



STRATHCONA-TWEEDSMUIR SCHOOL

EDUCATION PLAN

MAY 2022



STRATHCONA-TWEEDSMUIR SCHOOL

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Message from the Head of School

In a year that sees Strathcona-Tweedsmuir School (STS) celebrating our 50th Anniversary, it is my honour to reflect on the developments of the past school year and our shared vision for the future.

As we continue to adapt to our new post-COVID-19 reality, I couldn't be prouder of the hard work and tireless dedication shown by each and every member of the STS community, from students and faculty to parents, families, staff, alumni, and volunteers who have stepped forward to lend us their unwavering support and their best selves in this unprecedented time.

Winston Churchill is believed to have coined the phrase "Never let a good crisis go to waste". Every path to growth is met with its fair share of challenges, and the success of our journey is defined not by the ease of our route, but by how we as a community take advantage of our unique strengths to overcome these obstacles. This legacy of resilience, connection and, above all, courage is what has defined our STS family for more than half a century. To paraphrase another timeless adage: the more we change, the more we stay the same; and every step of this journey has served to reveal the true heart and soul of STS and our community.

From the outset, it became clear that this pandemic was to become as much a crisis of communication as of health, and we knew our COVID-19 response had to address both of these elements. During this time, we made a conscious decision to shape any new policies around STS's foundational values and guiding principles. We have always placed student wellness and student learning at the pinnacle of our mission. By approaching this challenge with humility, maintaining a policy of transparency, and welcoming your input, we were able to provide a learning environment in which each child could achieve their fullest potential. This sense of mutual trust and respect is

shared by every family, faculty and staff member, and volunteer, and we owe our success to every single human being who was involved.

While this year has brought us many new lessons learned, we have also received many unexpected blessings. Transferring back into the classroom after operating in a remote learning environment setting gave students, teachers, and staff the opportunity to fall in love with our campus all over again. Through it all, however, we feel that it has been proven beyond all measure that people make the biggest difference in a student's education. One such example of how this philosophy was brought to life was through our outstanding cleaning crew, grounds, and facilities staff, who faced the demanding task of ensuring our entire campus was safe, clean, and disinfected seven days a week. They never missed a single day, and were celebrated with a standing ovation at the end of the year. Every employee – teacher, support staff, or administrator — has performed at their highest possible capacity, and many hands, contributing in big and small ways, made the difference.

“While this year has brought us many new lessons learned, we have also received many unexpected blessings.”

This year, our new *Flourish 2031* strategic plan was unveiled to the community. The plan is the result of nearly two years of community consultation, internal strategy sessions, and countless hours invested by Governors, faculty, and staff. The tireless passion and creativity that our faculty and staff brought to the planning process, their focus on helping every student become the best possible version of themselves, and their commitment to modeling the values that we hold dear at STS. This new plan includes, among other things, an updated mission statement, an increased focus on diversity, and an emphasis on ensuring that our students are prepared for the fast-changing digital world in which they live.

As we look forward, I believe that no single word captures the ethos of the STS family more than courage. When the entire world was struggling to find some semblance of certainty in the day-to-day, our community made a collective commitment towards making this year extraordinary in every possible way. When faced with adversity, it's easy to avoid anything that may require added time and effort. Our goal, by contrast, was to find ways to say 'yes'. Perhaps we couldn't do things in the usual way, but that never meant that anything was impossible. It was in those moments of exhaustion while trying to find alternative solutions that our students and parents energized us and reconnected us with what is most important.

I would like to acknowledge and celebrate our Board of Governors, parent volunteers, faculty and staff, leadership team, and most of all, our students, who have and continue to show up every day, and elevate our community to success.

Sincerely,



Carol Grant-Watt

Strathcona-Tweedsmuir School

Head of School

Accountability Statement

The Education Plan for Strathcona-Tweedsmuir School commencing August 29, 2022 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for 2022/2023 to 2024/2025 on May 25, 2022.

The report was submitted to Alberta Education by May 31, 2022 and was also posted to the school's website at:

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



Todd Worsley '88
Chair, Board of Governors

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.



Flourish 2031 – Strategic Framework

flourish STRATEGIC FRAMEWORK

BOLD FUTURE

Ensure the enduring strength and permanence of STS with a focus on physical health and resilience.

Drive sustainable financial growth and independence.

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

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

DEEP LEARNING AND ENGAGEMENT

Focus on human-centred design, thinking, character, citizenship, collaboration, communication, creativity, service through action, computation, critical thinking, and leadership to achieve academic excellence and promote scholarship within the IB framework and through the Alberta Program of Studies.

Students will embrace and nurture their entrepreneurial spirit, gain comfort with ambiguity and agency, and learn from failure as things 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 in 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 committed and extended community of students, faculty, staff, alumni, parents, and strategic partners.

