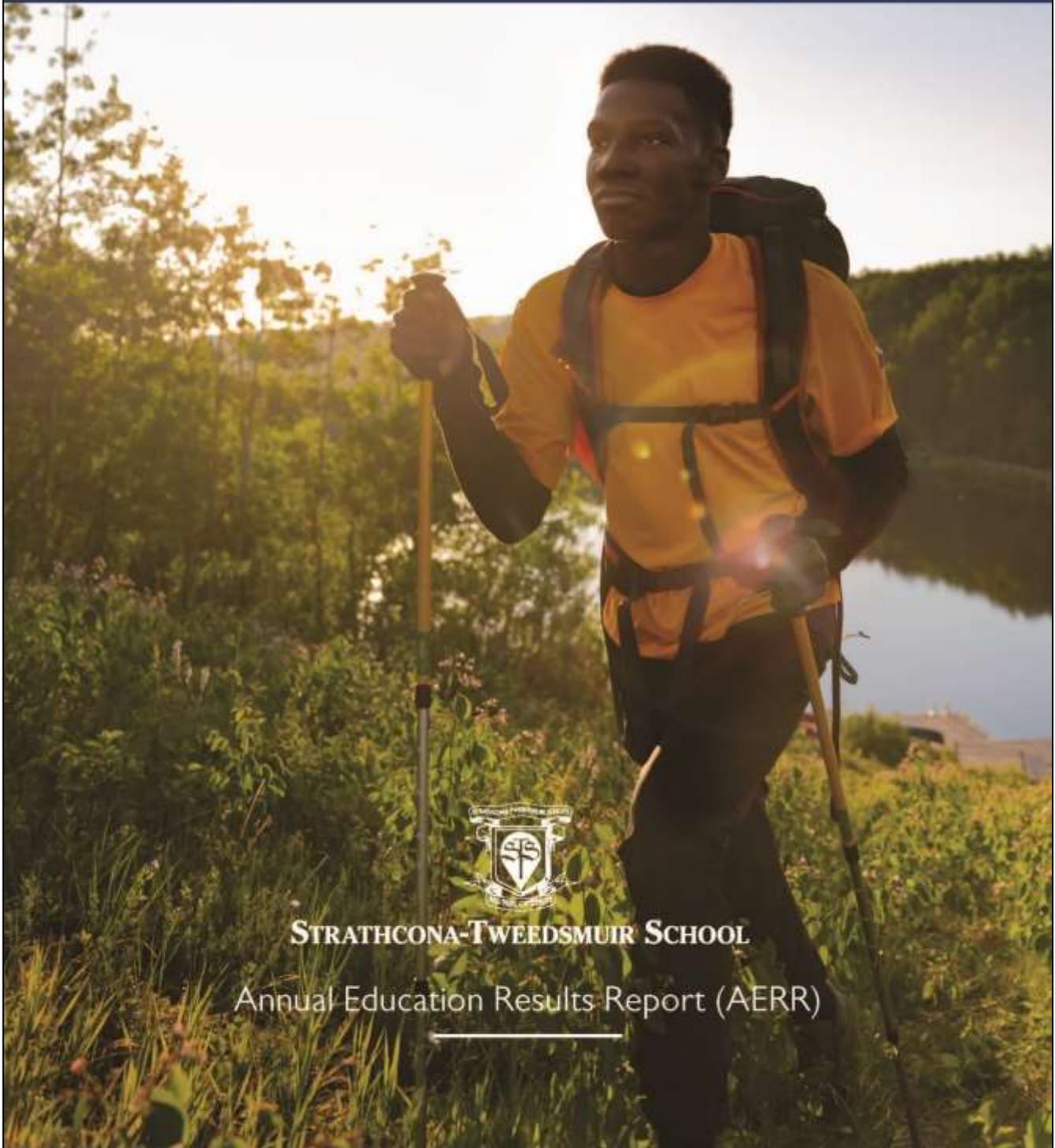


*Authority: 9072 Strathcona-Tweedsmuir School*



**STRATHCONA-TWEEDSMUIR SCHOOL**  
Annual Education Results Report (AERR)

NOVEMBER 2021

[strathconatweedsmuir.com](http://strathconatweedsmuir.com)

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**Message from the Head of School, Mrs. Carol Grant-Watt**

The 2020-2021 school year was filled with unexpected twists and turns and I don't think any one of us could have imagined what the year would look like as we began to hybrid and make changes to our processes and programs in response to the continuing pandemic. Twenty-Two vision refers to the clarity or sharpness of vision. While the year started out with focus and close to this, we quickly learned that our need to be resilient and flexible was paramount to confront the challenges ahead of us.

Our School's purpose and mission do not waiver. During a time of unprecedented change, we stayed on track, adjusting and re-focusing on 'how' but not 'why' we exist: to develop well-balanced students for a life of purpose by inspiring excellence in scholarship, leadership, and character.

We reflect the pride of shared purpose and a love of learning. Our vision, to be a leading educator recognized nationally and internationally for delivering exceptional programs in a unique setting with an enduring sense of community, certainly stood the test of this pandemic. We relied on our principles and values. We led each other well – and found our way through.

As I reflect on this incredible year, I am overcome with pride, awe, admiration, and humility. I am reminded, on a daily basis, that above all else, the core of our story is people. All of us at STS feel abundant gratitude. We are thankful to our students for their dedication to their studies, despite being at home for the final months of school, and for their constant leadership, engagement, care for one another, and smiles. We are thankful to our families for their patience, flexibility, and unwavering support of their children's education and of our School. We are thankful to our teachers and staff for their tireless dedication to learning, stewardship of our students, and hard work. We are thankful to our alumni for living a life of purpose and making us so proud – supporting their families, communities around the world, and their alma mater.

Beyond our school community, we are thankful to our fellow global citizens for inspiring us each and every day and for providing teachable moments for our students. We are thankful for the front-line workers who have kept us healthy, fed, and safe, and for providing beacons of hope and togetherness.

We are also proud that we met our commitment to our families to finish the school year, cover the required outcomes and beyond, provide enrichment and community, and ensure our students are ready for the next grade level or transition to post-secondary studies.

Despite a global crisis, we continued to come together, show up, and power through, as is the Alberta and the STS way. We are inspired by the many examples of kindness, creative problem-solving, leadership, and innovation we see all around us and because of this, we are confident that this too will pass, that we will get through it together, and that we may even seize some new amazing opportunities along the way.

The year was also a time of planning in preparation for a new Strategic Plan and the celebration of our 50<sup>th</sup> Anniversary. Strathcona-Tweedsmuir School (STS) is embracing a new and exciting 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.

***Flourish 2031*** celebrates growth, renewal, and the beautiful natural environment we look to as our 'third teacher' at STS. Through this theme, we embrace our new mission statement: ***"A diverse community where students pursue lives of purpose and flourish emotionally, physically, and intellectually."***

With a nod to our School motto, *Nil Nisi Optimum*, or Nothing but our Best, *Flourish 2031* is a bold and ambitious ten-year plan. While future-focused, it also looks to our core and how we will continue STS's legacy of developing good humans, thought-leaders, and global citizens above all else. The real-world learning experiences that have set the School apart will continue to be foundational and expanded in this strategic framework, embracing the opportunities that our campus, and the broader world, provide. We relish the prospect of affirming our commitment to excellence in education, embracing the global competencies our students need to be successful, and dwelling in unprecedented possibility.

*There is more to come in our Education and Strategic Plan but much of the groundwork kept us focused in the 2020-2021 year. Flourish 2031* is the result of a robust and comprehensive consultation and planning process led by our partner, Berlineaton. Maintaining the sustained commitment of many people was no easy task during a global pandemic, yet the creativity, passion, resilience, determination, and hope of our stakeholders did not waver. The result is an empowering roadmap for our School's future, reflective of our collective community's vision.

We look forward to working with all members of our STS community to bring the strategic vision outlined in *Flourish 2031* to fruition. Together, we have the incredible opportunity to set the stage for STS's next fifty years. It is an exciting time to be part of the Spartan family.

I thank our Board of Governors, amazing faculty and support staff, and our extended community for their continued support. Most importantly, our parents and students deserve thanks for their resilience, dedication and an entrepreneurial "can do" spirit. Please enjoy the highlights outlined in this Annual Education Results Report as it outlines accomplishments and provides direction for our commitment to continuous improvement.

### **Accountability Statement**

The Annual Education Results Report for Strathcona-Tweedsmuir School for the 2020-2021 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 2020-2021 was approved by the Board of Governors on November 23, 2021.

**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 100 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 your Best”. The School’s mission is “to develop well-balanced students for a life of purpose by inspiring excellence in scholarship, leadership, and character”. We strive to achieve this mission and live up 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 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 of all ages 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.

### **A Message Regarding the COVID-19 Global Pandemic**

Once schools were asked to stop in-person classes in March 2020, Strathcona-Tweedsmuir School (STS) pivoted to providing online instruction through its Remote Alternative Program Instruction Delivery (RAPID) program until June 2020. In the fall of 2021, students returned to in-person learning at STS while adhering to AHS protocols and guidelines.

For the 2020-2021 school year, STS continues to invest in personal protective equipment including hand-sanitizer stations in every classroom and mandated use of masks for Kindergarten to Grade 12 students, in addition to physical distancing measures. HVAC facilities have been modified to improve fresh-air intake and filters replaced more often to improve air quality in the building. In addition, students have been co-horted wherever possible and zones created to separate elementary and secondary students with additional enhanced cleaning protocols in place in shared areas.

Students and parents are partners in keeping the school community safe and hybrid learning options using the school's Learning Management System (ManageBac) allows students to stay at home and continue learning remotely if they are unable to pass the daily screening checklist from AHS. Consistent and repeated communication from school encourages families to keep symptomatic or close-contact students at home to keep the school safe. By offering a viable online learning option for temporary leaves of absence, STS is encouraging continuity of learning for all students.

In addition to investments in equipment and software, STS has also invested in training and human resources including the hiring of a school nurse to support faculty and staff in implementing AHS guidelines and keeping our community safe and focused on learning during this pandemic.

In-person activities such as the annual "Meet the Teacher" evenings and Student-Led Conferences and Parent/Teacher/Student Interviews continue to be online so that parents can continue to engage with the school in a safe manner. International trips have been cancelled for the 2021-2022 academic year and we look to resume travel in 2022-2023. Co-curricular activities are taking place within the parameters established by Alberta Health Services. Athletic programs follow the protocols established by Alberta Health Services and the Alberta School's Athletic Association.

STS's website has a dedicated COVID-19 page that is regularly updated to reflect timely and pertinent guidance provided by Alberta Health Services and Alberta Education. The link can be found at: <https://www.strathconatweedsmuir.com/covid19-updates/>.

## 2020 DISTINGUISHED ALUMNI AWARD RECIPIENT – Paul Storwick '78

Our STS Alumni Association hosted a virtual evening of celebration on May 6, 2021 to honour 2020 Distinguished Alumni Award recipient, Mr. Paul Storwick '78. As both an alumnus and a parent, Paul has been a leading force and strong support for the Alumni Association and the School.



## MARTI MCKAY WEEK 2020

STS celebrated the 36<sup>th</sup> Anniversary of Marti McKay Week, an annual tradition that celebrates creative and literary arts by bringing in incredible authors and artists to inspire and enrich the lives of students. This year's lineup included Jewell Parker Rhodes, author of the New York Times Best Seller, *Ghost Boys*; Keshia Cheesman and Bianca Miranda, dramatic arts creators and co-writers of *The F word*; and Debbie Ridpath Ohi, author and illustrator of *Gurple and Preen: A Broken Crayon Cosmic Adventure*.



## HONOUR DAY

On February 1, our community came together virtually for our annual Honour Day assembly in recognition of the seven students lost in a tragic avalanche 18 years ago. We are grateful to have had Mr. Chris Cederstrand, North America's first amputee firefighter and National Sledge Hockey team member, share an inspirational and timely message of perseverance through the story of how he conquered his own adversities and challenges, leaving us with this powerful quote, "*Scars should remind you of where you've been, not dictate where you go.*"



## NATIONAL VOLUNTEER WEEK

As part of National Volunteer Week celebrations, STS parent and alumni volunteers were surprised with thank you signs on their front lawns.



## IB DIPLOMA PROGRAMME SCHOLARS

STS students and parents continue to show a strong interest in the IB Diploma Programme (DP). The STS Class of 2021 had 48 students registered in the DP, including eight diploma candidates.



## EVERY CHILD MATTERS

As part of our continuous journey towards Reconciliation, STS wore orange on Orange Shirt Day to visibly honour Indigenous children who were impacted by residential schools.



## **INDIGENOUS LIAISON OFFICER, TERESA WESTHAVEN**

Grade 7 students had the honour of meeting Teresa Westhaven, the Indigenous Liaison Officer for Parks Canada, who is from Jasper, AB, on Zoom. The Grade 7s had the opportunity to sit in a sacred circle to hold conversation with Teresa around Indigenous knowledge, ways of being and knowing, and were treated to a virtual authentic smudge ceremony.



## **POSTS HOLIDAY GRATITUDE**

POSTS (Parents Organization of Strathcona-Tweedsmuir School) members came together to deliver special gifts of gratitude to all STS teachers, staff, and bus drivers.



## OUTDOOR EDUCATION ADAPTATION

Our COVID-19 outdoor trip adaptations allowed for the first-ever STS on-campus backpacking trip including one day exploring the trails on our campus, an overnight stay in our newly-completed learning campsite, and a day in the mountains.



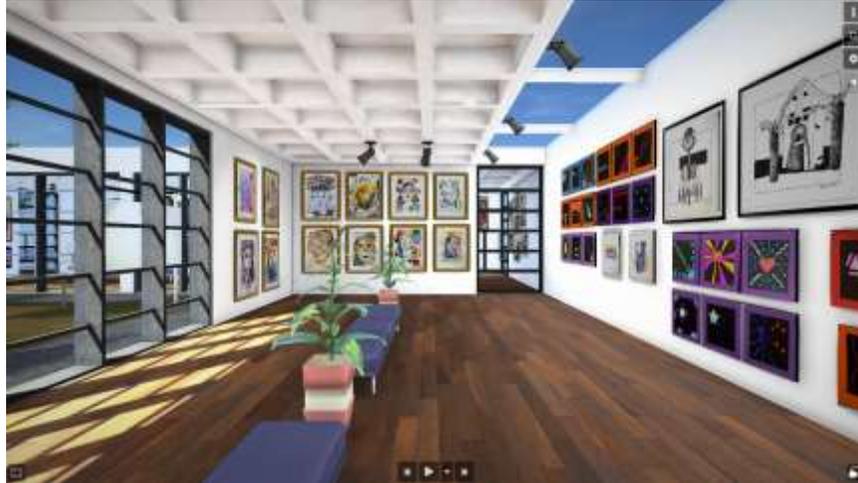
## NIL NISI OPTIMUM ALUMNI 2020

This year's Nil Nisi Optimum (NNO) Alumni are all health care professionals, and by acknowledging their leadership, service and dedication, we extend our sincere gratitude to all those in the medical field providing hope and security during a global pandemic unlike anything our generation has experienced.



## VIRTUAL FALL ART SHOW

The STS Fine Arts department curated a digital art show using an online platform called Art Steps, allowing us to showcase our work in a beautiful 3D gallery environment.



## HONOURING CANADA'S VETERANS

Our Grade 7 class decorated stones to honour some of Canada's veterans at the cemetery in Okotoks, Alberta. They visited the cemetery, placed the rocks next to the gravestones, and met with veterans.



**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	<a href="#">Student Learning Engagement</a>	90.9	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	91.3	90.8	91.4	83.2	83.3	83.0	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	97.9	94.5	94.4	83.4	80.3	79.6	Very High	Improved	Excellent
	<a href="#">5-year High School Completion</a>	94.1	93.9	94.6	86.2	85.3	84.8	Very High	Maintained	Excellent
	<a href="#">PAT: Acceptable</a>	n/a	n/a	97.7	n/a	n/a	73.7	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	52.7	n/a	n/a	20.3	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	95.3	n/a	n/a	83.6	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	46.9	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	94.6	94.0	94.6	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	92.6	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	93.3	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	87.1	89.1	89.3	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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.
4. The “N/A” placeholder for the “Current Result” for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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**

**Achievement Evaluation**

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 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%.

**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.

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

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

**Overall Evaluation Table**

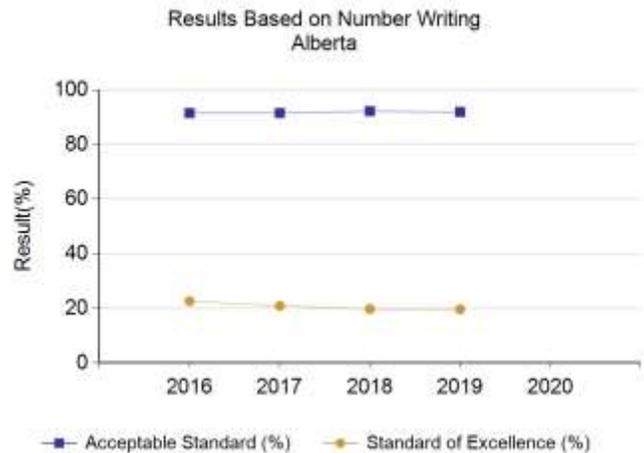
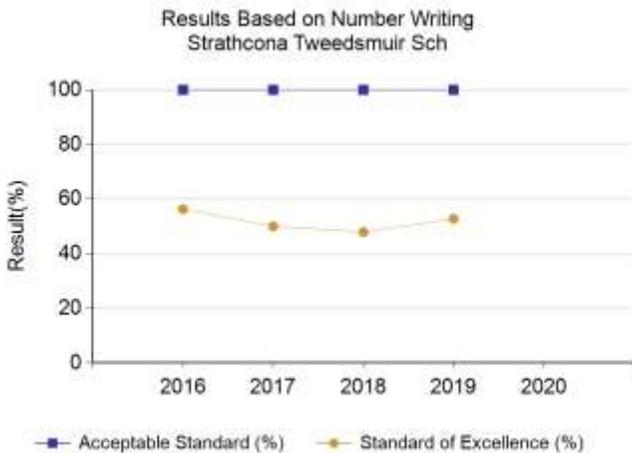
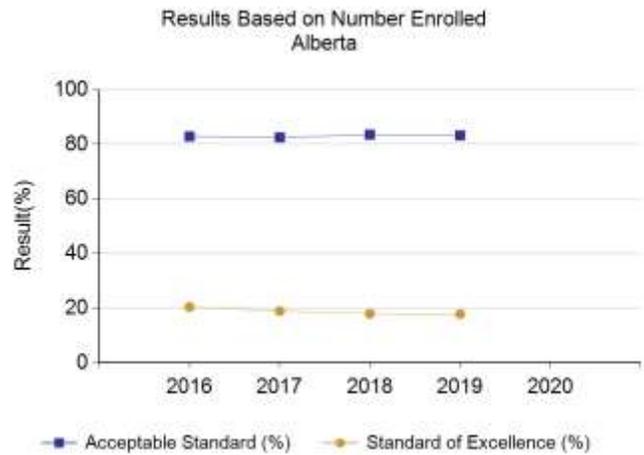
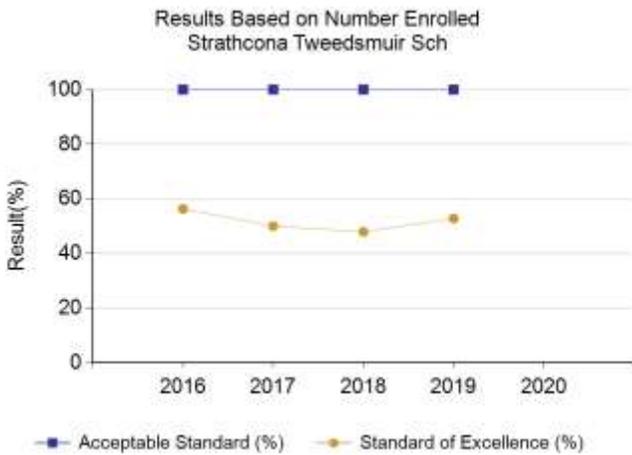
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

### English Language Arts 6 – PAT Results

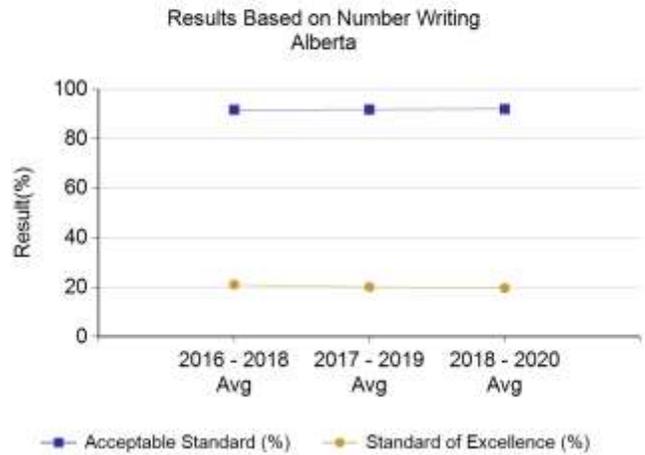
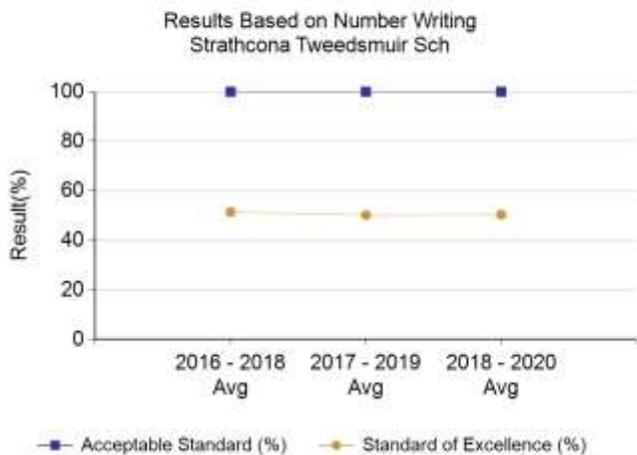
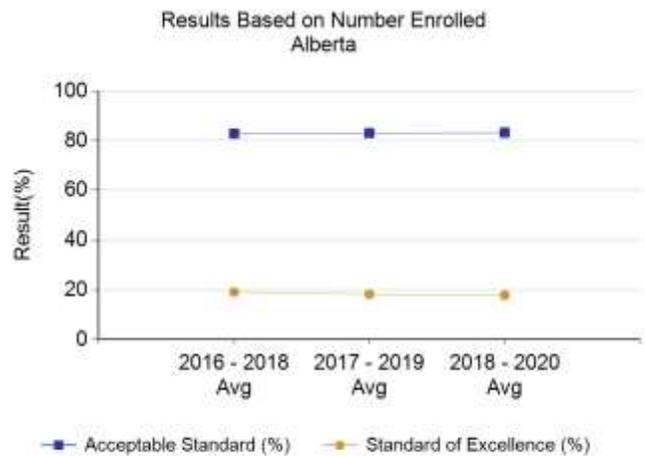
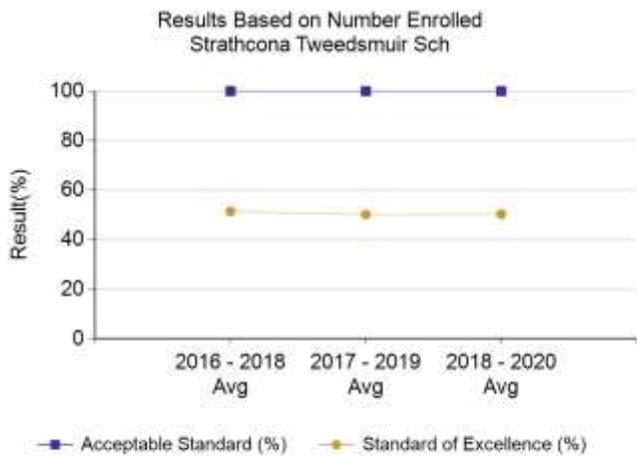
		Strathcona Tweedsmuir Sch					Alberta				
		2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Participation	Students Enrolled	64	50	48	53	n/a	47,606	49,572	51,540	54,820	n/a
	Students Writing	64	50	48	53	n/a	43,122	44,730	46,678	49,639	n/a
	Students Writing (%)	100.0	100.0	100.0	100.0	n/a	90.6	90.2	90.6	90.5	n/a
Results Based on Number Enrolled	Acceptable Standard (%)	100.0	100.0	100.0	100.0	n/a	82.9	82.5	83.5	83.2	n/a
	Standard of Excellence (%)	56.3	50.0	47.9	52.8	n/a	20.4	18.9	17.9	17.8	n/a
	Below Acceptable Standard (%)	0.0	0.0	0.0	0.0	n/a	7.7	7.7	7.1	7.3	n/a
Results Based on Number Writing	Acceptable Standard (%)	100.0	100.0	100.0	100.0	n/a	91.5	91.5	92.2	91.9	n/a
	Standard of Excellence (%)	56.3	50.0	47.9	52.8	n/a	22.6	20.9	19.7	19.6	n/a
	Below Acceptable Standard (%)	0.0	0.0	0.0	0.0	n/a	8.5	8.5	7.8	8.1	n/a



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Participation in the Provincial Achievement Tests was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trend over time.

English Language Arts 6 – PAT Results – 3 Year Rolling Average

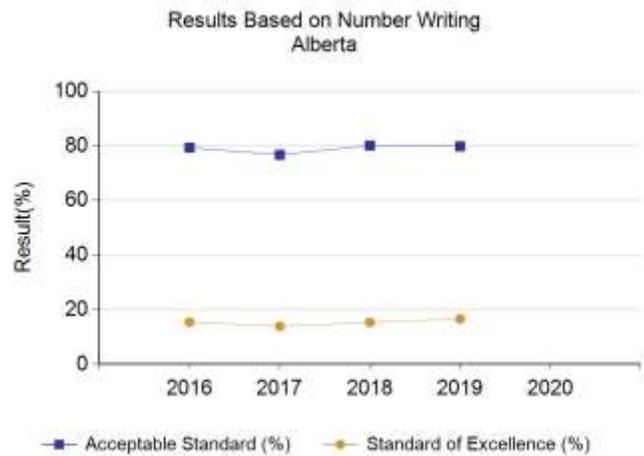
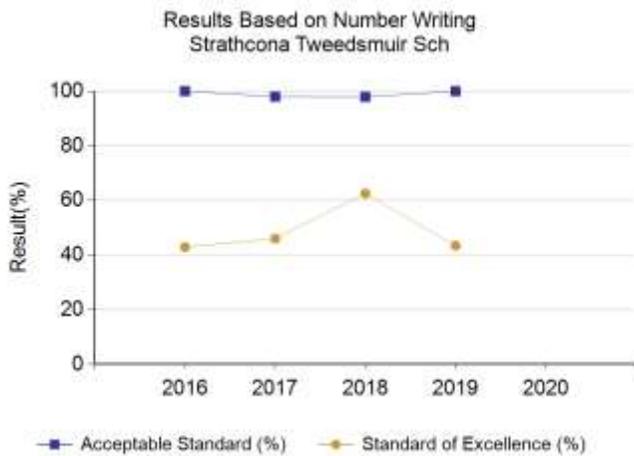
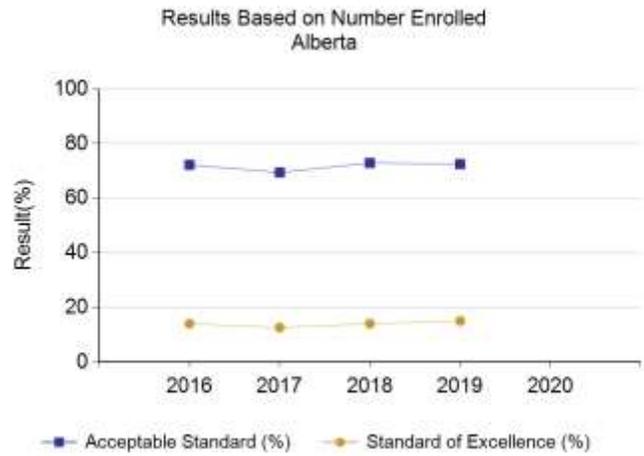
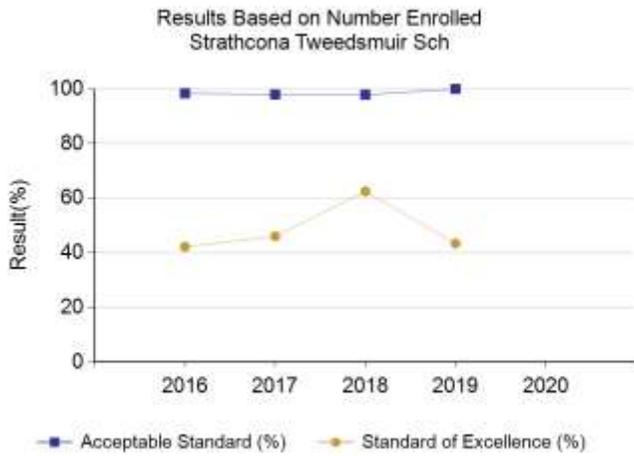
		Strathcona Tweedsmuir Sch			Alberta		
		2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg
Participation	Students Enrolled	54	50	51	49,573	51,977	53,180
	Students Writing	54	50	51	44,843	47,016	48,159
	Students Writing (%)	100.0	100.0	100.0	90.5	90.4	90.6
Results Based on Number Enrolled	Acceptable Standards (%)	100.0	100.0	100.0	82.9	83.1	83.3
	Standard of Excellence (%)	51.4	50.2	50.4	19.1	18.2	17.8
	Below Acceptable Standard (%)	0.0	0.0	0.0	7.5	7.4	7.2
Results Based on Number Writing	Acceptable Standards (%)	100.0	100.0	100.0	91.7	91.8	92.0
	Standard of Excellence (%)	51.4	50.2	50.4	21.1	20.1	19.7
	Below Acceptable Standard (%)	0.0	0.0	0.0	8.3	8.2	8.0



Notes:  
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 2. Participation in the Provincial Achievement Tests was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trendover time.

