
	Standard of Excellence	n/a	n/a	n/a	53	26.4	63	38.1	13,811	15.8	21,610	17.0
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11,131	72.5	20,758	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11,131	13.2	20,758	12.2
Biology 30	Acceptable Standard	n/a	n/a	n/a	52	88.5	41	85.4	13,449	74.3	22,442	83.9
	Standard of Excellence	n/a	n/a	n/a	52	28.8	41	36.6	13,449	25.2	22,442	35.5
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	55	85.5	55	92.7	10,196	77.1	18,525	85.7
	Standard of Excellence	n/a	n/a	n/a	55	29.1	55	41.8	10,196	31.1	18,525	42.5
Physics 30	Acceptable Standard	n/a	n/a	n/a	26	80.8	21	95.2	5,560	78.5	9,247	87.5
	Standard of Excellence	n/a	n/a	n/a	26	26.9	21	52.4	5,560	34.6	9,247	43.5
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,887	75.7	9,676	85.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,887	17.2	9,676	31.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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. 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.

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 from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 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 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 5 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				
	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

Learning Leaders

A notable change to the K-12 pedagogical leadership team included a revised job description of designated Learning Leaders (LLs). LLs oversee division- and/or discipline-specific curriculum groups of teacher-colleagues called ‘Learning Communities’ in the Elementary School (K-6) and ‘Departments’ in the Middle and Senior School (7-12). Working closely with the Assistant Head of School: Academics, LLs help establish a continuum of exemplary pedagogical practice in the group of teacher-colleagues they lead. LLs ensure that inquiry-based teaching and research-informed assessment practices serve as the prevailing pedagogical framework for instruction in ways that support deep learning. By focusing on teaching, learning and assessment practices, LLs help teachers reflect on and improve their professional practice in ways that promote student engagement. Empowered to make informed decisions about pedagogy, coursework and instructional materials, LLs collaborate with the Assistant Head Academics and Principals to help the school meet educational strategic goals and objectives documented in ‘Flourish 2031’. LLs assume four core areas of accountability: (1) leadership, (2) professional growth and teaching excellence, (3) communication, and (4) operations. A copy of the Learning Leaders Job Description can be found in the Appendix.

Inclusive Education Policy

The Inclusive Education Policy was reviewed and revised in June 2022. STS supports the learning needs of K-12 students through an inclusion policy that focuses on a multi-tiered Response to Intervention (RTI) approach that begins with UDL principles. RTI strategies identify and support students presenting with case-specific learning and behaviour needs. In the RTI model, we work collaboratively with stakeholders to provide universal, targeted and specialized support to students pursuing the Alberta Program of Study and the International Baccalaureate Programme Continuum of Study. Through differentiated instructional and assessment practices, student-specific accommodations and professional learning opportunities that help teachers better understand how best to support the learning needs of students in universal and targeted ways, students become self-advocates for their own learning and assessment needs within and beyond the walls of the School.

Universal Design for Learning (UDL) is the foundation on which STS’s inclusion policy is built. UDL is based on three guiding design elements:

1. give learners different ways to acquire information through multiple means of representation;
2. give learners different ways to demonstrate learning through multiple means of expression; and
3. tap into learners’ motivation and interests through multiple means of engagement.

Making Use of Student Achievement Data

The school convenes Learning Leaders (LLs), International Baccalaureate Coordinators (IBCs), School Administrators and Learning Strategists to review and interpret myriad statistical reports generated by Alberta Education and the International Baccalaureate Organization (IBO). Additionally, STS has engaged a third-party provider – Consilience – to assist the school in visualizing school-directed analysis aimed at helping teachers improve their instructional and assessment practices throughout the school. Consilience leverages the power of learning analytics to catalyze learning success for all learners. The insights gained guide grade- and programmatic-specific planning and decision making. Custom data visualizations allow STS to use the learning analytic visualizations generated by Consilience that reveal new patterns, provoke new questions, inform action, and share student achievement data in clear and compelling ways. While our relationship with Consilience continues to evolve, we are currently engaged with a data sense-making project that visualizes the statistical correlation presenting when Year 4 MYP (Math 9) data in criteria (A - D) is mapped out

against PAT 9 data (Part A and Part B) We are also interested in visualizing individual student data presented in this file by correlating the score achieved in Total Test score with the MYP Math 9 final achievement score.

Another way STS will engage in data sets provided by Alberta Education and the IBO is by correlating qualitative process-oriented Approaches to Learning (ATL) indices with quantitative key performance indicators (KPIs) with student achievement data sets. Storytelling and sense-making is at the heart of data analysis and the school looks forward to developing increasingly nuanced and sophisticated approaches.

Formative Assessment Approaches – Establishing a Continuum of Practice (K-12)

STS recognizes that formative assessment plays an essential role to improving student performance and instructional practice across the PYP, MYP and DP. Through observation and conversation, it was noted that there is a difference in understanding and practice around the use of formative assessment between and within grades and divisions. Consequently, K-12 faculty are developing formative assessment experiences that are student focused, instructionally informative, and outcomes-based in a way that will positively impact learning. The institutional goal is to expand the discursive and pedagogical understanding of assessment from binary (summative vs formative) characterizations to research-based practices informed by assessment AS, OF, and FOR learning – strategies endorsed and promoted by the Alberta Assessment Consortium (AAC). In this way, students can articulate a strong understanding of where they are, their areas of challenge and the next steps in relation to the intended learning objectives and outcomes, and teachers communicate a shared understanding of formative assessment using common language and practices. This work is documented in the school's 'IB Development Plan'. Programme development plans are mandated by the IB and demonstrate the school's commitment to improving and strengthening pedagogical across IB divisions.

PYP (Gr. K-6), MYP (Gr. 7-10) & DP Continuum (Gr. 11-12)

PYP Exhibition (Grade 6)

The PYP Exhibition is the culminating, collaborative experience in the final year of the IB Primary Years 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, and (9) celebrate their transition to the next stages of their education.

Central Idea for PYP Exhibitions at STS: Through the use of voice and power, humans' actions reflect their values and beliefs.

Sample PYP Exhibition Topics (Grade 6)

1. Impaired Driving IS A REAL ISSUE
2. An Investigation into Women's Rights
3. Bringing Awareness to Liver Cancer
4. Food Insecurity
5. A Study into Poverty and Its Impact on Sports

MYP Personal Project (Grade 10)

MYP students explore an area of personal interest over an extended period. It provides them the opportunity to consolidate their learning and develop important skills they'll need in both further education and life beyond the classroom. The PP 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

1. ADHD book: MY SUPERPOWER
2. Sustainable Fashion Magazine
3. Rock Climbing Beginners Guide Book
4. Eco-Friendly and Affordable Housing
5. Judges of Fury and Fortune' - An Original Work

DP Extended Essay (Grade 12)

The extended essay is a required component of the International Baccalaureate Diploma Programme (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 to them. Through the research process for the extended essay, students develop skills in: (a) formulating an appropriate research question, (b) engaging in a personal exploration of the topic, (c) communicating ideas, and (d) developing an argument. Participation in this process develops in students the capacity to analyze, synthesize and evaluate knowledge.

Sample DP Extended Essay Topics:

1. English Literature: A Comparison of the Struggle with Death in The Epic of Gilgamesh and Hamilton: An American Musical.
2. Biology: Serum Transferrin Receptor Saturation as a Method of Diagnosis for Iron Deficiency Anemia in Non-Lactating, Non-Pregnant Nepalese Women Aged 15-49.
3. History: The Impact of Horological Technology on the Socio-Economic Development of the Western World.
4. Global Politics: Evaluating Consultative Elections as Democratic Legitimizers of Canada's Senate: Proceduralist and Instrumentalist Criteria.
5. History: Jazz, African American Music, and Civil Rights – A Study of the Connection Between Jazz and the Movement Towards Civil Rights.

Elementary School (Gr. K-6)

In Elementary School, we continue our work on collecting diagnostic/benchmark information to help inform teaching. The information collected guides teacher instruction, determines grouping for learning and provides insight for learning tasks with multiple entry points.

Literacy Tools

We utilized the screening test provided by the provincial government to determine gaps in literacy due to COVID. With the grant money we received, we hired an Educational Assistant to help the Learning Strategist teacher. We have continued using Fountas and Pinnell to determine student needs for reading intervention. Grade level teachers read with each of their students in September using Fountas and Pinnell which then informs their groupings for literacy. Targeted reading intervention is provided in small groups.

A narrative writing benchmark is written in October and March terms one and two and an informational (non-fiction) writing benchmark is completed in May.

For numeracy, MIPI (Math Intervention Programming Instrument) is used for Grades 2-6 in September and then again in May for Grades 1-6.

Elementary School Meet the Teacher

We have transitioned our Meet the Teacher evening from a group format in which parents would attend as a large group and the teachers would stand and deliver information about the program, class routines, and other school information, to an individualized experience. Parents sign up for a 15-minute Zoom virtual appointment in which they have an opportunity for a one-on-one discussion with the teacher. They are held within the first month of school so that parents can share insight about their child with the teacher and to connect with the teacher early on in the year. These important connections and relationships help develop the school and parent partnership which we know are instrumental to supporting student growth.

Elementary School Report Card

For the 2020-2021 school year, a new format was implemented for the Elementary School report card. The goal was to provide better clarity for parents to understand their child's progress and to clearly outline how the school will support next steps to support learning. The cover letter for elementary report card explaining the new format of the report is below.

Dear Parents,

This term, our students flourished emotionally, physically and intellectually through their daily interactions. Their many learning experiences emphasized understanding of curricular knowledge and concepts and developing skills.

This report provides feedback to inform parents of their child's progress to improve learning. Students are provided opportunities to learn about their areas of strength and areas for growth. In this way, students begin to understand their role in the assessment process. Our goal is to provide a learning environment where children are motivated to develop their conceptual understanding and skills. Students share their learning through our digital Seesaw portfolio by responding to their teachers' formative feedback and reflecting on their learning and next steps to meet individualized learning goals.

This year, STS has a new report card format and levels of achievement in the Elementary School. We have shifted from anecdotal comments to bulleted outlines that clearly explain a child's areas of strength and growth with the next steps teachers will provide in class. There are four levels of achievement for Kindergarten through Grade 6. These levels of achievement reflect evidence from formative and summative assessments collected by the teachers. The achievement indicators reflect the outcomes and understandings articulated in the Alberta Program of Studies and the International Baccalaureate Primary Years Programme. A description of these levels of achievement follows this letter. **Additionally, the Approaches to Learning skills are also within the report card.** The Approaches to Learning or ATL skills bridge conceptual understanding to curricular expectations. These skills equip students with the tools necessary to take deep dives in their inquiry and learn about themselves as learners.

This report is only one component of the multifaceted assessment process. Up until now, essential touchpoints have occurred to keep parents informed of their child's learning. The Parent Viewpoint document and September Meet the Teacher Zoom touchpoints allow parents and teachers to connect regarding adjustment to the new school year and address initial insights. Seesaw, a student-driven digital portfolio, is a formative tool to provide parents with a snapshot of what students are learning and allows students to reflect on the learner outcomes. Student-Led Conferences are another vital opportunity for students to share their learning goals and demonstrate their understanding by discussing work samples.

I trust you will find this report helpful in understanding your child's progress this term. Please know I am always available to discuss your child's STS experience and welcome this critical partnership.

Sincerely,



Jennifer Conway

Elementary School Principal; conwayj@sts.ab.ca; 403-938-4431

The IB Approaches to Learning (ATL) Skills were added to the Elementary School report card and are evaluated using a frequency scale. The addition of the ATL Skills provides parents with a more holistic understanding of their child as a learner.

Assessment Explanation	
Approaches to Learning	
Thinking Skills	<ul style="list-style-type: none"> • Critical thinking - analysing and evaluating ideas • Consider ideas from multiple perspectives • Practise "visible thinking" strategies and techniques • Transfer skills - make connections between units of inquiry and between subjects • Reflect on learning by asking questions
Social Skills	<ul style="list-style-type: none"> • Developing positive interpersonal relationships and collaboration skills • Learn cooperatively in a group: being courteous, taking turns • Developing social-emotional intelligence - be aware of own and others' emotions • Be aware of own and others' impact as a member of a learning group
Communication Skills	<ul style="list-style-type: none"> • Use reading, writing and language skills to gather and communicate information • Use a variety of scaffolding strategies for writing tasks • Make inferences and draw conclusions • Use technology to gather, investigate and communicate information
Self-Management Skills	<ul style="list-style-type: none"> • Organisation - managing time and tasks effectively • Set goals that are challenging and realistic • Use time effectively and appropriately • Use strategies to support concentration and overcome distractions • Take responsibility for one's own actions
Research Skills	<ul style="list-style-type: none"> • Gather information from a variety of primary and secondary sources • Record observations and research by drawing, note-taking, charting, tallying, writing statements, annotating images • Media Literacy - Interact with media to use and create ideas and information • Ethical use of media and information to communicate, share and connect with others
Approaches to Learning Development and Frequency Indicator Legend for Kindergarten to Grade 6	
Consistently	• Independently demonstrates skills
Usually	• Frequently demonstrates skills
Occasionally	• Beginning to demonstrate skills

Four achievement level indicators were also added to the Kindergarten – Grade 6 report card. In previous years, the K-3 report card had 3 levels and the Grade 4-6 had 4. Moving to the four levels allowed for consistency in reporting in grades K-6. As well, the addition of a level provided teachers with another option to for reporting on student learning, eliminating the over reporting of students in the middle when we had only three levels. We found with only 3 levels it put most students in the middle achievement level when they were not at the same achievement level. That is, some students were just under “Excellent” and others were just over the “Not Yet.” Proficient and Capable provide more clarity for parents of students in the middle bands.

Academic Achievement is measured against the Alberta Program of Studies outcomes.

Levels of achievement reflect:

- depth of understanding
- application of skills and knowledge
- ability to transfer learning to new contexts
- consistency of learning evidence
- level of independence

Academic Achievement Indicators			
Excellent	Proficient	Capable	Not Yet
Excellent in meeting grade level program of studies expectations.	Proficient in meeting grade level program of studies expectations.	Capable of meeting grade level program of studies expectations.	Not yet meeting grade level expectations
Indicator Descriptors Comprehensive Thoroughly developed Perceptive and creative Transfers understanding to new contexts In-depth understanding	Indicator Descriptors Adept Well-developed Competent Sound Repeats learning in similar contexts	Indicator Descriptors Basic Adequate Inconsistent application of knowledge and skills in relation to the grade-level program of studies expectations	Indicator Descriptors Beginning Undeveloped Requires significant support

Encore – Integrated Co-Curricular Learning Grades K-6

This is the third year that Encore has been offered in Elementary School. We continue to provide extended learning opportunities for students that are developed by teachers and students. This opportunity highlights how we encourage student agency through voice and choice. All Encore offerings have a curricular link to the AB Program of Studies or a link to the IB Approaches to Learning Skills. These learning opportunities provide students with a opportunity to learn more about a topic they are interested in and do a deeper dive into the learning; thus, the name Encore. A full list of Encore offerings and their curricular connections can be found in the Appendix of this document.

Grade 1 Integrated Learning Example

As an International Baccalaureate school, students in the Primary Years Program (PYP) are taught using a transdisciplinary lens when possible. Thus, lessons are organized through a unit of inquiry. In Grade One, *structures are created to connect people and communities* is the central idea of one of the six units of inquiry that make up the grade one curriculum. To approach this through a transdisciplinary lens, the teachers utilized the building of a new playground at the school to help teach this concept and break it down into a series of interconnecting ideas that would involve every subject: literacy, math, art, physical education, science and math. Part of the research was a field trip to Okotoks where the students could visit three different playgrounds and determine what types of structures would be best on the STTS playground. Their guiding questions were which parts of this playground have helped us to connect with one another and ourselves? From this research, the students created prototypes for the playground structure and then pitched their

ideas to older PYP students in grade 4 who had just completed a structure unit in which they built bridges from wood and pasta. As the “experts,” the Grade Four students answered questions such as: How can we make our playground stable and strong? What is the best adhesive when building a prototype? In June, construction on the new playground began and the students felt great pride with their connection to the building of the playground and their understanding of how playgrounds are built and how they connect communities.



Middle School (Gr. 7-9)

In the Middle School, we were excited to launch our first session of SPARK activities, starting after the Thanksgiving break. Students extended their intellectual, physical, creative and/or life skills competencies while pursuing areas of personal curiosity in activities offered by our Middle School teachers. Activities are designed to be highly engaging while also providing a unique opportunity to build our Middle School sense of community by working in small, mixed-grade groupings where new connections are made and existing connections are strengthened.

SPARK is a newer addition to the Middle School Advisory program.