GLOBAL HUB IN A NATURAL SETTING

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

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

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

Stakeholder Engagement Data

(occurred from fall 2020 to fall 2021)

STS Stakeholder Consultations by the Numbers



5 days of stakeholder consultations

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



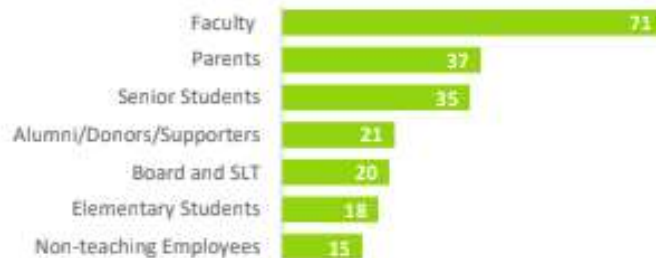
60-90 minute
consultation sessions



4 key questions

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

7 stakeholder groups



217

STS stakeholders engaged in the process in person and via Zoom



1,400+

Individual comments received and analysed



Education Plan Preface

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

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

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

Education Plan Outcomes, Measures, and Strategies

Goal Pillar #1: Bold Future

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

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

Goal Pillar #1 Primary Outcomes

- Increase opportunities for exceptional students to attend STS through affordable tuition, financial assistance, and a healthy endowment. (2022-2031)
- Reviewing the status and future of outdoor education facilities. (2023-2025)
- Analyzing how best to repurpose the old Elementary Wing by engaging architects to develop a design. (2022-2023)
- Conduct a feasibility study on the raising of funds to complete the field hockey field and outdoor running track. (2022-2023)
- Pursue alternate revenue and diversification streams. (2022-2025)
- Develop a campus master plan, a comprehensive enrollment management strategy, and a financial framework to support the School's growth and independence. (2022-2023)
- Elevate and strengthen our education programs and provide a seamless continuum of learning by reimagining existing campus facilities, including outdoor education, athletics, the original core block of the school, and the Anderson wing. (2022-2026)

Alberta Education Measures and Strategies Relating to Strategic Plan Goals

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

Strategies: Develop Strathcona-Tweedsmuir School’s Strategic Plan to include strategies and tactics based on the Strategic Framework approved by the Board of Governors on April 22, 2021. Based on the input from over 1,000 stakeholders including parents, students, alumni, teachers, staff, and senior leaders, this plan will include guide the continuous improvement of Strathcona-Tweedsmuir School for the next 10 years. (1)

Increase enrollment to 750 students by articulating our value proposition and increasing enrollment outreach. (2)

Utilize recommendations from the upcoming IB Continuum Evaluation for the Primary Years Programme, Middle Years Programme, and Diploma Programme to drive academic improvement, guide teaching and learning, and promote more effective transitions between the programs. (3)

Timeline: (1) 2021-2022 – The Strategic Plan will be published and shared with our broader community in the fall of 2021. This plan will include goals, strategies, and tactics for the next 2, 5, and 10 years. Primary responsibility for implementation is shared by the Board of Governors and the Senior Leadership Team. **(completed)**

(2) 2021-2023 Primary responsibility for implementation is the Head of Community Relations.

(3) 2023-2026 – The evaluation of our three IB Programmes will take place in February 2023 and the implementation of recommendations will begin after this time. Primary responsibility for implementation is shared by the IB Coordinators and the Academic Leadership Team.

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

Goal Pillar #2 Primary Outcomes

- Reinvigorate the house system and create meaningful opportunities for older students to mentor younger students. (2022-2024)
- Establish positive and sustained relationships with Indigenous communities (2022-2023)
- Evolve the STS uniform to be more inclusive and current. (2021-2023)
- Leverage the home-to-school partnership by sharing progress, diagnostic data, learning, and strategies for student success. (2022-2023).
- Aligning the Grade 6 to 7 learning experiences to ensure a smooth transition between School divisions. (2022-2023)
- Implementing improvements to the School's advisory program in Middle and Senior School. (2022-2023)
- Creating better awareness of student clubs and organizations to increase a sense of belonging at the School. (2022-2023)

Alberta Education Measures and Strategies Relating to Strategic Plan Goals

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

Strategies: Task Learning Leaders with developing unit and lesson plans that ensure students have opportunities to utilize the outdoor campus facilities during all seasons as part of meeting Programs of Studies learning outcomes. (1)

Explore professional development opportunities regarding the effective use of learning spaces in the Elementary School for student groupings and differentiation of student learning. (2)

Establish a committee to research and plan for the renovation and renewal of our old Elementary and current Middle School learning spaces. In addition to drawing on the recommendations of the Health and Wellbeing Physical Spaces Subcommittee, this committee will also assess learning space needs for the next 10 years, including what spaces may be required to further support Strathcona-Tweedsmuir School's Student Services Department. (3)

Develop an additional Fine Arts learning space (Green Room) for Middle School Fine Arts. (4)

An Active Learning Environments (ALE) committee has set a goal to determine an updated model for classroom furnishings to enable current best practice pedagogy for student engagement and agency. (5)

Timeline: (1) 2021-2023 Primary responsibility for implementation is shared by the Assistant Head – Academics and the Division Principals.

(2) 2021-2023 Primary responsibility for implementation is the Elementary Principal.