Mathematics 6 – PAT Results

		Strathcona Tweedsmuir Sch					Alberta				
		2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Participation	Students Enrolled	64	50	48	53	n/a	47,512	49,507	51,486	54,778	n/a
	Students Writing	63	50	48	53	n/a	43,210	44,792	46,883	49,753	n/a
	Students Writing (%)	98.4	100.0	100.0	100.0	n/a	90.9	90.5	91.1	90.8	n/a
Results Based on Number Enrolled	Acceptable Standard (%)	98.4	98.0	97.9	100.0	n/a	72.2	69.4	72.9	72.5	n/a
	Standard of Excellence (%)	42.2	46.0	62.5	43.4	n/a	14.0	12.6	14.0	15.0	n/a
	Below Acceptable Standard (%)	0.0	2.0	2.1	0.0	n/a	18.8	21.1	18.1	18.3	n/a
Results Based on Number Writing	Acceptable Standard (%)	100.0	98.0	97.9	100.0	n/a	79.3	76.7	80.1	79.8	n/a
	Standard of Excellence (%)	42.9	46.0	62.5	43.4	n/a	15.4	13.9	15.3	16.6	n/a
	Below Acceptable Standard (%)	0.0	2.0	2.1	0.0	n/a	20.7	23.3	19.9	20.2	n/a

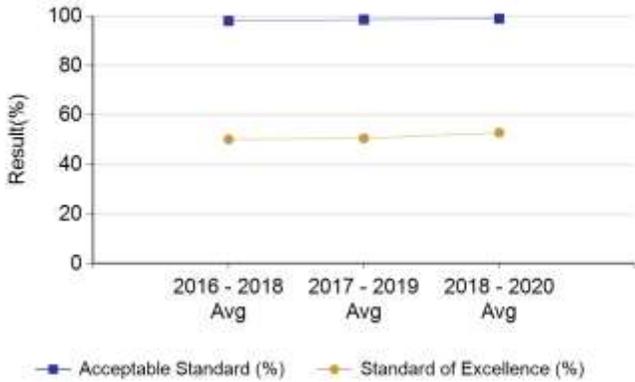


- Notes:
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  2. Participation in the Provincial Achievement Tests was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trend over time.
  3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

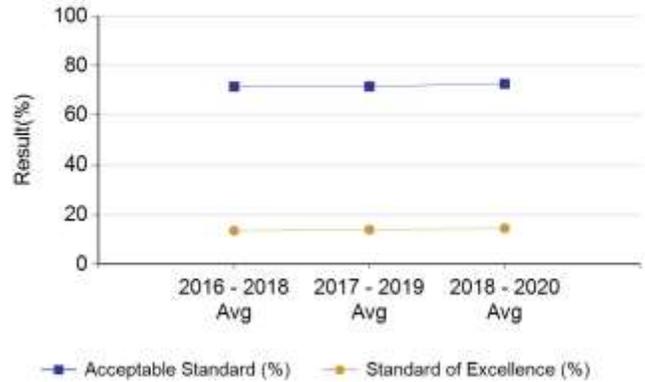
Mathematics 6 – 3 Year Rolling Average

		Strathcona Tweedsmuir Sch			Alberta		
		2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg
Participation	Students Enrolled	54	50	51	49,502	51,924	53,132
	Students Writing	54	50	51	44,962	47,143	48,318
	Students Writing (%)	99.5	100.0	100.0	90.8	90.8	90.9
Results Based on Number Enrolled	Acceptable Standards (%)	98.1	98.6	99.0	71.5	71.6	72.7
	Standard of Excellence (%)	50.2	50.6	52.9	13.5	13.9	14.5
	Below Acceptable Standard (%)	1.4	1.4	1.0	19.3	19.2	18.2
Results Based on Number Writing	Acceptable Standards (%)	98.6	98.6	99.0	78.7	78.9	80.0
	Standard of Excellence (%)	50.5	50.6	52.9	14.9	15.3	16.0
	Below Acceptable Standard (%)	1.4	1.4	1.0	21.3	21.1	20.0

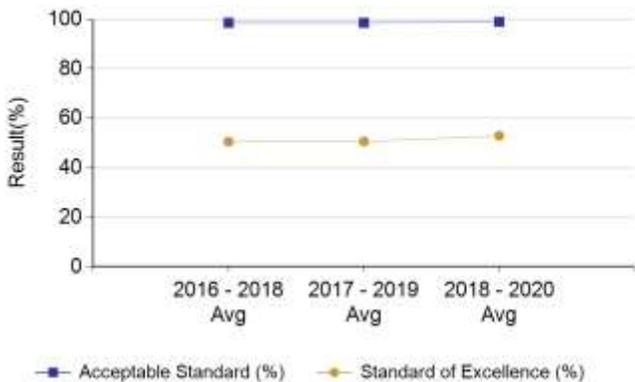
Results Based on Number Enrolled  
Strathcona Tweedsmuir Sch



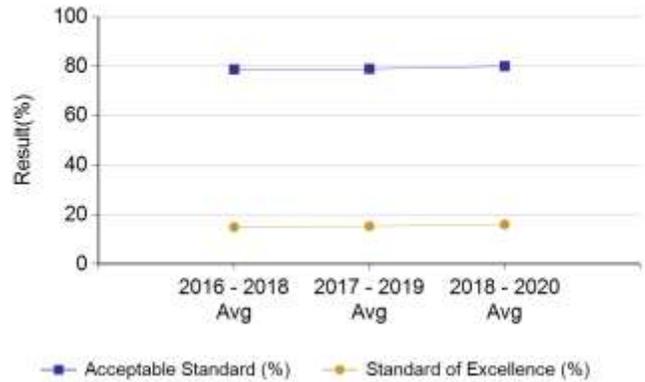
Results Based on Number Enrolled  
Alberta



Results Based on Number Writing  
Strathcona Tweedsmuir Sch



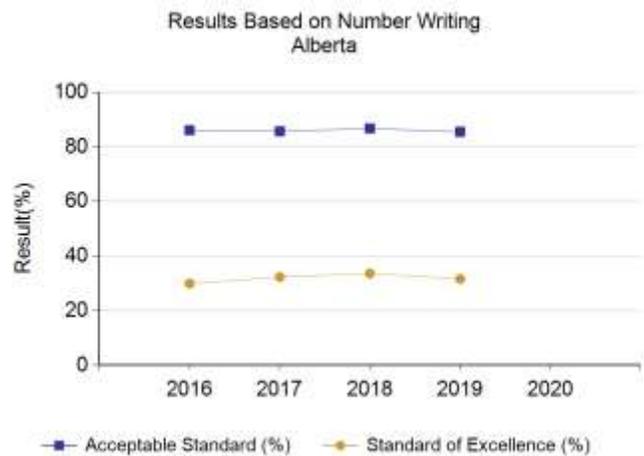
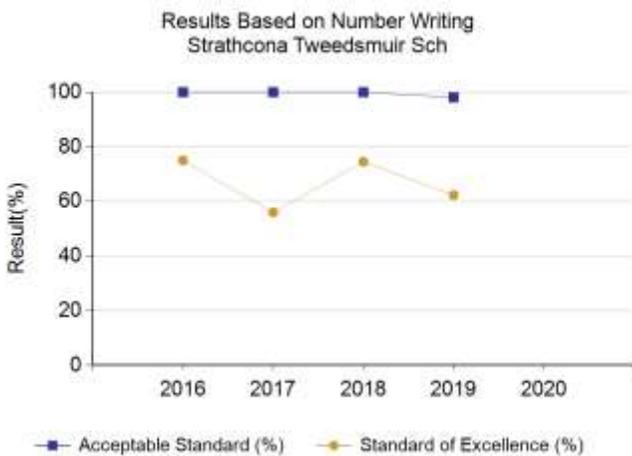
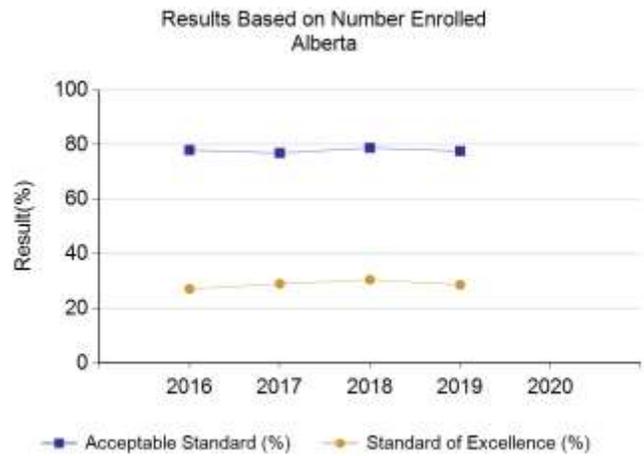
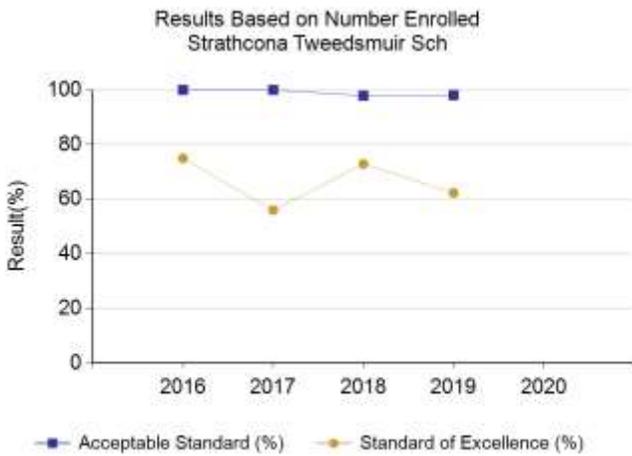
Results Based on Number Writing  
Alberta



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  2. Participation in the Provincial Achievement Tests was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trendover time.
  3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Science 6 – PAT Results

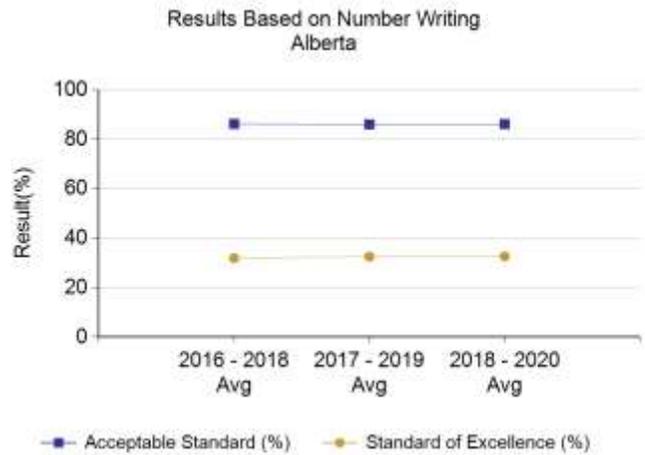
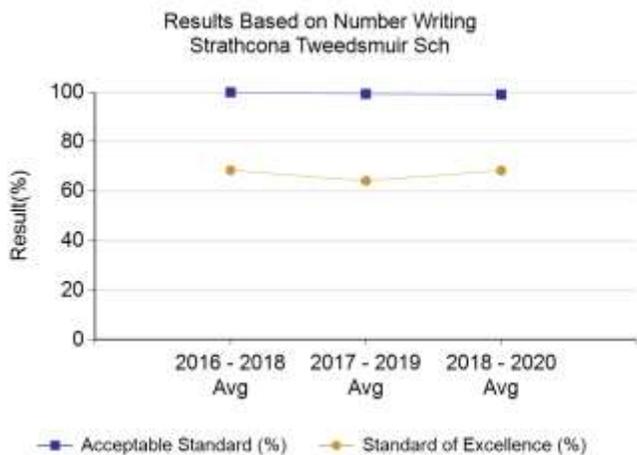
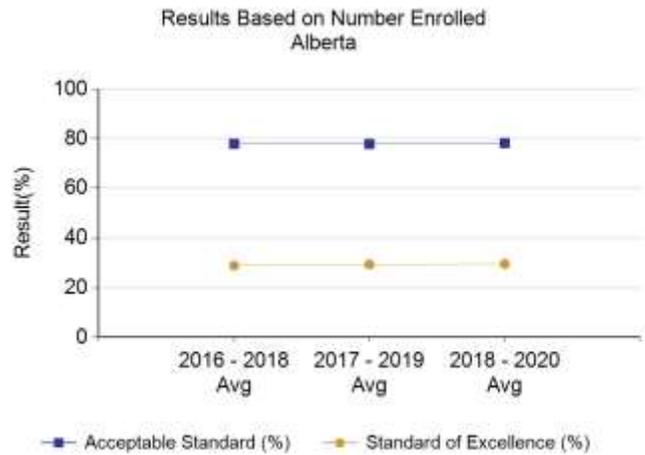
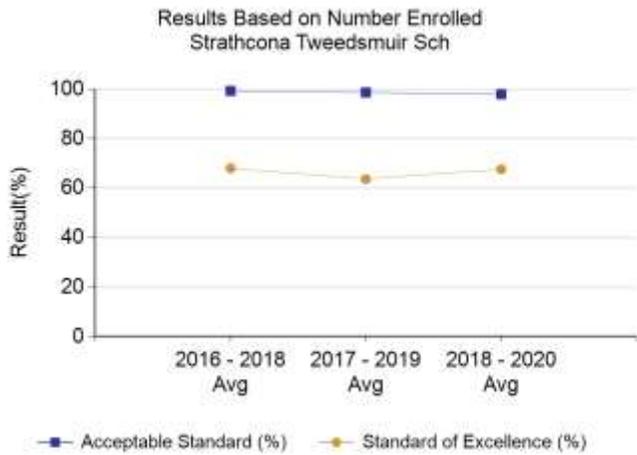
		Strathcona Tweedsmuir Sch					Alberta				
		2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Participation	Students Enrolled	64	50	48	53	n/a	47,543	49,501	51,517	54,879	n/a
	Students Writing	64	50	47	53	n/a	43,090	44,412	46,814	49,793	n/a
	Students Writing (%)	100.0	100.0	97.9	100.0	n/a	90.6	89.7	90.9	90.7	n/a
Results Based on Number Enrolled	Acceptable Standard (%)	100.0	100.0	97.9	98.1	n/a	78.0	76.9	78.8	77.6	n/a
	Standard of Excellence (%)	75.0	56.0	72.9	62.3	n/a	27.1	29.0	30.5	28.6	n/a
	Below Acceptable Standard (%)	0.0	0.0	0.0	1.9	n/a	12.6	12.8	12.1	13.1	n/a
Results Based on Number Writing	Acceptable Standard (%)	100.0	100.0	100.0	98.1	n/a	86.1	85.7	86.7	85.5	n/a
	Standard of Excellence (%)	75.0	56.0	74.5	62.3	n/a	29.9	32.3	33.6	31.6	n/a
	Below Acceptable Standard (%)	0.0	0.0	0.0	1.9	n/a	13.9	14.3	13.3	14.5	n/a



Notes:  
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).  
 2. Participation in the Provincial Achievement Tests was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trendover time.

Science 6 – 3 Year Rolling Average

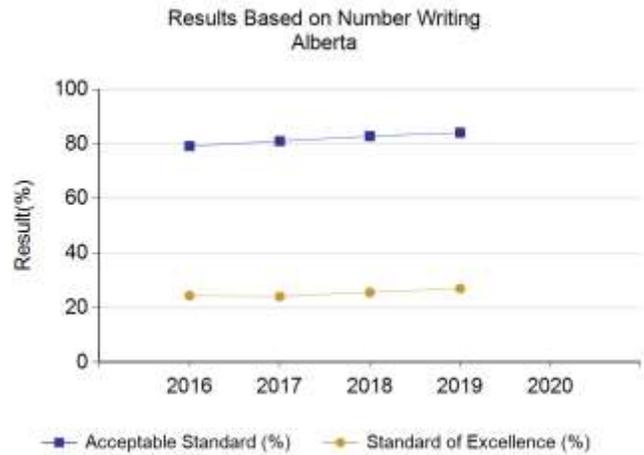
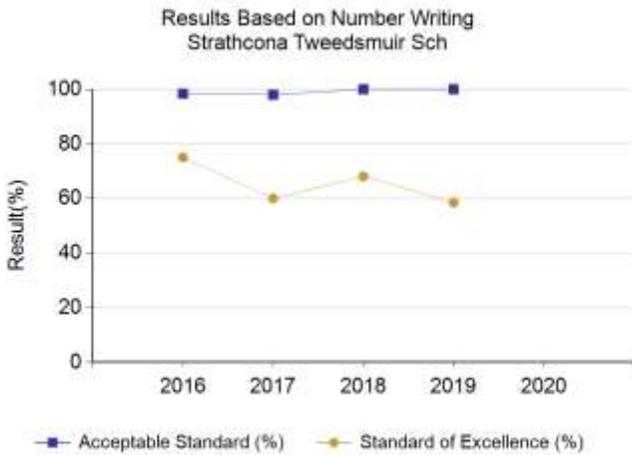
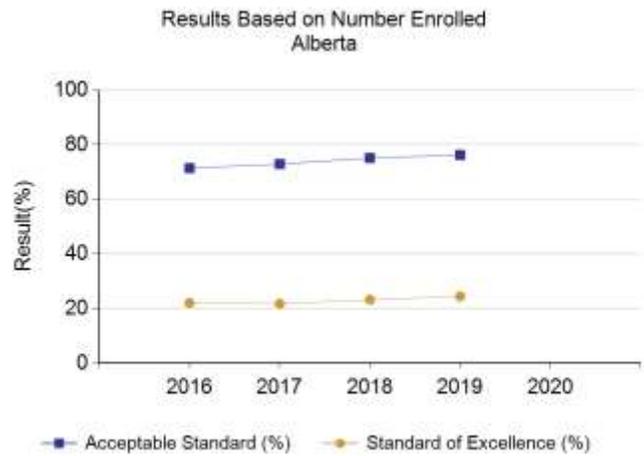
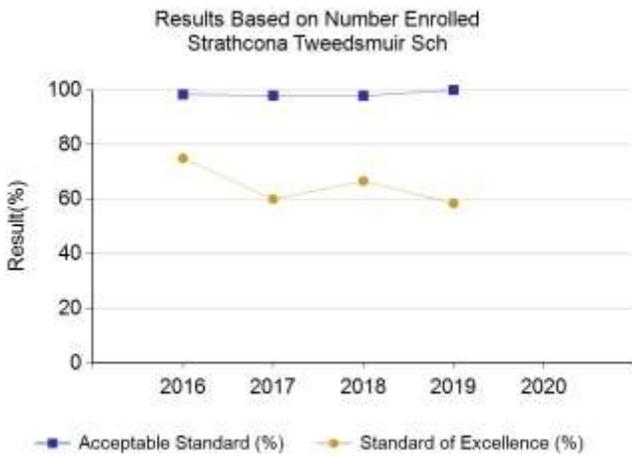
		Strathcona Tweedsmuir Sch			Alberta		
		2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg
Participation	Students Enrolled	54	50	51	49,520	51,966	53,198
	Students Writing	54	50	50	44,772	47,006	48,304
	Students Writing (%)	99.3	99.3	99.0	90.4	90.4	90.8
Results Based on Number Enrolled	Acceptable Standards (%)	99.3	98.7	98.0	77.9	77.8	78.2
	Standard of Excellence (%)	68.0	63.7	67.6	28.9	29.4	29.6
	Below Acceptable Standard (%)	0.0	0.6	0.9	12.5	12.7	12.6
Results Based on Number Writing	Acceptable Standards (%)	100.0	99.4	99.1	86.2	86.0	86.1
	Standard of Excellence (%)	68.5	64.2	68.4	31.9	32.5	32.6
	Below Acceptable Standard (%)	0.0	0.6	0.9	13.8	14.0	13.9



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Social Studies 6 – PAT Results

		Strathcona Tweedsmuir Sch					Alberta				
		2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Participation	Students Enrolled	64	50	48	53	n/a	47,522	49,485	51,525	54,802	n/a
	Students Writing	64	50	47	53	n/a	42,876	44,523	46,734	49,670	n/a
	Students Writing (%)	100.0	100.0	97.9	100.0	n/a	90.2	90.0	90.7	90.6	n/a
Results Based on Number Enrolled	Acceptable Standard (%)	98.4	98.0	97.9	100.0	n/a	71.4	72.9	75.1	76.2	n/a
	Standard of Excellence (%)	75.0	60.0	66.7	58.5	n/a	22.0	21.7	23.2	24.4	n/a
	Below Acceptable Standard (%)	1.6	2.0	0.0	0.0	n/a	18.8	17.1	15.6	14.4	n/a
Results Based on Number Writing	Acceptable Standard (%)	98.4	98.0	100.0	100.0	n/a	79.2	81.0	82.8	84.1	n/a
	Standard of Excellence (%)	75.0	60.0	68.1	58.5	n/a	24.4	24.1	25.6	27.0	n/a
	Below Acceptable Standard (%)	1.6	2.0	0.0	0.0	n/a	20.8	19.0	17.2	15.9	n/a

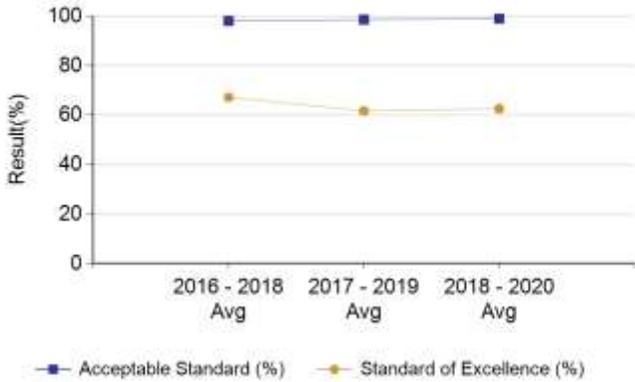


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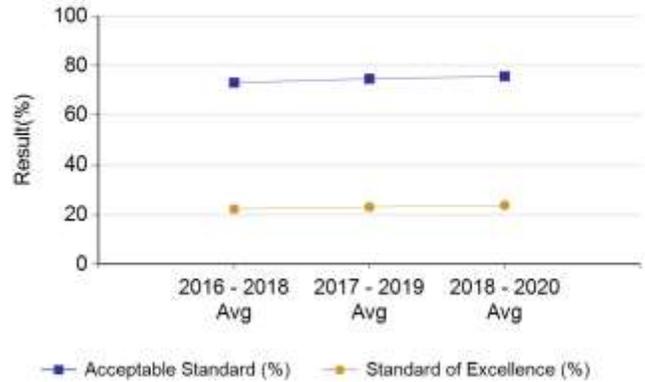
Social Studies 6 – 3 Year Rolling Average

		Strathcona Tweedsmuir Sch			Alberta		
		2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg
Participation	Students Enrolled	54	50	51	49,511	51,937	53,164
	Students Writing	54	50	50	44,711	46,976	48,202
	Students Writing (%)	99.3	99.3	99.0	90.3	90.4	90.7
Results Based on Number Enrolled	Acceptable Standards (%)	98.1	98.6	99.0	73.1	74.7	75.7
	Standard of Excellence (%)	67.2	61.7	62.6	22.3	23.1	23.8
	Below Acceptable Standard (%)	1.2	0.7	0.0	17.2	15.7	15.0
Results Based on Number Writing	Acceptable Standards (%)	98.8	99.3	100.0	81.0	82.6	83.4
	Standard of Excellence (%)	67.7	62.2	63.3	24.7	25.5	26.3
	Below Acceptable Standard (%)	1.2	0.7	0.0	19.0	17.4	16.6

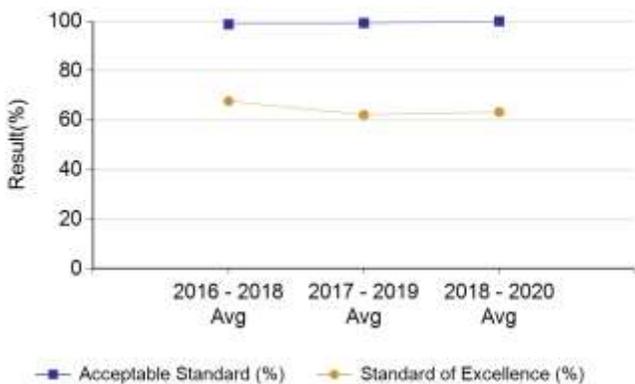
Results Based on Number Enrolled  
Strathcona Tweedsmuir Sch



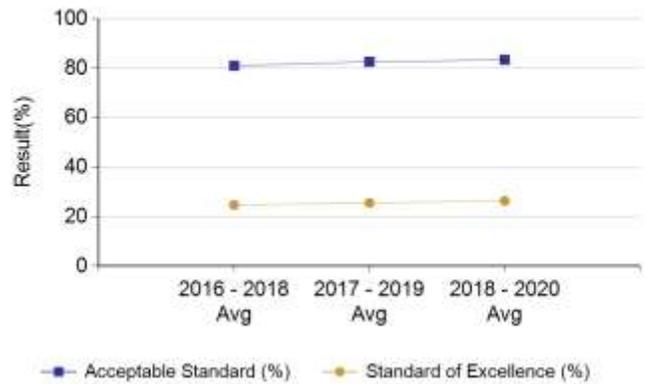
Results Based on Number Enrolled  
Alberta



Results Based on Number Writing  
Strathcona Tweedsmuir Sch



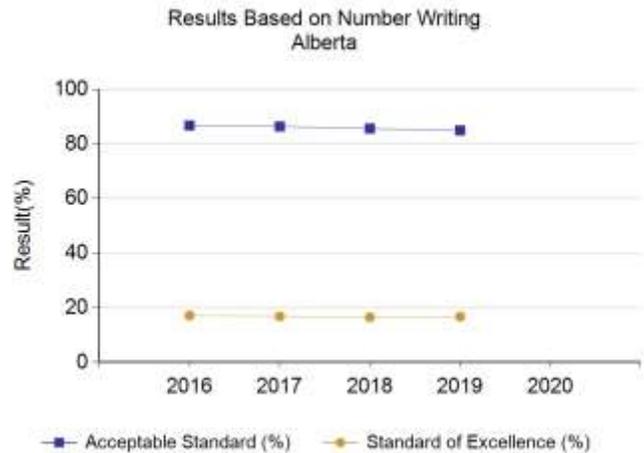
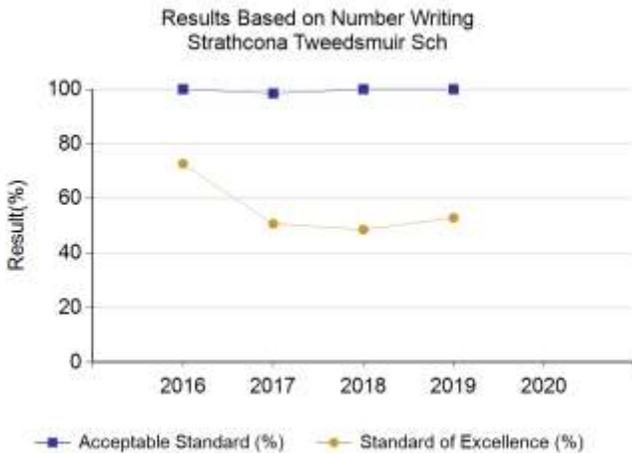
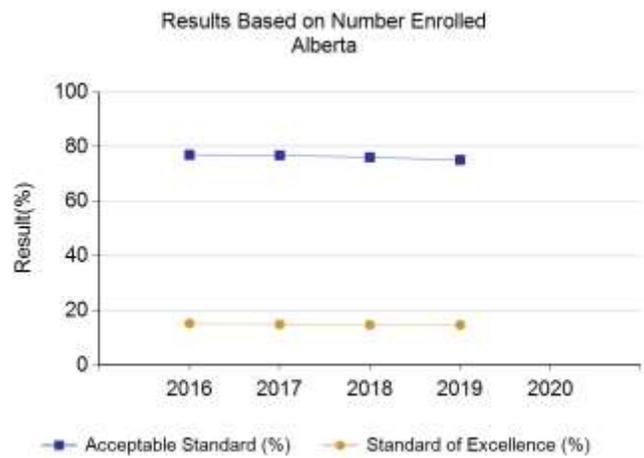
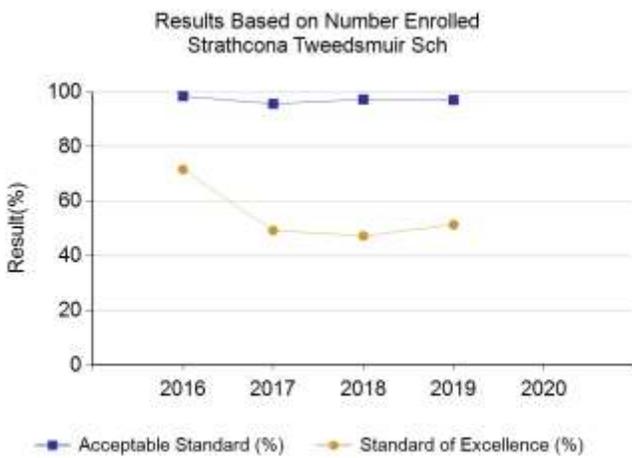
Results Based on Number Writing  
Alberta