Fall Activity Options

- Fashion Illustration
- Introduction to Martial Arts
- Land-based Seasonal Wreath-Making
- Cross Stitch and Embroidery
- Ultimate Disc Golf +
- Yoga and Meditation
- Learn to Sew
- Competitive Table Tennis
- Let's GROW!
- Open Crafting Creation
- Service Leadership
- Drama Club: Remembrance Day
- Digital Media Production
- Music Composition Club
- Basketball Skills for Beginners
- Climbing and Bouldering
- Spin and Strength
- Marine Life Splash
- Personal Elective



Senior School (Gr. 10-12)

IB Diploma

- The IB Diploma Programme (DP) has long been part of the STS educational experience; the May 2023 session marks the twenty-second year that STS has been an IB World School at the DP level.
- As of September 2022, there were over 7,500 programmes being offered worldwide, across over 5,500 schools in 160 countries.
- Each year, over 5,000 universities in more than 100 countries/territories receive IB students' admission applications and transcripts.
- All provincial higher education systems in Canada recognize IB as an education credential.
- Both Diploma and Course Candidates can receive university course credit for Higher Level (HL) IB courses and IB students can be awarded university scholarships specifically designed for IB students.
- In 2021-2022, 54 Grade 12 students took at least one DP Course. Seven students were full IB Diploma Candidate

2022 STS IB Results for Year 2 (Grade 12)

2022 IB RESULTS - AVERAGE SCORE BY ACADEMIC SUBJECT					
	STS	World		STS	World
English A: Literature HL	5.65	4.73	Biology HL	6.50	4.72
French Ab SL	5.50	5.00	Biology SL	5.75	4.56
French B SL	6.50	5.12	Chemistry HL	5.17	4.98
Spanish Ab. SL	4.83	5.05	Chemistry SL	4.88	4.54
Spanish B SL	5.50	5.04	Physics SL	5.67	4.64
Economics HL	6.00	5.39	Mathematics HL	5.75	5.21
History SL	4.67	4.76	Mathematics SL	5.77	4.99
History HL	5.20	4.99	Design Tech SL	4.50	4.87
			Music SL	6.00	4.71

University Offers of Admission

STS students received offers from university and colleges across Canada, North America, and around the globe. The link below provides details on the different schools where STS students have received offers and attended schools in recent years.

Link to Post Secondary Profile: [Post-Secondary Offers of Admission \(2015-2022\)](#)

Commentary on Results

PAT results in Grades 6 and 9 as well as Diploma results are lower since they were last reported in 2018 and 2019. These lower results should likely be attributed to the impact of COVID and its disruption on learning over the past two years. Schools were faced with moving online at different times for weeks or months. In addition, there were disruptions to the continuity of learning caused by student and teacher absences due to illness. Also, it is difficult to quantify the impact of the past two years on students' and teachers' mental health and readiness to learn. We are pleased that our scores did not drop as much as the provincial average and we attribute this to the resilience of our students, families, and teachers. In addition, STS was able to make a swift and effective transition to online and hybrid learning because of the technology we already had in place and the competencies of our teachers and students in using this technology.

We have committed to taking a systems approach to improve student growth and achievement at STS. An important part of this is redefining the work of Learning Leaders who provide important leadership to teachers within their departments. As part of this, we are committing to the systematic use of data to inform teaching practice and to ensuring that assessment is effective at providing feedback to students on their progress and to guide instructional decisions. This is taking place from Kindergarten to Grade 12.

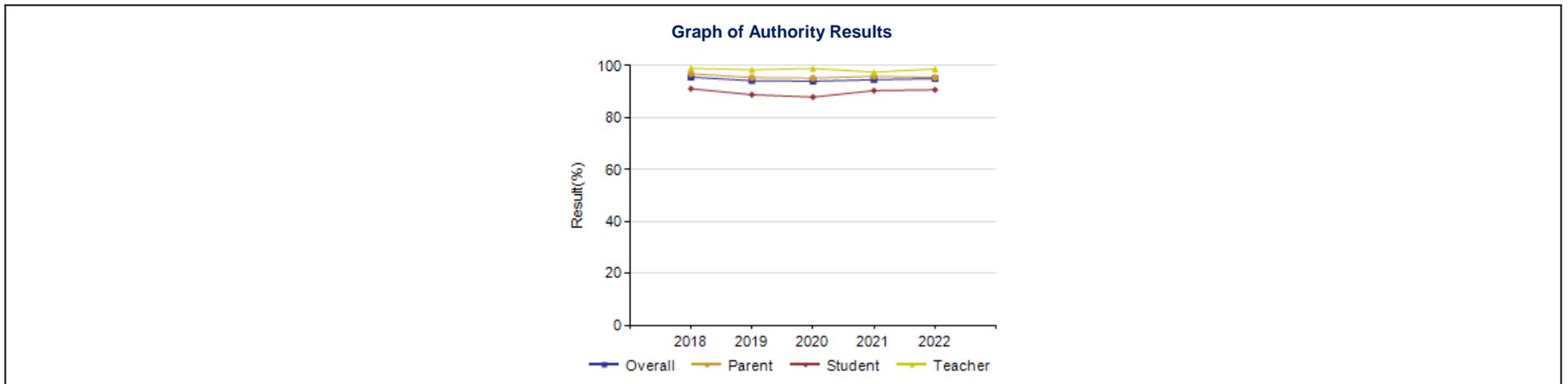
Integrated learning continues to be a focus for the school. Encore in the elementary and Spark in the Middle School are ways to provide choice to students to engage in activities that they are interested in and are also linked to the program of studies. We are increasing curricular connections with our outdoor education programs, which take place from Kindergarten to Grade 10 both on and off campus.

Domain: Teaching and Leading

Education Quality – Measure Details

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

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	722	95.6	663	94.2	712	94.0	585	94.6	678	95.0	Very High	Maintained	Excellent	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	149	96.9	132	95.4	147	95.2	99	95.9	119	95.5	Very High	Maintained	Excellent	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	508	91.1	469	88.8	503	87.9	439	90.4	508	90.7	Very High	Improved	Excellent	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	65	99.0	62	98.4	62	98.9	47	97.5	51	98.7	Very High	Maintained	Excellent	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

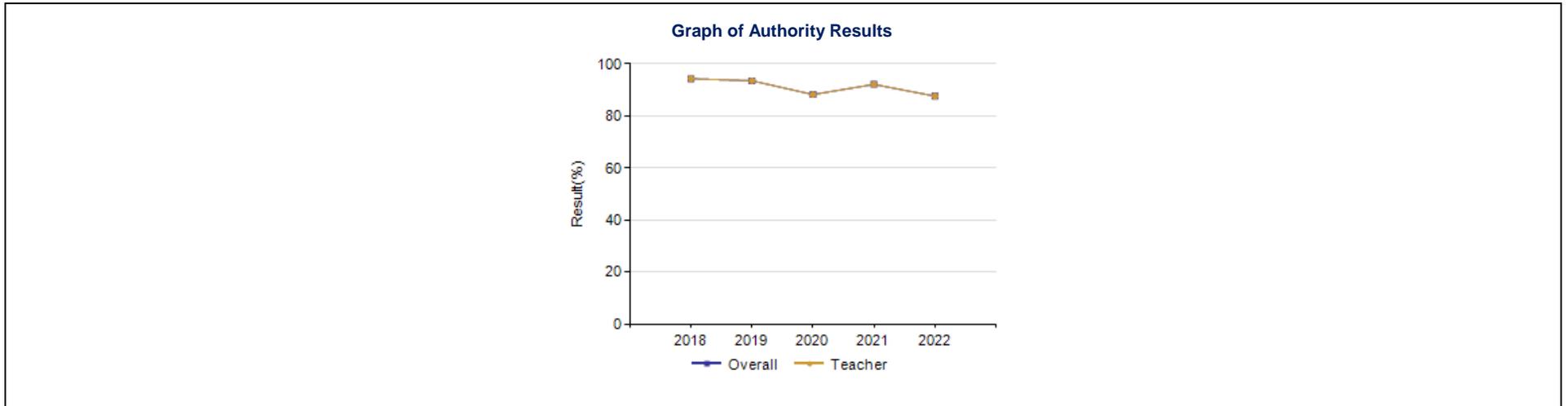


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting 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										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	65	94.3	62	93.5	62	88.2	47	92.1	50	87.6	Intermediate	Maintained	Acceptable	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7
Teacher	65	94.3	62	93.5	62	88.2	47	92.1	50	87.6	Intermediate	Maintained	Acceptable	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7



- 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.

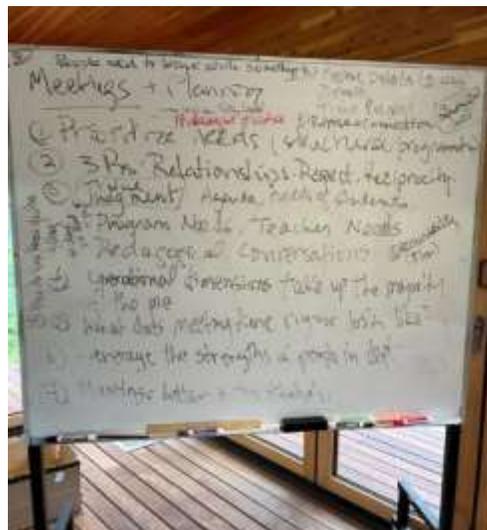
Required Local Component

Professional Development at STS

“One of the greatest issues in our schools is that teachers so often do not share common conceptions of challenge, progress, or expectations. Thus, it can be random whether students thrive or stall depending on the conceptions of the teacher. To share these conceptions requires excellent leadership. It requires building trust, it requires skill at conducting debates about shared notions of standards, it requires assembling multiple sources of evidence from teachers illustrating their notions of their expectations and standards, and it requires gentle pressure relentlessly pursued” (John Hattie in forward to ‘Collaborative Leadership: Six Influences That Matter Most’ by Peter M. Dewitt).

John Antonetti presented to the K-12 pedagogical leadership team in August 2022 with a focus on crossing the rigour divide. He focused on a ‘Task Matrix’ he developed that effectively and simply identifies the cognitive demand, academic strategy, engaging qualities and types of questions associated with teacher-developed tasks and assignments. Connected learning is an important element that underpins crossing the rigour divide. Antonetti indicated that analysis of student tasks during classroom walks provides the most accuracy and insight into how tasks are implemented and understood by learners. The student work protocol helps educators assess the instructional rigor. The student work protocol is a six-step protocol: (1) Look, (2) Compare, (3) Describe; what were the students asked to do? Where do we find the artefacts? Is it consistent across samples?; (4) Reflect: What do we see as the value of the task? What do you like about the task? And what pleases you in the student work; (5) Connect: which components of the task did you value as the power level to cross the rigour divide?

Learning Leader Retreats that focus on establishing a continuum of best pedagogical practice. A focus of this pedagogical leadership group has been to establish a deliberate and open willingness to visit each other’s classrooms between and within grades and divisions to promote a k-12 professional learning culture. Liberating structure activities inform the work of this group, which is action-oriented. For example, we are beginning to establish a whole-school approach to developing in students executive functioning skills that will help them achieve success both inside, and outside, of class. Virtual professional development experiences on instructional coaching and having difficult conversations offered by the Harvard Graduate School of Education and the University of Calgary respectively have supplemented school-developed initiatives.



STS Mentorship Program

The school has developed a robust and extensive new to STS teacher mentoring programme that is managed by the Director of Mentorship with oversight by the Assistant Head of School: Academics. As a member of the school's Academic Leadership Team (ALT), the Director of Mentorship (DM) leads school designated mentors (STS teachers) and new K-12 faculty members (mentees) in the Mentorship Program. Working closely with mentees in a non-evaluative role, the DM provides targeted support, guidance and feedback to teachers about their context-specific teaching role and scope of professional responsibilities within the broader STS learning community. Helping mentees understand and implement the cultural and pedagogical expectations STS has for every faculty member is critical leadership work. So too, is the role the DM assumes in guiding mentors along the mentor-mentee relational journey. Seven professional goals inform the Mentorship Program.

Mentees will:

- develop effective teaching, unit planning and assessment practices that promote student learning and engagement;
- cultivate positive and supportive collegial relationships;
- participate in the co-curricular life of the school;
- communicate effectively and respectfully with students, colleagues, parents and alumni;
- adopt and practice the aims and goals inherent in flourish31;
- develop professionally meaningful relationships with school-designated mentors, and
- demonstrate an ability to reflect on their professional practice.

Teacher Professional Growth Plan (TPGP)

Derived from the Strathcona-Tweedsmuir School Teacher Growth and Evaluation Policy, the Teacher Professional Growth Plan (TPGP) provides faculty with an opportunity to reflect on their own strengths and set goals based on self-identified areas for improvement. It outlines a process by which faculty at Strathcona-Tweedsmuir School can undertake an inventory of their skills in order to determine areas for professional growth. It explicitly links the Alberta Education requirement for an annual TPGP to Strathcona-Tweedsmuir School's Model of Teaching Excellence and the Teacher Quality Standard (TQS) and provides Learning Leaders and department members with an opportunity to engage in a structured dialogue around growth using a consistent language reflecting best practice in teaching and learning.

New Teacher Evaluation

A new section was added to the new teacher evaluation process which asks teachers to submit documentation to support the TQS competencies.

Documentation/Artifacts to support TQS:

Teachers will also submit documents or other artifacts that demonstrate competencies of the TQS. This collection should include the TQS competency with a reflection upon professional practice within the context of the teacher's position at STS. A minimum of one document/artifact per standard is required. The reflection could consist of strengths, areas for growth and next steps. The format for this collection is flexible, determined by the teacher and submitted to the Division Principal by the end of February.

Elementary School

We have created separate Numeracy and Literacy Learning Leader positions instead of the previous model, which consisted of curriculum leaders by grades for K-2, 3-4 and 5-6. These new positions provide the learning leader with 0.4 FTE release time to meet with grade teams, pull resources to support literacy or numeracy, and ensure continuity and transition between grades.

K-3 New Curriculum

The YYC Independent School workshop, hosted by Strathcona-Tweedsmuir School and co-facilitated by the Calgary Regional Consortium, was an opportunity for Elementary School educators to work together on an implementation plan for the new K-3 Numeracy and Literacy and the K-6 Health and Wellness curriculums. This workshop allowed teachers to come together and collaboratively plan the best way to implement the new curriculum in their schools. It was also an opportunity for teachers to meet and develop a network between the other independent schools.

School Participants:

Strathcona-Tweedsmuir School
Tanbridge Academy
River Valley School

Glenmore Christian Academy
Calgary French and International School
Clear Water Academy

Bearspaw Christian Academy
Rundle College (Primary)



Strathcona-Tweedsmuir School

2022-2023 Opening Schedule

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 being active learners: 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.

Welcome to the 2022/2023 school year at Strathcona-Tweedsmuir School!

In this document, you will find the schedule of employee events and responsibilities for our August opening “week,” which runs August 22 - 29th, 2022, beginning with a Learning Leadership Retreat on August 22. As you will see, the first day for all new faculty and mentors is Tuesday, August 23, 2022, and all faculty return on Thursday, August 25, 2022. The first day of classes for all students is Tuesday, August 30, 2022. Please review this document thoroughly and reach out to your divisional Principal or immediate supervisor if you have any questions.

There is a blend of synchronous and asynchronous sessions to provide for face to face connection as well as flexibility to individualise the completion of certain tasks. Breakfast and lunch are provided daily and evening events are also hosted on the days as noted.

Updates will be made in this live Google document. If a significant change is made, an alert will be announced either in person or via email. Minor changes made a day or more in advance will not necessarily be announced. This will be an important point for those who print the schedule.

The following items are referenced throughout the schedule:

Middle & Senior School Department A and B Groupings

The departments listed below have been grouped and scheduled at different times to allow faculty in two (2) departments to attend both meetings. Please advise your Divisional Principal if conflicts remain.

Department Group A

- Science
- Social Studies
- Fine & Performing Arts
- Outdoor Education
- Math

Department Group B

- Physical Education
- English
- Design
- Modern Languages
- Student Services

Note that:

- Throughout this document, the C.A. Smith Arts Centre has been abbreviated to 'Theatre.'
- The [MS/SS Microsite will be updated with key resources for classroom and Advisory start-up](#)
- The [PYP Microsite \(found in the managed bookmarks\) will be updated with key resources](#)

Asynchronous Task List

These are tasks which need to be completed before school begins. Flex time is built into the schedule to allow individual flexibility.

- Health and Safety Items:
 - [HourZero](#) - all assigned training - See training tab in Hour Zero. See Luke Colborne or Carol Collyer if you have questions.
 - Data Protection (Cybersecurity) Training is also in Hour Zero and has been assigned to all employees.
- Classroom, office set-up, decor
- Curriculum planning: confirm long range planning in MB unit sequence - all grades
- Homeroom/Advisor phone calls home between Aug 30-Sept 1
- TPGP writing - [Link to template here, also posted on Division microsites](#) - Bring completed TPGP to review meeting with divisional principal Sept 15-30th.