(3) 2022-2023 Primary responsibility for implementation is the Head of School.

(4) 2022-2023 Primary responsibility for implementation is the Middle School Principal.

(5) 2022-2024) Primary responsibility for implementation is the Middle School Principal.

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

Strategies: Support and promote schoolwide and student-led initiatives focused on diversity, equity and inclusion as well as mental health and wellness. (1)

Offer online and in-person workshops, webinars and special events to promote a safe caring, and healthy learning environment. (2)

Incorporate the recommendations of the four Health and Wellbeing subcommittees into the tactics of the Strategic Plan. The Health and Wellbeing subcommittees, comprising over half of our faculty and staff, submitted their reports and recommendations to the Head of School. These reports focused on physical spaces, personalization and individualization, student capacity for managing their health and wellness, and employee wellness. (3)

Create and launch a new Middle School student workshop series focused on social-emotional health and wellness, with an enhanced focus on digital citizenship skill development. (4)

Increase the diversity of our teaching staff to match the diversity of our students as a means by which to promote our core value of pluralism and increase representation of global majority communities. (5)

Conduct comprehensive cyclical surveys of parents, students, alumni, faculty, staff, and the Board of Governors. Strathcona-Tweedsmuir School's most recent survey, conducted by Lookout Management in April 2019, provided additional measurements of the effectiveness of this strategy. The next survey cycle is expected to be completed in 2024. (6)

Create a new Strathcona-Tweedsmuir School uniform for all students that is gender-inclusive. (7)

Timeline: (1) 2021-ongoing Primary responsibility for implementation is shared by the Round Square Coordinator and Student Services Department.

(2) 2021-ongoing Primary responsibility for implementation is the Student Services Department.

(3) 2021-2023 Primary responsibility for implementation is the Student Services Department, the Academic Leadership Team, and the HR Specialist.

(4) 2021-2022 Primary responsibility for implementation is the Middle School Principal. **(completed)**

(5) 2022-ongoing Primary responsibility for implementation is shared by the Academic Leadership Team.

(6) 2023-2024 Primary responsibility for implementation is the Head of School.

(7) 2021-2023 Primary responsibility for implementation is the Middle School Principal and the Deputy Head of School.

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

Strategies: Implement effective homeroom and advisor activities from Grades K-12, including recommendations from the report by the Health and Wellbeing Subcommittee on Student Capacity for Managing Health and Wellness for the development of a new framework for our current Advisory Program as well as the development of a role description for faculty serving as Advisors. (1)

Implement extra help plans for each academic department in Grades 7-12 to ensure student access to support outside of regular class time and prior to final examinations. Targeted instructional support will be implemented for early literacy in Grades K-3 with students being provided with intensive reading instruction for students reading below grade level. (2)

Implement the new framework for the identification and support of students requiring specialized and targeted supports. (3)

Reimagine a new student buddy program in Grades 7-12 where new students to Strathcona-Tweedsmuir School are paired with current

students based on common interests and traits rather than on homeroom allocation. (4)

Leverage the subject matter expertise of our learning strategists to develop and cultivate an expanded toolbox for teachers for differentiation of instruction and assessment practices. The model that STS will use is *Response to Intervention (RTI)* whereby differentiated instruction happens through universal, targeted, and specialized interventions. (5)

.4 FTE targeted learning support for math in Grades 5-9 and co-teaching opportunities in math classrooms will be implemented. (6)

Timeline: (1) 2021-2023 Primary responsibility for implementation is shared by the Division Principals.

(2) 2021-2023 Primary responsibility for implementation is shared by the Division Principals.

(3) 2021-2022 Primary responsibility for implementation is the Student Services Department. **(completed)**

(4) 2021-2023 Primary responsibility for implementation is shared by the Head of Community Relations and the Division Principals.

(5) 2022-2025 Primary responsibility for implementation is the Assistant Head – Academics.

(6) 2022-2023 Primary responsibility for implementation is the Head of School.

Measures: Percentage agreement of students, parents and teachers that supports

and services for students can be accessed in a timely manner.

Strategies: Increase the number of counsellors who are available to support students and provide services. This will result in 2 full time social emotional counsellors, 3 learning strategists, and 1.4 university counselors, and .4 targeted math support during the 2022-2023 academic year. (1)
Implement the new framework for the identification and support of students requiring specialized and targeted supports. (2)

Timeline: (1) 2022-2023 Primary responsibility for implementation is the Head of School.

(2) 2021-2022 Primary responsibility for implementation is the Student Services Department. **(completed)**

Measures: Teachers and School Leaders learn about FNMI perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

Strategies: Strengthen and increase opportunities to learn about FNMI perspectives and experiences, treaties, agreements, and the history and legacy of residential schools and track to ensure learning takes place in all grades from K-12. (1)

Ensure Marti McKay Week (an annual celebration of the literary arts) includes presentations with an indigenous focus. Past presenters have included Christy Jordan-Fenton, Margaret Pokiak-Fenton, and Mike Downie, among others. (2)

Engage with local First Nations to bring Knowledge Keepers and Elders onto campus as part of an Elder-in-Residence Program at Strathcona-

Tweedsmuir School. Partner to bring indigenous elders and knowledge keepers to work with students during outdoor learning opportunities throughout the year. (3)

Timeline: (1) 2021-ongoing Primary responsibility for implementation is shared by the Assistant Head – Academics and the Division Principals.