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English Language Arts 9 – PAT Results

		Strathcona Tweedsmuir Sch					Alberta				
		2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Participation	Students Enrolled	67	69	74	70	n/a	43,780	45,487	46,822	47,465	n/a
	Students Writing	66	67	72	68	n/a	38,859	40,395	41,631	42,002	n/a
	Students Writing (%)	98.5	97.1	97.3	97.1	n/a	88.8	88.8	88.9	88.5	n/a
Results Based on Number Enrolled	Acceptable Standard (%)	98.5	95.7	97.3	97.1	n/a	77.0	76.8	76.1	75.1	n/a
	Standard of Excellence (%)	71.6	49.3	47.3	51.4	n/a	15.2	14.9	14.7	14.7	n/a
	Below Acceptable Standard (%)	0.0	1.4	0.0	0.0	n/a	11.8	12.0	12.8	13.3	n/a
Results Based on Number Writing	Acceptable Standard (%)	100.0	98.5	100.0	100.0	n/a	86.7	86.4	85.6	84.9	n/a
	Standard of Excellence (%)	72.7	50.7	48.6	52.9	n/a	17.1	16.8	16.5	16.7	n/a
	Below Acceptable Standard (%)	0.0	1.5	0.0	0.0	n/a	13.3	13.6	14.4	15.1	n/a

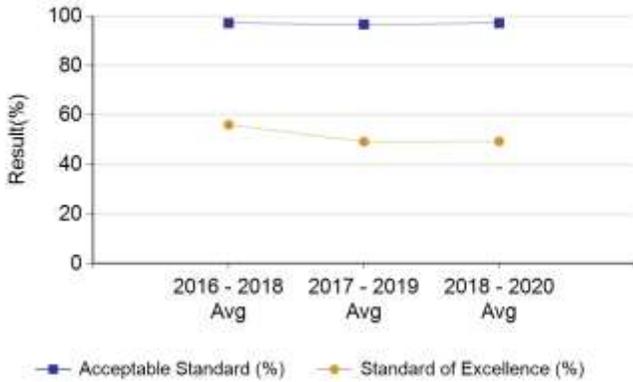


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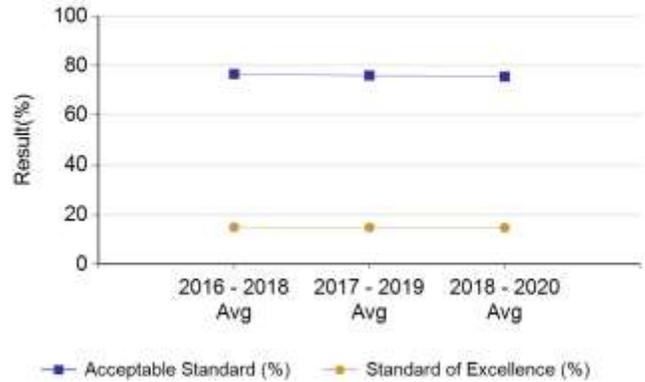
English Language Arts 9 – 3 Year Rolling Average

		Strathcona Tweedsmuir Sch			Alberta		
		2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg
Participation	Students Enrolled	70	71	72	45,363	46,591	47,144
	Students Writing	68	69	70	40,295	41,343	41,817
	Students Writing (%)	97.6	97.2	97.2	88.8	88.7	88.7
Results Based on Number Enrolled	Acceptable Standards (%)	97.2	96.7	97.2	76.6	76.0	75.6
	Standard of Excellence (%)	56.1	49.3	49.4	14.9	14.8	14.7
	Below Acceptable Standard (%)	0.5	0.5	0.0	12.2	12.7	13.1
Results Based on Number Writing	Acceptable Standards (%)	99.5	99.5	100.0	86.3	85.7	85.3
	Standard of Excellence (%)	57.4	50.8	50.8	16.8	16.7	16.6
	Below Acceptable Standard (%)	0.5	0.5	0.0	13.7	14.3	14.7

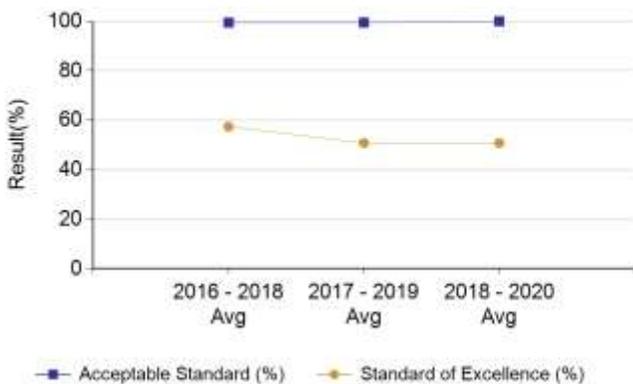
Results Based on Number Enrolled  
Strathcona Tweedsmuir Sch



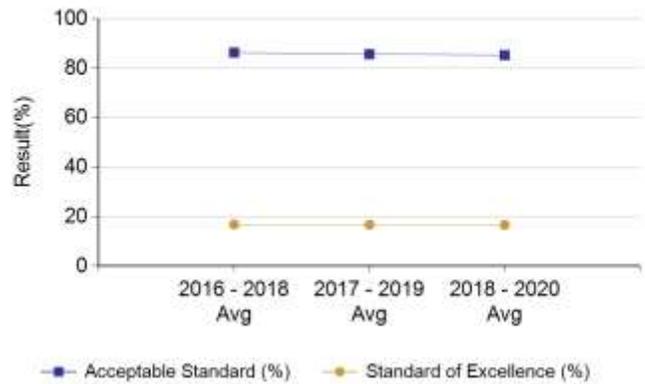
Results Based on Number Enrolled  
Alberta



Results Based on Number Writing  
Strathcona Tweedsmuir Sch



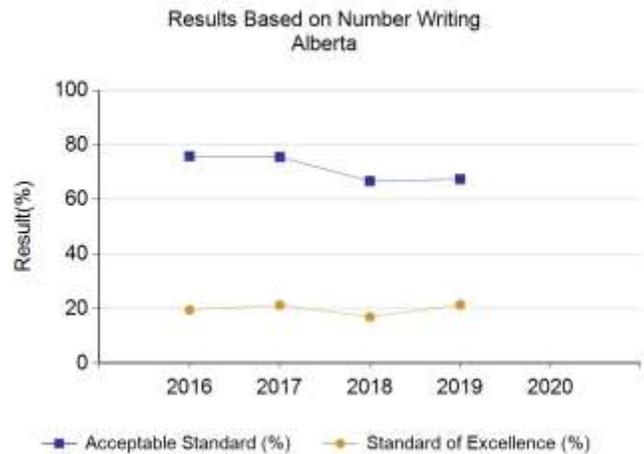
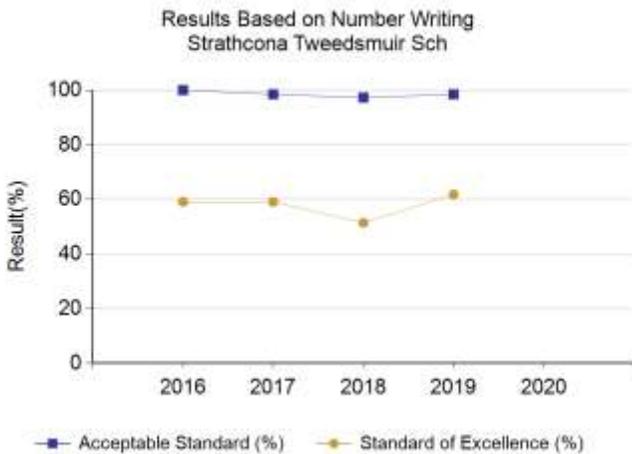
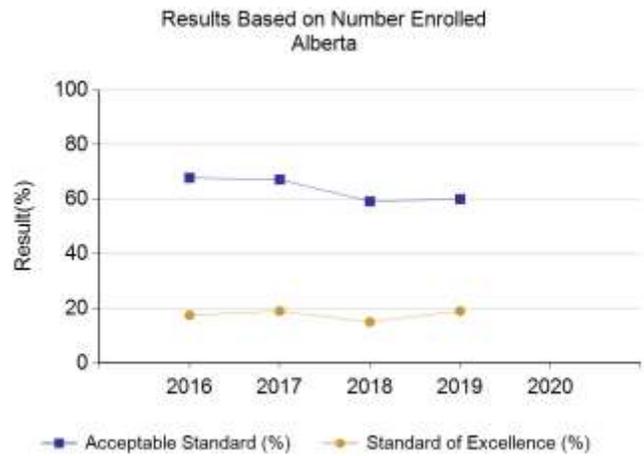
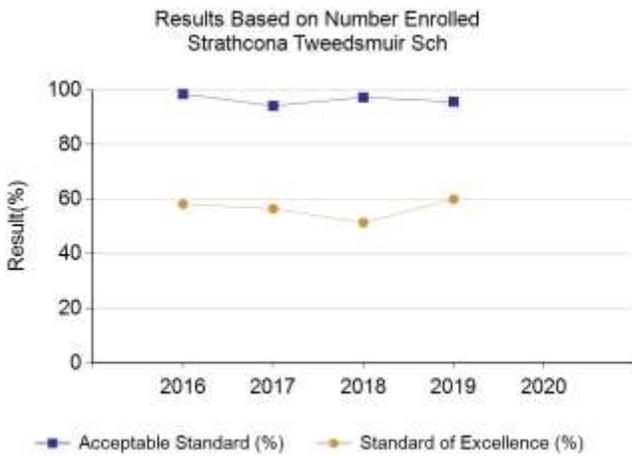
Results Based on Number Writing  
Alberta



Notes:  
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 2. Participation in the Provincial Achievement Tests was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trend over time.

Mathematics 9 – PAT Results

		Strathcona Tweedsmuir Sch					Alberta				
		2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Participation	Students Enrolled	67	69	74	70	n/a	43,253	45,020	46,603	46,764	n/a
	Students Writing	66	66	74	68	n/a	38,697	40,084	41,359	41,612	n/a
	Students Writing (%)	98.5	95.7	100.0	97.1	n/a	89.5	89.0	88.7	89.0	n/a
Results Based on Number Enrolled	Acceptable Standard (%)	98.5	94.2	97.3	95.7	n/a	67.8	67.2	59.2	60.0	n/a
	Standard of Excellence (%)	58.2	56.5	51.4	60.0	n/a	17.5	19.0	15.0	19.0	n/a
	Below Acceptable Standard (%)	0.0	1.4	2.7	1.4	n/a	21.7	21.8	29.5	29.0	n/a
Results Based on Number Writing	Acceptable Standard (%)	100.0	98.5	97.3	98.5	n/a	75.8	75.5	66.7	67.4	n/a
	Standard of Excellence (%)	59.1	59.1	51.4	61.8	n/a	19.5	21.3	16.9	21.4	n/a
	Below Acceptable Standard (%)	0.0	1.5	2.7	1.5	n/a	24.2	24.5	33.3	32.6	n/a

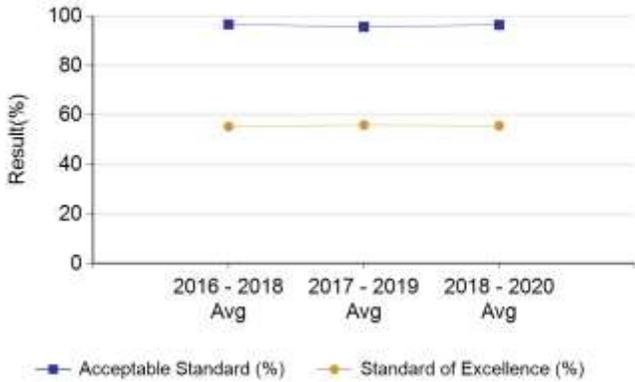


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  2. Participation in the Provincial Achievement Tests was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trendover time.
  3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

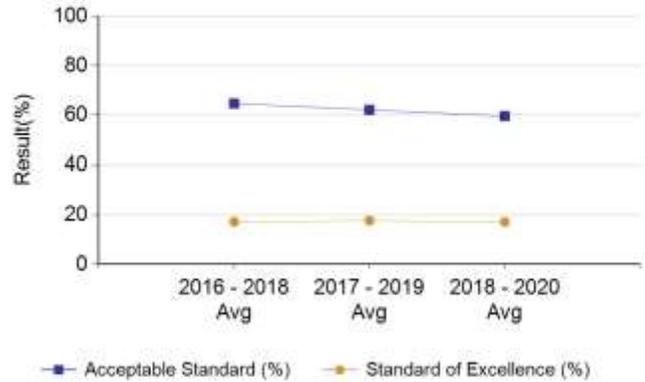
Mathematics 9 – 3 Year Rolling Average

		Strathcona Tweedsmuir Sch			Alberta		
		2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg
Participation	Students Enrolled	70	71	72	44,959	46,129	46,684
	Students Writing	69	69	71	40,047	41,018	41,486
	Students Writing (%)	98.1	97.6	98.6	89.1	88.9	88.9
Results Based on Number Enrolled	Acceptable Standards (%)	96.7	95.7	96.5	64.7	62.1	59.6
	Standard of Excellence (%)	55.4	56.0	55.7	17.1	17.6	17.0
	Below Acceptable Standard (%)	1.4	1.9	2.1	24.4	26.8	29.3
Results Based on Number Writing	Acceptable Standards (%)	98.6	98.1	97.9	72.7	69.9	67.1
	Standard of Excellence (%)	56.5	57.4	56.6	19.2	19.8	19.1
	Below Acceptable Standard (%)	1.4	1.9	2.1	27.3	30.1	32.9

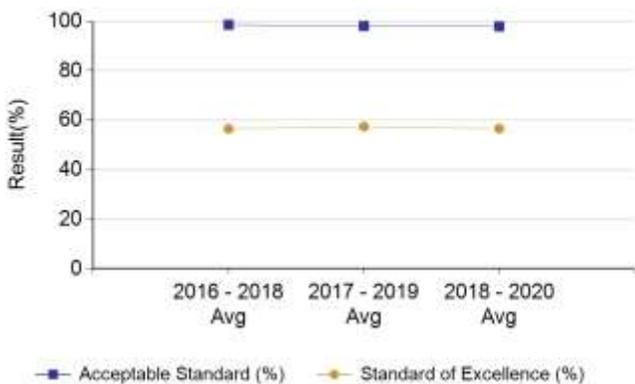
Results Based on Number Enrolled  
Strathcona Tweedsmuir Sch



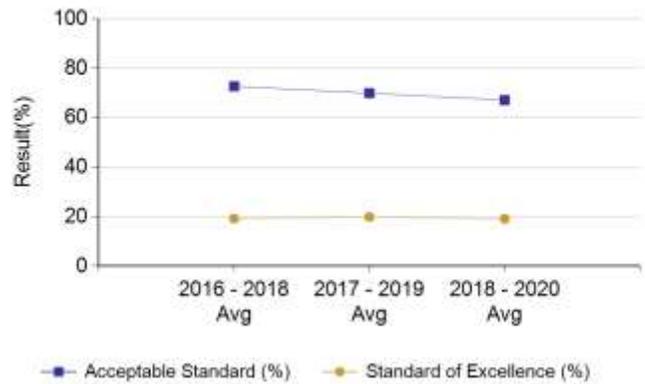
Results Based on Number Enrolled  
Alberta



Results Based on Number Writing  
Strathcona Tweedsmuir Sch



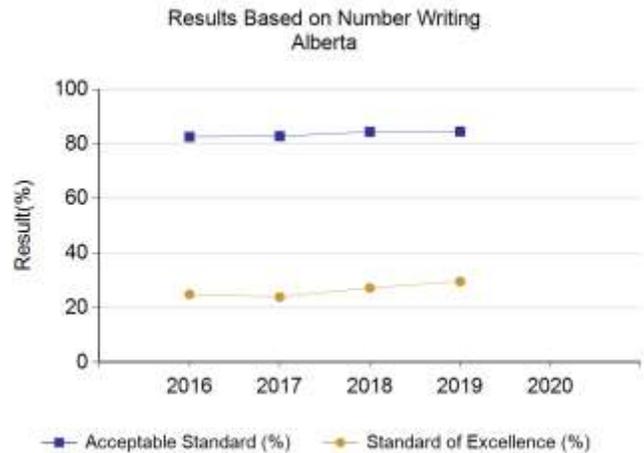
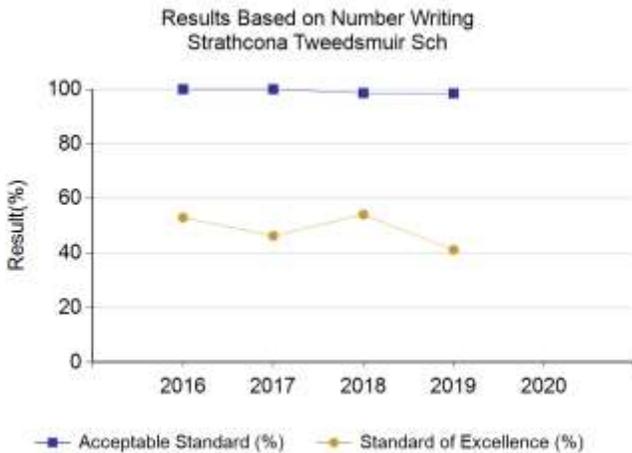
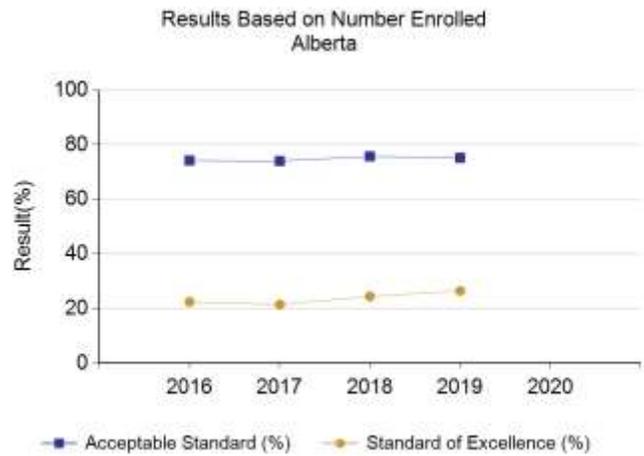
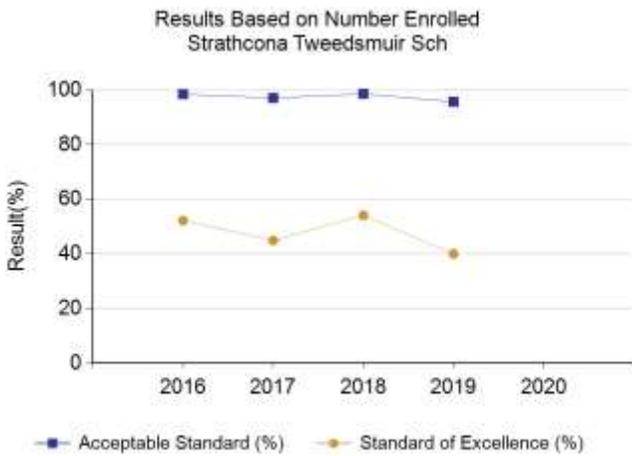
Results Based on Number Writing  
Alberta



- 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 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trend over time.
  3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Science 9 – PAT Results

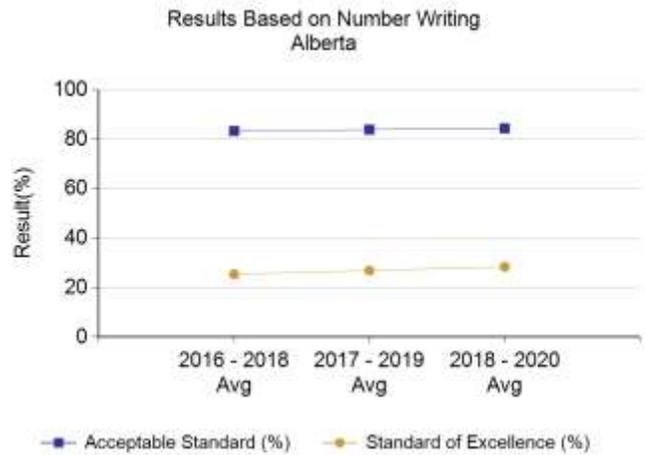
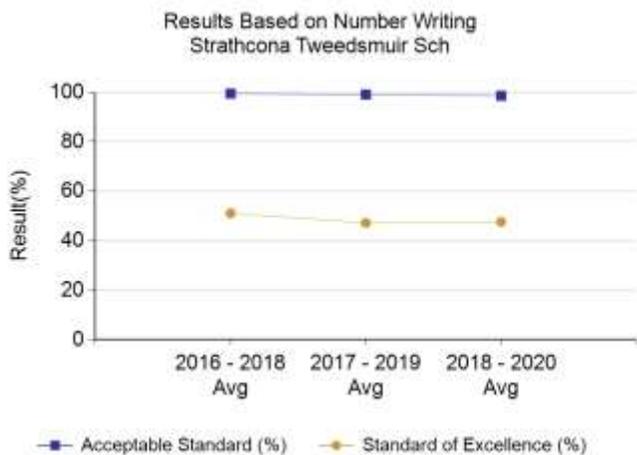
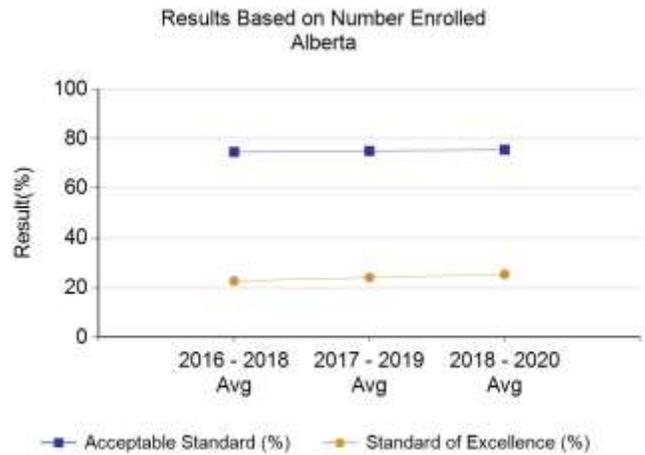
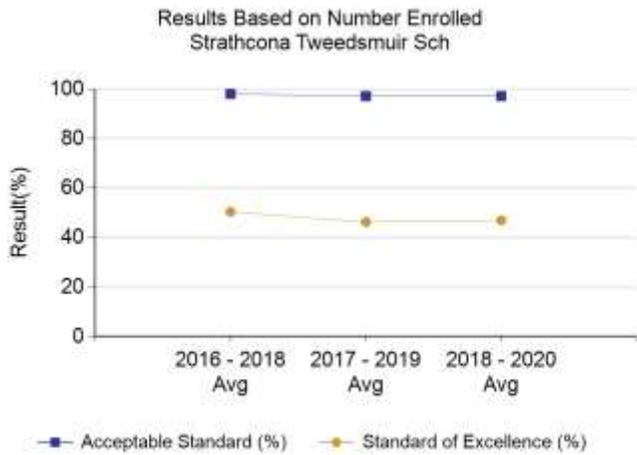
		Strathcona Tweedsmuir Sch					Alberta				
		2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Participation	Students Enrolled	67	69	74	70	n/a	43,834	45,445	46,810	47,489	n/a
	Students Writing	66	67	74	68	n/a	39,395	40,605	41,978	42,280	n/a
	Students Writing (%)	98.5	97.1	100.0	97.1	n/a	89.9	89.3	89.7	89.0	n/a
Results Based on Number Enrolled	Acceptable Standard (%)	98.5	97.1	98.6	95.7	n/a	74.2	74.0	75.7	75.2	n/a
	Standard of Excellence (%)	52.2	44.9	54.1	40.0	n/a	22.4	21.4	24.4	26.4	n/a
	Below Acceptable Standard (%)	0.0	0.0	1.4	1.4	n/a	15.6	15.4	14.0	13.8	n/a
Results Based on Number Writing	Acceptable Standard (%)	100.0	100.0	98.6	98.5	n/a	82.6	82.8	84.4	84.5	n/a
	Standard of Excellence (%)	53.0	46.3	54.1	41.2	n/a	24.9	23.9	27.2	29.6	n/a
	Below Acceptable Standard (%)	0.0	0.0	1.4	1.5	n/a	17.4	17.2	15.6	15.5	n/a



Notes:  
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).  
 2. Participation in the Provincial Achievement Tests was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trendover time.

Science 9 - 3 Year Rolling Average

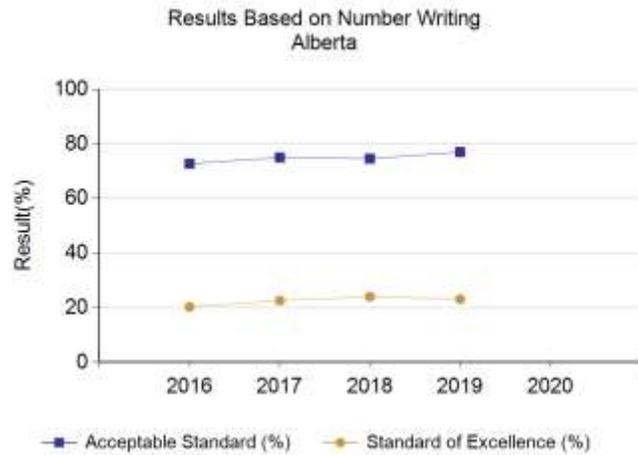
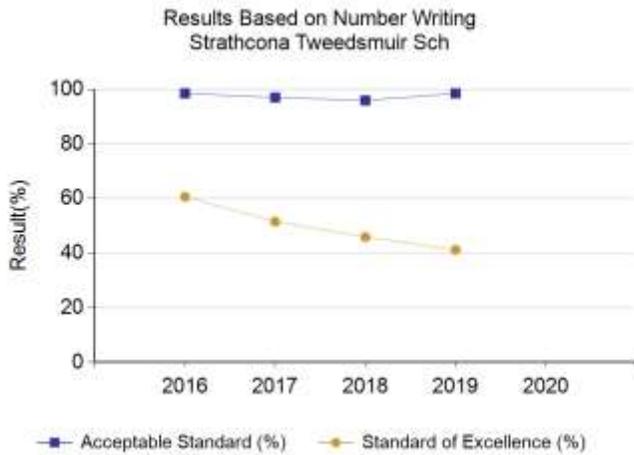
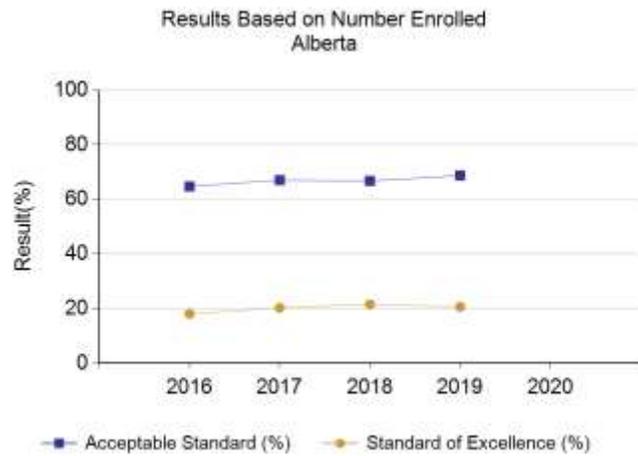
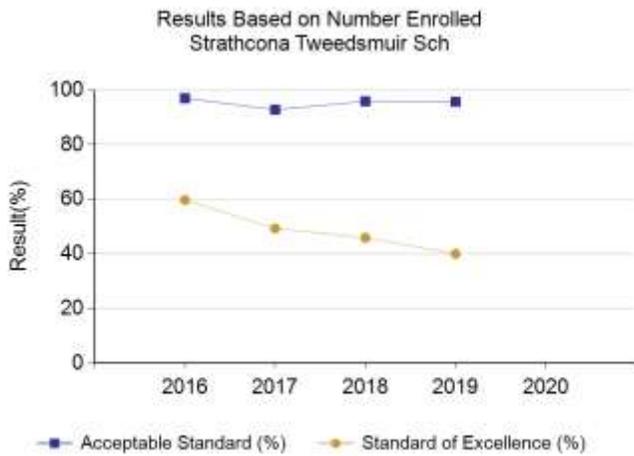
		Strathcona Tweedsmuir Sch			Alberta		
		2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg
Participation	Students Enrolled	70	71	72	45,363	46,581	47,150
	Students Writing	69	70	71	40,659	41,621	42,129
	Students Writing (%)	98.5	98.1	98.6	89.6	89.4	89.4
Results Based on Number Enrolled	Acceptable Standards (%)	98.1	97.2	97.2	74.6	75.0	75.5
	Standard of Excellence (%)	50.4	46.3	47.0	22.7	24.1	25.4
	Below Acceptable Standard (%)	0.5	0.9	1.4	15.0	14.4	13.9
Results Based on Number Writing	Acceptable Standards (%)	99.5	99.1	98.6	83.3	83.9	84.4
	Standard of Excellence (%)	51.1	47.2	47.6	25.4	26.9	28.4
	Below Acceptable Standard (%)	0.5	0.9	1.4	16.7	16.1	15.6



Notes:  
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).  
 2. Participation in the Provincial Achievement Tests was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trendover time.