- **All 3 divisions:**
 - Teaching timetable, supervision and on-call is built as recurring meetings in Outlook
 - update MB notification settings & profile
 - Resources to support - see [MB start-up](#); [Digital Ecosystem Inventory](#), [LearningEcosystemUpdates](#)

- **Elementary:**
 - Classes in MB have the correct student enrolment; unit sequence is adjusted for long-range plan; agreement upon teachers in learning communities of common use of digital tools (SeeSaw/Google Classroom (etc)
 - G4-6 only, [Google Classroom Set-Up](#) for a detailed checklist

- **Middle/Senior within ManageBac:**
 - Correct class IDs and enrollment + attendance settings
 - Correct unit sequencing for the year
 - Stream import and organization for the first unit
 - Senior School - Grade Center settings (for live grades)

Schedule of Events

Note:

Aug 22, 2022 - Tweeds & More uniform shop open for employees 9am-3pm

Aug 23-25 - Taste of STS Orientation Camp for all new students (K-12), Tweeds & More open to all families 9am-3pm

Friday, Aug 26 - Tweeds & More closed

Monday Aug 29 - New student mini orientation sessions (for those who missed TOSTS), Tweeds & More open 9:30 am - 1:00 pm,

Tuesday, August 30: Tweeds & More hours 8:45-3:30, Wed 9am-1pm; Thurs 11:30-1:30; Fri 8:45-10 & 11:30-1:30

After Labour Day regular Tweeds & More hours resume

Aug 22, 2022	
Who? Learning Leaders , IBCs, Director of Library Services, Head of Learning Innovation, Director of Mentorship, Director of Student Services	
John Antontetti: Design. Differentiation. Engagement. Rigour. LLT, IBC and Directors Retreat	
8:00am - 9:00	Breakfast (Black Watch Bistro)
9:00 - noon	Retreat Agenda
12:00	Lunch (Black Watch Bistro)
1:00- 4:00	(Retreat)
4:00- 4:30	Wrap-up Social with Appetizers & Refreshments

Aug 23, 2022 - *Welcome to New Faculty*

	Activity	Attendees	Location
8:00 - 9:00	<u>Breakfast</u>	Mentors and Mentees, Director of Mentorship, Principals, Assistant Head, Academics, Deputy Head of School, Head of School, LLT, Support staff	Black Watch Bistro & Patio
9:05 - 10:00	HR Orientation I	Mentees, Human Resources Specialist	Design Innovation Lab
	Mentor S1- Welcome to the Role	Mentors, Director of Mentorship	SS Art Room
10:15 - 11:15	Activity A: <i>Where's My Home?</i>	Mentors and Mentees	Various
11:30 - 12:00pm	Activity B: <i>My "bigger" home</i>	Mentors and Mentees *wear appropriate clothing/footwear for walking trails Rain plan: Explore the school a bit more inside	Trails around campus
12:00 - 1:00	Lunch (provided)	Mentors and Mentees, Director of Mentorship, Principals, Deputy Head of School, Head of School, Human Resources Specialist, ALT & SLT members, all staff on campus	Black Watch Bistro & Patio
1:00 - 1:40	Activity C: <u>Intro Bingo</u>	Mentees, Human Resources Specialist, Support Staff representatives, Head of Campus Sustainability and Development, Deputy Head of School	Gathering Stairs
	Mentors S2 - The Digital Landscape	Mentors, Director of Mentorship; Director of Learning Innovation	Aspen Lodge
1:40 - 2:00	Bio Break	ALL	Various
2:00 - 3:15	Head of School Welcome	Mentors and Mentees	Aspen Lodge
3:15 - 4:30	Wine & Cheese	Mentors, Mentees, LLT	STS

Aug 24, 2022 - New Faculty and Mentors

	Activity	Attendees	Location
8:00 - 8:45am	Breakfast	Head of School, Principals, Mentors & Mentees, Director of Mentorship + LLT and Staff in the building	Black Watch Bistro
8:45am - 9:20	Star Chat	Head of School, Principals, Mentors & Mentees, Director of Mentorship, LLs, Directors and IBCs	Meet at Cross doors at 8:35am to walk to Observatory
9:30 - 10:15	Digital Onboarding MB and Blackbaud	Mentors and Mentees, Director of Mentorship, Director of Learning Innovation	Peter B. Ditchburn Library
10:30 - 11:15	Activity D: <i>Build Your Home</i>	Mentors and Mentees	Various
11:15 - 12:15	Forever Woods Walk	Mentees, Head of School	Forever Woods/Peter B. Ditchburn Library
	Mentor S3 - Setting Up for Success	Mentors and Director of Mentorship	Peter B. Ditchburn Library
12:15 - 12:50	Lunch (provided)	Mentors and Mentees, Director of Mentorship, Principals, Deputy Head of School, Head of School, Learning Leaders, ALT & SLT members, all staff on campus	Black Watch Bistro & Patio
12:50 - 1:30	IB Continuum Schools	Mentees, IBCs	Room 51
	Mentors S4	Mentors and Director of Mentorship (Mentors, please drop your mentee off at Room 51 and then we will meet in the library)	Peter B. Ditchburn Library
1:30 - 2:00	Smudging Ceremony	Mentor & Mentee pairs; Director of Mentorship; Ms Chanut	Field area by Science wing
2:00 - 3:30	Activity F: <i>Amazing Race</i>	Mentors and Mentees; ALT, LLs, IBCs and Directors to support	Gather in Aspen Lodge
3:30 - 4:30	Campfire Celebration	Everyone involved in the day	Campsite Campfire/Black Watch Bistro

All employees on-site; All Teaching Faculty on Campus

Aug 25, 2022 - Engage	
8:00 - 9:00	Breakfast (provided) - Black Watch Bistro
9:00 - 9:30	Assistant Head of School: Academics - Setting the Stage (Theatre)
9:45-10:45 am	The Differentiated Classroom (Student Support Services Presentation) (Theatre)
10:45 am - noon	Asynchronous Tasks Faculty Lunch (provided) - Food Trucks in Bus Loop 10:45 am-12:00 pm
Noon - 1:00 pm	Lunch for students Food Trucks in Bus Loop
1-2:30 pm	ES / MS / SS Division Mtgs (ES - Waterton Studio) (MS - Library, bring computer/device) Senior School (Room 51)
2:30-2:45 pm	Break
2:45-3:30 pm	Overview of Off-Site Activities, Event Approvals, and H&S Training for All Employees (Theatre)
5:30 pm	Welcome Back Dinner - Big Rock Brewery - RSVP to Jana Wager



Aug 26, 2022 Coherence

8:00 - 9:00 am	Coffee, tea etc, light breakfast items - grab and go (Black Watch Bistro)
9-10:15 am	Head of School Address - All Employees (Theatre)
10:15 - 10:30	Break - Snacks in the Bistro
10:30 - 11:30	Classroom and Course Planning and Prep
11:30 - 12:30 pm	Lunch (provided) - Black Watch Bistro
12:30- 1:30 pm	IB Continuum Development Plan (Theatre)
1:30 - 1:45 pm	Break
1:45 - 2:45 pm	Digital Learning Onboarding & Digital Norms - Building Capacity in the STS Digital Ecosystem Theatre
2:45 - 4 pm	Department A and Learning Community Meetings (2:45-3:15 PYP Meeting for Homeroom Teacher in Waterton Studio)



Aug 29, 2022 - Planning

8:00-9:00 am	Breakfast (provided) - Black Watch Bistro
9:00-10:15 am	Department B and Learning Community Meetings
10:15-10:30	Break - Snacks in the Bistro
10:30-12:00	Classroom and Course Team Planning and Prep
12:00-1:00	Lunch (provided) - Black Watch Bistro
12:30 - 4:00 pm	Classroom and Course Team Planning and Prep MS/SS: Check MB for errors, omissions
3:00 - 3:30pm	Mentee Check in with Director of Mentorship (Aspen Lodge)
3:30-4:00pm	Outdoor Education Meeting Dale Roth (Aspen Lodge)

Schedule for STS Professional Development on October 6, 2022

Fall Professional Development Day, October 6, 2022

7:30 - 8:15 am	Staff Breakfast Black Watch Bistro	
8:15 am	Opening Remarks to Faculty - Michael Simmonds	
8:30 am - 10 am	Faculty Presentation: Jen Abrams - <u>Stretching Your Learning Edges, Responsibility</u>	
10 am - 10:15 am	Staff Snack & Break - Black Watch Bistro	
10:15 am - 12:15	IB Divisional Meetings	10:30 am - 11 am (Library Break Out Room) Post-Secondary Recommendations and Predicted Grades Information Session (<u>Slide Deck</u>)
10:15 am - 11 am	PYP, Waterton Studio, <u>Slide Deck</u>	
10:15 am - 11 am	MYP, Room 51- <u>Agenda</u>	
11:30 am - 12:15	DP, Room 51 - <u>Agenda</u>	
12 pm - 1:15 pm	Staff Lunch - Black Watch Bistro	
12:30 pm - 1:15 pm	Working Lunch: HGSE Instructional Coaching Participant Debrief in Boardroom	
1:30 pm - 2:10 pm	<ul style="list-style-type: none"> ○ Science, Rm 43 ○ Social Studies, Rm 83 ○ Visual & Performing Arts, Chernoff Commons ○ Math, Rm 28 ○ Student Services, SSC ○ Professional Learning Community, Teacher Collaboration Spaces 	
2:10 pm - 2:20 pm	Staff Snack & Break - Black Watch Bistro	
2:20 pm - 3 pm	<ul style="list-style-type: none"> ○ Physical & Health Education, PHE Office ○ English, Rm 52 ○ Modern Languages, Rm 25 ○ <u>Design, Innovation Lab</u> ○ Student Services, SSC ○ Professional Learning Community, Teacher Collaboration Spaces 	
3:30 pm	Staff Social - <u>Windsor Rose Pub</u> , 151 Walden Gate SE	

Commentary on Results

Teaching and Leading continues to be a focus at STS. We have committed to professional development to promote continuity from Kindergarten to Grade 12 and the work that we have done with John Antonetti and Jennifer Abrams reflects this commitment.

In addition, the Learning Leaders work to integrate this work into departments and the classroom. There are feedback loops which ensure accountability from senior leaders, to learning leaders, to classroom teachers.

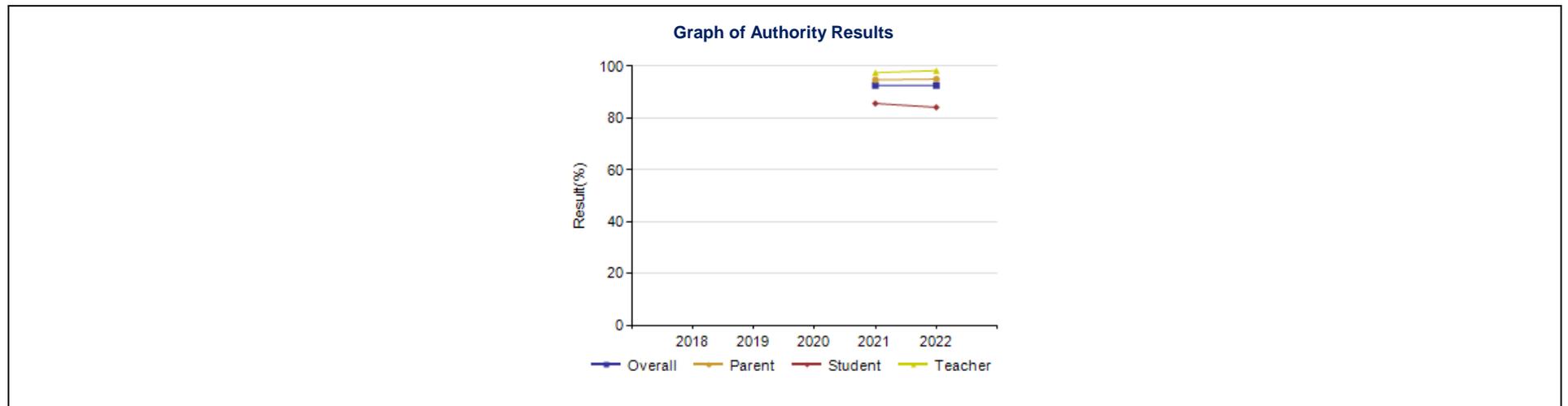
Our mentorship program has been very important over the past two years to ensure effective onboarding and support for teachers new to STS. Like many schools, we had more teacher turnover due to retirement and relocation over the past two years than we typically have.

Domain: Learning Supports

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	586	92.6	677	92.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	99	94.7	119	95.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	440	85.6	507	84.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	47	97.5	51	98.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6

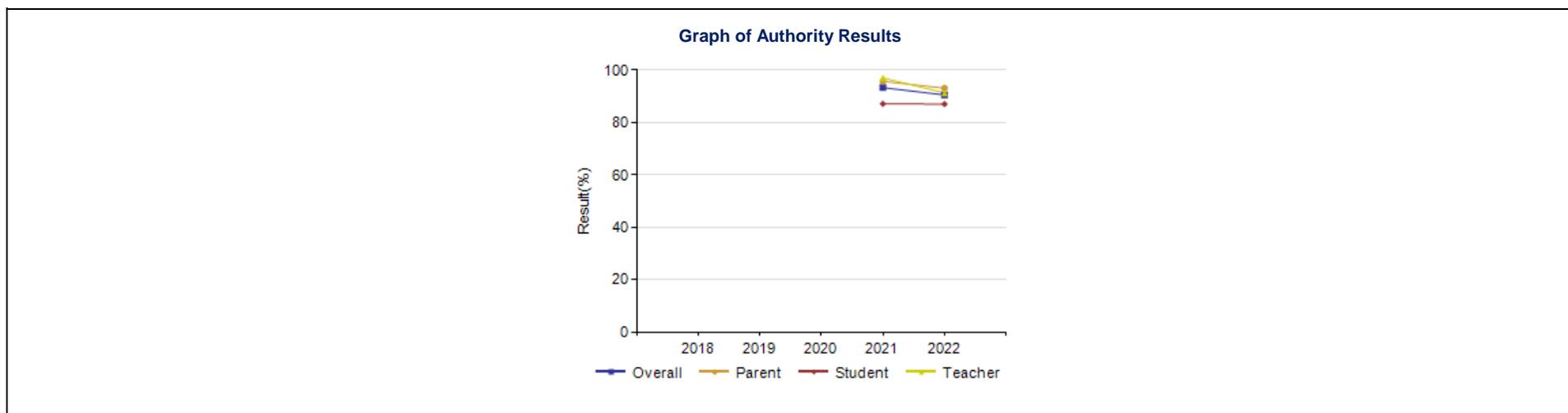


- Notes:
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 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

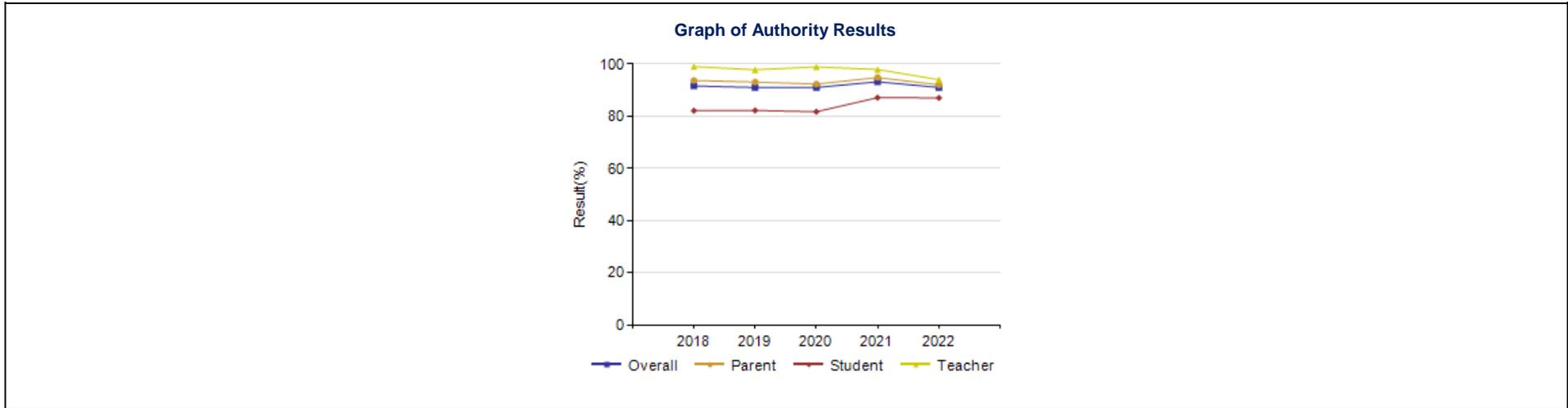
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	586	93.3	677	90.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	99	95.7	119	93.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	
Student	n/a	n/a	n/a	n/a	n/a	n/a	440	87.1	507	87.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	47	97.0	51	91.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	



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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										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	722	91.6	662	91.0	712	91.0	586	93.2	677	91.0	Very High	Maintained	Excellent	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9
Parent	149	93.7	131	93.1	147	92.3	99	94.8	119	92.0	Very High	Maintained	Excellent	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3
Student	508	82.1	469	82.2	503	81.7	440	87.1	507	87.0	High	Improved Significantly	Good	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1
Teacher	65	99.0	62	97.8	62	98.9	47	97.9	51	94.0	Intermediate	Declined	Issue	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3

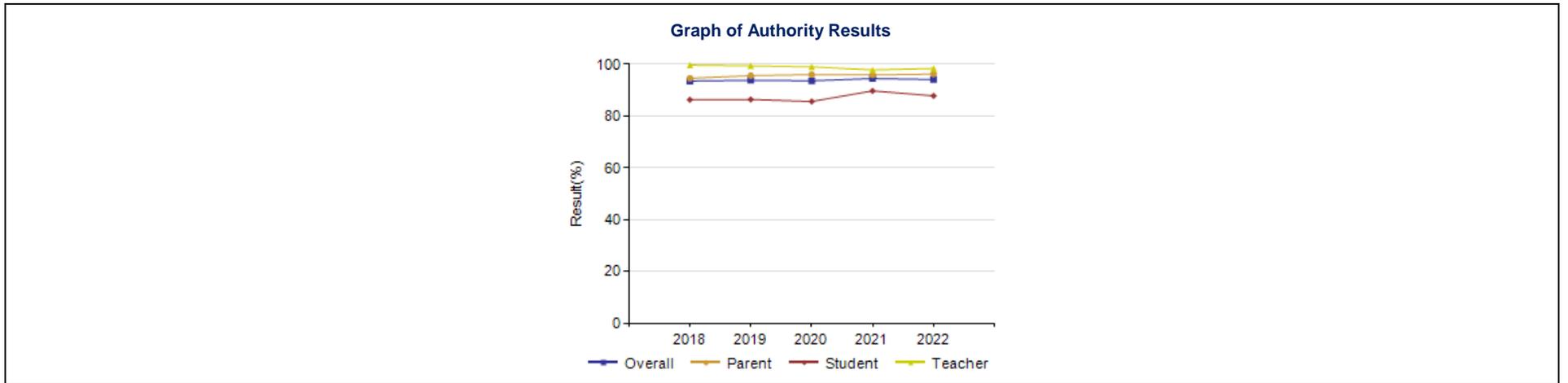


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Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