(2) 2021-ongoing Primary responsibility for implementation is shared by the Director of Library and Information Services and the Learning Leader for English. **(completed)**

(3) 2021-2024 Primary responsibility for implementation is the Director of Learning Innovation.

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

Strategies: Establish a cafeteria committee to provide opportunities for students and teachers to provide feedback on cafeteria food and service. (1)

Increase student voice in Grades 7-12 through greater support for the initiatives of the Student Council. Past initiatives of the Student Council that have been adopted include the use of an online bus booking system for students and the introduction of a Legal Studies course in the Senior School. (2)

Hold town hall meetings three times a year to allow for active parent input into school decisions; use informal but regular surveys to facilitate input from the parent community. (3)

Timeline: (1) 2021-2022 Primary responsibility for implementation is the Deputy Head of School. **(completed)**

(2) 2021-2022 Primary responsibility for implementation is the Senior School Principal. **(completed)**

(3) 2021-ongoing Primary responsibility for implementation is the Head of School.

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 outcomes are the primary outcomes for goal pillar #3 are part of our current strategic plan. Responsibility for their completion is shared with the Board of Governors, the Head of School, and the Senior Leadership Team.

Goal Pillar #3 Primary Outcomes

- Offer experiential, real-world, life-changing learning opportunities where students engage deeply alongside exceptional faculty and staff. (2022-2025)
- Use data informed strategies to deepen learning experiences and offer meaning feedback for growth. (2022-2025)
- Articulate the value of an STS education by creating a portrait of a graduate's ideal competencies, qualities, and disposition. (2022-2023)
- Create STS definitions of academic excellence, rigour, and deep learning. (2022-2023)
- Reimagine the academic calendar to maximize opportunities for authentic learning and engagement, including enhanced use of outdoor learning spaces at all grade levels. (2022-2024)

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- Intentionally support the health and well-being of every student by developing a 360-degree approach to student social-emotional learning. (2022-2025)

Alberta Education Measures and Strategies Relating to Strategic Plan Goals

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

Strategies: Maintain Strathcona-Tweedsmuir School’s very high graduation rate by providing universal supports to students; implement the new framework for the identification and support of students requiring specialized and targeted supports. (1)

Utilize targeted, data-informed interventions to personalize support for students who wish to go beyond the curriculum in pursuit of national and/or international academic objectives. (2)

Implement extra help plans for each academic department in Grades 7-12 to ensure student access to support outside of regular class time and prior to final examinations. (3)

Improve assessment to help students better understand their learning so that they have more agency. (4)

Ensure targeted funding for a coherent approach to professional development for teachers to ensure that they continue to develop their skills and expertise. (5)

Timeline: (1) 2021-2022 Primary responsibility for implementation is shared by the Senior School Principal and the Student Services Department. **(completed)**

(2) 2021-ongoing Primary responsibility for implementation is shared by the Middle and Senior School Principals and the Student Services Department.

(3) 2021-2023 Primary responsibility for implementation is shared by the Division Principals.

(4) 2021-2024 Primary responsibility for implementation is shared by the Assistant Head – Academics and the Division Principals.

(5) 2021-2024 Primary responsibility for implementation is shared by the Assistant Head – Academics and the Division Principals.

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

Strategies: Maintain Strathcona-Tweedsmuir School’s focus as a university preparatory school; support student choices to follow their passions and focus on their preferred subjects. (1)

Encourage students to take advantage of summer school offerings at STS to increase opportunities to take additional diploma exams. (2)

Timeline: (1) 2021-ongoing Primary responsibility for implementation is the Senior School Principal. **(completed)**

(2) 2021-ongoing Primary responsibility for implementation is shared by the Senior School Principal and the Director of Campus Sustainability and Development. **(completed)**

Measures: Percentage of students who dropped out of school.

Strategies: Increase the number of counsellors who are available to support students and provide services. This will result in 2.0 social emotional counsellors, 3 learning strategists, 1 school nurse and 1.4 university counselors during the 2022-2023 academic year. (1)

Implement the new framework for the identification and support of students requiring specialized and targeted supports. (2)

Timeline: (1) 2022-2023 Primary responsibility for implementation is the Head of School.

(2) 2021-2022 Primary responsibility for implementation is the Student Services Department. **(completed)**

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

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

Strategies: Set annual and multi-year goals at the curriculum department level focused on raising academic achievement in PAT subject areas; use data-informed strategies to identify gaps and target strategies to help students overcome gaps and improve achievement; use formative classroom exercises and/or assignments that model specific PAT tasks and question types; help students to acquire the necessary skills to be successful on PATs. (1)

Provide time for teachers to plan instruction, including the documentation of objectives from the Programs of Study, to ensure all content is covered, and to work collaboratively to plan and implement both Learning Community/Department goals. Require faculty to participate in internal

standardization exercises to ensure consistency of assessment against provincial assessment criteria. (2)

Promote and support STS teacher participation in provincial working groups and as field testers of questions and markers. (3)

Implement the new framework for the identification and support of students requiring specialized and targeted supports. (4)

Timeline: (1) 2021-2024 Primary responsibility for implementation is shared by the Assistant Head – Academics and Learning Leaders.