Social Studies 9 – PAT Results

		Strathcona Tweedsmuir Sch					Alberta				
		2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Participation	Students Enrolled	67	69	74	70	n/a	43,775	45,484	46,840	47,496	n/a
	Students Writing	66	66	74	68	n/a	38,990	40,653	41,902	42,336	n/a
	Students Writing (%)	98.5	95.7	100.0	97.1	n/a	89.1	89.4	89.5	89.1	n/a
Results Based on Number Enrolled	Acceptable Standard (%)	97.0	92.8	95.9	95.7	n/a	64.7	67.0	66.7	68.7	n/a
	Standard of Excellence (%)	59.7	49.3	45.9	40.0	n/a	18.0	20.2	21.5	20.6	n/a
	Below Acceptable Standard (%)	1.5	2.9	4.1	1.4	n/a	24.4	22.4	22.8	20.5	n/a
Results Based on Number Writing	Acceptable Standard (%)	98.5	97.0	95.9	98.5	n/a	72.7	75.0	74.6	77.0	n/a
	Standard of Excellence (%)	60.6	51.5	45.9	41.2	n/a	20.3	22.6	24.0	23.1	n/a
	Below Acceptable Standard (%)	1.5	3.0	4.1	1.5	n/a	27.3	25.0	25.4	23.0	n/a

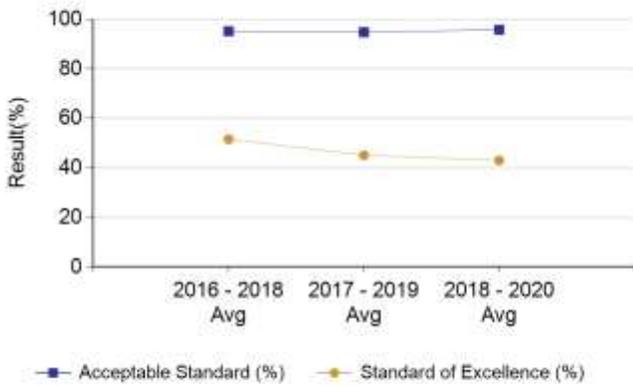


Notes:  
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).  
 2. Participation in the Provincial Achievement Tests was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trendover time.

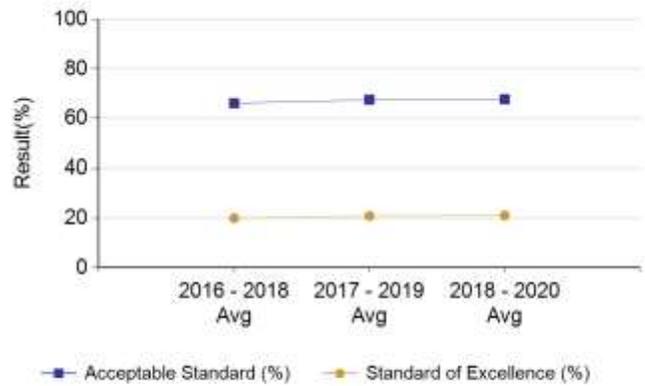
Social Studies 9 – 3 Year Rolling Average

		Strathcona Tweedsmuir Sch			Alberta		
		2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg
Participation	Students Enrolled	70	71	72	45,366	46,607	47,168
	Students Writing	69	69	71	40,515	41,630	42,119
	Students Writing (%)	98.1	97.6	98.6	89.3	89.3	89.3
Results Based on Number Enrolled	Acceptable Standards (%)	95.2	94.8	95.8	66.1	67.5	67.7
	Standard of Excellence (%)	51.6	45.1	43.0	19.9	20.8	21.0
	Below Acceptable Standard (%)	2.8	2.8	2.7	23.2	21.9	21.6
Results Based on Number Writing	Acceptable Standards (%)	97.1	97.1	97.2	74.1	75.5	75.8
	Standard of Excellence (%)	52.7	46.2	43.6	22.3	23.2	23.5
	Below Acceptable Standard (%)	2.9	2.9	2.8	25.9	24.5	24.2

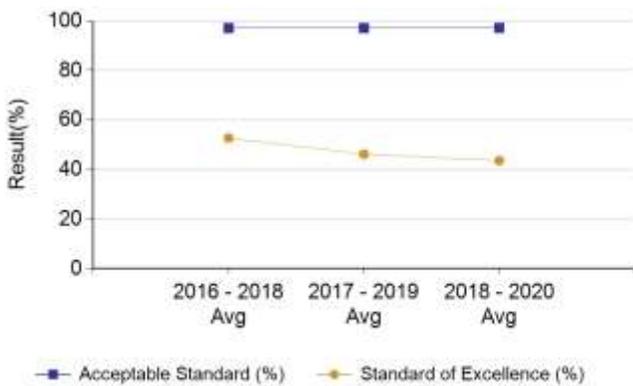
Results Based on Number Enrolled  
Strathcona Tweedsmuir Sch



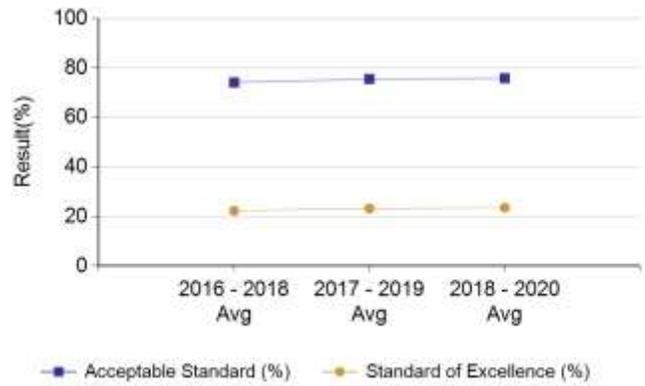
Results Based on Number Enrolled  
Alberta



Results Based on Number Writing  
Strathcona Tweedsmuir Sch



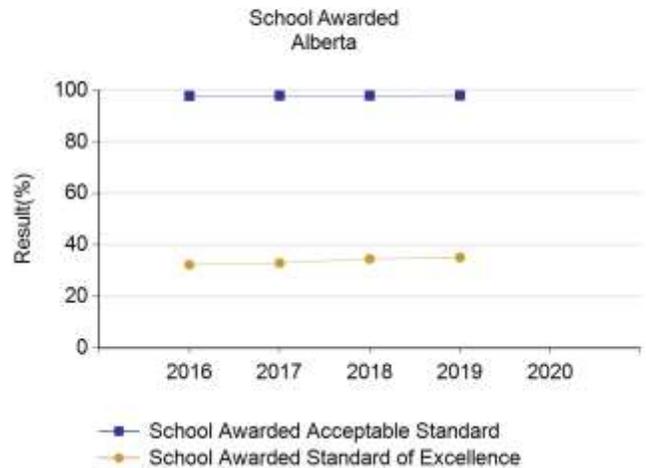
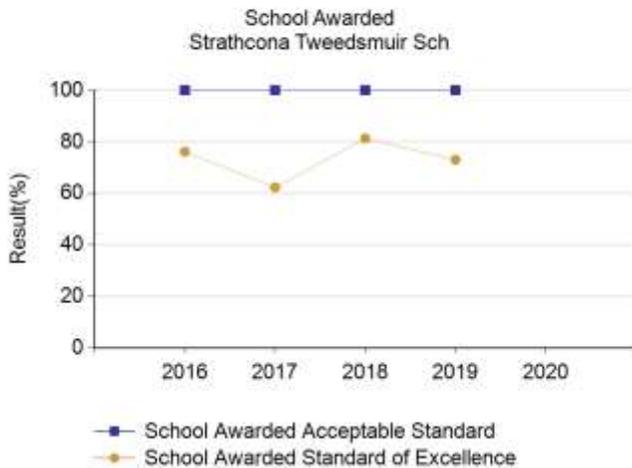
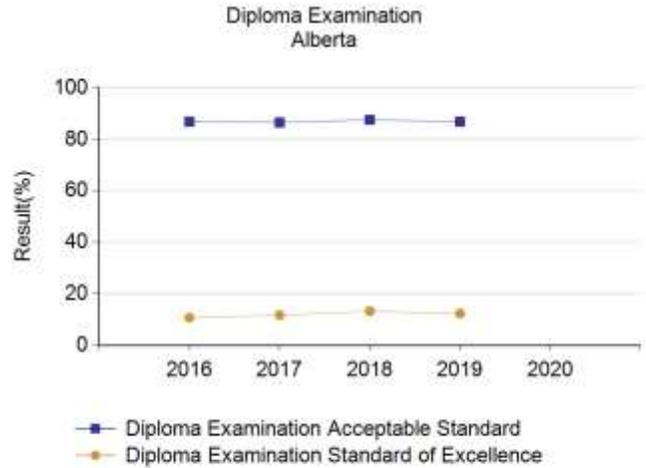
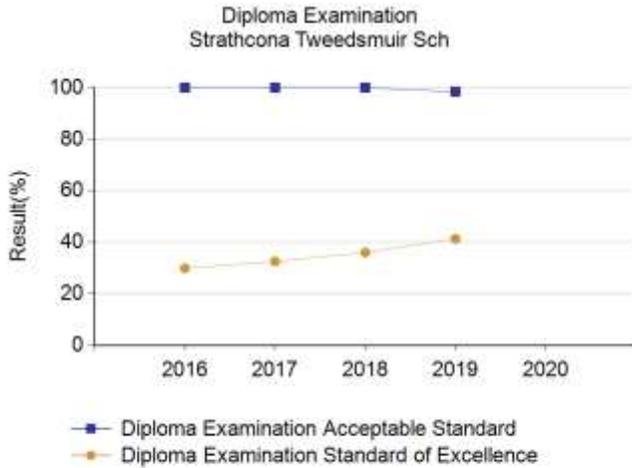
Results Based on Number Writing  
Alberta



- 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 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trend over time.

English Language Arts 30-1 – Diploma Results

	Strathcona Tweedsmuir Sch					Alberta				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Students Writing	67	77	75	63	n/a	29,730	30,150	30,393	29,832	n/a
Diploma Examination Acceptable Standard (%)	100.0	100.0	100.0	98.4	n/a	86.8	86.5	87.5	86.8	n/a
Diploma Examination Standard of Excellence (%)	29.9	32.5	36.0	41.3	n/a	10.7	11.7	13.2	12.3	n/a
School Awarded Acceptable Standard (%)	100.0	100.0	100.0	100.0	n/a	97.8	97.9	97.9	98.0	n/a
School Awarded Standard of Excellence (%)	76.1	62.3	81.3	73.0	n/a	32.2	32.9	34.5	35.1	n/a

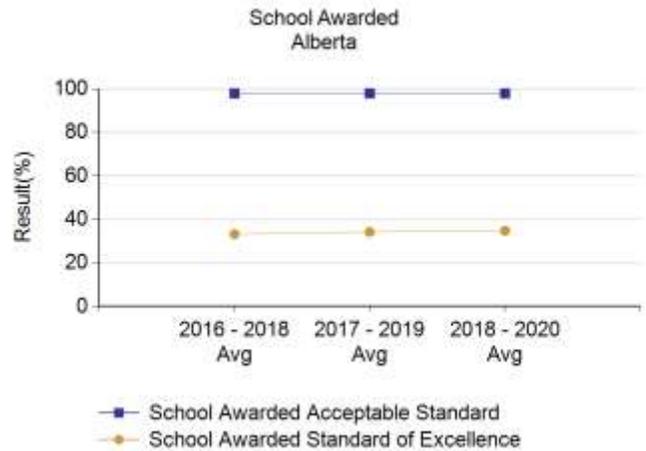
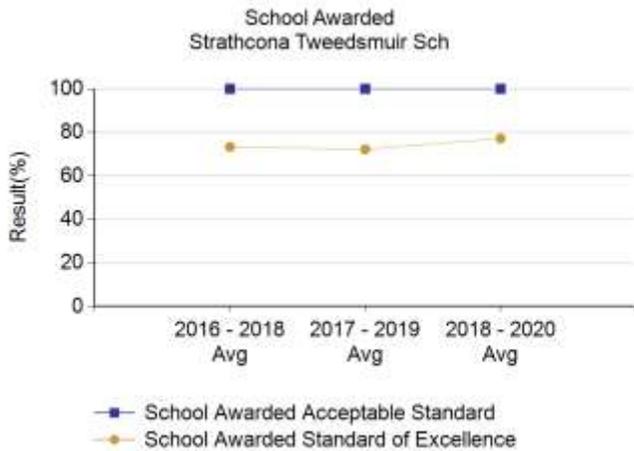
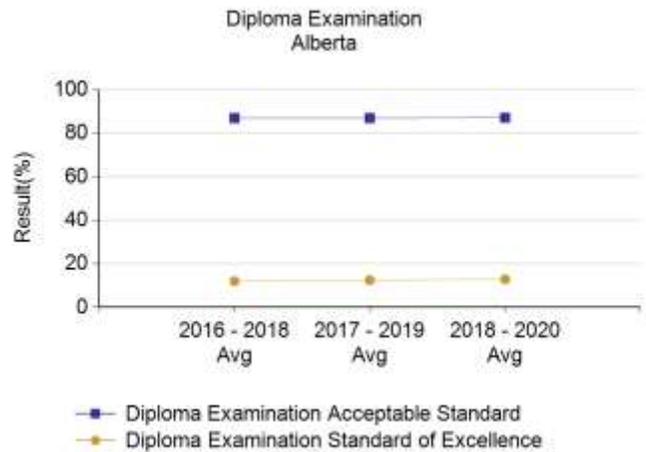
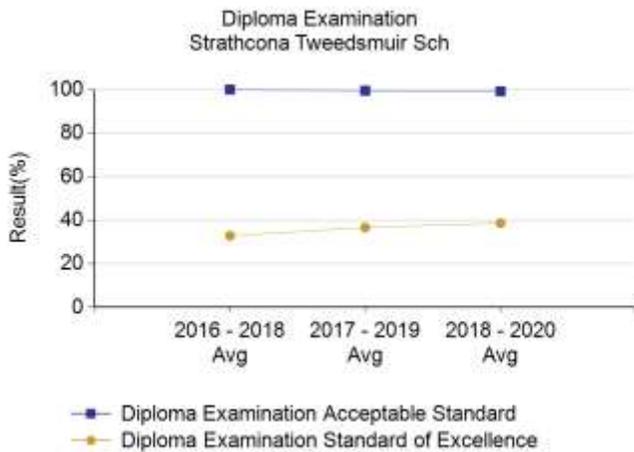


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

English Language Arts 30-1 – 3 Year Rolling Average

	Strathcona Tweedsmuir Sch			Alberta		
	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg
Students Writing	73	72	69	30,091	30,125	30,113
Diploma Examination Acceptable Standard (%)	100.0	99.5	99.2	86.9	86.9	87.1
Diploma Examination Standard of Excellence (%)	32.8	36.6	38.6	11.9	12.4	12.8
School Awarded Acceptable Standard (%)	100.0	100.0	100.0	97.9	97.9	97.9
School Awarded Standard of Excellence (%)	73.3	72.2	77.2	33.2	34.2	34.8

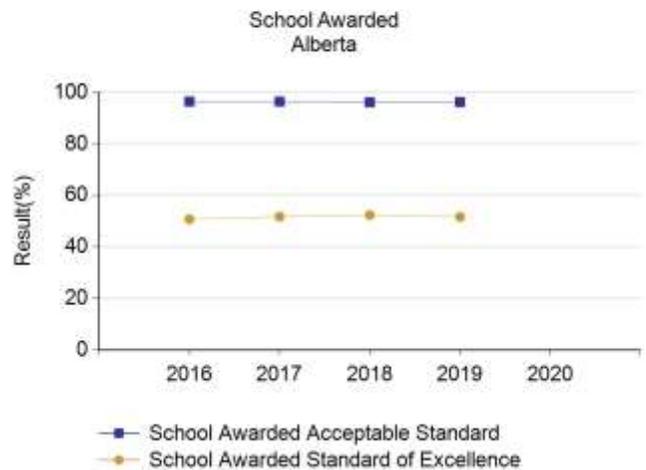
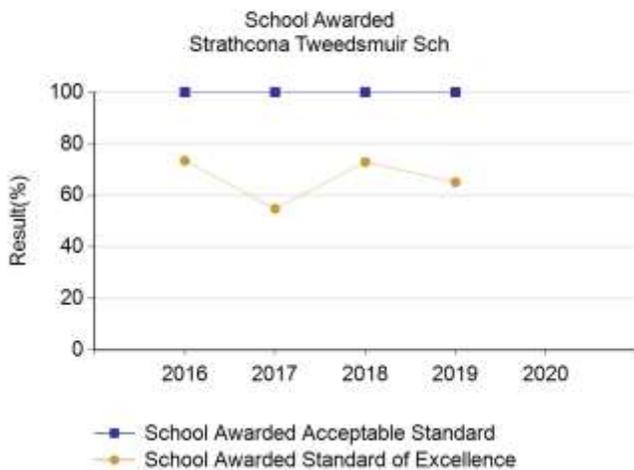
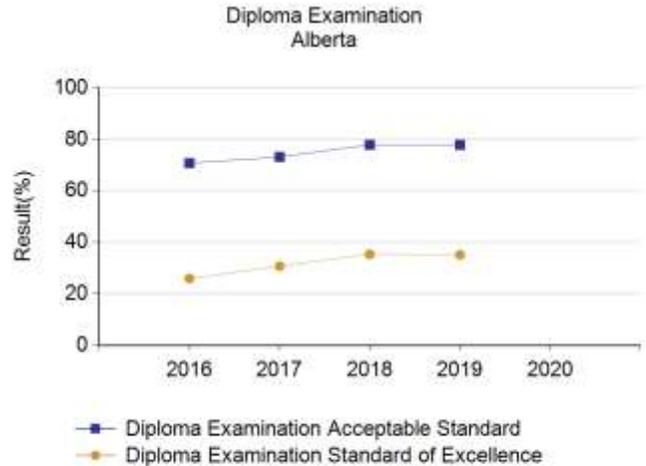
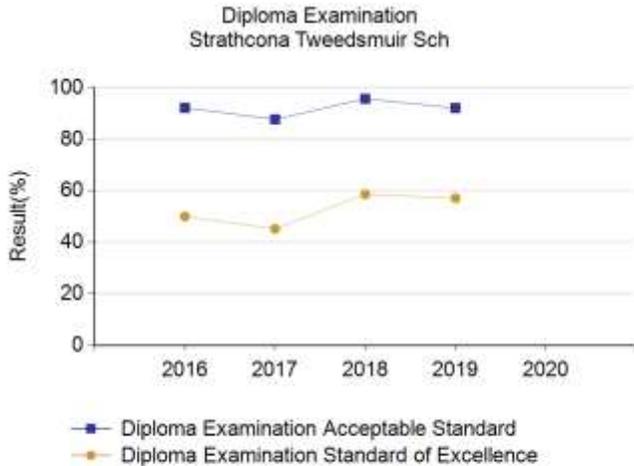


Notes:

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 Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

**Mathematics 30-1 – Diploma Results**

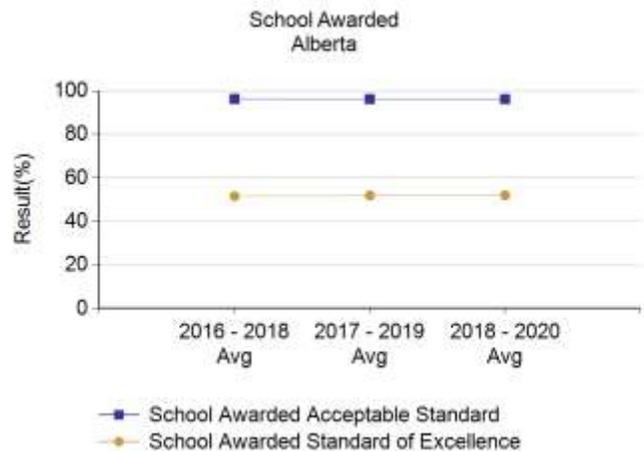
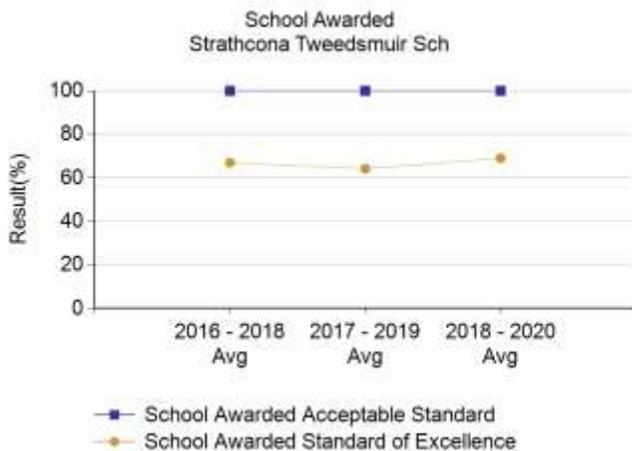
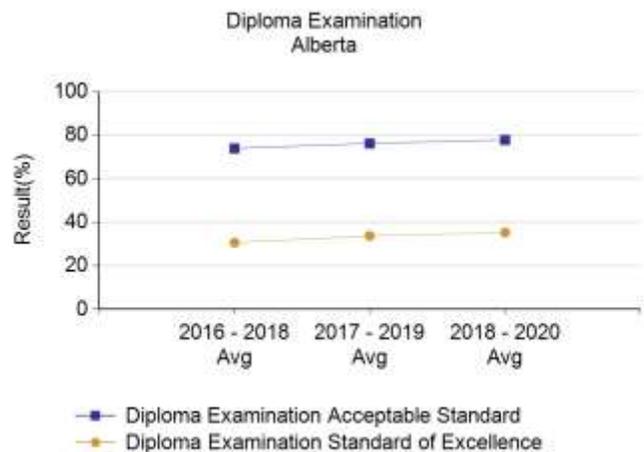
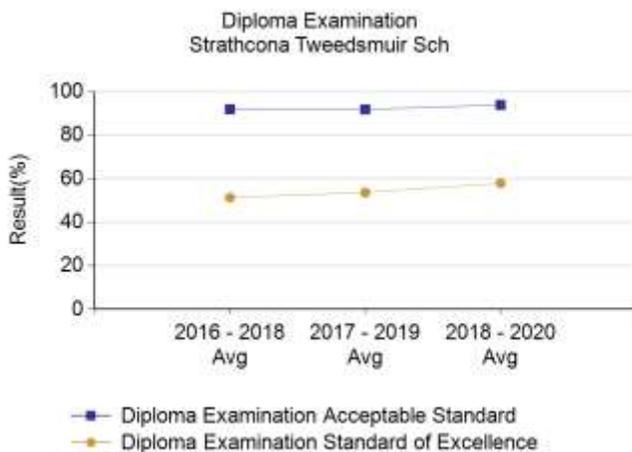
	Strathcona Tweedsmuir Sch					Alberta				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Students Writing	64	73	70	63	n/a	20,492	20,371	20,148	19,389	n/a
<b>Diploma Examination Acceptable Standard (%)</b>	<b>92.2</b>	<b>87.7</b>	<b>95.7</b>	<b>92.1</b>	<b>n/a</b>	<b>70.7</b>	<b>73.1</b>	<b>77.8</b>	<b>77.8</b>	<b>n/a</b>
<b>Diploma Examination Standard of Excellence (%)</b>	<b>50.0</b>	<b>45.2</b>	<b>58.6</b>	<b>57.1</b>	<b>n/a</b>	<b>25.9</b>	<b>30.7</b>	<b>35.3</b>	<b>35.1</b>	<b>n/a</b>
School Awarded Acceptable Standard (%)	100.0	100.0	100.0	100.0	n/a	96.4	96.4	96.1	96.2	n/a
School Awarded Standard of Excellence (%)	73.4	54.8	72.9	65.1	n/a	50.7	51.7	52.3	51.6	n/a



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
  3. Participation in the Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. 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.

**Mathematics 30-1 – 3 Year Rolling Average**

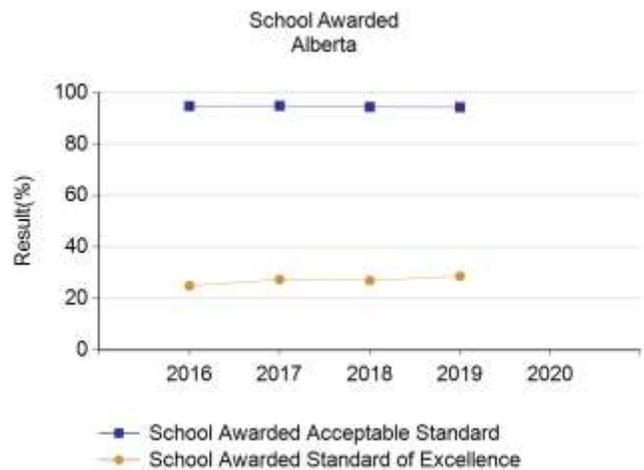
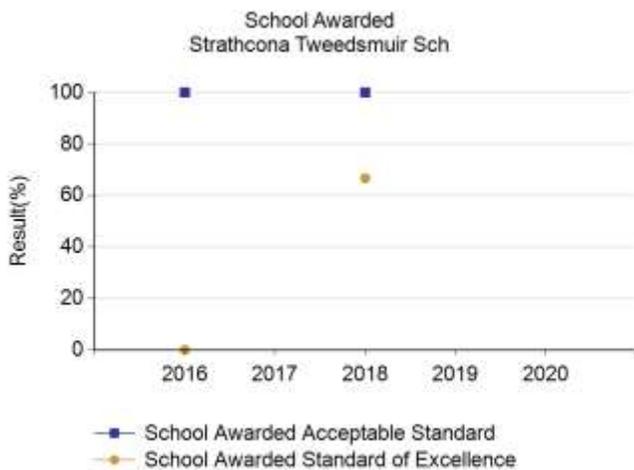
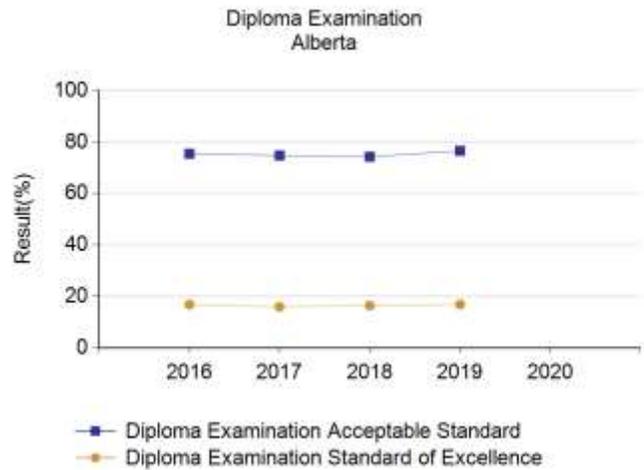
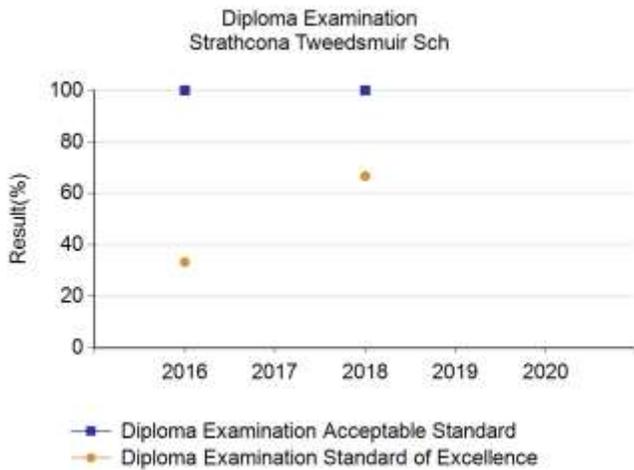
	Strathcona Tweedsmuir Sch			Alberta		
	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg
Students Writing	69	69	67	20,337	19,969	19,769
Diploma Examination Acceptable Standard (%)	91.9	91.8	93.9	73.9	76.2	77.8
Diploma Examination Standard of Excellence (%)	51.3	53.6	57.9	30.6	33.7	35.2
School Awarded Acceptable Standard (%)	100.0	100.0	100.0	96.3	96.2	96.2
School Awarded Standard of Excellence (%)	67.0	64.2	69.0	51.6	51.9	52.0



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
  3. Participation in the Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. 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.