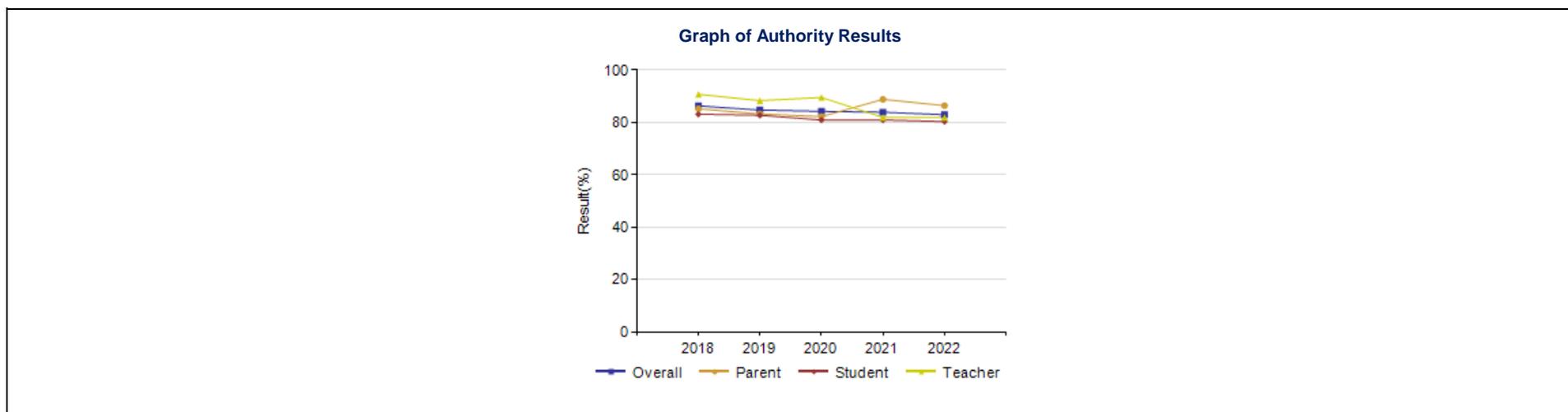
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	722	93.5	663	93.8	711	93.6	586	94.5	677	94.1	Very High	Maintained	Excellent	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	149	94.6	132	95.6	147	96.0	99	95.9	119	96.2	Very High	Maintained	Excellent	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	508	86.3	469	86.4	502	85.6	440	89.7	507	87.8	Very High	Maintained	Excellent	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	65	99.7	62	99.4	62	99.0	47	97.8	51	98.4	Very High	Maintained	Excellent	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3



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Satisfaction with Program Access – Measure Details

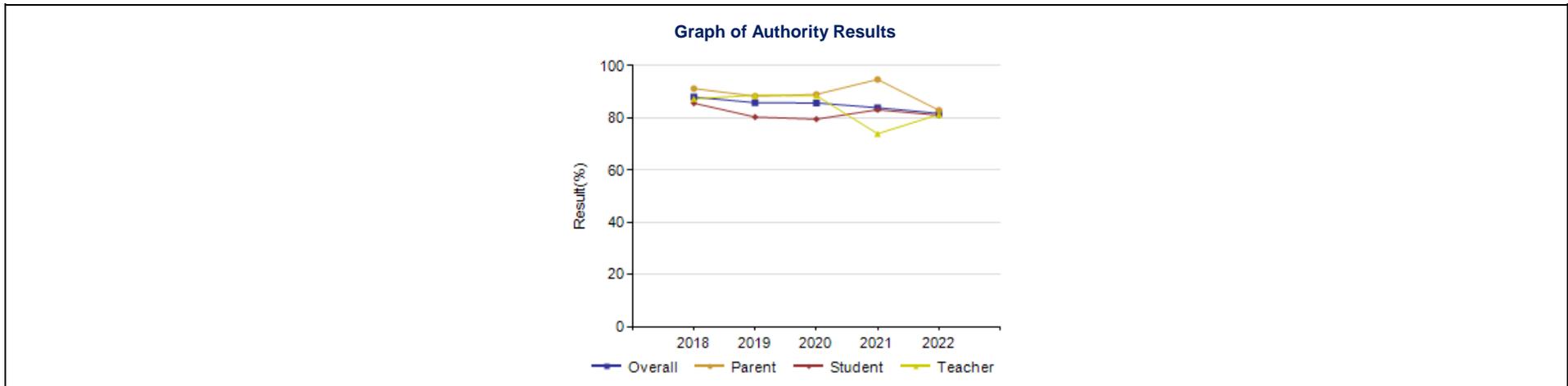
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	721	86.3	662	84.7	709	84.2	585	83.9	672	82.9	High	Maintained	Good	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6
Parent	148	85.2	131	83.2	145	82.2	98	88.8	116	86.4	Very High	Maintained	Excellent	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4
Student	508	83.1	469	82.7	502	80.9	440	80.9	505	80.3	Intermediate	Maintained	Acceptable	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5
Teacher	65	90.7	62	88.3	62	89.5	47	81.9	51	81.9	Intermediate	Declined	Issue	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0



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School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	718	88.0	659	85.8	707	85.7	579	83.9	671	81.7	Very High	Declined Significantly	Acceptable	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	147	91.2	128	88.3	145	89.0	94	94.7	117	82.9	Very High	Declined	Good	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	508	85.6	469	80.3	501	79.5	439	83.1	506	81.0	High	Maintained	Good	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	63	87.3	62	88.7	61	88.5	46	73.9	48	81.3	High	Declined	Acceptable	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3

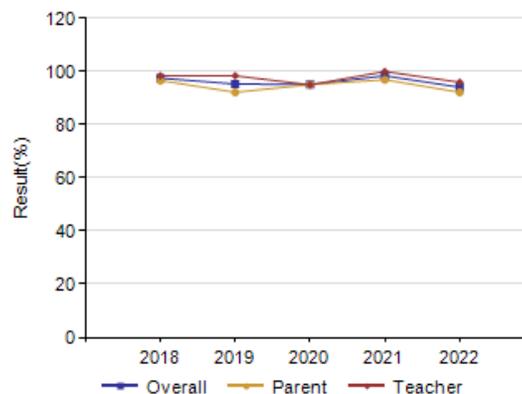


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Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	210	97.5	191	95.3	203	95.1	143	98.4	166	94.1	Very High	Maintained	Excellent	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9
Parent	146	96.6	129	92.2	143	95.1	96	96.9	116	92.2	Very High	Maintained	Excellent	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3
Teacher	64	98.4	62	98.4	60	95.0	47	100.0	50	96.0	Very High	Maintained	Excellent	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5

Graph of Authority Results



- Notes:
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Required Local Component

Reference Sheet Protocol

A reference sheet is a student-developed and teacher-approved assessment accommodation document that is used as a memory cue during quizzes, tests, and school exams. Handwritten reference sheets are created on a single side of letter-sized (8 ½ x 11) paper. Word-processed referenced sheets are created using Times New Roman 12-point font. Students with a documented learning need for a memory cue specified by an external professional may use a reference sheet as a designated school-approved assessment accommodation. There is no academic penalty for students using a reference sheet. A reference sheet protocol was developed by the school and shared with teachers and students.

Academic Profile

The Academic Profile (AP) document was reviewed and revised with the goal of standardizing the learner profile information we gather for K-12 students. Learning profiles documented in APs are 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 is a summary of the student’s assessment, instructional and environmental accommodations that can be supported at STS.

emWave Machine

STS purchased an update emWave machine to support the emotional health and wellness of students. “The emWave technology, though easy to learn and use, is a sophisticated, advanced heart-rate rhythm monitor. emWave displays the heart’s rhythm which reflects your emotional state and helps you learn how to shift into an optimal state.” This has been particularly helpful with students who experience anxiety or panic attacks. It is available for individual use as needed, coaching, support during a panic attack, and as part of the Learner Lab learning strategies project.



Learning Strategists

Learning strategists in the Elementary, Middle, and Senior School provide learning supports and services for all students. Some examples of this are below.

Students do not learn if they are not comfortable, the Middle School learning strategist met with every Middle School student individually in September to establish a relationship and to support health and wellness by normalizing access to support. Students articulated how they could access academic support and where given the opportunity to share information they wished their teachers to know about them. Students’ personal goals, a words per minute reading screening, self-reflection on level of comfort asking for help. This information was recorded and shared with relevant teachers in a quick reference guide.

Last Name	First Name	Class	Advisor	Has Academic Profile/Diagnosis	Accommodations See IEP for complete list	Notes	Grade 2022	2022 Check-in (Comments if not coming, says ready)	Will ask teacher for help or request check up	Words/Min & errors-Cold Read Oral Reading Screening 2022 (150 WPM is good) No score = no issues from previous year	Strategy (see table)	Parent contact

The Learning Strategist met individually with each teacher to review the learning profile of students with identified learning needs and recommendations for accommodations. Academic Profiles were created for students with learning needs and shared with relevant teachers.

The Middle School learning strategist offered “Popcorn Club” every lunch hour to provide support for academics. Any student can “pop-in” for extra help, and there’s popcorn! Students can also sign up for a scheduled check in appointment or teachers can refer students for extra support.

Breakfast Club Learner Lab was offered in 3 sessions as a Learning Lab before school to help students develop self-management skills which are foundational for learning to occur. This started as invitation only to students and families with identified needs and then opened up to the Grade 8 and 9 students to help students develop their study skills, practice strategies to manage test anxiety.



Learning Strategists are available in the Student Success Center from 7:30 am to 5:15 pm Tuesday to Thursday and Friday morning to support student success through individual or small group coaching, providing extra time, quiet spaces, and needed accommodations (e.g. Speech to Text) for tests by appointment.

Grade Workshops were provided in class based on common areas of need, teacher or student requests. E.g.



1. The Bridge to "the Thing" or How to Do Something that is Hard

2. CHASM

3. What are the "Things"?

- Reading a book
- Writing an essay
- Creating an artifact
- Cleaning my room
- Studying for a science test
- Doing a math test

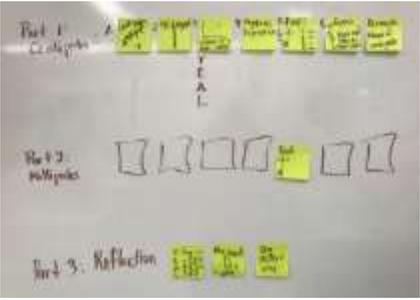
4. ACTUALLY DOING THE THING

INTENDING TO DO THE THING

5. What planks are missing that will help me cross the bridge? (or will help my classmate?)

Images from <https://www.youtube.com/watch?v=OM0Xv0eVGtY>

Strategy lesson in class: How to plan out a multistep project



STICI grant provided to create a "Brain Train", which is a student designed interactive learning space.

Strathcona-Tweedsmuir School
Innovation for Classroom Improvement
Project Proposal
2021-2022

Project Title: Journey to Learning: "Brain Train" Flexible Learning Space
Submitted By: student name redacted, '26, Lisa Roth
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.

A. STICI Project Plan Details	
Project Title Journey through Learning: redesigning the "Brain Cave"	Project Focus To renovate the current "Brain Cave" into an interactive, flexible, and more welcoming learning hub in the Middle School with better acoustics.



Our current “Brain Cave” is a highly used space by Middle School students for individual and small group work and instruction. It is a visible hub in Middle School and currently is not very inviting. The acoustics are a problem when there are more than a few people talking in the room and from the noise from the two adjoining classrooms. As part of Design 7, **** and ** were assigned to the Brain Cave to propose improvements to the space in the form of posters. From the discussion, the idea of creating an interactive learning space in the format of a train car was formed. *** needed an enrichment project in a math unit, and so she created design sketches and measurements. In consultation with Amy Meyer, President of Posts, it was discovered that “Connections” from our past to our future at STS with a train theme for the Black Watch fundraiser this year. Lord Strathcona was involved with the last spike on the Canadian Pacific Railway, connecting to our past as part of our 50th anniversary.

To support the learning journey of Middle School students, redesigning the current “Brain Cave” into a flexible, interactive learning space that is warm, welcoming, and calming would help our students flourish. At the front of the “train” train station destination signage with interactive QR codes connecting to strategy resources to help students with their learning would be displayed. “Tickets” to takeaway with visual reminders of strategies could be taken from the display. Suitcases with manipulatives and materials students could access for projects and learning would add to the aesthetic. Inside the train car, 4 tables with inset whiteboards would be fixed to the walls on the side. These tables will be able to fold down, creating more open space in the room and allowing for bean bag chairs to be pulled up for a comfortable, collaborative gathering of small groups of students to work on the whiteboard against the wall. To dress up the space and create the illusion of a bigger space, large photos of the aspen woods would be mounted on the walls to look like the view outside the train windows. These photos would actually be acoustic barriers. The fabric has the added advantage of being removable and washable. In the future, photos could be swapped out for the seasons. Luke Colborne and I have discussed options for altering the lighting by using specially designed filters on the lights. A sound machine for filtering would also be purchased.

In development:

Students are being recruited as Learning Journey Brain Train Crew and who have volunteered to create assembly “Tip Talks” segments to highlight an ATL and strategy of the week in assemblies next year. A scope and sequence is being developed to align with the new Advisory program. Once the program is finalized, this will be included.

Goals:

- Engage students as leaders
- Explicitly teach, model and support the acquisition of a student “toolbox” of strategies to use to enhance learning and self-advocacy
- Provide a resource space where students can go to review strategies

Student's design drawings:



Reused whiteboards model sustainability.



Because Great Minds DON'T Think Alike

Why Mindprint? Because Great Minds DON'T Think Alike

“Do the best you can until you know better. Then when you know better, do better.” Maya Angelou

Like a fingerprint, each mind is unique. At STS we want our students to flourish. In order for this to happen, we need to better understand learning, how and why it happens, and how to best lay the groundwork so we can do better creating the environment our students need to grow. Mindprint is a tool that supports learners and their support network (teachers and parents) to better understand how an individual child learns best so teachers can do better to provide optimal support to succeed.

Students learn best when they understand how their brains work, and teachers and parents are more effective when they understand what a student needs to be successful and why. Unpacking their unique mindprint using the guided Social-Emotional Learning program, “Boost YourSELF”, empowers learners (both students and teachers) by reinforcing the understanding that just like everyone has a unique fingerprint, everyone learns differently, and these differences should be inclusive rather than divisive. Their personal toolbox of strategies generated from their personal mindprint guides them to the best strategies based on their learning profile.

Regular assessments identify how a student is performing. Mindprint unpacks the why. Through a 1 hour fun, digital game-based format, Mindprint assesses the following 10 skills:

- Reasoning: Abstract, Verbal, Spatial
- Executive Functions: Attention, Working Memory, Flexible Thinking
- Memory: Verbal, Visual
- Speed: Processing, Visual Motor

This data will allow us to better build rich, differentiated brain-based learning strategies and environments for our students based on their identified strengths and needs-how they learn best, both at an individual level and at the classroom level through the personal and class profiles.

I frequently hear from teachers, “I don’t have the tools to help this student.” Provided professional development for teachers demonstrates how each cognitive or executive functioning skill is related to areas of study and suggests science-based strategies for enhancing teaching. This structure and common language enhance teachers’ abilities to teach to the edges to better allow each learner to flourish. When students and teachers understand each other and teaching intentionally recognizes and values differences, the learning environment is a richer, safer place to grow.

Commentary on Results

Survey results from teachers declined significantly in three areas. These include:

- agreement that programs for children at risk are easy to access and timely.
- satisfaction with accessibility, effectiveness, and efficiency of program for students in the community.
- indicating that their school has improved or stayed the same over the past three years.

Parent results indicate concern with school improvement or staying the same over the past three years.

The school has made a significant commitment to our Student Services Department by increasing staffing levels over the past two years. This increase has been both with educational assistants in the Elementary, Middle, and Senior School, an increase in guidance counseling, and an increase in post-secondary guidance counseling. The increase in staffing has been coordinated with new programs, some of which are described in this AERR and there is also better overall coordination of supports throughout the school. These things should contribute to improved perceptions of the quality of support and improve future results.

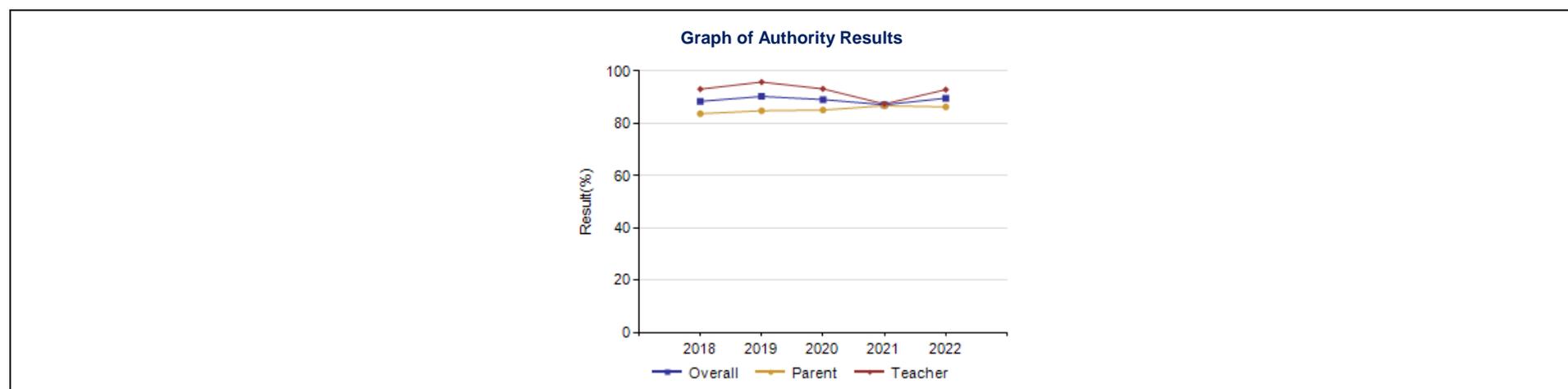
We are in the second year of our strategic plan, *Flourish 2031*. The goals and action items of this plan are included in this document. The four main goals of the plan are focused to improve the experience for students and to improve the school. This focused commitment to school improvement by the school and its Board of Governors will improve results.