(2) 2021-2024 Primary responsibility for implementation is shared by the Assistant Head – Academics, Division Principals and Learning Leaders.

(3) 2021-ongoing Primary responsibility for implementation is shared by the Assistant Head - Academics and the Learning Leaders. **(completed)**

(4) 2021-2022 Primary responsibility for implementation is the Student Services Department. **(completed)**

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

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

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

Strategies: Set annual and multi-year goals at the curriculum department level focused on raising academic achievement in diploma examination subject areas; use data-informed strategies to identify gaps and target strategies to help students overcome gaps and improve achievement; use formative

classroom exercises and/or assignments that model specific diploma examination tasks and question types; help students to acquire the necessary skills to be successful on diploma examinations. (1)

Provide time for teachers to plan instruction, including the documentation of objectives from the Programs of Study, to ensure all content is covered, and to work collaboratively to plan and implement both Learning Community/Department goals. Require faculty to participate in internal standardization exercises to ensure consistency of assessment against provincial assessment criteria. (2)

Promote and support STS teacher participation in provincial working groups, and as field testers and markers. (3)

Implement the new framework for the identification and support of students requiring specialized and targeted supports. (4)

Timeline: (1) 2021-2024 Primary responsibility for implementation is shared by the Assistant Head – Academics, Senior School Principal and Learning Leaders.

(2) 2021-2024 Primary responsibility for implementation is shared by the Assistant Head – Academics, Senior School Principal and the Learning Leaders.

(3) 2021-ongoing Primary responsibility for implementation is shared by the Assistant Head – Academics and Learning Leaders. **(completed)**

(4) 2021-2022 Primary responsibility for implementation is the Student Services Department. **(completed)**

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

Strategies: Support teachers in their use of inquiry and experiential learning to provide engaging learning experiences for students. (1)

Improve assessment to help students better understand their learning so that they have more agency. (2)

Build on hybrid and/or online learning opportunities to foster student engagement both in the school and for students working from home or who are otherwise not able to attend school in person. (3)

Implement a framework for *Making Thinking Visible* (Harvard Project Zero) to support students in developing thinking routines to promote deep learning, student engagement, understanding, and independence. (4)

Timeline: (1) 2021-2024 Primary responsibility for implementation is shared by the Assistant Head – Academics, Division Principals and Learning Leaders.

(2) 2021-2024 Primary responsibility for implementation is shared by the Assistant Head – Academics, Division Principals and Learning Leaders.

(3) 2021-2022 Primary responsibility for implementation is the Director of Learning Innovation. **(completed)**

(4) 2022-2025 Primary responsibility for implementation is the Assistant Head – Academics.

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

Strategies: Support teaching and learning at the highest level and ensure that literacy and numeracy is at the forefront. Collect benchmark data to inform effectiveness of teaching and learning and ensure student achievement; collect and analyze benchmark assessments in writing, reading and numeracy in Grades K-6; participate in the Provincial Student Learning Assessments in Grade 3. Use provincial numeracy and literacy screening tools for Grades K-3 and STS-developed tools for Grades 4-6. (1)

Improve the collection of data to leverage our work with *Consilience* (<https://www.consiliencelearning.org/>); improve data literacy among teachers so that they can leverage data-informed strategies in collaborative teams for targeted interventions to personalize support for individual or groups of students. (2)

Purposefully review course offerings and timetable to reflect student learning needs, provide greater flexibility, and provide more choice. (3)

Timeline: (1) 2021-2024 Primary responsibility for implementation is shared by the Assistant Head – Academics and Learning Leaders.

(2) 2021-2024 Primary responsibility is shared by the Director of Learning Innovation and the Assistant Head - Academics.

(3) 2021-2023 Primary responsibility is shared by the Assistant Head – Academics and the Middle and Senior School Principals.

Measures: Percentage of students, parents and teachers who were satisfied with the opportunity of students to receive a broad program of studies.

Strategies: Review and consider increasing course offerings to ensure opportunities for students to learn more in STEAM related courses; bring in more experts to speak to students about career exploration, provide inspiration and support school learning; increase after school programming in coding, robotics, and computational thinking. (1)

Expand the Elementary School Encore Program to ensure all offerings are an extension of the Programs of Studies and allow students to select areas that they would like further opportunity to explore in more depth.

Expand the Encore Program to the Middle School, which will be called 'Spark'. (2)

Review course offerings and timetable structures to reflect student learning needs, provide greater flexibility, and provide more choice. (3)

Strengthen summer school offerings to increase student choice and flexibility. (4)

Timeline: (1) 2021-2024 Primary responsibility for implementation is shared by the Director for Learning Innovation, the Director of Campus Sustainability and Development, and the Division Principals.