Mathematics 30-2 – Diploma Results

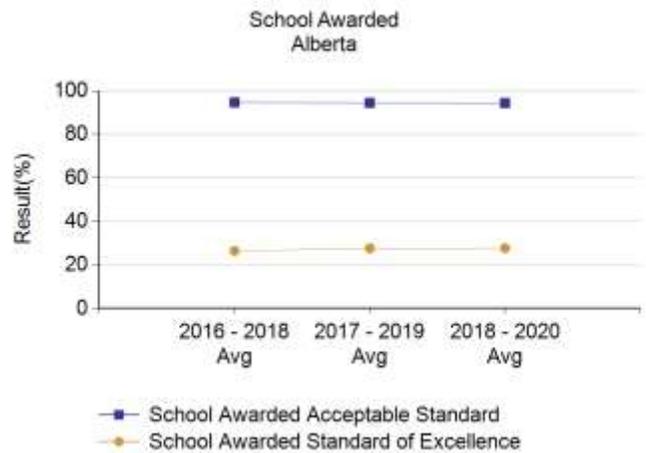
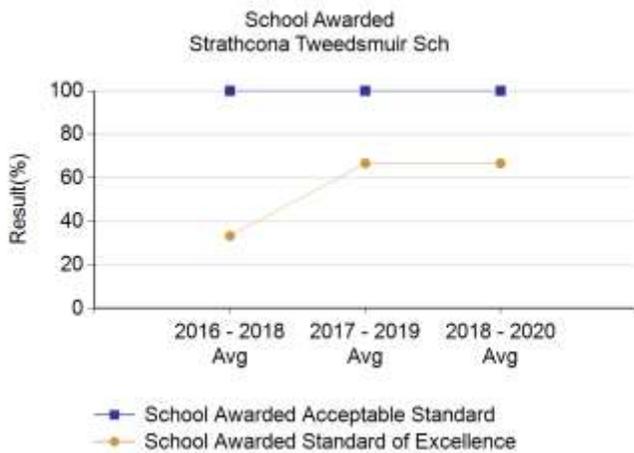
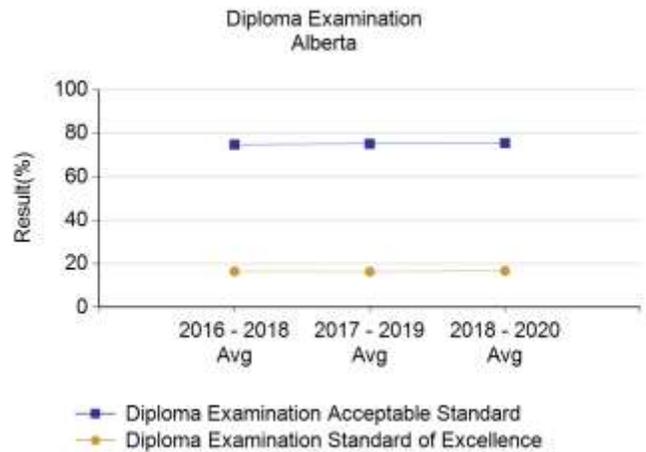
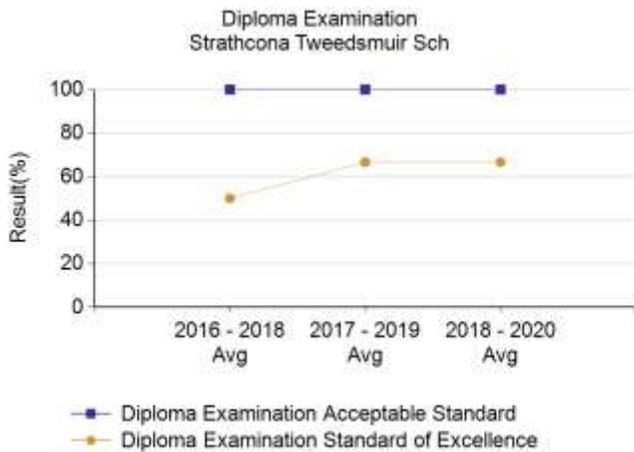
	Strathcona Tweedsmuir Sch					Alberta				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Students Writing	6	5	6	2	n/a	13,631	14,327	14,362	14,465	n/a
Diploma Examination Acceptable Standard (%)	100.0	*	100.0	*	n/a	75.4	74.7	74.2	76.5	n/a
Diploma Examination Standard of Excellence (%)	33.3	*	66.7	*	n/a	16.8	15.9	16.4	16.8	n/a
School Awarded Acceptable Standard (%)	100.0	*	100.0	*	n/a	94.7	94.8	94.4	94.3	n/a
School Awarded Standard of Excellence (%)	0.0	*	66.7	*	n/a	24.9	27.3	26.9	28.6	n/a



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
  3. Participation in the Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. 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.

**Mathematics 30-2 – 3 Year Rolling Average**

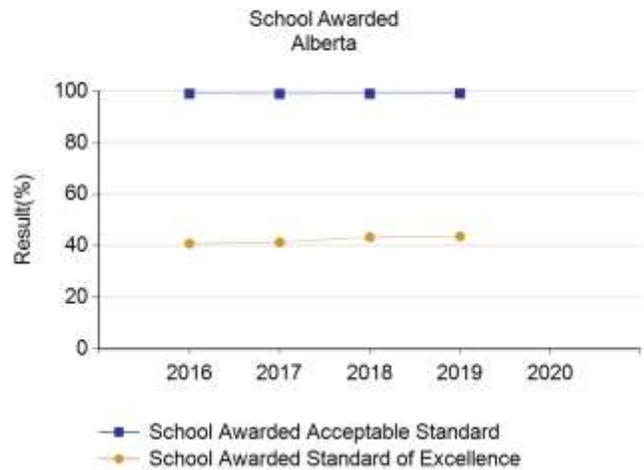
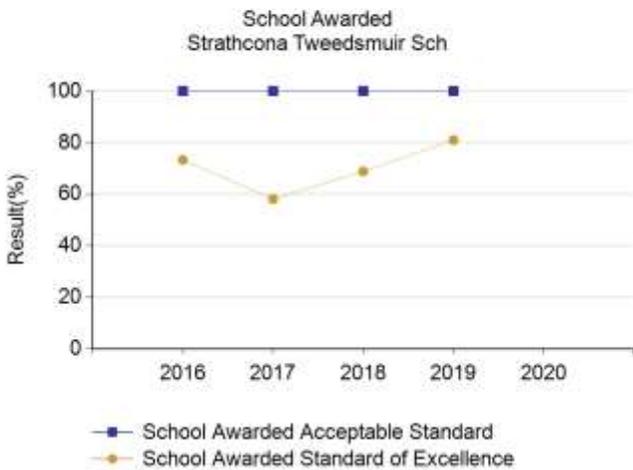
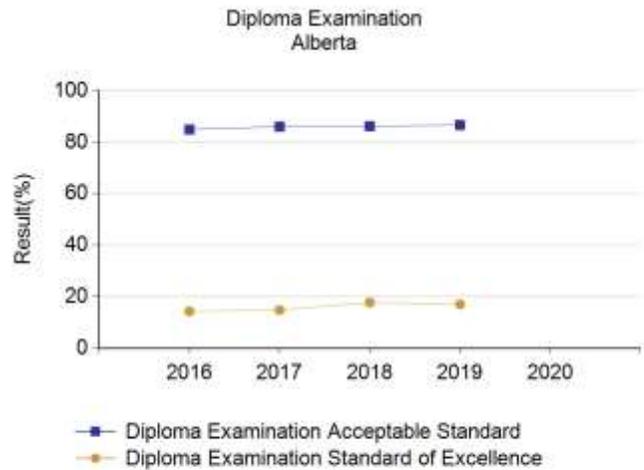
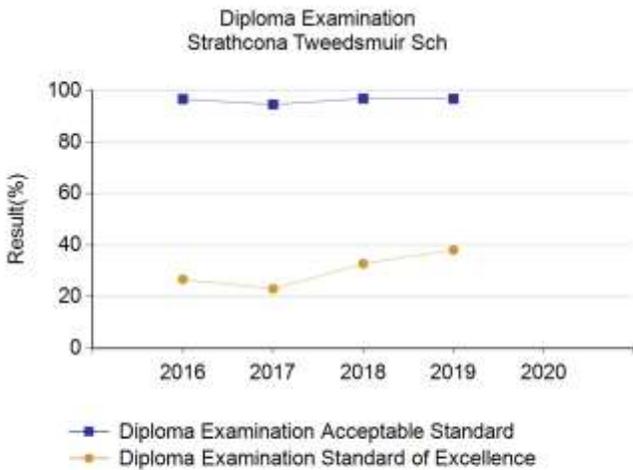
	Strathcona Tweedsmuir Sch			Alberta		
	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg
Students Writing	6	6	6	14,107	14,385	14,414
Diploma Examination Acceptable Standard (%)	100.0	100.0	100.0	74.8	75.1	75.4
Diploma Examination Standard of Excellence (%)	50.0	66.7	66.7	16.4	16.3	16.6
School Awarded Acceptable Standard (%)	100.0	100.0	100.0	94.7	94.5	94.4
School Awarded Standard of Excellence (%)	33.3	66.7	66.7	26.4	27.6	27.7



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
  3. Participation in the Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. 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.

Social Studies 30-1 – Diploma Results

	Strathcona Tweedsmuir Sch					Alberta				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Students Writing	60	74	64	63	n/a	22,494	22,249	21,793	21,610	n/a
Diploma Examination Acceptable Standard (%)	96.7	94.6	96.9	96.8	n/a	84.9	86.0	86.2	86.6	n/a
Diploma Examination Standard of Excellence (%)	26.7	23.0	32.8	38.1	n/a	14.3	14.8	17.7	17.0	n/a
School Awarded Acceptable Standard (%)	100.0	100.0	100.0	100.0	n/a	99.0	98.9	99.0	99.1	n/a
School Awarded Standard of Excellence (%)	73.3	58.1	68.8	81.0	n/a	40.8	41.3	43.3	43.6	n/a

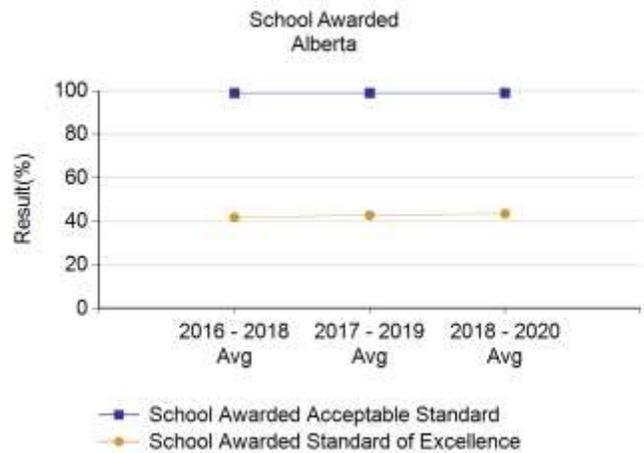
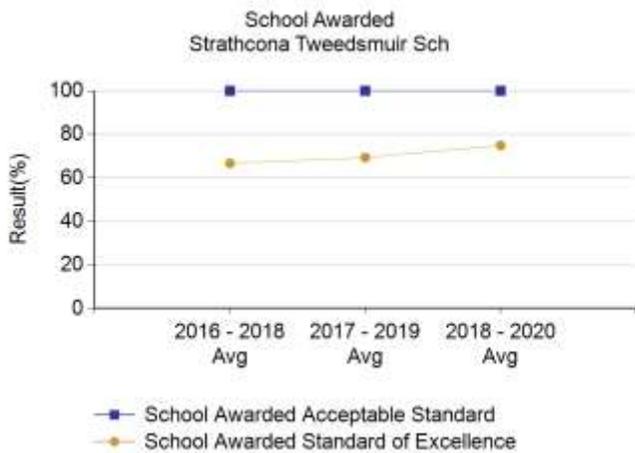
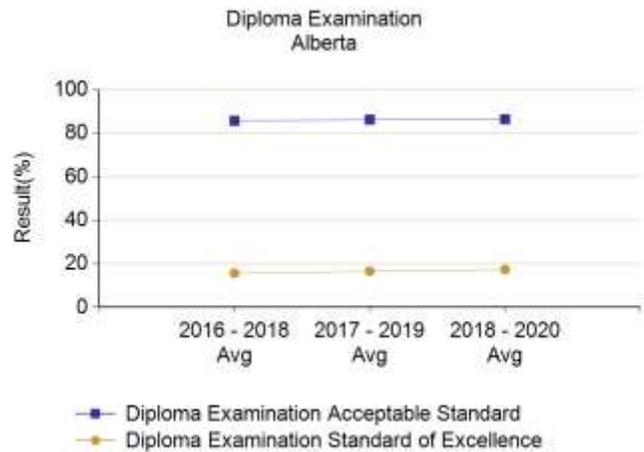
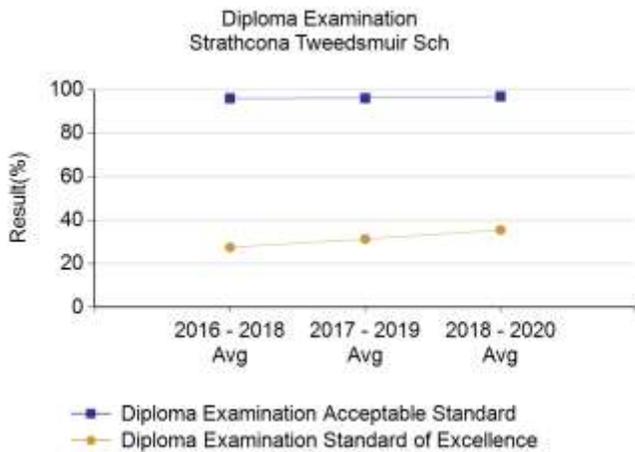


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

Social Studies 30-1 – 3 Year Rolling Average

	Strathcona Tweedsmuir Sch			Alberta		
	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg
Students Writing	66	67	64	22,179	21,884	21,702
Diploma Examination Acceptable Standard (%)	96.0	96.1	96.9	85.7	86.2	86.4
Diploma Examination Standard of Excellence (%)	27.5	31.3	35.5	15.6	16.5	17.3
School Awarded Acceptable Standard (%)	100.0	100.0	100.0	99.0	99.0	99.0
School Awarded Standard of Excellence (%)	66.7	69.3	74.9	41.8	42.8	43.5

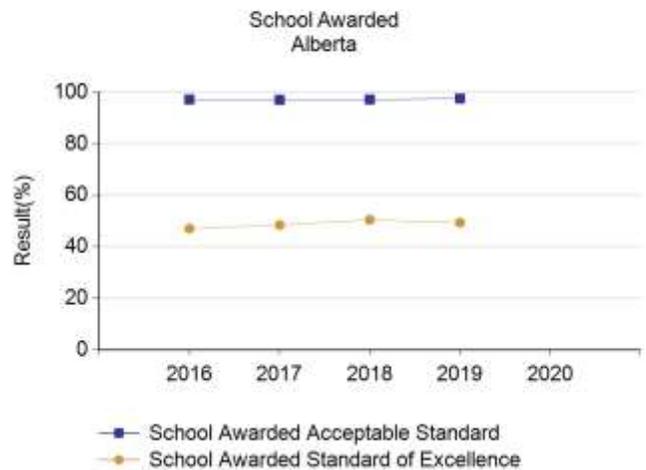
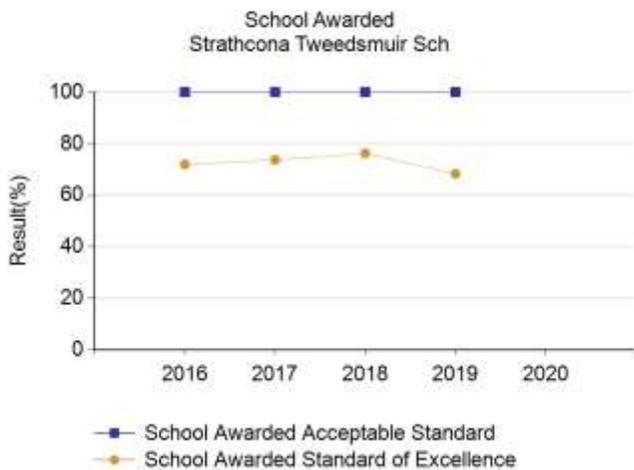
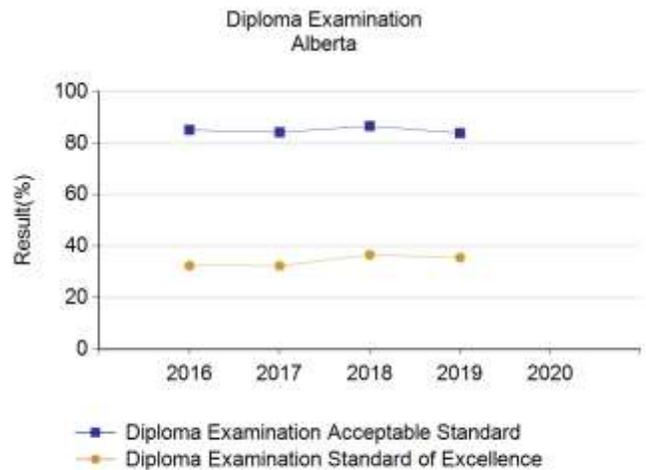
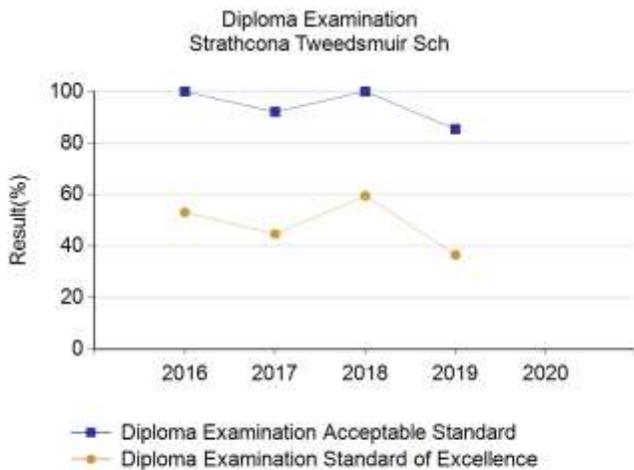


Notes:

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2. Participation in the Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

**Biology 30 – Diploma Results**

	Strathcona Tweedsmuir Sch					Alberta				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Students Writing	32	38	42	41	n/a	22,539	22,993	23,026	22,442	n/a
Diploma Examination Acceptable Standard (%)	100.0	92.1	100.0	85.4	n/a	85.1	84.2	86.6	83.9	n/a
Diploma Examination Standard of Excellence (%)	53.1	44.7	59.5	36.6	n/a	32.4	32.3	36.6	35.5	n/a
School Awarded Acceptable Standard (%)	100.0	100.0	100.0	100.0	n/a	97.1	97.0	97.1	97.5	n/a
School Awarded Standard of Excellence (%)	71.9	73.7	76.2	68.3	n/a	47.0	48.4	50.4	49.3	n/a

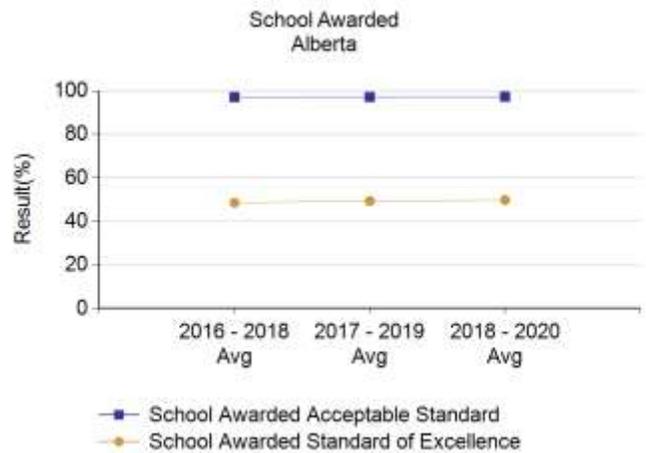
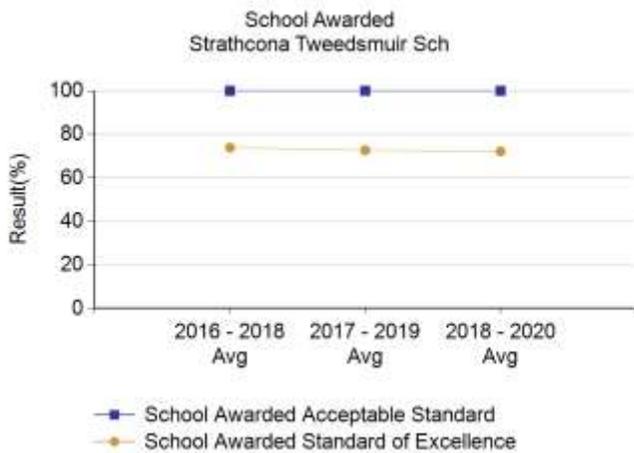
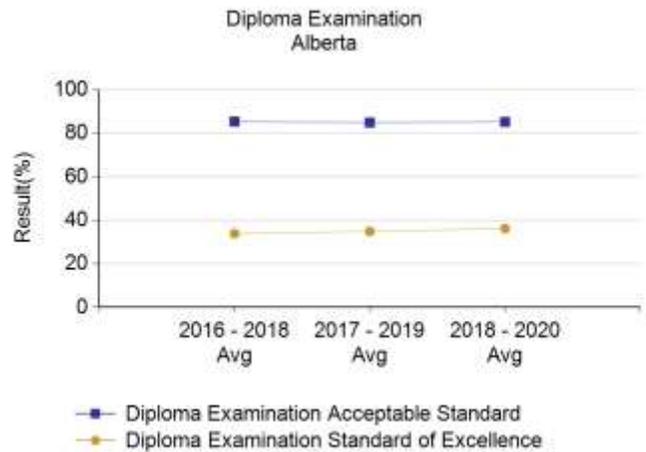
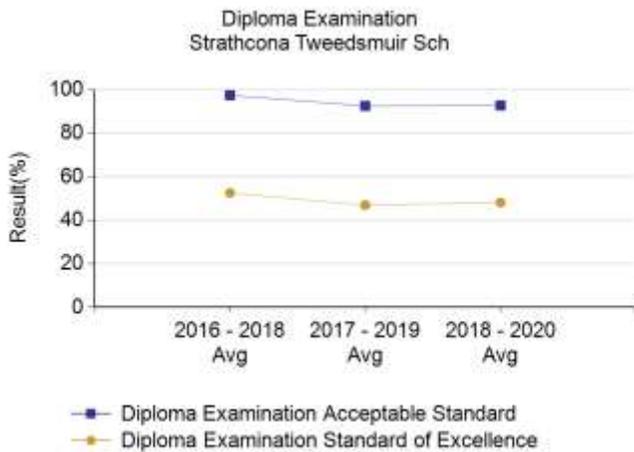


**Notes:**

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2. Participation in the Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

**Biology 30 – 3 Year Rolling Average**

	Strathcona Tweedsmuir Sch			Alberta		
	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg
Students Writing	37	40	42	22,853	22,820	22,734
Diploma Examination Acceptable Standard (%)	97.4	92.5	92.7	85.3	84.9	85.2
Diploma Examination Standard of Excellence (%)	52.5	46.9	48.1	33.8	34.8	36.1
School Awarded Acceptable Standard (%)	100.0	100.0	100.0	97.1	97.2	97.3
School Awarded Standard of Excellence (%)	73.9	72.7	72.2	48.6	49.4	49.8

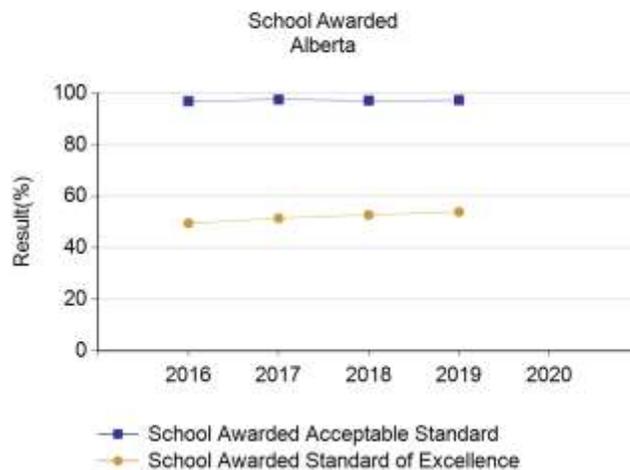
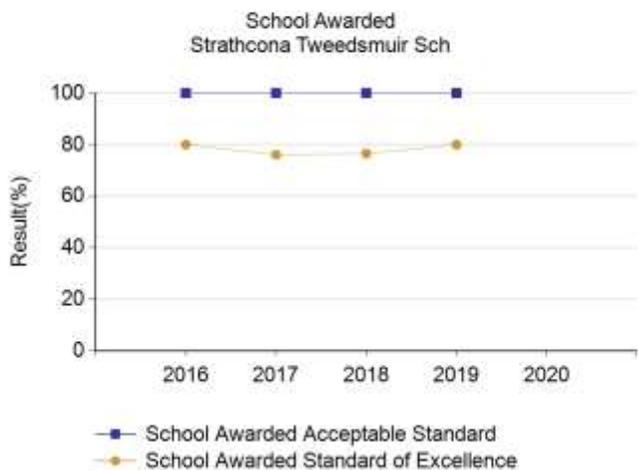
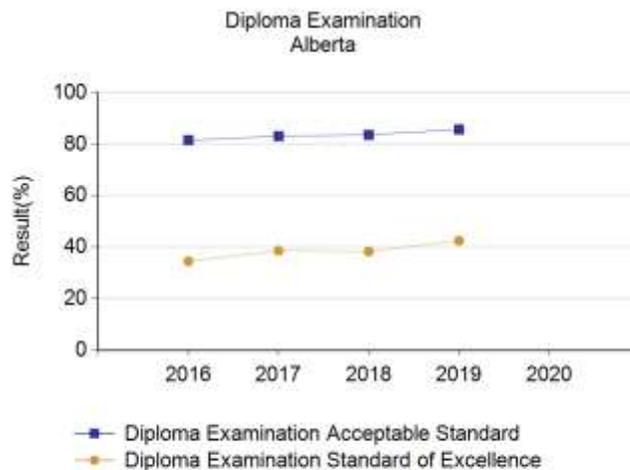
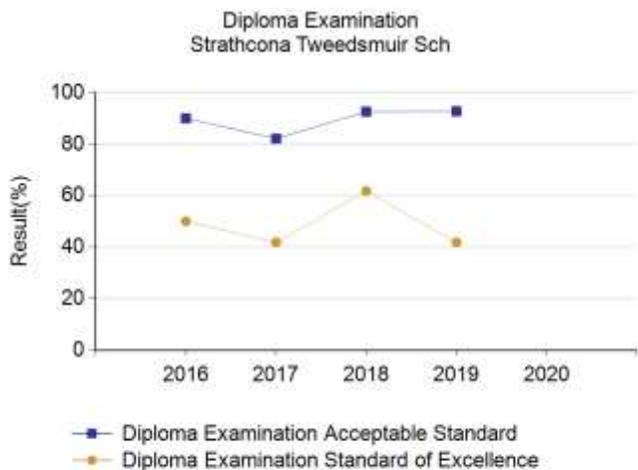


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### Chemistry 30 – Diploma Results

	Strathcona Tweedsmuir Sch					Alberta				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Students Writing	60	67	68	55	n/a	19,265	18,751	18,770	18,525	n/a
<b>Diploma Examination Acceptable Standard (%)</b>	<b>90.0</b>	<b>82.1</b>	<b>92.6</b>	<b>92.7</b>	<b>n/a</b>	<b>81.5</b>	<b>83.1</b>	<b>83.6</b>	<b>85.7</b>	<b>n/a</b>
<b>Diploma Examination Standard of Excellence (%)</b>	<b>50.0</b>	<b>41.8</b>	<b>61.8</b>	<b>41.8</b>	<b>n/a</b>	<b>34.5</b>	<b>38.6</b>	<b>38.3</b>	<b>42.5</b>	<b>n/a</b>
School Awarded Acceptable Standard (%)	100.0	100.0	100.0	100.0	n/a	96.9	97.5	97.1	97.3	n/a
School Awarded Standard of Excellence (%)	80.0	76.1	76.5	80.0	n/a	49.5	51.4	52.7	53.9	n/a