While it is difficult to quantify, COVID has undoubtedly impacted student, parent, and teacher perceptions of the school and the quality of education.

Domain: Governance

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	212	88.4	194	90.3	208	89.1	146	87.1	170	89.6	Very High	Maintained	Excellent	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	148	83.7	132	84.8	146	85.1	99	86.7	119	86.3	Very High	Maintained	Excellent	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	64	93.1	62	95.8	62	93.2	47	87.4	51	92.9	Very High	Maintained	Excellent	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. 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.

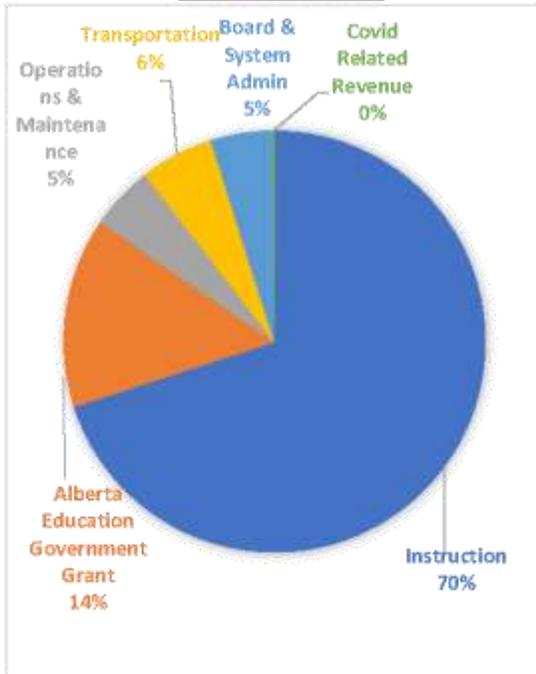
Budget - Actual Comparison

Financial Summary

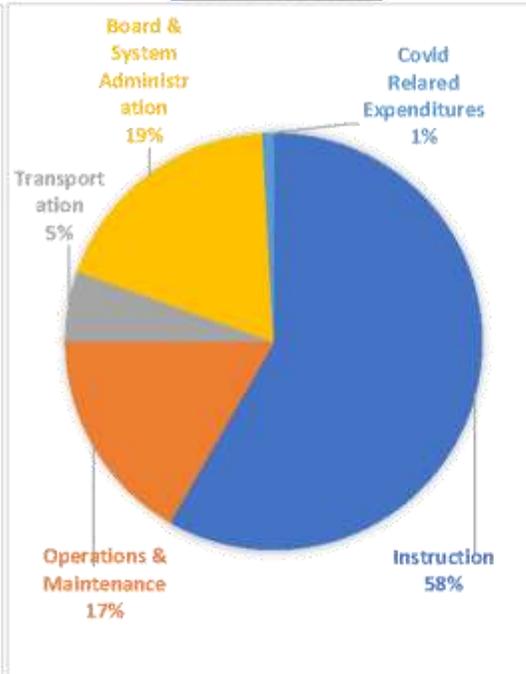
**Allocation of Actual Revenues and Expenses to Programs
For the Year Ending August 31, 2022**

	<u>Actual</u>	<u>Budget</u>
Revenues:		
Instruction	17,414,913	16,889,187
Alberta Education Government Grant	3,684,387	3,511,913
Operations & Maintenance	1,226,962	774,711
Transportation	1,393,668	1,366,926
Board & System Admin	1,160,051	944,075
Covid Related Revenue	50,000	50,000
	<u>24,929,981</u>	<u>23,536,812</u>
Expenses:		
Instruction	13,839,318	14,263,442
Operations & Maintenance	3,960,871	3,167,317
Transportation	1,296,653	1,300,000
Board & System Administration	4,429,926	4,454,731
Covid Related Expenditures	205,016	243,600
	<u>23,731,784</u>	<u>23,429,090</u>
Surplus (deficit) of revenue over expenses	<u>1,198,197</u>	<u>107,722</u>

Actual Revenue



Actual Expenses



For further financial information, please contact the CFO, Jody Frowley, at 403-938-8344.

Domain: Local and Societal Context



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 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-centered 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.

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 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.



STRATHCONA-TWEEDSMUIR SCHOOL
stsflourish2031.ca

Progress Legend: Completed or Ongoing or In Progress Not Started or Not Proceeding

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 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.

#	Outcomes	Targets/ Measures/KPI	Responsibility	Initiation Date	Completion Date	Resources Required	Action Items	Progress
1A	Increased opportunities for exceptional students to attend STS through affordable tuition, financial assistance, and a healthy endowment	KPI's set annually STS remains viable and competitive	Senior Leadership Team Director of Enrollment Management	2022	2031	TBD	<ul style="list-style-type: none"> Strategic Enrollment Management Plan Increase endowment 	
1B	Outdoor Education Facilities reimagined	TBD	Senior Leadership Team	2023	2025	TBD	<ul style="list-style-type: none"> Develop as part of the campus master plan process 	
1C	Reimagining Anderson Hall and beyond	TBD	Head of School CFO Director of Facilities Academic Leadership School Board and Foundation Board	2022	2023		<ul style="list-style-type: none"> Develop as part of the campus master plan process 	
1D	Advancement Program is diversified and aligned with the strategic plan.	TBD	Head of Community Relations	2022	2023	\$20,000	<ul style="list-style-type: none"> Plan developed with consultant RFP process 	
1E	Alternate revenue and diversification streams developed	TBD	Head of School CFO Head of Strategic Innovation and Partnerships	2022	2025	TBD		
1F	Comprehensive Campus master plan, a comprehensive enrollment management strategy, and a financial framework to support the School's growth and independence are completed and aligned with the strategic priorities of the organization.	TBD	Head's Table	2022	2023	TBD	<ul style="list-style-type: none"> 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. 	
1G	Facility and furnishings meet the needs of students and teachers.	100% completed classrooms	Principals CFO	2022	2026	\$1.5 million	<ul style="list-style-type: none"> Active Learning Environments (ALE) committee to determine an updated model for classroom furnishing to enable current best practice pedagogy for student engagement and agency. 	

Goal Pillar #2: 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 or 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.

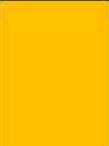
#	Outcomes	Targets/ Measures/KPI	Responsibility	Initiation Date	Completion Date	Resources Required	Action Items	Progress 
2A	Reinvigorated house system and creating meaningful opportunities for older students to mentor younger students.	% of students involved in the house events and competitions. Ideally, 100%		2022	2024	\$5,000 for pins, special events and celebrations	<ul style="list-style-type: none"> Staff team leaders selected Pins ordered and distributed Terry Fox Run reinstated and fundraising set by houses 	
2B	Positive and sustained relationships with Indigenous communities	TBD	Assistant Head: Academics and Division Principals Director of Library Services and Learning Leader for English Head of Learning Innovation Elder in Residence	2022	2023	\$20,000-\$30,000	<ul style="list-style-type: none"> Teachers and School Leaders 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. Ensure Marti McKay week includes presentations with an indigenous focus. Engage with local First Nations to bring Knowledge Keepers and Elders onto campus as part of an Elder-in-Residence Program at STS. Partner to bring indigenous elders and knowledge keepers to work with students during outdoor learning opportunities throughout the year. 	
2C	The STS uniform will be more inclusive and current	TBD Survey metrics to be determined	Principals Deputy Head of School	2021	2023	<ol style="list-style-type: none"> Consultant to solicit feedback from the greater community. Student/Parent/Alumni Focus Groups Consultation with TWEEDS \$20,000 	<ul style="list-style-type: none"> Hire/Select Consultant 	
2D	The home-to-school partnership will be strengthened by sharing progress, diagnostic data, learning, and strategies for student success.	APORI data AERR		2022	2023	<ol style="list-style-type: none"> Continue the contract with Consilience (\$10,000) 	TBD	
2E	Aligning the Grade 6 to 7 learning experiences will ensure a smooth transition between School divisions.	Attraction and retention	Principals Assistant Head of School Academics Deputy Head of School	2022	2023	TBD	<ul style="list-style-type: none"> Create transition information evenings. 	

							<ul style="list-style-type: none"> • Create opportunities for connections of different student groups to older student groups. 	
2F	Implemented improvements to the school's advisory program in Middle and Senior School.	Student feedback	Principals Assistant Head of School Academics Deputy Head of School	2022	2023	\$7,500	<ul style="list-style-type: none"> • Advisor team leads created • Resources purchased • Professional Development 	
2G	Better awareness of student clubs and organizations to increase a sense of belonging at the School .	100%	Principals Deputy Head of School	2022	2023	TBD	<ul style="list-style-type: none"> • Club Fair • Profile on Website • Analysis of student involvement in co-curricular program. 	
2H	Established and effective advisory program in Middle and Senior School		Senior and Middle School Principals Director of Student Services Assistant Head of School Academics Learning Strategists Faculty	2022	Ongoing	Learning materials and professional development \$25,000	<ul style="list-style-type: none"> • Professional development/training • Established curricula • Established reporting and tracking • Celebration at milestone events with advisors 	
2I	Implementation of recommendations of the four Health and Wellbeing subcommittees into the strategic plan. These reports are focused on physical spaces, personalization and individualization, student capacity for managing their health and wellness, and employee wellness.		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.BD	<ul style="list-style-type: none"> • Integrated with many of the items in the plan. 	

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 their 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.

#	Outcomes	Targets/ Measures/KPI	Responsibility	Initiation Date	Completion Date	Resources Required	Action Items	Progress 
3A	Students have access to a wide variety of experiential opportunities locally, nationally, and globally.	TBD	Principals Head of Strategic Innovation and Partnerships Deputy Head of School	2022	2025	TBD	<ul style="list-style-type: none"> Offer experiential, real-world, life-changing learning opportunities where students engage deeply alongside exceptional faculty and staff 	
3B	Reimagined timetable to meet the needs of students for programming, balance, and flexibility.	Survey data APORI	Head of School Academic Leadership Team	2022	2024	TBD	<ul style="list-style-type: none"> Use data informed strategies to deepen learning experiences and offer meaning feedback for growth. 	
	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.	% of students and parents who agree that students are engaged in their learning	Assistant Head of School Academics, Division Principals and Learning Leaders	2022	Ongoing	\$25,000	<ul style="list-style-type: none"> Faculty complete Harvard coursework Develop framework 	
3C	Essential skills, knowledge, and attributes will be identified and articulated in a STS Portrait of a Graduate.	Completed document	Academic Leadership Team	2022	2024	TBD	<ul style="list-style-type: none"> Articulate the value of an STS education by creating a portrait of a graduate's ideal competencies, qualities, and disposition. 	
3D	STS is known for excellence in academics	Completed document and Academic precis	Academic Leadership Team	2022	2023	\$2,500	<ul style="list-style-type: none"> Create STS definitions of academic excellence, rigour, and deep learning. Print and digital resources created 	
3E	The academic calendar maximizes all resources to the maximum benefit: financially, academically, and co-curricular.	TBD	Principals Head of School Academic Leadership Team	2022	2024	TBD	<ul style="list-style-type: none"> Reimagine the academic calendar to maximize opportunities for authentic learning and engagement, including enhanced use of outdoor learning spaces at all grade levels. 	
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 Learning Supports Team	2022	2025	TBD	<ul style="list-style-type: none"> Intentionally support the health and well-being of every student by developing a 360-degree approach to student social-emotional learning. 	

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 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.

#	Outcomes	Targets/ Measures/KPI	Responsibility	Initiation Date	Completion Date	Resources Required	Action Items	Progress 
4A	A completed and comprehensive Campus Master Plan with a focus on wellness, engagement , connection, and belonging.	Completed Plan	Head of School and CFO Director of Facilities IRM	2022	2023	\$60,000- \$349,00	<ul style="list-style-type: none"> RFP process for architectural firm to conduct the study. 	
4B	A robust international experiential learning program.	TBD	Head of Strategic Innovation and Partnerships Deputy Head of School Principals Head of Academic Innovation	2022	2025	Generally funded through user pay but TBD	<ul style="list-style-type: none"> Explore international experiences and develop the rolling three-year plan of experiences Ecuador/Galapagos London Trip 	
4C	Teaching and innovation hub for learning with a strong focus on STEAM, innovation, and entrepreneurial thinking.	TBD	Senior Leadership Team Board of Governors Foundation Board	2022	2025	\$\$60,000 - \$3.5 million	<ul style="list-style-type: none"> Equipment purchase Facility renewal and modernization Professional Development 	
4D	Expanded summer and after-school opportunities, including online learning.	TBD	Senior Leadership Team	2021	2023	TBD	<ul style="list-style-type: none"> New offerings provided annually 	
4E	An established residency program that brings in renowned artists, entrepreneurs, scientists, community leaders, and thinkers to provoke new ways of teaching, learning, and being.	TBD	TBD	2022	2027	TBD	<ul style="list-style-type: none"> Build on Marti McKay week model 	
4F	Established speaker series with a focus on broadening skills, perspectives, and global awareness.	TBD	TBD	2022	2023	\$60,000 (some cost recovery)	<ul style="list-style-type: none"> Investigate notable speakers 	
4G	Comprehensive K-12 coherence framework for all skills and literacies: IB, Digital, Character	Completed Documents	Academic Leadership Team	2022	2024	TBD	<ul style="list-style-type: none"> Create framework 	

2022 Summer Programs



Executive Summary

In the summer of 2020 STS was unable to offer the full summer program due to COVID-19. STS was able to offer 11 camps with 3 partners with 235 students participating. We cancelled 23 camps with 7 third party providers due to the pandemic. In the Spring of 2020 we pivoted to offer online summer school courses for senior students who could not work or travel. There were 6 virtual courses offered with 83 students registered (over 85% STS students).

STS was able to run the majority of their 2021 summer programs working with the COVID protocols. STS offered 40 various programs with 35 of them having enough registrants to run. There were 602 students who registered with 37% being current STS students, 21% new incoming STS and 42% non-STS participants. Our summer school offered 8 senior courses with 10 sections and had 170 students registered. Approximately 72% were current or incoming STS students. All classes were offered in person except for CALM 20 which was designed for online delivery only. 97% of the students attended in person with only a handful requesting remote/hybrid learning. There was a dramatic increase in interest due to a number of factors. Students were still limited in travel and summer job opportunities and Alberta Education did not require students to write the 30-level diploma exams to name a few. STS did experiment with a busing pilot program for 5 weeks that summer. There were 105 students who sign up for this transportation option and resulted in the school nearly breaking even in our first year of operation.

In March 2022, STS launched the summer program line up. At this point COVID cases were trending down with high vaccination rates and low hospitalization. Overall our summer numbers declined from the previous year. I feel this summers data is a more accurate benchmark given the past few years with the global pandemic. STS offered 64 summer camps and had enough interest to move forward with 40. There was a total of 549 students who participated in the

various programs that included STEAM, sports, entrepreneurial thinking, outdoor education, and arts and crafts camps to name a few.

It has been a very dynamic and challenging landscape these past few years. This summer our direct competitors were out promoting early and often. Mount Royal University, University of Calgary, SAIT, and Camp Chief Hector were more prevalent in their marketing and have strong relationships with many Calgary families due to their lengthy history. Anecdotally we noticed more families appeared to travel this summer as COVID had limited this opportunity the past few years. We also identified a number of middle and senior high students who now took advantage of part-time summer jobs. These factors may have contributed to our decline in summer school numbers from 2021 as well. STS offered 8 courses and had 94 students register. One course was offered online (CALM 20) and two others were offered internationally in Switzerland (Biology 20 and CALM 20). Alberta Education brought back the Diploma exams and they were weighted at 10%. This could have also been a factor in the decline as this added an additional week or two of summer school related work in early August.

Coding Camps

Coded Minds has been one of our summer anchor programs in addition to supporting our students in the main school year with our after-school programs that include Scratch and Python coding, Microbit, and Arduino to name a few. We piloted an after-school care program for faculty children and we have agreed to run this program offering again this year. Coded Minds ran 14 camps with around 85 students ages 4-14 signed up and utilized the Rose Elementary School classrooms this summer. We also partnered with Fuse33/Make Fashion EDU to offer a wearable tech camp. This program only had 5 students registered but was one of the best camp offerings in terms of quality and student engagement out of the entire summer camp lineup.



Sports Camps

STS partnered with numerous third-party sports organizations - Stryker Sports, Okotoks Basketball Association, HoopStrength Basketball, Pivot Pointe Golf, ARES Fencing in addition to running our own STS Volleyball Camps. Overall these community partnerships went well with over 180 children registered with these 5 different partners.

It was great to partner with our neighbor, the Calgary Polo Club and Blue Devil Golf Course. These 3 programs filled quickly. STS will explore ways to further incorporate the golf and polo partnership during the main school year in addition to the summer camp offerings. We tried to add a new Fencing Camp to the summer line up with a small cohort. We will explore offering this activity again and see if we can increase participation.