(2) 2021-2023 Primary responsibility for implementation is the Elementary School Principal and Middle School Principal.

(3) 2021-2023 Primary responsibility for implementation is shared by the Assistant Head – Academics and Division Principals.

(4) 2021-2022 Primary responsibility for implementation is shared by the Senior School Principal and the Director of Campus Sustainability and Development. **(completed)**

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

Strategies: Support Round Square programming which provides many opportunities for students to develop character, often through leading or participating in service activities, and participate in student exchanges where they have the opportunity to develop character and intercultural understanding. (1)

Provide students the opportunity to interact with people in need through annual events such as the Kirby Centre lunch and the Active Citizenship Program; maintain service requirements for students in Grades 7-12. (2)

Maintain student leadership opportunities where students can develop leadership skills, including: Grade 12 students serving as Prefects; Grade 9 students serving as trip leaders for younger students on outdoor education trips; and Grade 6 students leading bi-weekly Elementary assemblies and implementing Grade 6 co-curricular leadership opportunities; and support the STS Student Council. (3)

Support and promote the School's DiversiTEAM through which students engage in service both within and outside of the School, promote diversity, acceptance and belonging through special initiatives, and support student mental health and wellness. (4)

Utilize the IB capstone projects such as the PYP Exhibition and the MYP Personal Project to showcase student learning and to provide students with the opportunity to practice their public speaking skills, reflect on their experiences and take part in principled action, Students extend learning beyond knowledge and understanding. The PYP and MYP Exhibitions allow many students a venue in which to share their new ideas and insights with the greater community. The PYP Exhibition focuses on

providing students with opportunities to learn about and advocate for vulnerable groups and the agencies that support them. (5)

Promote and support Model United Nations at Strathcona-Tweedsmuir School. Through the Model United Nations, students work collaboratively with students from other schools to develop authentic solutions to a host of global issues; many of our programs encourage personal responsibility and initiative from students. (6)

Timeline: (1) 2021-ongoing Primary responsibility for implementation is the Round Square Coordinator.

(2) 2021-ongoing Primary responsibility for implementation is shared by the Division Principals, the Learning Leader for Physical Education, and the IB Coordinators.

(3) 2021-ongoing Primary responsibility for implementation is shared by the Head of School, the Deputy Head of School, the Division Principals and Learning Leader for Outdoor Education.

(4) 2021-ongoing Primary responsibility for implementation is shared by the Round Square Coordinator and the Student Services Department.

(5) 2021-ongoing Primary responsibility for implementation is shared by the IB Primary Years Programme Coordinator and the IB Middle Years Programme Coordinator.

(6) 2021-ongoing Primary responsibility for implementation is shared by the MUN faculty sponsors and the Learning Leader for Social Studies.

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

Goal Pillar #4 Primary Outcomes

- Developing a comprehensive Campus Master Plan with a focus on wellness, engagement, connection, and belonging. (2022-2023)
- Develop a robust international experiential learning program. (2022-2025)
- Create a teaching and innovation hub for learning with a strong focus on STEAM, innovation, and entrepreneurial thinking. (2022-2025)
- Expand summer and after-school opportunities, including online learning. (2021-2023)
- Establish a residency program that brings in renowned artists, entrepreneurs, scientists, community leaders, and thinkers to provoke new ways of teaching, learning, and being. (2022-2-27)
- Establish a speaker series with a focus on broadening skills, perspectives, and global awareness. (2022-2023)
- Develop a K-12 coherence framework for all skills and literacies. (2022-2024)

Alberta Education Measures and Strategies Relating to Strategic Plan Goals

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

Strategies: All teachers new to STS to be evaluated in their first year of teaching using the Teaching Quality Standard. All continuing teachers to be evaluated in a regular cycle with review of annual growth plans and classroom visits for coaching and teacher growth. A formal evaluation of continuing teachers will be done at least once every five years. (1)

Implement the new role description and responsibilities of Learning Leaders (formerly Curriculum Leaders). The implementation of this change will transform the role to focus on instructional leadership and mentoring. There will be increased commitment to professional development and training for Learning Leaders, including the opportunity to pursue the Instructional Leadership Certificate through Harvard University and LQS certification. This change is intended to improve teaching and learning and promote academic excellence at STS. (2)

The Director of Mentorship will provide instructional support to new teachers as well as work alongside Learning Leaders to support growth and reflective pedagogy among teachers by being a critical friend and encouraging teachers to learn from each other and current educational research. (3)

Ensure funding for professional development for teachers to ensure that they continue to develop their skills and expertise. (4)

Timeline: (1) 2021-2024 Primary responsibility for implementation is shared by the Assistant Head – Academics and Division Principals.

(2) 2021-2024 Primary responsibility for implementation is the Assistant Head – Academics.