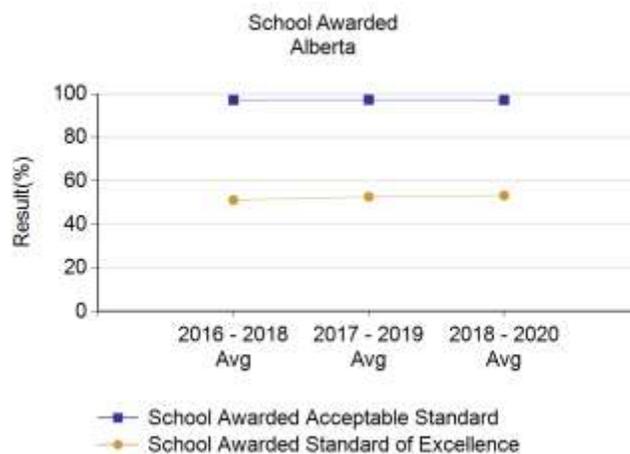
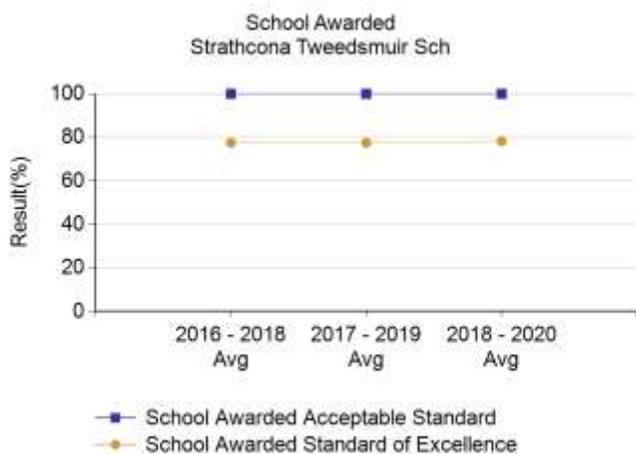
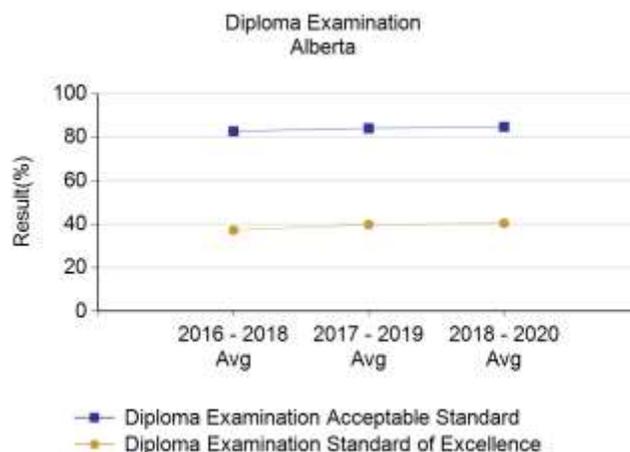
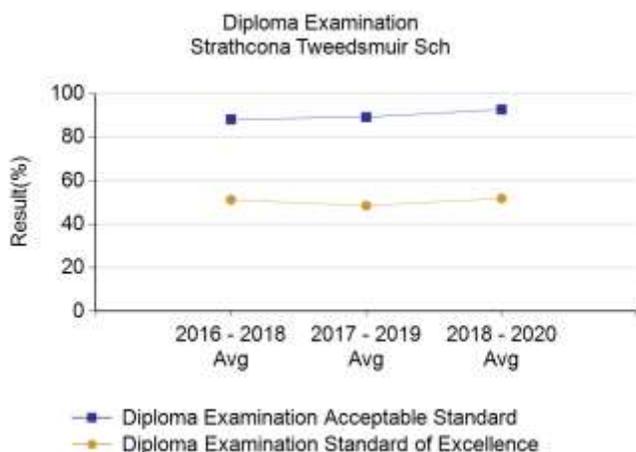


**Notes:**

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2. Participation in the Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

### Chemistry 30 – 3 Year Rolling Average

	Strathcona Tweedsmuir Sch			Alberta		
	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg
Students Writing	65	63	62	18,929	18,682	18,648
Diploma Examination Acceptable Standard (%)	88.2	89.2	92.7	82.7	84.1	84.7
Diploma Examination Standard of Excellence (%)	51.2	48.5	51.8	37.2	39.8	40.4
School Awarded Acceptable Standard (%)	100.0	100.0	100.0	97.2	97.3	97.2
School Awarded Standard of Excellence (%)	77.5	77.5	78.2	51.2	52.7	53.3

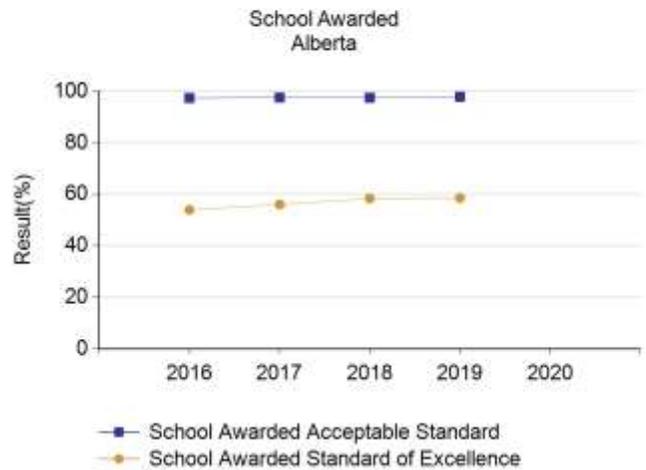
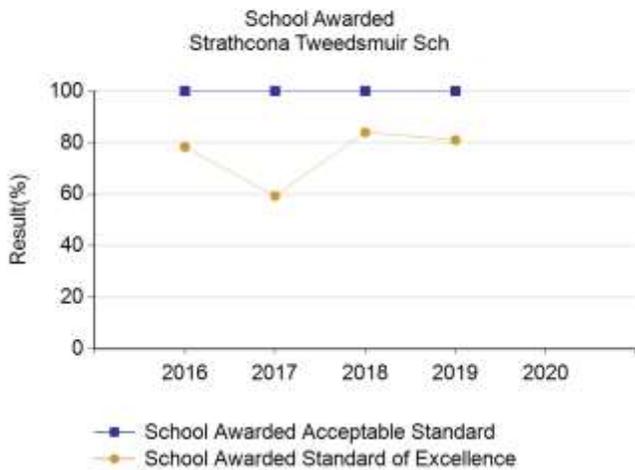
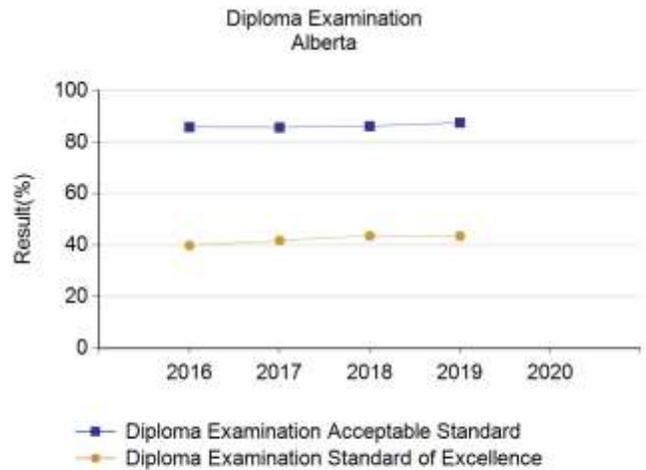


**Notes:**

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2. Participation in the Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

Physics 30 – Diploma Results

	Strathcona Tweedsmuir Sch					Alberta				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Students Writing	23	27	25	21	n/a	10,291	9,952	9,679	9,247	n/a
Diploma Examination Acceptable Standard (%)	100.0	77.8	96.0	95.2	n/a	85.8	85.7	86.2	87.5	n/a
Diploma Examination Standard of Excellence (%)	52.2	14.8	56.0	52.4	n/a	39.8	41.8	43.6	43.5	n/a
School Awarded Acceptable Standard (%)	100.0	100.0	100.0	100.0	n/a	97.3	97.5	97.4	97.8	n/a
School Awarded Standard of Excellence (%)	78.3	59.3	84.0	81.0	n/a	53.9	56.0	58.3	58.5	n/a

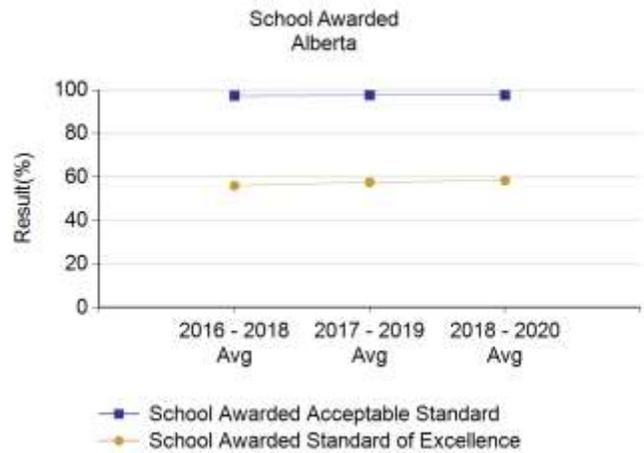
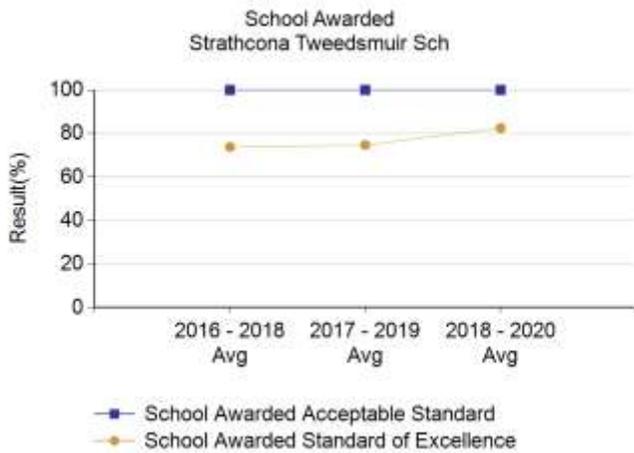
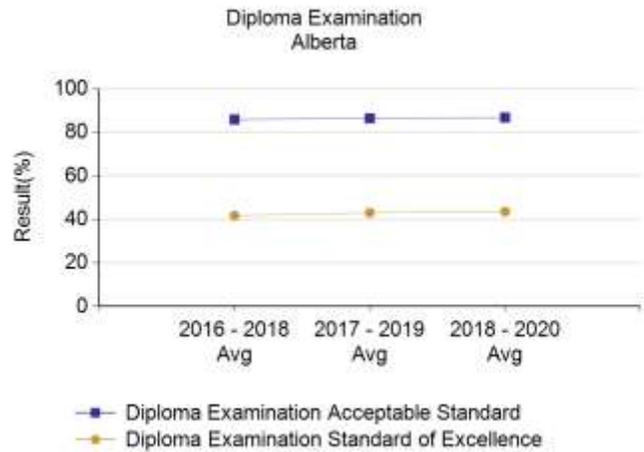
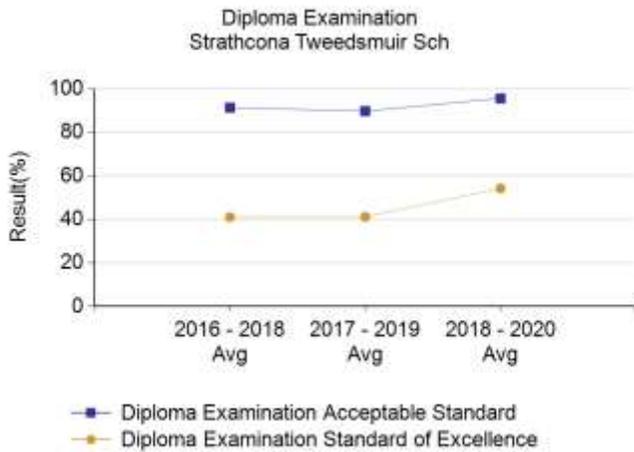


Notes:

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2. Participation in the Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

Physics 30 – 3 Year Rolling Average

	Strathcona Tweedsmuir Sch			Alberta		
	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg
Students Writing	25	24	23	9,974	9,626	9,463
Diploma Examination Acceptable Standard (%)	91.3	89.7	95.6	85.9	86.4	86.8
Diploma Examination Standard of Excellence (%)	41.0	41.1	54.2	41.7	43.0	43.5
School Awarded Acceptable Standard (%)	100.0	100.0	100.0	97.4	97.6	97.6
School Awarded Standard of Excellence (%)	73.8	74.7	82.5	56.0	57.6	58.4

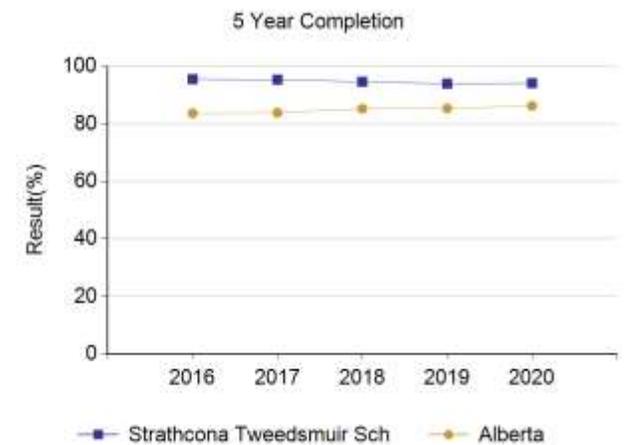
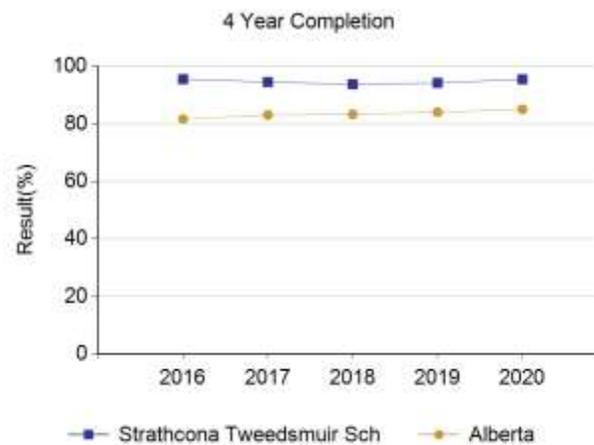
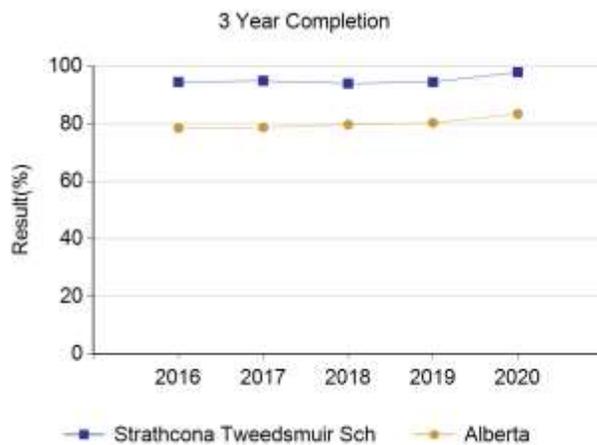


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### High School Completion Rates – Measure History

	Strathcona Tweedsmuir Sch										Measure Evaluation			Alberta									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
<b>3 Year Completion</b>	69	94.5	79	94.9	82	94.0	70	94.5	64	97.9	Very High	Improved	Excellent	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
4 Year Completion	85	95.5	69	94.5	79	93.7	82	94.2	70	95.4	Very High	Maintained	Excellent	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
<b>5 Year Completion</b>	75	95.5	85	95.3	69	94.6	79	93.9	82	94.1	Very High	Maintained	Excellent	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2

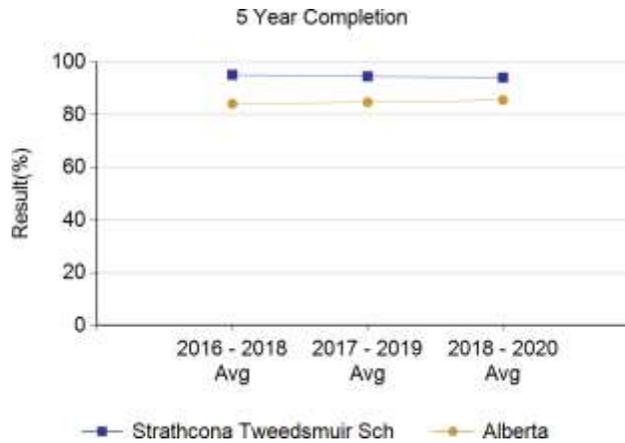
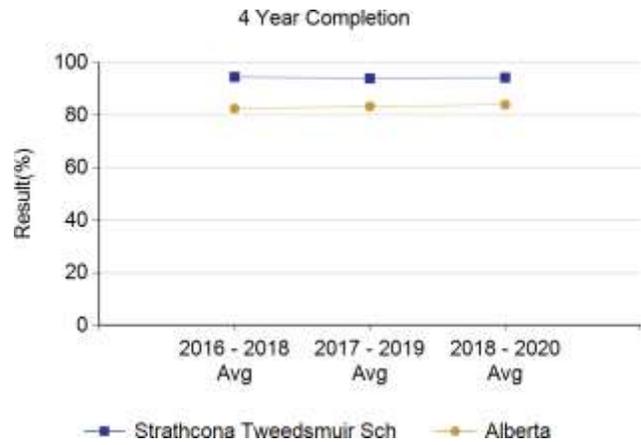
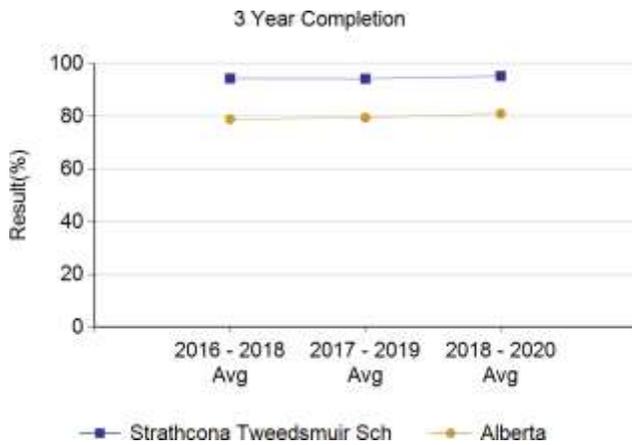


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
4. Participation in the 2019/20 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.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

**High School Completion Rates – 3 Year Rolling Average**

	Strathcona Tweedsmuir Sch						Alberta					
	2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>3 Year Completion</b>	77	94.5	77	94.4	72	95.4	44,928	79.0	45,105	79.6	45,526	81.1
4 Year Completion	78	94.6	77	94.1	77	94.4	44,525	82.6	44,938	83.4	45,108	84.1
<b>5 Year Completion</b>	76	95.2	78	94.6	77	94.2	44,256	84.2	44,522	84.8	44,934	85.6

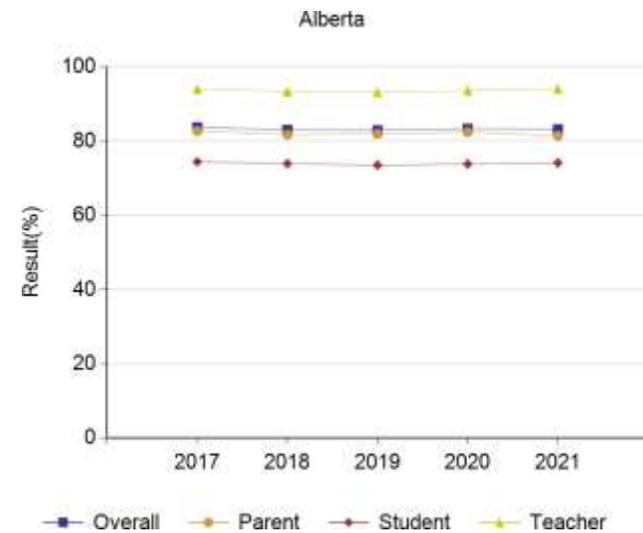
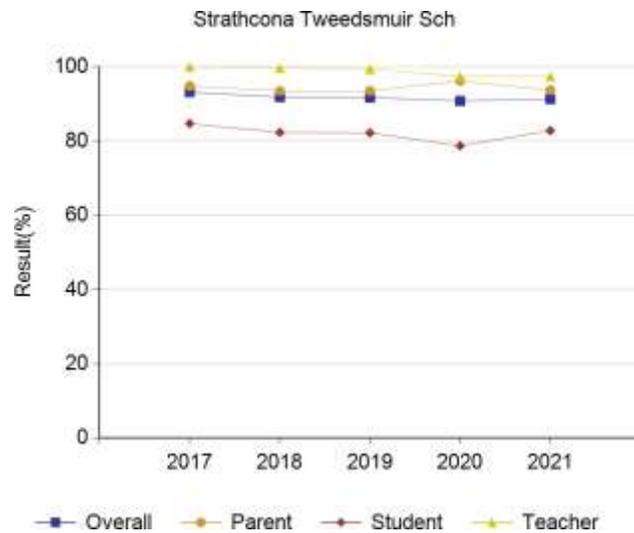


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  5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

## Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Strathcona Tweedsmuir Sch										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	752	93.2	722	91.8	663	91.7	712	90.8	586	91.3	n/a	n/a	n/a	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	161	94.8	149	93.5	132	93.5	147	96.2	99	93.7	n/a	n/a	n/a	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	530	84.7	508	82.3	469	82.2	503	78.7	440	82.8	n/a	n/a	n/a	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	61	100.0	65	99.7	62	99.4	62	97.4	47	97.4	n/a	n/a	n/a	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1



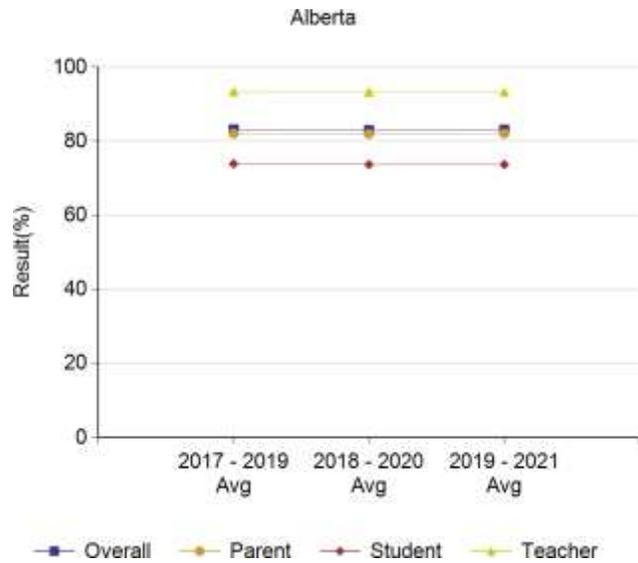
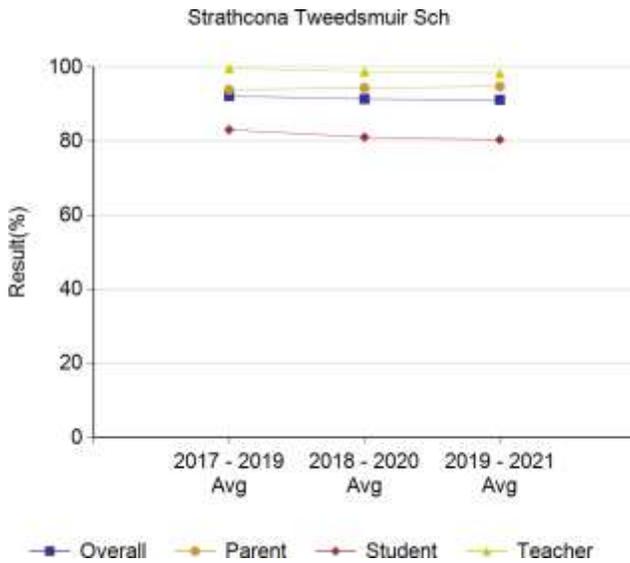
**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.
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.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

### Citizenship - 3 Year Rolling Average

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Strathcona Tweedsmuir Sch						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	712	92.2	699	91.4	688	91.2	273,104	83.2	261,251	83.0	265,014	83.1
Parent	147	93.9	143	94.4	140	94.8	34,531	82.1	35,873	82.0	36,069	82.1
Student	502	83.1	493	81.1	486	80.4	206,120	73.9	192,097	73.7	195,334	73.7
Teacher	63	99.7	63	98.8	62	98.4	32,454	93.5	33,281	93.4	33,611	93.4



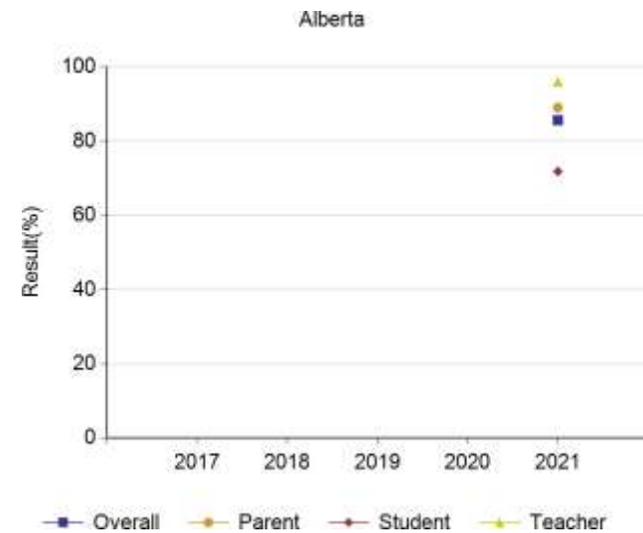
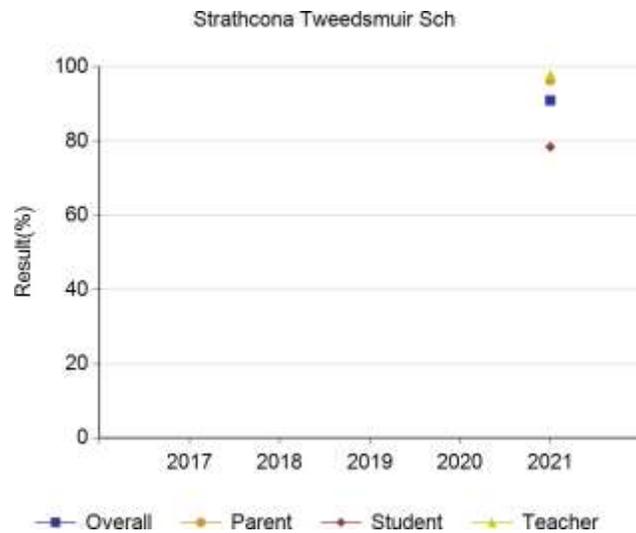
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4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## Student Learning Engagement – Measure History

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

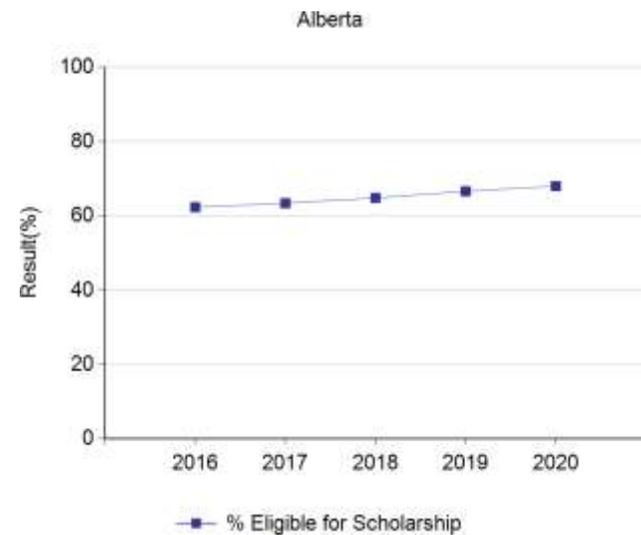
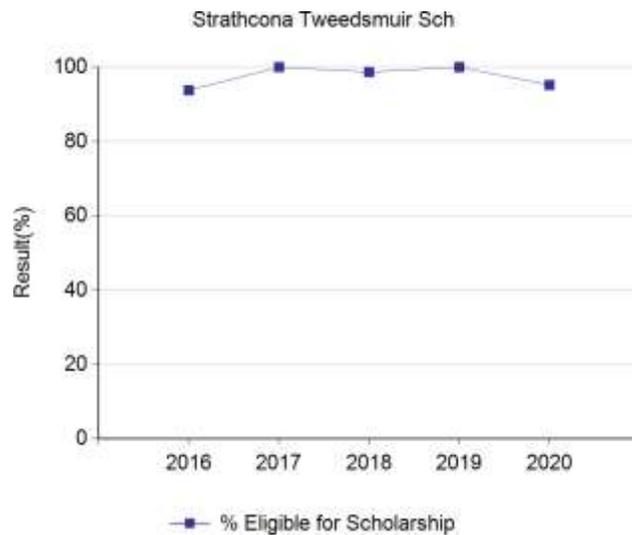
	Strathcona Tweedsmuir Sch										Measure Evaluation			Alberta										
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	586	90.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	99	96.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	78.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47	97.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0



- 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.
  3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

### Rutherford Scholarship Eligibility Rate – Measure History

	Strathcona Tweedsmuir Sch					Measure Evaluation			Alberta				
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2016	2017	2018	2019	2020
Total Gr 12 Students	65	71	75	69	62	n/a	n/a	n/a	59,063	60,127	60,559	58,970	59,357
Percent Eligible for Scholarship	93.8	100.0	98.7	100.0	95.2	Very High	Declined	Good	62.3	63.4	64.8	66.6	68.0

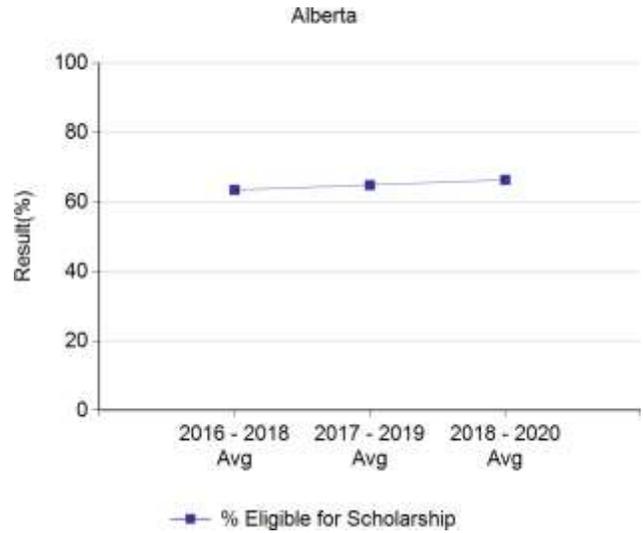
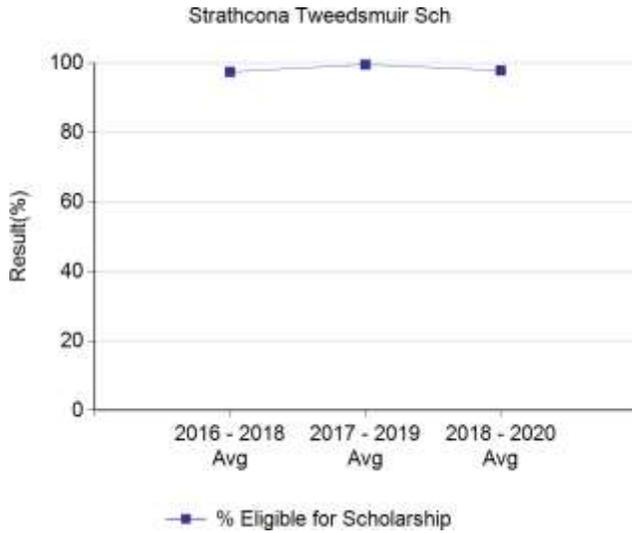


**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 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.
4. Participation in the 2019/20 Diploma Examinations was impacted by the COVID-19 pandemic. Caution should be used when interpreting the trends over time.