Outdoor Education (OE) Camps

This is our third summer of offering an outdoor education experience on campus. This summer we again offered our two Outdoor Education Camps with a total of 26 students registered. Unfortunately, we were not able to run our overnight OE program or the Backcountry Emergency Camp with our third partner Rocky Mountain Emergency Medicine due to

low student numbers. We are looking at trying to offer these programs in August instead of July to see if that will make a difference. We tried to offer another bike camp with Two Wheel View and it too was unsuccessful in getting the minimum numbers to run. This is our third summer trying to offer the bike program with limited success and we will most likely move off of this camp offering in the future.

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 rock-climbing structure in the Sandy Heard Sports Hall to allow for more student participation at one time.



Academic Camps

STS offered Math Refresher Camps two summers ago due to the concern of numeracy gaps because of the online learning in the final few months of the 2019-20 school year. In August 2020 we had 35 signed up for a Math 5/6 camp and 40 registered for the Math 10/20/30 programs with no charge for this program offering. In August 2021 we ran a 1-week Math 10/20/30 Refresher Camp and had 11 students register. The decline may be due in part to offering fewer math camps, students, students choosing to work or travel near end of August, less a concern for the numeracy gaps this second year of COVID and / or perhaps the increase in price for the program. Last year we did not charge and this year a nominal fee of \$200. This past August we offered a Math 10C Prep program that had 13 students sign up.

Taste of STS New Student Orientation

The Taste of STS Orientation is to support new incoming STS students transition well to the STS community. In 2020 we had 61 students sign up for our inaugural orientation program. Last summer we saw an increase with 84 students registered. There has been a lot of positive feedback which allows new students to build relationships with peers and teachers. This year we had 119/140 new students sign up (85% participation rate). Faculty feedback from two summers ago was that we should add buddies for grades 4-11. This was a great suggestion that went okay the first time through with work still required. This summer we started to better formalize the buddy role. From the debrief we decided to move to an ambassador program that will require fewer students coming back early at the end of summer but will still support the new incoming cohort with opportunities to build relationships with current students in their respective grade.

Below are some bullet form notes on how to improve the program based on our daily debrief meetings.

Taste of STS Orientation

This is our third time we have offered this program. In 2020 there were 61 students registered, 84 signed up last year and this year we had 119 students participate. This time there were 38 students in the K-2 cohort, 24 students in the grade 3-6 group and 57 in the grade 7-12 section. We had an 85% participation rate (119/140) which is incredible and a testament to the work of the admissions team. Overall, the orientation went well and we are near where we want the program to be. There is the general perception in the community that this experience is beneficial to the student's entry into STS. Below is anecdotal feedback from those involved.

Future 2023 Summer Camp Exploration

In addition to continuing with the current summer camp line up, STS will explore the following ideas:

- Outdoor Education Camp Expansion – we have been successful offering the two OE day camps in August. We continue to explore offering an overnight OE program to support students who are involved in the Duke of Edinburgh program. As well we continue to explore partnerships opportunities with Rocky Mountain Emergency Medicine and may try to offer Backcountry Emergency (age 12-17) and Remote Responder (age 14-17) again in new dates to try and attract more student interest. STS purchased kayaks and expanded the bouldering wall which helps to make our programs more attractive.
- Equestrian Camp – initial research in offering these camps continues to be challenging. We will continue to explore possible neighboring barns/stables that can offer camp programs next summer. We will reach out to Spruce Meadows to see if there is any interest.
- Debate Camp Canada – last summer they cancelled due to COVID and mostly offered their programs online. We are hoping to get them to come out to STS as it would be a good fit to support our Speech and Debate programs. Their director liked how we added busing pilot project. We might be able to get them to join us again.
- We partnered with GreenPrintsYYC to offer an agriculture-based camp in both the after school program in the Spring as well as a summer camp in early July. Unfortunately, we did not get enough student interest to move forward. We will continue to explore possible opportunities to grow this program. See below 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 the business of running a farm, the value of sustainability, and the joy of preparing and consuming food that they have grown. <https://www.lcs.on.ca/summer-programs/econ-farming>.
- SAT Prep Workshop – we have sent out inquiries within the STS community to offer some type of SAT prep program. An email to parents and students last week identified a core group who are interested. We are currently looking at partnering with Manhattan Elite Prep to offer a workshop the first and or second week of July.
- Other camp experiences – The theatre will be having renovations done in the summer and this will limit my ability to utilize this space for any possible fine arts / dance camp offerings.
- STS faculty – We will continue to reach out to current STS faculty to see if there is any interest to offer their own camp programs that may include coding, design or fine arts opportunities.
- Student / alumni leadership opportunities – we had 2 STS alumni and 2 current STS students work/volunteer with our summer programs. There is the potential for growth here and to support students to meet IB CAS requirements and to also reconnect with alumni to stay connected to the STS community.



Summary Analysis

What worked well?

- STS coordinating about 95% of the overall camp registration went extremely well. It was a better customer experience with a clear and consistent look.
- The Marketing/Communications team did a great job promoting the summer programs via bridge banners, digital and print media ads, as well as other mediums. They did extensive direct communication to all our new families about the Taste of STS Camp which helped to increase our student numbers in this camp specifically as well. A meeting in November will debrief the data and discuss next steps on how best to attract more students to our campus with all its summer offerings.
- There was good communication and coordination between facilities/ cleaning and the summer programs. We were able to work the summer activities around all the planned campus projects onsite.
- We tried a number of new summer camp offerings with positive success. The arts and crafts camps by STS faculty were well received as well as the entrepreneurship camps led by MiniPreneursYYC. Offering summer camps for STS employees at the end of the school year and during the start up week were very successful and we will explore offering these supports for faculty and staff again. Film Camp in a Box was able to run two of their five camps which was a positive introduction.

- We were pleased with our COVID protocols and were fortunate to not have any major issues.
- Our second summer of offering busing went well. We will work with finance to seek their feedback and to explore possible changes to this transportation service moving forward.
- Lots of positive anecdotes how these summer programs created a better transition for many of the new incoming STS students and families. It helped them to learn more about the campus, meet other STS students and to get a better feel for the school.
- STS was able to hire 2 summer students with funding by the federal government summer work programs. One was an STS alumni. Both camp directors were incredibly helpful and were a big part of the success of the summer programs.
- Overall the weather was incredible which is a huge factor in offering quality programs.

Whistleblower Protection

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 behavior consistent with the School's stated moral and ethical beliefs.

STS commits that any disclosure of Wrongdoing or alleged Wrongdoing reported to the Designated Officer 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.

Teachers and other employees may report Wrongdoing to the Designated Officer so that the matter may be addressed in keeping with the principles of due process and of fundamental justice. If the report pertains to the Designated Officer, then the individual should report the matter directly to the Commissioner.

Should a report of Wrongdoing be made directly to the Commissioner, as named under Alberta's *Public Interest Disclosure (Whistleblower Protection) Act*, the Designated Officer and STS 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.

Employees considering making a disclosure may seek advice from their Supervisor, the Designated Officer, or from the Public Interest Commissioner. Employees are protected from any adverse employment action as a result of seeking advice.

For Fiscal 2021-2022, the School confirms there have been no Protected Disclosures received by the Designated Officer or the Public Interest Commissioner.

The full Whistle Blower Policy can be found in the Appendix of this document.

Stakeholder Engagement and Communication

Stakeholder Engagement

Flourish 2031 – A Strategic Plan to for the Next 10 Years.

Marking its 50th anniversary, Strathcona-Tweedsmuir School is embracing 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 towards a flourishing school and community for years to come.

Over 1000 stakeholders were consulted in the development of this plan in the past year including:

- 217 stakeholders in in-person and virtual stakeholder consultation sessions
- 124 Alumni
- 393 Community Survey Responses
- 65 students formally (focus groups)
- 225 students informally

Developing the AERR

The Annual Education Results Report (AERR) for Strathcona-Tweedsmuir School was compiled by the Deputy Head of School in collaboration and with input from the Head of School, the Elementary, Middle, and Senior School Principals, 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 2022 edition of *Optimum* – a Strathcona-Tweedsmuir School publication.

The report was submitted for review by the Board of Governors on November 18, 2022.

The report was approved by the Board of Governors on November 23, 2022.

The report was submitted to Alberta Education by November 30, 2022 and was also posted to the school's website at: <https://www.strathconatweedsmuir.com/explore/policies/>



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Appendix



Position:	Learning Leader
Reports to:	Assistant Head of School: Academics
Position Group:	Faculty
Teaching Accountability:	Reduced Teaching Load
Term:	Three year

Overview

Strathcona-Tweedsmuir School (STS) is a premier co-educational day school nestled in the Foothills of the Rocky Mountains just outside of the City of Calgary on a 220-acre campus. As an International Baccalaureate (IB) World School, STS offers all three IB Programmes from Kindergarten through to Grade 12.

In addition to the global perspective offered by the IB Diploma Programme, the School offers an extensive co-curricular program in a technology-rich environment. Students take advantage of the amazing natural setting including a small pond, forest, and extensive trail system to complement their academic learning.

STS combines the rich traditions from its 117 years of history with innovative and research-based instructional practices where students pursue lives of purpose, flourishing emotionally, physically, and intellectually.

Detailed Job Description

The Learning Leader (LL) is a passionate and inspiring teacher-leader who has well-developed skills for collaborative pedagogy, coaching and research-informed decision-making. As a member of a K-12 teacher leadership team, LLs oversee division- and/or discipline-specific curriculum groups of teacher colleagues called 'Learning Communities' in the Elementary School (K-6) and 'Departments' in the Middle and Senior School (7-12). Working closely with Assistant Head of School: Academics (AHA), LLs help establish a continuum of exemplary pedagogical practice in the group of teacher-colleagues they lead.

LLs ensure that inquiry-based teaching and research-informed assessment practices serve as the prevailing pedagogical framework for instruction in ways that support deep learning. By focusing on teaching, learning and assessment practices, LLs help teachers reflect on, and improve, their professional practice in ways that promote student engagement. Empowered to make informed decisions about pedagogy, coursework and instructional materials, LLs collaborate with the AHA and Principals to help the school meet educational strategic goals and objectives documented in [‘flourish 2031’](#).

Core Areas of Responsibility

A. Leadership

- a) Integrate principles documented in Alberta Education’s [‘Leadership Quality Standard’](#) and [‘Teaching Quality Standard’](#) into a broader pedagogical and leadership framework that is institutionally transparent, promotes professional accountability and supports the learning needs of teachers and students;
- b) Ensure the Alberta [Programs of Study](#) outcomes and skills are developed across the IB Continuum;
- c) Establish norms of professional practice that align with the IBO pedagogical framework and [‘flourish 2031’](#);
- d) Establish a professional learning culture through planned collaboration, shared practice and reflective feedback mechanisms that improve a continuum of holistic teaching and assessment practices;
- e) Develop positive and collegial relationships with teacher groups and school leaders in ways that promote critical pedagogical reflection, professionalism and accountability;
- f) Support the home-school partnership consistent with the vision, mission, and values of Strathcona-Tweedsmuir School (STS);
- g) Ensure horizontal and vertical plans of the living curriculum are up-to-date and included in the school’s approved unit planning software (ManageBac) for collaborative planning across departments and year levels;
- h) Collaborate with IB Coordinators to develop, review and iterate IB-unit and IB-lesson plans of inquiry;
- i) Oversee curriculum strand assessment, grading and assessment practices to ensure internal moderation and consistent whole-school approaches;
- j) Develop common summative tasks and year-end evaluations in collaboration with IB Coordinators and teaching colleagues that are grade-appropriate, reliable and valid representations of student achievement;
- k) Lead and facilitate regular meetings of the curriculum group to ensure collaboration and coherence with school goals sharing agendas and minutes with the AHA and divisional Principals;
- l) Collaborate with the AHA and Principals to establish teaching assignments within Learning Communities and Departments.

B. Professional Growth & Teaching Excellence

- a) Co-develop Teacher Professional Growth Plans (TPGPs) that have at their focus strategic teacher-centric professional goal-setting and share them with the AHA and Division Principals; b) Review and possibly revise TPGPs with teachers at the middle and end of the school year; c)

Provide coaching and mentoring to teachers to ensure that: (1) curriculum and instructional pedagogy are implemented in a collaborative way, (2) collegial peer feedback and observations of teaching and learning practices occur regularly within the group; and (3) internal standardization of assessments occurs for all major summative tasks across course sections;

d) Leverage educational technology software such as ManageBac, G-suite for education, Microsoft for education in the context of universal support for diverse learners in the classrooms; e) Collaborate with the IBCs to ensure the IB framework of professional practice is consistently being implemented by all division-specific teachers: (PYP, MYP and DP);

f) Collaborate with the Director of Learning Innovation to integrate relevant innovations in learning technology and instructional design;

g) Collaborate with Learning Strategists to implement differentiated learning and assessment strategies;

h) Collaborate with the Director of Mentorship to support the strategic goals of the school's mentorship programme.

C. Communication

a) Ensure that unit plans, assessment calendars are accessible and comprehensible (free of eduspeak or jargon) and communicated to students and families in a timely manner; b) Promote proactive school-home communications to support individualized student achievement, equity, and well-being;

c) Engage colleagues in difficult conversations with openness, compassion and integrity as warranted;

d) Ensure the school's Academic Integrity Policy is consistently applied.

D. Operations

a) Ensure that policies, procedures and practices established by Alberta Education, International Baccalaureate (IB), and STS are followed consistently;

b) Model well-developed executive functioning skills that engender confidence in planning and decision-making;

c) Support teachers in developing assessment calendars for their courses that include a mix of diagnostic, formative and summative assessments to ensure the accurate reporting of student achievement is aligned with the school's reporting deadlines (e.g., Report Cards & Parent Teacher Interviews/Student-Led Conferences);

d) Develop, oversee and evaluate an annual budget with the AHA to ensure the financial sustainability of a curricular program that supports best practices in student learning and fiscal stewardship;

e) Maintain appropriate documentation (e.g., budgets, meeting agendas and minutes) and share such documents with the AHA and division principal;

- f) Acquire and allocate teaching and learning resources equitably within the curricular group in alignment with strategic objectives documented in flourish31;
- g) Review internal and external assessment and feedback data (e.g., SLAs, PATs, Diploma and grade distributions in course sections after every report card) with teachers, learning leadership team and Division Principals to improve instructional support for student achievement;
- h) Work in collaboration with the health and safety officer to ensure compliance with provincial, COR and school policies;
- i) Ensure due diligence when staff are following school policies and procedures (e.g., event approvals, cheque requisition
- j) Ensure that succession planning and cross-training occurs within curriculum groups in ways that mitigate risk, facilitate knowledge transfer and promote programme continuity; k) Oversee and manage the duties of direct reports where applicable by providing oversight, mentorship and performance appraisals.

Professional Development & Support

To help LLs succeed in their roles, support for the growth and development of leadership skills and competencies will be provided as follows:

- a) Professional development through courses on instructional leadership, design, digital literacy & fluency, coaching and mentoring;
- b) Support and mentoring from the Head of School, AHA, Division Principals and members of the school's Senior Leadership Team;
- c) Group retreats with the division principals and IB coordinators group to work collaboratively in identified areas of growth (e.g., data literacy, courageous conversations etc.)

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Elementary Encore Offerings with Curricular Connections

Elementary School Encore Enrichment

Encore is the Elementary School’s co-curricular program which is embedded in the timetable. This way all students in K-6 will have an opportunity to participate in a co-curricular offering. Encore is an extension to the Alberta Program of Studies and will allow students to choose an experience that they are interested in. The Encore Program takes place in a block format and will occur every Friday from 2:10 – 2:50. There will be five blocks (Encore sessions) that are each six weeks long. The first block of Encore will begin on September 11th.

Here are some of the possible offerings for each of the Learning Communities.