(3) 2021-ongoing Primary responsibility for implementation is the Director of Mentorship. **(completed)**

(4) 2021-ongoing Primary responsibility for implementation is shared by Assistant Head – Academics and Division Principals. **(completed)**

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

Strategies: Ensure that educational leaders have successfully completed the Alberta Leader Quality Standard (LQS) and actively support and focus on ensuring high quality teaching and learning by maintaining a high visibility in classrooms and actively supporting teaching and learning. (1)

Implement the new role description and responsibilities of Learning Leaders (formerly Curriculum Leaders). The implementation of this change will transform the role to focus on instructional leadership and mentoring. There will be increased commitment to professional development and training for Learning Leaders. This change is intended to improve teaching and learning and promote academic excellence at STS. (2)

The Director of Mentorship will provide instructional support to new teachers as well as work alongside Learning Leaders to support growth and reflective pedagogy among teachers by being a critical friend and encouraging teachers to learn from each other and current educational research. (3)

Educational leaders will communicate effectively with parents through various means to keep them informed of school initiatives and successes. (4)

Timeline: (1) 2021-ongoing Primary responsibility for implementation is the Head of School. **(completed)**

(2) 2021-2022 Primary responsibility for implementation is shared by the Assistant Head – Academics and Division Principals. **(completed)**

(3) 2021-ongoing Primary responsibility for implementation is the Director of Mentorship. **(completed)**

(4) 2021-ongoing Primary responsibility for implementation is the Head of School. **(completed)**

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

Strategies: Implement the goals, strategies, and tactics of our Strategic Plan when it is completed in the fall of 2021. (1)

Communicate effectively with parents, students, and teachers to build their confidence in Strathcona-Tweedsmuir School. (2)

Conduct comprehensive cyclical surveys of parents, students, alumni, faculty, staff and the Board of Governors. Strathcona-Tweedsmuir School's most recent survey, conducted by Lookout Management in April 2019, provided additional measurements of the effectiveness of this strategy. The next survey cycle is expected to be completed in 2024. (3)

Implement recommendations from the evaluations of our accrediting bodies, which are the Canadian Accredited Independent Schools (CAIS) and the International Baccalaureate (IB). (4)

Timeline: (1) 2021-2031 The Strategic Plan will be published and shared with our broader community in the fall of 2021. This plan will include goals, strategies, and tactics for the next 2, 5, and 10 years. Primary

responsibility for implementation is shared by the Head of School, Board of Governors, and Senior Leadership Team.

(2) 2021-ongoing Primary responsibility is with the Head of Community Relations and Head of School. **(completed)**

(3) 2023-2024 Primary responsibility for implementation is the Head of School.

(4) 2023-2024 Primary responsibility is shared by the Academic Leadership Team and the IB Coordinators.

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

Strategies: Include the IB Approaches to Learning Skills in the Elementary report card with frequency indicators and progression that is articulated as students move through Kindergarten to Grade 6. (1)
Implement the goals, strategies, and tactics of our Strategic Plan when it is completed in the fall of 2021. (2)

Communicate effectively with parents, students, and teachers to build their confidence in Strathcona-Tweedsmuir School. (3)

Build strong relationships with the STS Alumni Association through events such as an alumni speaker series, career evenings, and mentoring programs to showcase and celebrate our successful alumni who are demonstrate the attitudes, skills, knowledge, and behavior of a high-quality education experience at STS. (4)

Implement recommendations from the evaluations of our accrediting bodies, the Canadian Accredited Independent Schools (CAIS) and the International Baccalaureate (IB). (5)

Timeline: (1) 2021-2022 Primary responsibility is shared by the Elementary School Principal and the IB Primary Years Programme Coordinator. **(completed)**

(2) 2021-2031 The Strategic Plan will be published and shared with our broader community in the fall of 2021. This plan will include goals, strategies, and tactics for the next 2, 5, and 10 years. Primary responsibility for implementation is shared by the Head of School, Board of Governors, and Senior Leadership Team.

(3) 2021-ongoing Primary responsibility is with the Head of Community Relations and Head of School. **(completed)**

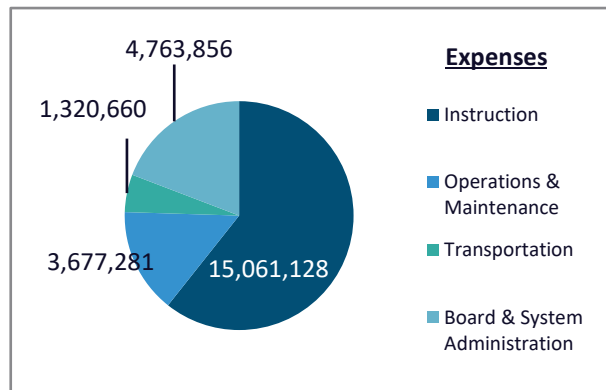
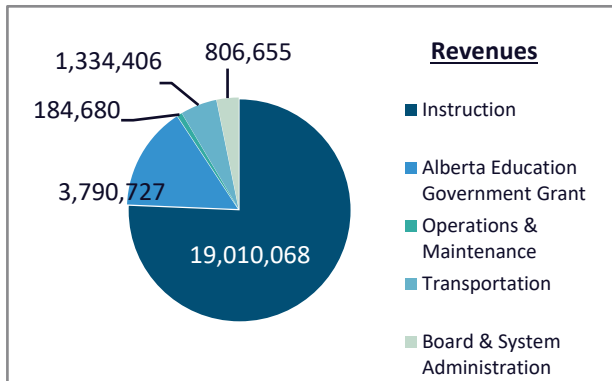
(4) 2021-ongoing Primary responsibility is with the Head of Community Relations and Director of Community Engagement. **(completed)**

(5) 2023-2024 Primary responsibility is shared by the Academic Leadership Team and the IB Coordinators.