**Rutherford Scholarship Eligibility Rate – 3 Year Rolling Average**

	Strathcona Tweedsmuir Sch			Alberta		
	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg
Total Gr 12 Students	70	72	69	59,916	59,885	59,629
Percent Eligible for Scholarship	97.5	99.6	97.9	63.5	64.9	66.4



**Notes:**

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2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time
3. 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.
4. Participation in the 2019/20 Diploma Examinations was impacted by the COVID-19 pandemic. Caution should be used when interpreting the trends over time.

## Local Component:

### Example of Grade 5 Integrated Learning

Outdoor Education (OE) is a signature program at Strathcona-Tweedsmuir School (STS). Not only does OE challenge our students to overcome challenges and build resilience, it also lends an incredible opportunity for transdisciplinary learning.

Last year's Grade 5 Outdoor Experiential School combined learning outcomes from Science, Language Arts, Physical and Health Education, French and Art. The Unit of Inquiry, 'Weather Impacts our Daily Lives in a Variety of Ways', was experienced from many perspectives. Students participated in wind and temperature experiments while also learning first-hand about engaging in outdoor pursuits during Alberta's polar vortex. Homeroom classes, French, Art and PHE combined forces and helped the students create 'Carnaval de STS'. Students designed and created snow sculptures, quinzees and an ice castle, and snowshoed and cross-country skied on campus while bringing Quebec's Carnaval to life through preparation in class before and during Outdoor School.



### Encore – Integrating Co-Curricular Activities from Grades K-6

Encore takes place on Friday afternoons for all students in Kindergarten to Grade 6. Students get to choose an activity for a six-week block with many of the choices are extensions or enrichment of classroom activities. Encore is very popular with students and the teachers who plan and lead them. Examples of the more than 20 different Encore activities include: book club, coding, nature walk/sketch, training running and orienteering, mindfulness, photography, insect identification, and stop-motion animation.



**Collecting Benchmarking and Diagnostic Data Collection for the Elementary (K-6)**

**Numeracy Tools:**

Math Running Records is implemented by homeroom teachers in September. Math Running Records is used to help improve math fluency (basic facts). It allows teachers to understand where each student is at with their basic facts and then differentiated instruction is provided by grouping students. Math fluency activities are provided based on student level. This is administered in Grades 2 to 6.

MIPI – Math Intervention/Program Instruments is a standardized math test used to evaluate a student’s understanding of the concepts taught at the previous grade level. It is administered in Grades 2 to 6. Information from this test allows teachers to better plan for instruction and assessment and they individualize their program more effectively.

**Literacy Tools:**

Fountus and Pinnell Benchmark Assessment (Reading) – is a screening tool that is used beginning in September that provides data to determine students' instructional and independent reading levels. This allows for strategic grouping and targeted intervention where necessary for Grades Kindergarten to Grade 6. Due to the high number of students who require targeted reading instruction, the Elementary School has hired an Education Assistant to support the Elementary School Learning Strategist and intensive daily reading intervention is provided to 31 students.

**Middle School Data Collection to Assess Student Motivation**

STS administers **The School Motivation and Learning Strategies Inventory (SMALSI)** to all Grade 8 students to identify and address impediments to academic performance such as poor study skills, ineffective learning strategies, and test anxiety before students become discouraged and progress becomes limited. The image below is a sample of the data collected, with names removed.

Class	Study Strategy Self-Rating	Notetaking/ Listening Self-Rating	Reading Comp Self-Rating	Writing Research Skills Self-Rating	Test Taking Skills Self-Rating	Organizational Techniques Self-Rating	Time Management Self-Rating	Low Academic Motivation Self-Rating	Test Anxiety Self-Rating	Concentration/ Attention Difficulties Self-Rating
8A	low	low	low	low	low	low	low	very high	very high	very high
8A	very high	very high	very high	very high	very high	very high	high	low av	very high	very high
8A	very high	very high	very high	low	very high	very high	low	very high	average	high

Once provided with the results of their personal skills inventory, each student engages in a “Learning Strategies Lab” inquiry. The Learning Strategies Lab is a personalized exploration of curated resources and follow-up lessons that target areas of greatest weakness. This process is led by the Middle School Learning Strategist who leads sessions before school and at lunch to implement the strategies identified in the Learning Lab.

### Middle Years Programme (MYP) Grades Analysis (Grades 7 to 9)

At the conclusion of each reporting period (November, January, June), student assessment data is gathered in the format shown in the snapshot below with (names and comments removed). The data is colour coded and analyzed for various trends both within the reporting period and as aggregated data over multiple reporting periods.

Term Grades													
Strathcona-Tweedsmuir School													
Mid-Year Report													
Student Name													
Class Name	Advisor	Teacher	Criteria				Sum	Final Grade	Collaboration Skills	Organization Skills	Affective Skills	Change	Comments
			A	B	C	D							
IB MYP English I (Year 2/Grade 7) C	Advisor Teacher Name	Subject Teacher Name	7	7	0	27	0	Dem	Dem	Dem	0	Subject report card ca	
IB MYP French I (Year 2/Grade 7) 2	Advisor Teacher Name	Subject Teacher Name	0	0	0	24	0	Dem	Dem	Dem	1	Subject report card ca	
IB MYP Social Studies (Year 2/Grade 7) C	Advisor Teacher Name	Subject Teacher Name	7	7	0	27	0	Dem	Dem	Dem	0	Subject report card ca	
IB MYP Science I (Year 2/Grade 7) 3	Advisor Teacher Name	Subject Teacher Name	7	7	7	20	7	Dem	Dem	Dem	0	Subject report card ca	
IB MYP Mathematics I (Year 2/Grade 7) C	Advisor Teacher Name	Subject Teacher Name	0	7	7	25	0	Dev	Dem	Dem	1	Subject report card ca	
IB MYP Fine Arts I (Year 2/Grade 7) C	Advisor Teacher Name	Subject Teacher Name	0	0	7	31	7	Dem	Dem	Dem	0	Subject report card ca	
IB MYP Physical Education & Health (Year 2/Grade 7) C	Advisor Teacher Name	Subject Teacher Name	7	0	0	30	7	Dev	Dem	Dem	1	Subject report card ca	
IB MYP Design I (Year 2/Grade 7) J	Advisor Teacher Name	Subject Teacher Name	0	0	0	33	7	Dev	Dem	Dev	2	Subject report card ca	

Examples of trends reviewed include, but are not limited to, low achievement to flag students of concern who require extra support, significant changes in performance, trends in learning skills levels (Organization Collaboration, Affective), and trends within subject areas and across different teaching departments.

### Use of Student Achievement Data to Inform Teaching Practice in the Senior School (Grades 10 to 12)

Student achievement data such as from report cards and IB Diploma exams is gathered and visualized to provide both personalized interventions for students and aggregate data is used to look for patterns of achievement to identify opportunity gaps for instructional change by teachers.

Figure 1: Student Report Card Analytics

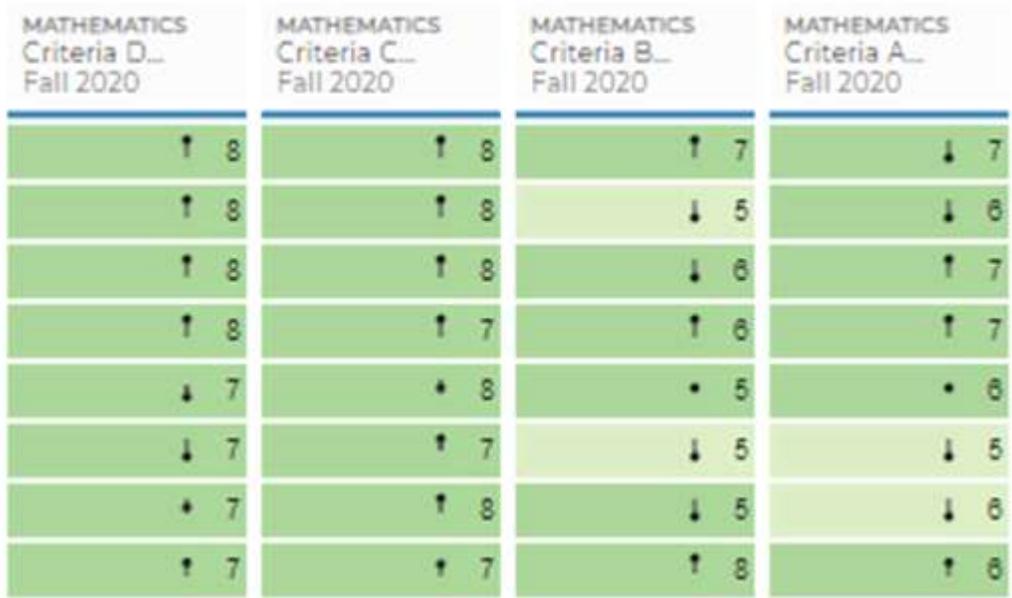


Figure 2: IB Aggregate Data Analytics



## IB DP Results – External Data

As an International Baccalaureate Diploma Programme school, STS gets data from the IB when students take DP courses. While IB exams were cancelled globally in May 2020 and 2021, data was collected from Internal Assessment (IA) and Extended Essays (EE). The data and feedback are used by teachers to inform their pedagogy and assessment practices with their students.

IB Diploma Programme																				
	2017				2018				2019				2020* (No Final Exams Written)				2021* (No Final Exams Written)			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
English A HL	27	5.52	4.79	0.71	18	5.22	4.71	0.51	25	5.54	4.66	0.88	12	5.31	4.81	0.5	26	5.18	4.86	0.32
English A SL	-	-	-	-	-	-	-	-	1	5	4.98	0.02	-	-	-	-	-	-	-	-
Dutch A SL	1	6	5.29	0.71	-	-	-	-	-	-	-	-	-	-	-	-	1	7	5.13	1.87
French AB SL	3	5.33	4.82	0.51	4	4.75	4.93	-0.18	7	6	4.89	1.11	9	5	4.97	0.03	4	5.3	5.18	0.12
French B SL	8	5.88	4.87	0.91	6	6	5.01	0.99	3	6	5.03	0.97	1	6	5.87	0.91	4	5.75	5.22	0.53
Mandarin AB SL	-	-	-	-	-	-	-	-	-	-	-	-	1	6	5.55	0.45	-	-	-	-
Spanish AB SL	7	4.71	5	-0.29	11	4.73	4.95	-0.22	5	5.6	4.96	0.64	6	5	5.88	-0.08	5	5.4	5.1	0.1
Spanish B HL	-	-	-	-	-	-	-	-	1	5	5.32	-0.12	-	-	-	-	-	-	-	-
Spanish B SL	2	6.5	5.08	1.42	4	5.5	5.07	0.41	1	5	5.03	-0.03	1	5	5.22	-0.12	2	6.3	5.28	1.22
Economics HL	12	5.17	5.16	0.01	7	4.79	5.11	-0.32	16	4.79	5.08	-0.29	10	4.6	5.14	-0.54	4	5.25	5.63	-0.38
History HL	41	4.59	4.73	-0.14	31	4.45	4.72	-0.27	22	4.95	4.77	0.18	17	4.65	5.04	0.41	22	5.18	5.25	-0.07
History SL	-	-	-	-	-	-	-	-	3	4.67	4.84	0.17	7	5	4.89	0.31	5	6	5	1
Biology HL	-	-	-	-	3	6	4.34	1.64	3	5	4.33	0.67	2	4	4.71	-0.71	5	4.2	5.04	1.36
Biology SL	11	5.45	4.2	1.25	4	6	4.22	1.78	11	5.7	4.17	1.53	7	5.57	4.44	1.13	3	4.67	4.68	-0.01
Chemistry HL	14	3.7	4.41	-0.71	10	4.17	4.65	-0.48	28	4.21	4.5	-0.29	14	4.71	4.91	-0.2	9	5.31	5.38	-0.05
Chemistry SL	1	6	5.96	2.04	2	3.5	3.98	-0.48	1	3	4	-1	2	4	4.11	-0.33	10	5.1	4.99	0.11
Design Tech	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	5.25	4.52	0.73
Physics SL	9	5.33	4.08	1.25	6	6	4.05	1.95	7	6	4.03	1.97	7	5.37	4.89	0.48	5	6.4	4.91	1.49
Math HL	-	-	-	-	1	6	4.74	1.26	-	-	-	-	4	5	5.04	-0.04	4	5.75	5.44	0.31
Math SL	24	5.38	4.38	1	18	5.28	4.26	1.02	13	5.08	4.18	0.9	12	5.08	4.79	0.29	11	5	5.18	0.29
Math Studies SL	-	-	-	-	-	-	-	-	-	-	-	-	2	5	4.45	0.55	-	-	-	-
Film SL	-	-	-	-	-	-	-	-	1	5	4.08	0.92	-	-	-	-	-	-	-	-
Theatre Arts SL	-	-	-	-	1	4	4.38	-0.28	-	-	-	-	1	3	4.89	-1.89	-	-	-	-
Music Solo Performance SL	2	4.5	4.56	-0.06	4	5.5	4.67	0.81	2	5	4.79	0.21	-	-	-	-	5	5.2	4.96	0.24

A - Number of students  
 B - Average STS Grade (out of 7)  
 C - Average World-Wide Grade (out of 7)  
 D - Difference between STS Grade and World-Wide Grade

## STS Summer School

STS launched its first Summer School in the summer of 2020 to ensure its students could take a course during the first summer of COVID. This initial offering had 83 students enroll in six different courses, which were completed online through STS. During the summer of 2021, we expanded to offer eight courses and a total of 167 students enrolled with seven of the eight courses being offered in-person. Summer School benefits students by providing more flexibility in their timetabling options and for some students, allowed an extra spare period in Grades 11 or 12 to give them more time to get involved in other activities such as athletics or fine arts. Our Summer School courses are open to all students, from both public or private schools. 71% of Summer School students were current or incoming STS students.

## **Commentary on Results**

### **Improving data-informed instructional improvement**

We have made it a goal to ensure that we collect, visualize, and use multiple sources of data to inform teaching and learning decisions in classrooms using collaborative inquiry models to improve student achievement and wellbeing at STS. As evidenced above, data is being gathered by classroom teachers and learning strategists and we are starting to develop a culture of being intentional about data use to inform cycles of teaching and learning. This work is also being led by our learning leaders who are all taking an instructional leadership certificate through the Harvard Graduate School of Education to support alignment of data with learning and coherence from Kindergarten to Grade 12.

### **Integrated Learning**

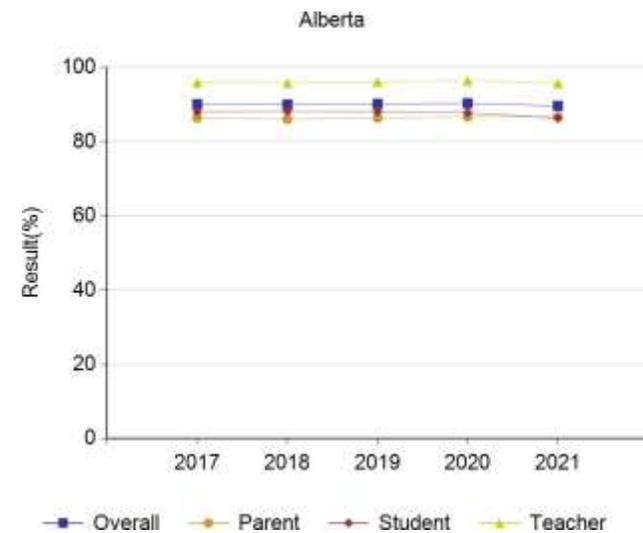
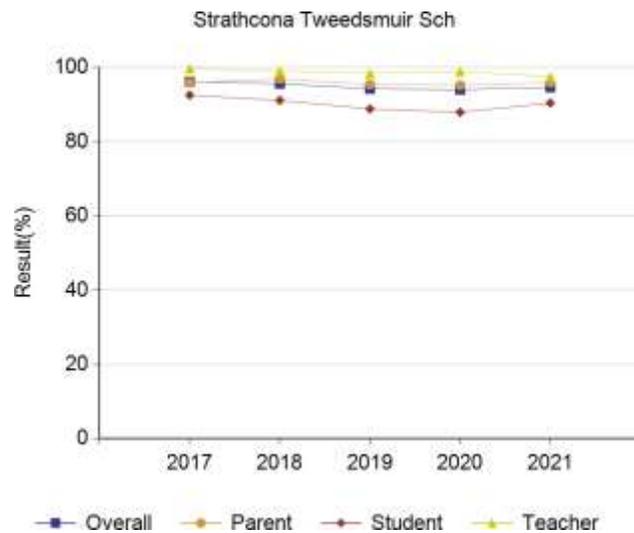
STS was thrilled with Grade 5 integrated learning unit. We have also had other successful integrated units in the Elementary. The PYP promotes an integrated approach and we have embraced it. It has also led better use of our 220+ acre campus and the surrounding areas in the foothills of Southern Alberta.

## Domain: Teaching and Leading

### Education Quality – Measure History

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

	Strathcona Tweedsmuir Sch										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	752	96.1	722	95.6	663	94.2	712	94.0	585	94.6	n/a	n/a	n/a	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	161	95.9	149	96.9	132	95.4	147	95.2	99	95.9	n/a	n/a	n/a	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	530	92.5	508	91.1	469	88.8	503	87.9	439	90.4	n/a	n/a	n/a	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	61	99.7	65	99.0	62	98.4	62	98.9	47	97.5	n/a	n/a	n/a	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7



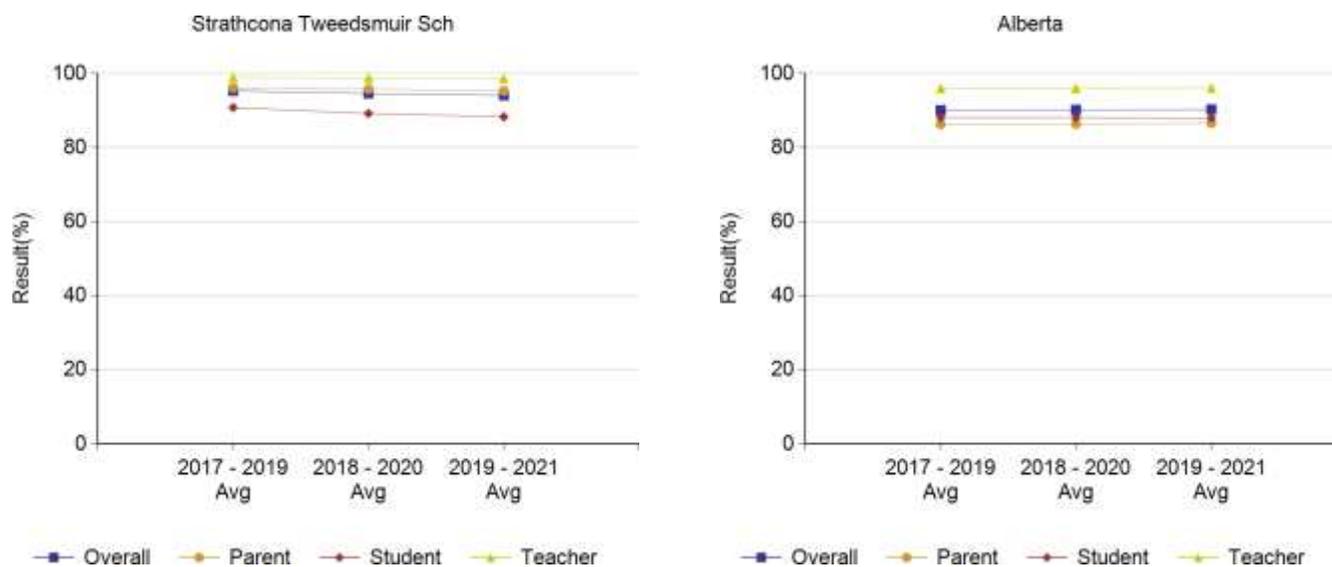
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3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## Education Quality – 3 Year Rolling Average

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

	Strathcona Tweedsmuir Sch						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	712	95.3	699	94.6	688	94.1	273,373	90.1	261,497	90.2	265,232	90.3
Parent	147	96.1	143	95.8	140	95.3	34,547	86.3	35,889	86.4	36,085	86.6
Student	502	90.8	493	89.2	486	88.3	206,357	88.1	192,311	88.1	195,523	88.0
Teacher	63	99.0	63	98.8	62	98.7	32,469	96.0	33,296	96.1	33,625	96.2



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
3. 2020/21 results are not included in the 3-year average as the AEA survey was introduced as a pilot and participation was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

# REQUIRED LOCAL COMPONENT

## Teacher Evaluation

All teachers new to STS are on a probationary contract and are formally evaluated using the Alberta Teaching Quality Standards. This process involves observations and meetings by the Learning Leaders and the Division Principal. A copy of an email introducing this process to a new teacher at STS is below. Ongoing teacher evaluation occurs for all teachers at STS using the Alberta TQS and follows our teacher evaluation policies which include processes for growth and supervision and all teachers are required to complete a Teacher Professional Growth Plan Annually.

**From:**

**Sent:** October 13, 2021 11:28 AM

**To:**

**Cc:**

**Subject:** Information regarding teacher evaluation process for probationary teachers

Dear (Probationary Teacher Name),

Welcome to the Strathcona-Tweedsmuir School teacher evaluation process, which is meant to provide probationary teachers with an asset-based, supportive evaluation process allowing teachers to demonstrate their implementation of the [Teaching Quality Standard](#) (TQS) in Alberta within an independent school context.

**Overview:**

Probationary teachers will host two classroom visits from their division principal following the classroom observation protocol detailed below. One of these visits will take place before December break and a second before March break. No further visits may be required. Additional visits (up to a maximum of four total classroom observations) may be arranged if the Principal needs to gather more evidence to determine the success of a probationary teacher.

As the Division Principal who is your direct supervisor, I will be responsible for your evaluation process and will write the final letter of evaluation. A teacher who teaches in more than one division may also be observed by the Principal of their other division. Such arrangements will be mentioned in the evaluation letter and decisions.

**Classroom Observation Protocol (COP):**

Pre-Observation Meeting	Observation Day	Post-Observation Meeting
<p>The Principal and probationary teacher meet 1-2 days prior to the observation day.</p> <p>Teacher brings</p> <ol style="list-style-type: none"> <li>1. Unit plan</li> <li>2. Lesson Plan</li> <li>3. Seating Plan</li> </ol> <p>During this pre-observation meeting, the Principal:</p> <ul style="list-style-type: none"> <li>• Reviews the lesson plan in context of unit plan</li> <li>• Look for explicit links to <a href="#">TQS</a></li> <li>• Works with the teacher to identify specific sections of the <a href="#">STS Model For Teaching Excellence rubrics</a> for self-evaluation.</li> <li>• Set up post-observation meeting time</li> </ul>	<p>Principal arrives before class begins, sits in back (teacher to arrange for a desk/chair) and creates an observational record of class based on the pre-observation meeting.</p> <p>This record can include but is not limited to: observations of teacher-talk, student discourse, classroom management, to gather evidence in support of a successful implementation of the TQS.</p>	<p>A follow-up meeting between principal and teacher should happen as soon as possible following the classroom observation; preferably the same day. This meeting includes:</p> <ol style="list-style-type: none"> <li>1. An opportunity for the teacher to share reflections on what went well and what could be improved from their perspective.</li> <li>2. Principal to use data from the observation record to offer feedback.</li> <li>3. Review which standards from the TQS have been addressed and which will be focused on in subsequent observations.</li> <li>4. Address any remaining questions and set up the next visit.</li> </ol>

**Results of Observation visits:**

Based on the COP above, the principal will write an evaluation letter to the Head of School with one of the following three recommendations.

Successful completion	Probation extension	Contract non-renewal
A successful completion of the teacher evaluation process shows evidence that the probationary teacher implements the TQS consistently and effectively, resulting in optimum learning for their students.	The Principal may recommend an extension of the probationary year by an additional year if the teacher needs more time to demonstrate consistent and effective implementation of the TQS in their work.	If the Principal determines that despite support, the teacher has not been able to demonstrate effective implementation of the TQS in their work, the principal can recommend termination of the teacher at the end of the probationary period.

The Principal will share the evaluation letter in a meeting with the probationary teacher either before or just after the March break and following this meeting, send the evaluation results to the Head of School and Human Resources department. A copy of the evaluation results will be given to the teacher for their records.

The Head of School makes the final decision on all contract renewal decisions based on the recommendations of the Division Principal and the school’s needs.

**Next Steps:**

If you have any questions, please contact me. You can begin planning your fall observation visit at this time. Please contact my assistant to set up dates and times for the classroom observation protocol.

I am looking forward to visiting your classroom and learning more about the teaching and learning practices you are using to support our students.

Sincerely,

(Name of Principal)

## Professional Development

STS provides extensive professional development to its teachers and it is well-funded. Professional development can be teacher identified through their *Teacher Professional Growth Plans*, directed by STS such as IB training, or through whole school PD. Some examples of recent professional development are below.