Forest Community (Kindergarten-Grade 2)

Encore Experience	Curricular Connection and Approaches to Learning Skills
<p>Lil’ Bookworms Formerly known as Primary Book Club, this reimagined STS tradition is a fun opportunity for primary students to enjoy story time, movement and artistic crafts. Students will be exposed to a variety of literature as well as singing, dance and crafts to enrich their learning further.</p>	<p>Language Arts ATL Skills: Social, Thinking and Communication</p>
<p>Creative Coding Students will explore and discover different ways to create and modify code, using sequencing tools such as iMovie, Beebots, and Sphero Sprk+, Scratch Jr. and more!</p>	<p>Robotics Computational Thinking Math – Patterns and Sequencing ATL Skills: thinking, social, communication, research, self-management</p>
<p>Walk in the Wild Join a group of nature lovers and explore our STS trails. Students will look for wildlife, take photos, look through binoculars, and stop along the way to sketch what they see.</p>	<p>Science (life cycles, plants and animals, seasons) Social Studies (geography, sense of the land, human impact on the environment) ATL Skills: social, research, self-management</p>
<p>Spartan Trail Runners & The Amazing Race Students will explore our beautiful campus trails running and testing their orienteering skills in our very own STS’ Amazing Race! Students will also have the opportunity to participate in local cross country races.</p>	<p>Health and Wellness ATL Skills: Self-Management</p>
<p>Mini Mindful Movement – This session offers an active combination of story-led yoga, followed by the exploration of mindfulness practices and creative</p>	<p>Balance/Wellness/Social-Emotional Learning</p>

<p>activities designed for our youngest learners. Students will connect to their bodies, breath and use other mindfulness anchors to help them learn strategies to find balance.</p>	<p>ATL Skills: self-management, social</p>
<p>Photography This is an opportunity for students to be junior photographers!! This tech-friendly experience will expose students to all the skills, tricks and fun of being a professional photographer. Students will learn about perspective, colour, editing, photo storytelling and art. Participants will capture the beauty of the STS campus and engage as a community of learners together!</p>	<p>Visual Arts ATL Skills: communication, thinking, social, self-management</p>
<p>Insect Identification Be a junior entomologist! Students will learn about a variety of local insect habitats and behaviours, venture outside hunting for insects and identifying species. In the classroom, students will research their specimens, label parts of their anatomy, and inquire into the role of insects in our local ecosystem. ATL - Research Skills: formulating questions, observing, collecting data</p>	<p>Science ATL Skills: research - formulating questions, observing, collecting data</p>
<p>Stop Motion Animation Students will inquire into the basics of stop motion animation, develop their own stories and animation materials, and create short films based of their own design.</p>	<p>Language Arts ATL Skills - self management and communication: fine motor control, viewing and presenting, non-verbal communication, use of technology</p>
<p>Active Adventurers (Outdoor pursuits and games, orienteering, camping) This exciting outdoor education experience is aimed at promoting a love of the outdoors on our beautiful rural campus. Activities may include outdoor games, hiking, orienteering, snowshoeing, and more!</p>	<p>Physical Education ATL Skills: social, self-management, communication</p>
<p>Walk or Snowshoe in the Wild Join a group of nature lovers and come explore our STS trails. Students will look for wildlife, take some photos, look through binoculars, sing some campfire songs, and stop along the way to sketch and create what we see.</p>	<p>Physical Education Music Visual Arts ATL Skills: social, self-management, communication</p>
<p>Throw it, Catch it, Kick it Students will learn basic physical coordination skills. They will practice movement skills, like running, catching, kicking and throwing within a fun, game-like setting with others.</p>	<p>Physical Education ATL Skills: self-management, social, communication</p>

<p>Little Chefs An introduction to healthy food choices and cooking skills for future chefs. Students will be learning how to safely use a variety of cooking tools and how to follow recipes to create a delicious snack.</p>	<p>Science ATL: Self-Management, Thinking Skills</p>
<p>Chess Club An introduction to chess that is open to all skill levels. Students will become familiar with the game and learn beginning strategy.</p>	<p>Thinking Skills</p>
<p>Under the Sea Exploration Students will explore the depths of the sea and will express their understanding through art, research and games. Get ready to dive into the fun!</p>	<p>Language Arts ATL Skills: Social, Thinking and Communication</p>
<p>Let's Dance! Students will explore movement, creative expression and cultural diversity as we dance along to a variety of dance genres including hip hop, Bollywood, jazz and more!</p>	<p>ATL's: Self-management and social skills HPE: movement Social Studies: Cultural diversity</p>
<p>Design It and Build It! Students will use the design cycle to create a product to help a "client" solve a problem. Once a sketch has been created they will build a prototype out of recycled materials.</p>	<p>Design ATL Skills: social, thinking, communication, self-management</p>
<p>Little Bits Explorations Employing the use of Little Bits electrical technology, students will further their understandings of electricity, problem solving and invention based learning. Utilizing the design cycle and critical thinking skills students will pass through a variety of mini-challenges set throughout the course. The final project will include designing and building a prototype. This experience will allow students' creativity to shine while solving real world problems.</p>	<p>Science Technology Computational Thinking Design ALT Skills: research, thinking, social, communication</p>
<p>Puppet Making Students will learn to make a variety of puppets including finger puppets, sock puppets and more, all the while developing their creative thinking skills, in a setting focussed on imaginative play.</p>	<p>Thinking, social, communication and self-management skills Learner Profile Attributes: creativity, independence,</p>
<p>SCRATCH JUNIOR Students get to dive into the world of coding! Let's write a story and make it come alive!</p>	<p>Language Arts Computational Thinking Coding ATL skills:</p>

	Communication Thinking Self-management
<p>Outdoor Soccer Through interactive skill based games, students will learn the basic skills of soccer and the rules of the game. Each session will offer practice on a skill and then end in a full scrimmage.</p>	<p>Physical Education Cooperation, communication, self management</p>

Mountain Community (Grade 3-4)

Encore Experience	Curricular Connection and Approaches to Learning Skills
<p>Walk in the Wild Students will join a group of nature lovers and come explore our STS trails. We'll look for wildlife, take some photos, look through binoculars, and stop along the way to sketch what we see.</p>	<p>Outdoor Education Science ATL Skills: self-management, social and thinking</p>
<p>Chefs in Training Students will experience an introduction to healthy food choices and cooking skills for future chefs. Students will be learning how to safely use a variety of cooking tools and how to follow recipes to create a delicious snack.</p>	<p>Cooking Life Skills ATL Skills: self-management, thinking</p>
<p>Spartan Trail Runners & The Amazing Race Students will explore our beautiful campus trails running and testing their orienteering skills in our very own STS' Amazing Race! Students will also have the opportunity to participate in local cross country races. ** Please note: if students do not participate in this Encore offering they will still have to opportunity to participate in local cross country running races. Please contact Ms Conway for more information conwayj@sts.ab.ca</p>	<p>Health and Wellness Physical Education ATL Skill: self-management</p>
<p>Drama and Improv Games Students will enjoy a variety of improv games and interactive drama activities. This opportunity will give students time to collaborate, as well as time to explore their creative sides independently. Students will be challenged to get out of their comfort zone, laugh, and be a part of a new learning experience.</p>	<p>Fine Arts/Drama ATL Skills: communication, social, thinking, and self-management</p>

<p>STS Book Warriors Book Clubs are a fantastic way for children to read, reflect upon and share their favourite books in an informal setting. STS Book Warriors will meet with friends to choose, enjoy and discuss a favourite book. Our meetings will come to life with discussions, activities and crafts - all the while enhancing our community-building!</p>	<p>Language Arts Science Social Studies Math</p> <p>ATL Skills: social, thinking, communication, self-management</p>
<p>Introduction to Touch Football This is an introduction to touch football to teach students about the rules of the game. Students will practice relevant skills and plays, learn strategy and teamwork, and play in games weekly. Every student will learn all of the positions in the game as well as participate as referees during game play.</p>	<p>Physical Education</p> <p>ATL Skills: social, thinking, communication, self-management</p>
<p>Strategy Games Students will hone their decision-making abilities and critical thinking skills as they discover strategic board games. Using the basic principles of computational thinking: decomposition; pattern recognition; abstraction and algorithm design - students will develop different strategies to complete the games. Participation in these types of games also helps children to establish relationships with their peers and learn cooperation skills.</p>	<p>Computational Thinking Math</p> <p>ATL Skills: communication, social, thinking, and self-Mmngement</p>
<p>Introduction to Sketchnotes Sketchnotes are a fun way to express ideas visually. They are a way to communicate our ideas. Sylvia Duckworth, an expert in Sketchnotes says that Sketchnoting is purposeful doodling while listening, reading or watching something. It is also known as visual notetaking.</p>	<p>Lanugage Arts Visual arts</p> <p>ATL Skills: communication, self-management, thinking</p>
<p>Speaker's Corner Students will participate in fun-filled speaking and drama experiences to promote creativity and communication skills.</p>	<p>Language Arts</p> <p>ATL Skills: thinking, social, communication, self - management</p>
<p>Crafty Kids: Corking Create, learn and laugh in Crafty Kids: Corking! Students will learn the basics of corking in order to create various knitted objects.</p>	<p>Arts</p> <p>ATL Skills: social, communication, self management</p>
<p>Scratch Coding Students will learn how to use Scratch Coding. This experience is for students who are both new to Scratch or a seasoned user - there is something here for everyone!</p>	<p>Computational Thinking Math Language Arts</p>

	ATL Skills: thinking, social, communication, research, self-management
<p>Cross Country Skiing Students will explore the beautiful STS trails on cross country skis. They will gain skills and increase endurance. As well as, having the opportunity to enjoy the fresh air, Alberta blue skies while gliding on our groomed cross country ski trails.</p>	<p>Outdoor Education</p> <p>ATL Skills: self-management, social and thinking</p>
<p>Introduction to Floor Hockey This is an introduction to floor hockey to teach students about the rules of the game. Students will practice relevant skills and plays, learn strategy and teamwork, and play in games weekly. Every student will learn all of the positions in the game as well as participate as referees during game play.</p>	<p>Physical Education</p> <p>ATL Skills: social, thinking, communication, self-management</p>
<p>Creative Clay Clay is a wonderful medium for self-expression and creative exploration. Students will deepen their experiences with the potential and limitations of clay, creating a number of small hand built projects independently and collaboratively. Students will complete at least one personal project during this block.</p>	<p>Art</p> <p>ATL: self-management, communication, social</p>
<p>Chess Club An introduction to chess that is open to all skill levels. Students will become familiar with the game and learn beginning strategy.</p>	<p>Thinking Skills</p>
<p>HOP (Humanitarian Outreach Projects) Each week students will design artistic greeting cards and write caring messages to people in our local community who are struggling. Together we will learn about the groups and places that help children and adults who need a place to live, don't have enough to eat, or maybe need help settling in having just moved to Canada.</p>	<p>Thinking, social, communication and self-management skills</p>
<p>Mindful Movement an active combination of story led yoga, followed by exploring mindfulness practices and creative activities designed for our youngest learners. Students will connect to their bodies, breath and other mindfulness anchors to help them learn strategies to find balance. ATL - self management, social skills</p>	<p>Wellness, Social Emotional Learning, Movement and Mindfulness</p>
<p>Lego Mindstorm Students will use this robotics platform to represent real life challenges such as modeling a vacuum, vehicle at a traffic light, container handling machine, to name a few. Challenge tasks may be sequential or unique to a specific goal.</p>	<p>Computational Thinking</p> <p>ATL Skills: Communication - ICT, Research - Media Literacy, Thinking - Transfer</p>
<p>Reptilia</p>	<p>Science/Inquiry</p>

Take a walk on the wild side and discover new creatures up close and personal. In Reptilia, students will inquire and learn about a variety of reptiles. Get ready to have fun and meet some special guests.	PYP Attribute: Caring
Pickleball Come to the Sports Hall and play the fastest growing sport in North America. This racquet sport is a little bit of ping-pong, badminton and tennis.	Physical Education Cooperation, communication, self management
Speaking Club Students will participate in fun-filled speaking and drama experiences to promote creativity and communication skills.	ATL-Thinking, Social, Communication, Self Management
Outdoor Games & Adventures Cooperative, invasion/territory and fielding games and activities will be explored and played outside as the students learn and enhance their game tactics, skills, and team strategies.	Physical Education Cooperation, communication, self management
Create an online Choose Your Own Adventure story Students will learn to use Google Slides to make their own interactive story that can be shared with others.	ATL: Communication - ICT, Research - Media Literacy, Thinking - Transfer
Mindfulness Have you ever wondered how you can reduce your stress and worries? How to improve your friendships? How to deal with that voice inside your head that often has something mean to say? Learn the basics of mindfulness and self-compassion in this program.	ATL Skills: Self-Management Social Skills Thinking Skills
Ultimate Frisbee This introduction to Ultimate Frisbee will allow students to learn the basic skills/strategies of the game and engage in friendly, fun competition. Students will continue to develop their athletic abilities and teamwork skills.	Physical Education PYP Attribute: Balanced
Science Fun and Games Students are born scientists always experimenting with the world around them. Join this club to participate in fun science activities and experiments to learn about a variety of scientific concepts.	Science ATLs: Self Management Skills; Communication Skills
Spartans Lip-Sync Battle (*Open to Grades 4-6 Only!*) A fun club for those who yearn to be a “pop star”, Spartans Lip-Sync Battle will see our students working in small groups to select a song, divide the performance into parts, learn the lyrics, and incorporate props and choreography - all with the goal of “competing” at one of our Elementary Assemblies to win the title of “Spartan Lip-Sync Champions!”	Drama/Performance HPE/Movement Music ATLs: Self Management Skills Communication Skills Social Skills

<p>Introduction to Baseball This is an introduction to baseball to teach students about the rules of the game. Students will practice relevant skills and plays, learn strategy and teamwork, and play in games weekly. Every student will learn all of the positions in the game.</p>	<p>Physical Education ATL Skills: social, thinking, communication, self-management</p>
<p>Poetry Power Students will prepare a performance of a fun poem. The students will be engaged in selecting and interpreting the poem and then will learn to alter dynamics, pitch, tempo and tone to prepare an engaging performance to share with our school community.</p>	<p>ATL Social Skills, Thinking Skills, Communication Skills, Self-Management Skills</p>
<p>Art from the Heart Inspired by great acts of kindness, students will create a variety of textile and paper art forms such as weaving, origami and jewelry making.</p>	<p>Arts Collaboration, fine motor, creativity and thinking skills</p>
<p>Bouldering This will be an introduction to rock climbing in its simplest form. Leave behind the ropes and harnesses and experience the pure joy of climbing up and across the wall. Students will enjoy the opportunity to learn a sport that may entice them to spend more time outdoors, in the mountains, while improving fitness and making connections with others.</p>	<p>Physical Education ATL Skills: thinking, communication, self - management</p>

Rivers and Lakes Community (Grades 5-6)

<p>Encore Experience</p>	<p>Curricular Connection and Approaches to Learning Skills</p>
<p>TUSC (The Ultimate Speaking Club) Students will engage in choices of different speaking roles such as impromptu speaking, travel agent, comedian and reporter. These speaking activities will create increased confidence and communication skills.</p>	<p>Language Arts ATL Skills -social, communication, thinking, self -management</p>
<p>Secret Math Society Students will explore the fascinating world of mathematics, learn how it connects to the world outside of school, and engage with mathematical concepts through play.</p>	<p>Mathematics ATL Skills - social, communication, thinking</p>
<p>Drama Games Join us and learn some theatre basics. This fine arts exploration will be active and creative. We will learn theatre warm-ups and enjoy team building games. Come and use your imagination, learn about characterization and improve movement.</p>	<p>Fine Arts/Drama ATL Skills: social, communication</p>

<p>STEAM Explorations</p> <p>Have you ever heard the term STEAM and wondered what it meant? STEAM stands for Science * Technology* Engineering * Art * and Mathematics. This experience will allow students’ creativity to shine while solving real world problems. Using the design cycle, students will employ critical thinking skills to discover and discuss realistic solutions. Utilizing building materials and 21st century technologies (such as 3D doodlers and Little Bit electrical components) for invention based learning, students will develop prototypes to pitch to an audience.</p>	<p>Science Technology Computational Thinking Design</p> <p>ALT Skills: research, thinking, social, communication</p>
<p>Spartan Volleyball and Leadership</p> <p>Become a team player! Cooperating, serving, passing, volleying, and moving, young athletes will grow their skills to develop teamwork and develop a system of play as they work to compete in their own Spartan Cup Tournament.</p>	<p>Physical Education</p> <p>ATL Skills: social, thinking, communication, self-management</p>
<p>Spartan Trail Runners & The Amazing Race</p> <p>Students will explore our beautiful campus trails running and testing their orienteering skills in our very own STS’ Amazing Race! Students will also have the opportunity to participate in local cross country races.</p> <p>** Please note: if students do not participate in this Encore offering they will still have to opportunity to participate in local cross country running races. Please contact Ms Conway for more information conwayj@sts.ab.ca</p>	<p>Health and Wellness Physical Education</p> <p>ATL Skill: self-management</p>
<p>Yoga</p> <p>For yogis and yoginis alike, an emphasis will be placed on mindfulness, breathing techniques and asanas. Participants will play cooperative games, surfing simulations, and practice partner and group poses to develop trust and build a team mindset.</p>	<p>Health and Wellness Physical Education</p> <p>ALT Skills: self - management, social, thinking</p>
<p>Bouldering</p> <p>This will be an introduction to rock climbing in its simplest form. Leave behind the ropes and harnesses and experience the pure joy of climbing up and across the wall. Students will enjoy the opportunity to learn a sport that may entice them to spend more time outdoors, in the mountains, while improving fitness and making connections with others.</p>	<p>Physical Education</p> <p>ATL Skills: thinking, communication, self - management</p>
<p>Science Fair</p> <p>Students will design a science project based on a self-chosen scientific question. This is an opportunity for students to research a topic that interests them, formulate a hypothesis and design an experiment. Depending on the number of students interested, students may participate in a STS science fair to</p>	<p>Science Design</p> <p>ATL Skills: thinking, social, communication,</p>

<p>determine which entries would be entered in the Calgary Youth Science Fair in April. Students may sign up for this Encore session in Block 2 and 3 if they would like more school time to work on their project or they may wait and sign up for Block 3 only.</p>	<p>self-management and research</p>
<p>Find Your Spark This will be an opportunity for students to explore an area they are passionate about. The sky is the limit – snakes, Minecraft or Salvadore Dali’s crazy art – students choose the area of exploration. Students will be supported to reach out to experts, find resources, and deepen their thinking about an area of passion.</p>	<p>Language Arts ATL Skills - research, self-management, communication, thinking, social</p>
<p>Make It for a Market Be an entrepreneur and a designer! Students will create a product they would like to sell at the STS Maker Market!</p>	<p>Art Mathematics Social Studies Science ATL Skills: communication, self-management and research</p>
<p>STEAM Explorations Have you ever heard the term STEAM and wondered what it meant? STEAM stands for Science * Technology* Engineering * Art * and Mathematics. This experience will allow students’ creativity to shine while solving real world problems. Using the design cycle, students will employ critical thinking skills to discover and discuss realistic solutions. Utilizing building materials and 21st century technologies (such as 3D doodlers and Little Bit electrical components) for invention based learning, students will develop prototypes to pitch to an audience.</p>	<p>Science Technology Computational Thinking Design ALT Skills: research, thinking, social, communication</p>
<p>Scratch Coding Students will learn how to use Scratch Coding. This experience is for students who are both new to Scratch or a seasoned user - there is something here for everyone!</p>	<p>Computational Thinking Math Language Arts ATL Skills: thinking, social, communication, research, self-management</p>
<p>Create a Medieval World! Using an MDF platform, students will create forests, rivers, valleys, and architectural structures out of wood and clay.</p>	<p>Art ATL Skills: communication; self-management</p>
<p>Cross Country Skiing</p>	<p>Outdoor Education</p>