Financial Summary

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

	Budget	
Revenues:		
Instruction	19,010,068	
Alberta Education Government Grant		3,790,727
Operations & Maintenance		184,680
Transportation		1,334,406
Board & System Administration		806,655
		25,126,536
Expenses:		
Instruction		15,061,128
Operations & Maintenance		3,677,281
Transportation		1,320,660
Board & System Administration		4,763,856
		24,822,925
Surplus(deficit) of revenues over expenses		303,611



For further information please contact:

Jody Frowley

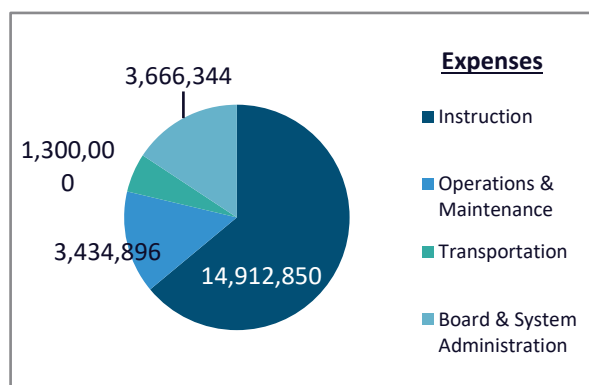
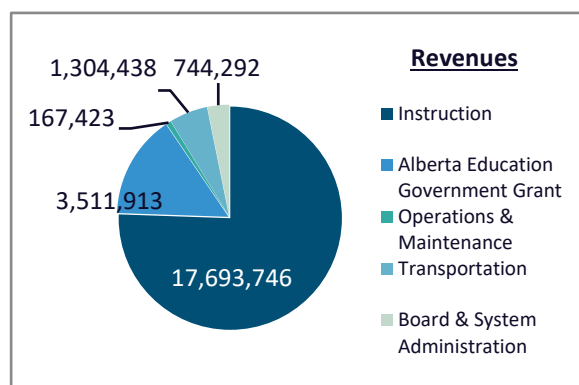
Chief Financial Officer

Telephone: 403-938-8344

Email: frowleyj@sts.ab.ca

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

	Budget
Revenues:	
Instruction	17,693,746
Alberta Education Government Grant	3,511,913
Operations & Maintenance	167,423
Transportation	1,304,438
Board & System Administration	744,292
	23,421,812
Expenses:	
Instruction	14,912,850
Operations & Maintenance	3,434,896
Transportation	1,300,000
Board & System Administration	3,666,344
	23,314,090
Surplus(deficit) of revenues over expenses	107,722



For further information please contact:

Jody Frowley

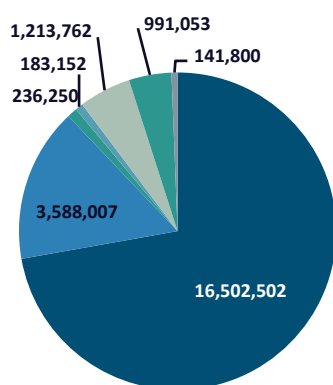
Chief Financial Officer

Telephone: 403-938-8344

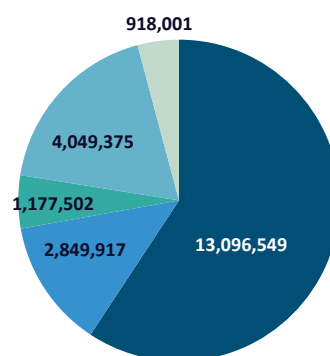
Email: frowleyj@sts.ab.ca

Allocation of Actual Revenues and Expenses to Programs For the Year Ending August 31, 2021

	Actual	Budget
Revenues:		
Instruction	16,502,502	16,223,523
Alberta Education Government Grant	3,588,007	3,425,500
Federal Government Grant - Covid	236,250	-
Operations & Maintenance	183,152	176,780
Transportation	1,213,762	1,243,600
Board & System Administration	991,053	762,375
Covid Related Revenue	141,800	-
	22,856,526	21,831,778
Expenses:		
Instruction	13,096,549	13,836,732
Operations & Maintenance	2,849,917	3,144,422
Transportation	1,177,502	1,286,640
Board & System Administration	4,049,375	3,563,984
Covid Related Expenditures	918,001	-
	22,091,344	21,831,778
Surplus(deficit) of revenues over expenses	765,182	-



Actual Revenue



Actual Expenses



For further information please contact:

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