<p>Students will explore the beautiful STS trails on cross country skis. They will gain skills and increase endurance while having the opportunity to enjoy the fresh air, Alberta blue skies while <u>gliding on our groomed cross country ski trails.</u></p>	<p>ATL Skills: self-management, social and thinking</p>
<p>Introduction to Sketchnotes Sketchnotes are a fun way to express ideas visually. They are a way to communicate our ideas. Sylvia Duckworth, an expert in Sketchnotes says that Sketchnoting is purposeful doodling while listening, reading or watching something. It is also known as visual notetaking.</p>	<p>Language Arts Visual arts ATL Skills: communication, self-management, thinking</p>
<p>Chess Club An introduction to chess that is open to all skill levels. Students will become familiar with the game, learn beginning strategy, and play matches.</p>	<p>Thinking Skills Computational Thinking</p>
<p>Vintage Felt Crafting Crafting with felt is a fun, inexpensive, easy way to learn basic sewing techniques. Students will make their choice of a soft toy, ornament, or decoration. No previous sewing experience is necessary and all materials are provided.</p>	<p>ATLs: Synthesis (Creating, designing) Accepting responsibility Listening Fine Motor Skills Spatial Awareness Organization Time Management Safety</p>
<p>Ancient History The students will explore ancient civilizations around the world through print, virtual tours and videos. Students will have opportunities to practise their research skills and log their learning in creative ways.</p>	<p>ATL Skills: research, thinking, communication</p>
<p>Outdoor Games & Adventures Cooperative, invasion/territory and fielding games and activities will be explored and played outside as the students learn and enhance their game tactics, skills, and team strategies.</p>	<p>Physical Education Cooperation, communication, self management</p>
<p>Introduction to Floor Hockey This is an introduction to floor hockey to teach students about the rules of the game. Students will practice relevant skills and plays, learn strategy and teamwork, and play in games weekly. Every student will learn all of the positions in the game as well as participate as referees during game play.</p>	<p>Physical Education ATL Skills: social, thinking, communication, self-management</p>
<p>Creative Clay Clay is a wonderful medium for self-expression and creative exploration. Students will deepen their experiences with the potential and limitations of clay, creating a number of small</p>	<p>Art ATL: self-management, communication, social</p>

hand built projects independently and collaboratively. Students will complete at least one personal project during this block.	
Introduction to Sketchnotes Sketchnotes are a fun way to express ideas visually. They are a way to communicate our ideas. Sylvia Duckworth, an expert in Sketchnotes says that Sketchnoting is purposeful doodling while listening, reading or watching something. It is also known as visual notetaking.	Language Arts Visual arts ATL Skills: communication, self-management, thinking
Lego Mindstorm Students will use this robotics platform to represent real life challenges such as modeling a vacuum, vehicle at a traffic light, container handling machine, to name a few. Challenge tasks may be sequential or unique to a specific goal.	Main ATLS - Communication - ICT, Research - Media Literacy, Thinking - Transfer
Vintage Felt-Crafting Crafting with felt is a fun, inexpensive, easy way to learn basic sewing techniques. Students will make their choice of a soft toy, ornament, or decoration. No previous sewing experience is necessary and all materials are provided.	ATLS: Synthesis (Creating, designing) Accepting responsibility Listening Fine Motor Skills Spatial Awareness Organization Time Management Safety
Dance Students will work collaboratively to select music and choreograph a routine. All are welcome - experienced or not!	ATL: Social Skills, Thinking Skills, Communication Skills
HOP (Humanitarian Outreach Projects) Each week students will design artistic greeting cards and write caring messages to people in our local community who are struggling. Together we will learn about the groups and places that help children and adults who need a place to live, don't have enough to eat, or maybe need help settling in having just moved to Canada.	Thinking, social, communication and self-management skills
Mountain Bike Explorers Do you love exploring our trails and fields? Join us on two wheels as we learn about bike safety, strategies for riding on grass and practice our bike skills. Bikes will be brought from home and can be stored at school for the duration of the Encore session.	Physical Education Self-management
Introduction to Baseball This is an introduction to baseball to teach students about the rules of the game. Students will practice relevant skills and plays, learn strategy and teamwork, and play in games weekly. Every student will learn all of the positions in the game.	Physical Education ATL Skills: social, thinking, communication, self-management
Ultimate Frisbee	Physical Education

<p>This introduction to Ultimate Frisbee will allow students to learn the basic skills/strategies of the game and engage in friendly, fun competition. Students will continue to develop their athletic abilities and teamwork skills.</p>	<p>PYP Attribute: Balanced</p>
<p>Pickleball Come to the Sports Hall and play the fastest growing sport in North America. This racquet sport is a little bit of ping-pong, badminton and tennis.</p>	<p>Physical Education Game skills, coordination skills</p>
<p><u>Spartans Lip-Sync Battle</u> (*Open to Grades 4-6 Only!*) A fun club for those who yearn to be a “pop star”, Spartans Lip-Sync Battle will see our students working in small groups to select a song, divide the performance into parts, learn the lyrics, and incorporate props and choreography - all with the goal of “competing” at one of our Elementary Assemblies to win the title of “Spartan Lip-Sync Champions!”</p>	<p>Drama/Performance HPE/Movement Music ATLs: Self Management Skills Communication Skills Social Skills</p>
<p>Junior Design - Starting with empathy and perspective on a problem, students will use the PYP Design Thinking Process to work through the whole process towards a solution.</p>	<p>Thinking - Application in Multiple Contexts Research Self -Management Persistence Resilience</p>
<p>STS Ambassadors 101 Students will work with members from the STS Marketing and Admissions team to learn the important skills of how to be STS Ambassadors. These students will learn how to welcome new students and families to the community, how to lead school tours, how to ensure new students are incorporated into the daily life of STS, and overall communication skills for interacting with visitors to STS.</p>	<p>ATL Skills: Communication Skills Social Skills</p>

Inclusive Education Policy



School Policy: Inclusive Education

Category: Academics

Last Modified: June 9, 2022

Approval Date: June 14, 2022

Review Date: June, 2025

Approved By: Head of School

Contact Person: Assistant Head of School: Academics

CONTEXT

Alberta

“Inclusion is not just about learners with special needs. It is an attitude and approach that embraces diversity and learner differences and promotes equal opportunities for all learners in Alberta. Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners.” At its core, inclusion focuses human and capital resources on removing barriers to learning for all students.

International Baccalaureate Organization

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is the learner profile in action, an outcome of dynamic learning communities. Inclusion supports the democratic process by teaching through the learner profile so that all students, including those with learning support requirements, are equipped to exercise their rights and accept their responsibilities as citizens in mainstream social life.”

Strathcona-Tweedsmuir School

Strathcona-Tweedsmuir School (STS) is a K-12 co-educational day school. Our diverse community of students pursue lives of purpose, flourishing emotionally, physically and intellectually. The School’s selective admission process is informed, but not limited to, standardized assessment instruments, report cards, and interviews. Universal Design for Learning (UDL) is the foundation on which STS’s inclusion policy is built. UDL is based on three guiding design elements:

- 1) give learners different ways to acquire information through multiple means of representation;
- 2) give learners different ways to demonstrate learning through multiple means of expression; and
- 3) tap into learners’ motivation and interests through multiple means of engagement.

STS supports the learning needs of K-12 students through an inclusion policy that focuses on a multi-tiered Response to Intervention (RTI) approach that begins with UDL principles. RTI strategies identify and support students presenting with case-specific learning and behaviour needs. In the RTI model, we work collaboratively with stakeholders to provide universal, targeted and specialized support to students pursuing the Alberta Program of Study and the International Baccalaureate Programme Continuum of Study. Through differentiated instructional and assessment practices, student-specific accommodations and professional learning opportunities that help teachers better understand how best to support the learning needs of students in universal and targeted ways, students become self-advocates for their own learning and assessment needs within and beyond the walls of the School.

STUDENT SUPPORT SERVICES

The Student Services team includes Learning Support Strategists, Social/Emotional Counsellors and

University and Academic Counsellors. Department members work closely with students, teachers, and families to support the academic, social and emotional needs of K-12 students attending STS. The department strives to provide a safe and nurturing learning environment for all students to flourish. Learning Strategists are a resource for professional development opportunities for faculty regarding differentiated instruction, best practices, and inclusive education. In collaboration with STS Counsellors, Learning Strategists also develop, document and store Academic Profiles (APs) and Targeted Action Plans (TAPs) for students presenting with learning and behavioural support needs.

PRINCIPLES OF INCLUSIVE EDUCATION

1. **Anticipating, valuing and supporting diversity and learner differences** – Welcoming, caring, respectful and safe learning environments create a sense of belonging for all learners and their families.
2. **High expectations for all learners** – Creating a culture of high expectations begins with an accessible curriculum and meaningful and relevant learning experiences. Educators and families act on the idea that, with the right instructional support, every learner can be successful.
3. **Understanding learners’ strengths and needs** – Meaningful data is gathered and shared at all levels of the system—by teachers, families, schools, school authorities and the Ministry—to understand and respond to the strengths and needs of individual learners.
4. **Removing barriers within learning environments** – All education partners work together to remove barriers within the learning environment so that all learners are successful and can participate in the school community.
5. **Building capacity** – Government, school and system leaders, teachers, education professionals, families and community partners have ongoing opportunities, relationships and resources that develop, strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments. Capacity building takes place at the personal, school and system levels.
6. **Collaborating for success** – All education stakeholders, including school and system staff, families, community partners, post-secondary institutions, teacher preparation programs and government, are committed to collaboration to support the success of all learners.

RTI: THREE-TIERED APPROACH TO INCLUSIVE EDUCATION

1. **Tier 1, Universal:** Teachers provide purposeful instructional strategies for all students by applying Universal Design for Learning (UDL) principles in all classes. As warranted, teachers share learning concerns about their students with Homeroom Teachers and Advisors who, in turn, make a referral to the Student Services Team if more targeted interventions are required.
2. **Tier 2, Targeted:** Students not making progress with universal Tier 1 interventions require additional support. In collaboration with student and teacher input, the Learning Strategist or Counsellor develops a four-week Targeted Action Plan (TAP) based on observational data provided by teachers. Executive functioning, processing speed, working memory, emotional regulation, peer relations, literacy and numeracy considerations inform targeted support strategies that are documented by the Learning Strategist or Counsellor in a four-week TAP. The co-created plan supports students’ learning and assessment needs and it is shared with students, teachers, parents, Advisors and Homeroom Teachers. Students who do not achieve the desired level of progress in response to teaching, assessment and environmental accommodations noted in the TAP proceed to a more specialized approach.
3. **Tier 3, Specialized:** Students receive individualized, intensive interventions developed to address students’ learning and assessment skill deficits when Tier 2 interventions are deemed inadequate. Learning Strategists or Counsellors develop an Academic Profile (AP) that documents student-specific instructional, assessment and environmental accommodations. The AP document is informed by norm and criterion-referenced diagnostic assessments conducted by Level B certified Learning Strategists, as well as psychoeducational assessments conducted by credentialed external professionals. The data is documented on the AP and used to inform teaching, assessment, environmental and behavioural accommodations. The AP content is shared with students and their families and is reviewed (and revised) annually. Learning Strategists summarize the findings documented in psychoeducational assessments and make recommendations to the school on how to best support students’ academic, social and emotional needs.

TERMS of REFERENCE

Adaptations: Programming that retains prescribed learning outcomes in the Alberta Programs of Study and the Internal Baccalaureate programmes of study: Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP) of Study.

Differentiated Instruction: An approach in which teachers and school communities actively work to support the learning of all students through strategic assessment, thoughtful planning and targeted flexible instruction. A differentiated approach builds on evidence-based teaching practices such as knowing who students are as learners, choosing multiple instructional strategies, using ongoing classroom assessment and organizing flexible groupings.

Differentiated Assessment: An ongoing process through which teachers gather data before, during, and after instruction from multiple sources to identify learners' needs and strengths.

Duty to Accommodate: The duty to accommodate applies to employers, landlords, business owners, public service providers, educational institutions, professional associations, trade unions, and others. STS leverages the following documented accommodation to promote equity, fairness and to remove barriers that impede student success. For external assessments, the accommodations provided adhere to the requirements established by Alberta Education and the International Baccalaureate Programme.

- Additional time
- Quiet, isolated space
- Text to speech software
- Speech to text software
- Larger font size
- Access to word processor and approved software
- Teacher-approved reference sheets for STS assessments
- Calculator
- Manipulatives
- Audio version
- Overlays

Scaffolding: An instructional strategy that involves supporting novice learners by limiting the complexities of the context and gradually removing those limits as learners gain the knowledge, skills, and confidence to cope with the full complexity of the context. Teachers build on what the student knows by providing assistance, modelling, guidance, and collaboration to move the student toward working independently.

Targeted Action Plan: A Targeted Action Plan (TAP) highlights a four-week, short term plan for students who are experiencing barriers to their learning as noted by the classroom teacher(s). A TAP addresses learning needs targeted with a short-term intervention plan. The targeted intervention strategies address barriers to learning or may indicate the need for further investigation or different kinds of supportive measures. Upon completion of the TAP, the Student Support team makes recommendations to the school on how best to support students' academic, social and emotional needs.

References:

- Alberta (2018a). *Using differentiated instruction to support all learners*. Inclusive Education. <https://www.alberta.ca/assets/documents/ed-video-discussion-guide-3-differentiated-instruction.pdf>
- Alberta (2018b). *Scaffolding for student success*. Inclusive Education. <https://www.alberta.ca/assets/documents/ed-video-discussion-guide-6-scaffolding-for-student-success.pdf>
- Alberta (2018c). *Making sense of universal design for learning*. Inclusive Education. <https://www.alberta.ca/assets/documents/ed-video-discussion-guide-4-making-sense-of-universal-design.pdf>
- Alberta (2021). *Inclusive Education*. <https://www.alberta.ca/inclusive-education.aspx>

	School Policy:	Whistleblower Policy
	Category:	Administration
	Last Modified:	October, 2022
	Approval Date:	October 27, 2022
	Review Date:	November, 2025
	Approved By:	Head of School
	Contact Person:	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 behavior 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 Strathcona-Tweedsmuir School, 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 arrangement¹, 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

Phone: 1-855-641-8659

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*. The Head of School is Carol Grant-Watt who can be contacted at cgw@sts.ab.ca or 403-938-8301.

Employees may be asked to report the wrongdoing to the Head of School using the prescribed Disclosure of Wrongdoing Form – attached as Appendix A.

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 reprimanded 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

Middle School Extra Help Schedule 2022-2023



	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Morning		8:00 am-8:45 am Ms. Dypolt Room 12	8 am-8:45 am Ms. Chow Room 11	8 am-8:45 am Mr. Weible Room 12	
Lunch	Ms. Soto Rm 31 Mr. Weible Room 12	Mr. Unterschultz Room DS1	Ms. Siggelkow Room 13 Ms. Dypolt Room 12	Ms. Siggelkow Room 13	
After school		Mr. Mercer 3:45-4:45 pm Room 28	Ms. Soto Rm 31 3:45-4:45 pm	Melton room 29 3:45-4:45 pm	BLT: Melton Mercer Soto (G10 advisor) Chow (G10 advisor)

Additional Extra help is available upon individual request by appointment

Science Department Extra Help Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Before School 8 - 8:45 am		MS progress meetings	Cavanagh - Room 46 Willoughby - Room 56	SS progress meetings	
				Uni Planning Block- G11 & G12 by teacher appointment	
Lunch 12:34 - 1:15 pm	Weber - Room 42			Schweitzer - Room 43 Rathwell (Bio 20) - Room 42	Egli - Room 43
After School 3:45 - 4:45		Kemp Sci 7 -Room 41		Clegg (7/8/9) - Room 41 Shaw - Room 57	

Additional Extra help is available upon individual request by appointment

English Department Extra Help

By Appointment with your teacher

Social Studies Department Extra Help

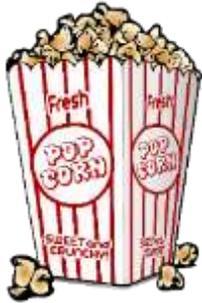
By Appointment with your teacher

Design Department Extra Help

By Appointment with your teacher

Second Languages Department Extra Help

By Appointment with your teacher



Popcorn Club/ Peer Tutoring - with Mrs. Roth, Middle School Learning Strategist

Popcorn Club is a **drop-in** extra help time. No registration is required. There are 2 spaces: a quiet room in Hyflex 1 for quiet study and support and a Study Buddy Café in the Anderson open area where students may eat, talk and work with friends.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:30				SSC Study Hall -drop in or by appointment - supervised work time /support	
Lunch 12:34 - 1:15 pm	Popcorn Club: Hyflex Room 1- quiet space Anderson Hall Study Buddy Cafe		Popcorn Club Hyflex Room -quiet space Anderson Hall Study Buddy Cafe	Peer Tutoring -SSC Prearranged partnerships for 4 week cycles: email Mrs. Roth to request a Peer Tutor	Popcorn Club Hyflex Room 1 quiet space Anderson Hall Study Buddy Cafe