- All senior academic leaders have completed the Alberta Education Leader Quality Standard. STS also provided financial support to three additional educators to complete their LQS during the 2021-2022 school year.
- All of our Elementary School teachers completed an online IB workshop on assessment in the PYP.
- Recently, twelve teachers attended a professional development session at Dodginghorse Ranch on the Tsuut'ina Nation. They spent a day learning about indigenous culture and indigenous ways of knowing. A photo of this experience is below.



The schedule from our Opening Weeks in August 2021 is below. It includes sessions for new faculty, led by our Director of Mentorship and sessions for all teachers.



Strathcona-Tweedsmuir School  
2021-2022 Opening Schedule

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“  
...deep learning is hands-on and immediately relevant to personal lives - it develops a strong sense of efficacy, confidence, and competence.”

*Michael Fullan, Joanne Quinn & Joanne McEachen*

## Welcome to the 2021-2022 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 18-27, 2021, beginning with a Learning Leadership Retreat and an Introductory PYP workshop. As you will see, the first day for all new Elementary School faculty is Wednesday, August 18; new Middle & Senior School faculty start on Thursday, August 19, and returning faculty start on Monday, August 23, 2021. Please review this document thoroughly and reach out to your division Principal or immediate supervisor if you have any questions.

The purpose of our opening week activities is to cultivate a primary focus on teaching, learning, and professional growth while building positive relationships within the STS employee community. Logistical and informational sessions are included to develop shared understanding of the processes and tools we need to perform our professional duties smoothly and safely.

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

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.

Your feedback on the schedule and activities is welcomed and will be considered as we iterate our plans moving forward. Please pass along comments to your divisional Principal or immediate supervisor.

*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
  - English
  - Fine Arts
  - Outdoor Education
- Department Group B
  - Physical Education
  - Social Studies
  - Math
  - Design
  - Modern Languages
  - Student Services

Note that

- throughout this document, the C.A. Smith Arts Centre has been abbreviated to ‘Theatre.’
- department meeting time has been increased to allow for course co-planning and related planning needs.

- The [MS/SS Microsite is up-to-date with key resources for classroom and Advisory start-up](#)

### **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.

- Respect in Schools training if incomplete or expired
  - IT cybersecurity training
  - All divisions - [Set-up ManageBac](#)
  - MS/SS - standard MB expectations: Streams, WAGs etc
  - Classroom, office set-up, decor
  - TPGP writing - [Link to template here, also posted on MS/SS microsite](#)
  - Curriculum planning: confirm long range planning
  - Homeroom/Advisor phone calls home
  - [eCompliance](#) training
  - [HourZero](#) training
-

## Schedule of Events for STS Employees August 18-27, 2021

Wednesday, August 18, 2021		New Elementary Faculty	Learning Leaders, IBC's, Director of Library Services, Director of Learning Innovation, Director of Mentorship, Principals
 <p><b>Introduction to IB Primary Years Programme (PYP) &amp; Learning Leadership Retreat</b></p>	8:30am - 9:00	Breakfast (Black Watch Bistro)	
	9:00 - 10:30	Introduction to PYP - Cheryl Babin from the CRC & Elementary Principal Location: (Rivers & Lakes Community)	K-12 Learning Leadership Retreat (Details to be sent separately)
	10:30 - 10:45	Bio Break	
	10:45 - 12:00pm	Introduction to PYP cont'd	K-12 Learning Leadership Retreat cont'd
	12:00	Workshop Concluded	Sit down lunch (Black Watch Bistro)
	1:00-4:00	N/A	Workshop with Jennifer Abrams (Details to be sent separately)
	4:00-4:30pm		Wrap-up Social with Appetizers & Refreshments

Thursday, August 19		Activity	Attendees	Location
 <p><b>New Faculty Welcome Day 1</b></p>	8:30am - 9:15	<u>Breakfast</u>	New Faculty & Mentors, Director of Mentorship, Principals, Deputy Head of School, Head of School, Human Resources Specialist	Black Watch Bistro and Patio
	9:15 - 10:00	Human Resources Orientation I	New Faculty Human Resources Specialist	Gr 5/6 Da Vinci Studio
		Mentors Session	Mentors, Director of Mentorship	Visual Arts Studio 1
	10:15 - 11:15	Activity A: <i>Where's My Home?</i>	New Faculty & Mentors	Various
	11:30 - 12:00pm	Activity B: <i>Design Challenge</i>	New faculty & Mentors	Innovation Lab
	12:00 - 1:00	Lunch	New Faculty & Mentors, Director of Mentorship, Principals, Deputy Head of School, Head of School, Human Resources Specialist, ALT & SLT members	Black Watch Bistro and Patio
	1:00 - 1:40	Activity C: <u><i>Intro Bingo</i></u>	New faculty, Human Resources Specialist, Operations Team representatives as requested, Principals, ALT members	Amphitheatre outside or Gathering Stairs (weather)
		Mentors Session - cont'd	Mentors Director of Mentorship	Visual Arts Studio 1
	1:40 - 2:00	Bio Break	ALL	Various
	2:00 - 3:15	Head of School Welcome	New faculty & Mentors	Rivers and Lakes Community, Gr 5-6 Learning Commons
3:15 - 4:30	Wine & Cheese Reception	All who were involved in the day		

Friday, August 20, 2021		Activity	Attendees	Location
 <p><b>New Faculty Welcome Day 2</b></p>	8:30am - 9:20	Dock Talk	Head of School, Principals, New Faculty &, Mentors, Director of Mentorship	Grab and go bag breakfast from Black Watch Bistro, meet at Dock by 8:45 am
	9:30 - 10:15	Human Resources Orientation II - Health and Safety	New Faculty & Mentors, Facilities & Operations team members as requested	Peter B. Ditchburn Library (Elementary Section)
	10:30 - 12:15 pm	Learning Leader Check-in	Learning Leads, Principals	Zoom
	10:30 - 11:15	Activity D: <i>Build Your Home</i>	New Faculty & Mentors (minus mentors who are also Learning Leaders)	Various
	11:15 - 12:15pm	Forever Woods Walk with Head of School, Carol Grant-Watt	New Faculty, Head of School	Forever Woods
		Mentor Session	Mentors (minus mentors who are also Learning Leaders)	Library or Room 51
	12:15 - 1:00	Lunch	New faculty & Mentors Director of Mentorship, Principals, Deputy Head of School, Head of School, Learning Leaders, ALT & SLT members	Black Watch Bistro & Patio
	1:00 - 1:45	Mentor/Mentee Q&A	New Faculty & Mentor pairs	Various
	2:00 - 3:00	Activity F: <i>Amazing Race</i>	New faculty/staff Mentors	Various
	3:00 - 4:00	Campfire Celebration	Everyone involved in the day	Campsite Campfire

# All employees on-site

Tweeds & More uniform shop open for employees 10:00 am to 2:00 pm

Monday, August 23, 2021		Elementary	Middle	Senior	Non-Teaching
 <p><i>Welcome Back!</i></p>	8:30-9:30am	Welcome Back Breakfast - sit down (Black Watch Bistro & Patio)			
	9:30-10:00	Laptop Pick-up	Settling In & Asynchronous Tasks	Settling In & Asynchronous Tasks	N/A
	10:00-10:30	Settling In & Asynchronous Tasks	Laptop Pick-up		
	10:30-12:00pm	Welcome Address from Head of School & Strategic Plan Update - Head of School (Theater)			
	12-12:30	Cross-Divisional Coherence: Deep Learning - Principals & Learning Leaders (Theater)			
	12:30-1:30	Wellness Break & Lunch - sit down (Black Watch Bistro & Patio) Senior School Faculty Laptop Pick-up			
	1:30-2:45	Divisional Meetings - Principals - (Locations <u>Senior School</u> - Theatre; Middle School - Library; Elementary - Rivers and Lakes Learning Commons)			N/A
	2:45-3:00	Bio break			
	3:00--4:00	Divisional and Learning Community Meetings (Rivers and Lakes Community)	MS/SS Department A Meetings - Learning Leaders (Locations TBD) & Asynchronous Tasks		

Tweeds & More uniform shop open for all families 9:00 am to 3:00 pm

Tuesday, August 24, 2021		Elementary	Middle	Senior	Non-Teaching
	8:30am-9:20	Coffee, tea etc, light breakfast items - grab and go (Black Watch Bistro)			
	9:20-9:30	Introduction to Speaker (Theater) <ul style="list-style-type: none"> <li>• Sit distanced but near department/learning community/team members</li> <li>• Bring laptop to <u>access session materials</u>;</li> </ul>			
	9:30-11:00	Virtual Speaker - Jennifer Abrams (Theater)			
	11:15-12:15pm	Workshop with Jennifer Abrams <u>Zoom link</u> <u>Session Materials Link</u>	Asynchronous Tasks	Asynchronous Tasks	Optional invitation to listen in on Elementary workshop
	12:15-1:00	Wellness Break & Lunch - grab and go (Black Watch Bistro)			
	1:00-2:00	1:00 -1:15 PYP Check-in Grade 6 Learning Commons Asynchronous Tasks	Workshop with Jennifer Abrams <u>Zoom link</u> <u>Session Materials Link</u>	Asynchronous Tasks	Optional invitation to listen in on MS & SS workshops
	2:15-3:15	Asynchronous Tasks	Asynchronous Tasks	Workshop with Jennifer Abrams <u>Zoom link</u> <u>Session Materials Link</u>	
	3:15-4:00	Asynchronous Tasks			N/A

Tweeds & More uniform shop open for all families 9:00 am to 3:00 pm

Wednesday, August 25, 2021		Elementary	Middle	Senior	Non-Teaching
 <p><b>Community</b></p>	8:30am-9:15	Community Breakfast - sit down (Black Watch Bistro & Patio)			
	9:15-10:30	STS Community Updates (Theater)			
	10:30-11	Bio Break			
	11:00-12:00pm	Asynchronous Tasks			N/A
		MS/SS Learning Leaders Meeting with Director of Learning Innovation. <u>agenda</u> (Peter B. Ditchburn Library)			
	12:00-1:00	Wellness Break & Community BBQ - sit down (Black Watch Bistro & Patio)			
	1:00-2:00	IB Continuum Update - IBC's (Virtual) <a href="#">Zoom Link</a> <b><u>IB Continuum Meeting Agenda</u></b>			Optional invitation to attend
	2:00-3:00	Learning Community Meetings (Locations TBA)	Department B Meetings - Learning Leaders (Locations TBA) & Asynchronous Tasks		N/A
	3:00-3:30	<del>Rooms &amp; Theater Booking &amp; Usage Overview</del>			
	3:30	All Staff Early Departure			
5:30pm	Welcome Back Employee +1 Dinner - RSVP to Jana Wager required (Big Rock Brewery)				

Tweeds & More uniform shop open for all families 9:00 am to 3:00 pm

Thursday, August 26, 2021		Elementary	Middle	Senior	Non-Teaching
 <b>Logistics</b>	8am on	Coffee, tea etc, light breakfast items - grab and go (Black Watch Bistro)			
	8:30-9:30am	<u>Seesaw, Google Classroom and MB updates</u> - Director of Learning and Innovation - (Theatre) Health and Safety	Grade 7 Bootcamp Planning <u>Session Materials</u> (Peter B. Ditchburn Library)	Grade level planning - Grade 12 (Location Room 51)	N/A
	9:30-10:30am	Grade Level Planning	Asynchronous Tasks	<u>ManageBac Updates - Director of Learning Innovation</u> - Library	
	10:30-11:00	Bio Break			
	11:00-12:00pm	Grade Level Planning	<u>ManageBac Updates</u> - Director of Learning Innovation - Library	Grade Level Planning - Grade 10 (Location Room 51)	
	12:00-1:00	Wellness Break & Lunch - grab and go (Black Watch Bistro & Patio)			
	1:00-1:30	PYP/Elementary Divisional Meeting - finalizing Encore, Supervision and Timetables (Mountain Community)	<b>IB MYP Meeting</b> <u>Agenda</u> MYP Coordinator - Library		N/A
	1:30-2:30	Asynchronous Tasks	<u>Digital Learning Onboarding</u> - all grade 7-10 & new faculty; Asynchronous Tasks		
	2:30-3:30	Health & Safety Training - sign in required - (Theater)			
	3:30-4:00	Outdoor Education Meeting - Bruce Hendricks (OE Building)			N/A

Tweeds & More uniform shop closed

Friday, August 27, 2021		Elementary	Middle	Senior	Non-Teaching
 <b>Consolidation</b>	8:00-9:00am	Coffee, tea etc, light breakfast items - grab and go (Black Watch Bistro)			
	9:00-10:00	Asynchronous Tasks	G7-9 Advisory Planning - Peter B Ditchburn Library <a href="#">Agenda</a>	Asynchronous Tasks (Priority: MB classes setup, TPGP)	N/A
	10:00-12:00pm	Asynchronous Tasks			
	12:00-1:00	Wellness Break & Lunch - grab & go (Black Watch Bistro)			
	1:00-2:00	Learning Community Meetings - incl. TPGP share	Department A Meetings		N/A
	2:00-3:00		Department B Meetings		
	3:00-4:00	Asynchronous Tasks			
	TBA	Optional - Lucky Sonne show (Hubtown Brewery - Okotoks)			

3:00 to 4:00 pm Student Services & Admin team (Peter B. Ditchburn Library's Break-out Room)

Monday, August 30, 2021		Elementary	Middle	Senior
 <p><b>Launch</b>  <i>Student who did not attend Taste of STS come to visit Tweeds and locate locker &amp; homeroom in shifts at 9am, 10:30am &amp; 1pm</i></p>	8am on	Coffee, tea etc, light breakfast items available - grab and go (Black Watch Bistro) MS/SS <b>First thing: Check MB for errors, omissions</b>		
	8:20 am	Employee Meeting (Virtual - Zoom)		
	8:30-9:30	Co-curricular Meeting (Mandatory if relevant) - Breakout sessions for FINA, Athletics, Speech etc. (Start in Theater)		
	9:30-10:30	Grade 6, 7&10 Camp Meetings (Grade 10 meeting on Zoom)		
	10:30-12pm	Asynchronous Tasks		
	12:00-12:30	Wellness Break & Lunch - grab & go (Black Watch Bistro)		
	12:30-1pm	Asynchronous Tasks	DP Updates - Peter B. Ditchburn Library - (DP Coordinator)	
	1:00-4:00	Asynchronous Tasks		

After school meeting: Learning Leaders 3:45 to 4:45pm (Peter B. Ditchburn Library)

The schedule from our whole school professional development day on October 9 is below as an example of how these days are used

**October 7, 2021, 8:30 am to 3:30 pm**  
**Fall Professional Development Day**

Welcome to a day and time for us to nourish ourselves physically, intellectually, and emotionally! The day will focus on two themes identified for this year: **Deep Learning** and **Belonging**. Deep Learning development will be in the context of the IB PYP for Elementary School staff and Belonging will be further developed in the context of supporting Middle and Senior School teachers with research-backed tools to improve trust and relationship building in classrooms and through advisory.

Time	Elementary	Middle	Senior
8:30	Breaking Bread: Breakfast in Black Watch Bistro for all		
9:00	Opening Remarks from Head of School C.A. Smith Arts Centre		
9:30			
10:00	PYP workshop	<a href="#">Making Caring Common</a> Glenn Manning, Harvard University C.A. Smith Arts Centre	
10:30			
11:00		Relationship Exercise & Exploring Tools (Laptops needed) (In Theatre)	
11:30			
12:00	Community Gathering: Lunch in Bistro for all employees		
12:30			
1:00	PYP workshop continues	MS/SS IB Continuum Update - TBC (Theater)	
1:30		Dept A meetings	
2:00	Learning Community Meetings	Dept B meetings	
2:30			
3:30			

## Learning Leader

In 2020-2021, STS redesigned its structure for academic leadership. The traditional Curriculum Leader role evolved to a Learning Leader change with the goal of positioning our Learning Leaders to provide more leadership in pedagogy and assessment. Their work began with a retreat in the summer of 2021 and regular meetings and working sessions ensure the work is being implemented. The Learning Leader position description is below.



**Position:** Learning Leader  
**Reports to:** Division Principal  
**Position Group:** Faculty  
**Term:** Three-years  
**Teaching Accountability:** Reduced Teaching Load (0.2 FTE)

### Role Description

In their role as the member of a K-12 Teacher Leadership team, the Learning Leader will be responsible for leading a team of teachers either within a department (Grades 7-12) or in a learning community (Grades K-6).

Reporting to the division Principal, the Learning Leader will have well-developed skills for collaborative pedagogy, coaching, and have experience as a passionate, inspiring, and research-informed teacher leader. By focusing on learning, teaching, and monitoring progress (Alberta Education, 2018), Learning Leaders help educators improve their instructional practices and ensure student achievement improves as a result of meaningful, supportive decisions about pedagogy, coursework, and instructional materials (King, 2002).

Learning is a shared responsibility; therefore, the Learning Leader will be responsible for developing, implementing and evaluating a departmental professional learning plan as part of a collaborative team that supports the School's vision and mission.

### Specific Role Responsibilities & Competencies

#### Learning Leader

The Learning Leader will be guided by the *Leadership Quality Standard* (Alberta Education, 2018) in their work as a teacher leader.

- Relationships: Develop positive and collegial relationships within their academic curriculum group (e.g., department or discipline area), with the Learning Leaders group across disciplines, division Principals, and support the home-school partnership consistent with the vision, mission, and values of Strathcona-Tweedsmuir School (STS);
- Understanding that student achievement and well-being is central to the school's vision and mission, the Learning Leader will facilitate professional dialogue and create structures to promote teacher efficacy as follows:
  - 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;
  - Oversee curriculum strand assessment, grading and evaluation practices to ensure internal moderation and development of common summative tasks and year-end evaluations that are grade appropriate, meaningful, and valid representations of student achievement;
  - Support teachers in developing assessment calendars for their courses that includes a mix of diagnostic, formative and summative assessments to ensure accurate reporting of student achievement and is aligned with the school's reporting deadlines (e.g., Report Cards & Parent-Teacher Interviews);
  - Ensure that unit plans, assessment calendars are accessible to (i.e., free of eduspeak or jargon) and communicated to

- families in timely manner;
- Collaborate with IB Coordinators to ensure a strong progression of Alberta Program of Studies outcomes and alignment of skills development across the IBContinuum (i.e., unit planning via MB; ATL skills progression, etc.);
- Review internal and external assessment 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 support student achievement and well-being.
- Collaborate with the Director of Learning Innovation to analyze and support application of relevant innovations in learning technology and instructional design through targeted teacher professional development and support within the curriculum group;
- Model proficiency with the use of educational technology such as ManageBac, G-Suite for education, Microsoft for education in the context of a hybrid learning framework;
- Promote proactive school-home communications to support individualized student achievement, equity, and well-being.

### **Teacher Professional Growth & Evaluation**

- Support the Division Principal with recruitment and hiring of high-quality teachers to STS;
- Support the orientation and mentoring of new teachers with the Director of Curriculum and Instruction and/or the Director of Mentorship;
- Develop and implement a program for teacher professional growth through the review of annual teacher professional growth plans and mentoring teachers to ensure that their growth plans align with the curriculum group's plans to support the school's vision and mission;
- Support the Division Principals in the implementation of a program of continuous teacher evaluation for growth using the *Teaching Quality Standard* (Alberta Education, 2018);
- Provide targeted coaching and mentoring to teachers and staff to ensure:
  - that curriculum and instructional pedagogy is implemented and conducted in a collaborative way;
  - Collegial peer feedback and observations of teaching/learning occur regularly within the group;
  - Internal standardization of assessments occurs for all major summative tasks across course sections;
  - that policies, procedures and practices established by Alberta Education, International Baccalaureate (IB), and STS are followed consistently;
- Undertake scenario planning and succession planning within the curriculum group (e.g. cross-training faculty to support division Principals and ensure continuity of learning and risk mitigation when one or more teachers leave the school.

### **Administrative Responsibilities**

- Develop, oversee and evaluate an annual budget and review long term patterns on a regular basis (annually or quarterly) with the division Principal to ensure the financial sustainability of a curricular program that supports best practices in student learning and fiscal stewardship;
- Acquire and allocate teaching and learning resources equitably to staff and students within the curricular group in alignment with the school's vision and mission;
- Lead and facilitate regular meetings of the curriculum group to ensure collaboration and coherence with school goals;
- Support the implementation of health and safety practices within the group in alignment with provincial legislation, COR, and school standards;
- Maintain appropriate documentation (e.g., budgets, meeting agendas and minutes) and share such documents with the division principal;
- Ensure due diligence when staff are following school policies and procedures (e.g., event approvals, cheque requisitions, etc.)
- Work in collaboration with the Health and Safety Officer to ensure compliance with provincial and school policies;

### **Professional Development & Support**

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

- Professional development through courses on instructional leadership, design, coaching and mentoring (e.g., Alberta LQS, [Harvard Graduate School of Education courses](#), [CAIS LI](#));

- Support and mentoring from division Principal and senior leadership at the school;
- 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.)

### **Bibliography**

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<http://www.ascd.org/publications/educational-leadership/may02/vol59/num08/The-Changing-Shape-of-Leadership.aspx>

## **CAIS Accreditation**

STS is accredited by the Canadian Accredited Independent Schools (CAIS) every seven (7) years. There are eleven standards CAIS schools must meet in order to be accredited. There is a self-study that results in an internal report being written that takes place the year prior to the accreditation visit. Standard Three is the *Academic Program* standard and we have included our writing for this standard in the appendix A.

## **Commentary on Results**

### **Focus on Academic Excellence**

Academic excellence with Deep Learning at its core is a key component of *Flourish 2031*, our new Strategic Plan and is a priority for STS. We created the Learning Leaders to drive this priority and are providing them with the support they need to improve academic achievement at STS. While academic achievement is strong, we believe that it can be improved and this is our goal.

### **Teacher Evaluation**

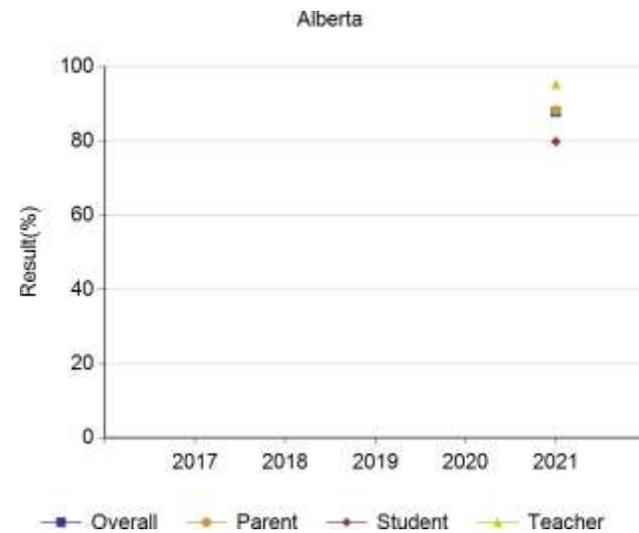
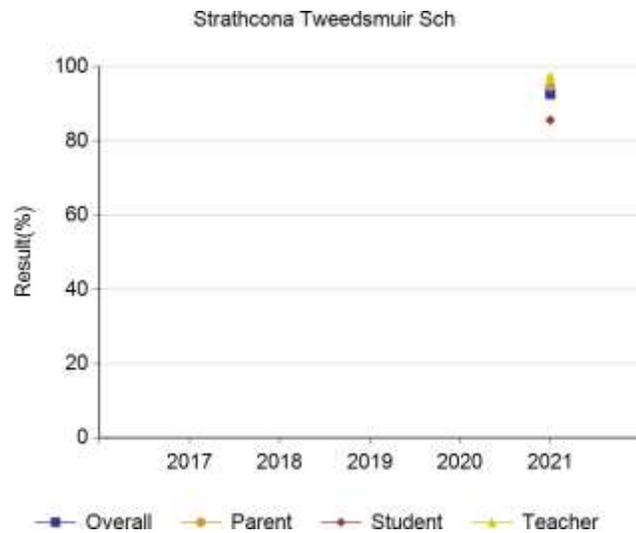
Our teacher evaluation process is being revised to provide a cyclical formal evaluation of all teachers that is aligned with the Alberta Education Teacher Quality Standards. The practice has changed for this year, which is evidenced by the email in this report and the formal documentation is in the process of being reviewed.

## Domain: Learning Supports

### Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE) – Measure History

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

	Strathcona Tweedsmuir Sch										Measure Evaluation			Alberta											
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	586	92.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	99	94.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	85.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47	97.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3



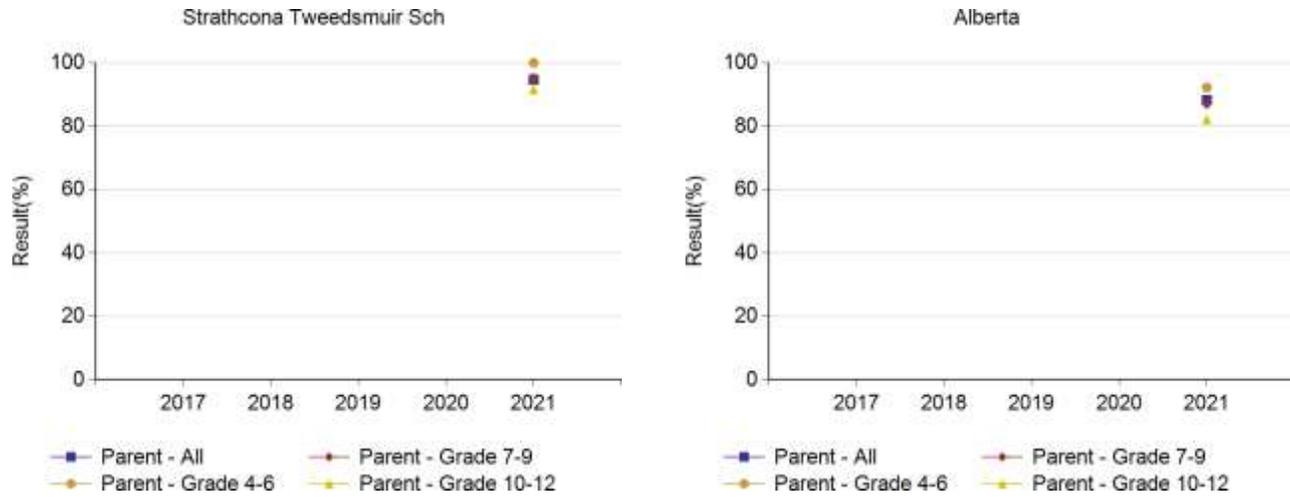
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3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE) – Measure History by Group - Parents

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

	Strathcona Tweedsmuir Sch										Alberta									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Parent - All	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	99	94.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Parent - Grade 4-6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,927	92.2
Parent - Grade 7-9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35	95.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,871	86.9
Parent - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44	91.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,182	82.2



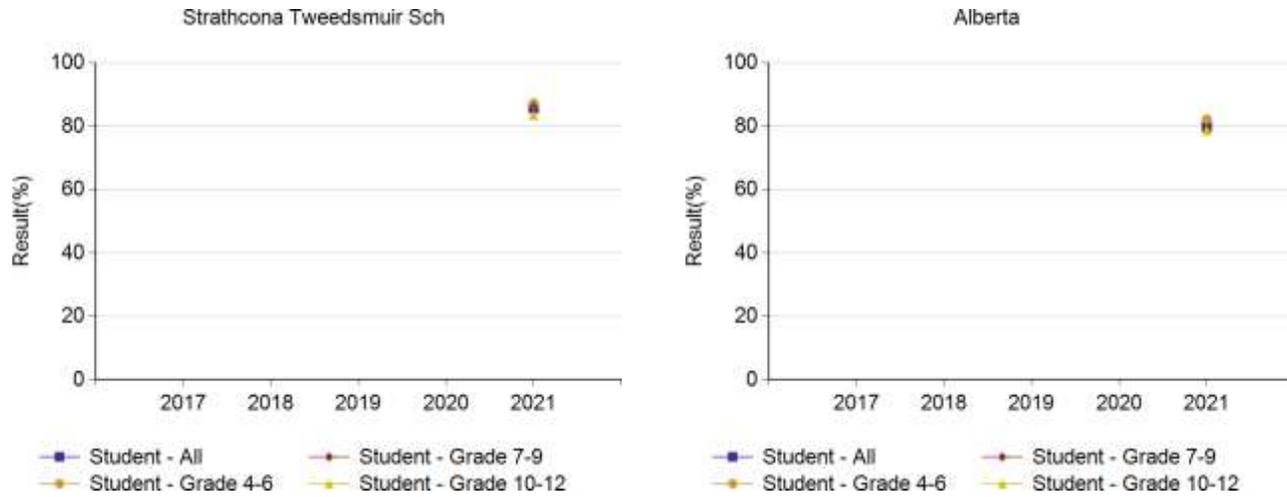
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## Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE) – Measure History by Group - Students

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

	Strathcona Tweedsmuir Sch										Alberta										
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Student - All	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	85.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Student - Grade 4-6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	104	87.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	72,734	82.2
Student - Grade 7-9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	161	86.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,991	78.6
Student - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	175	83.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40,175	78.6



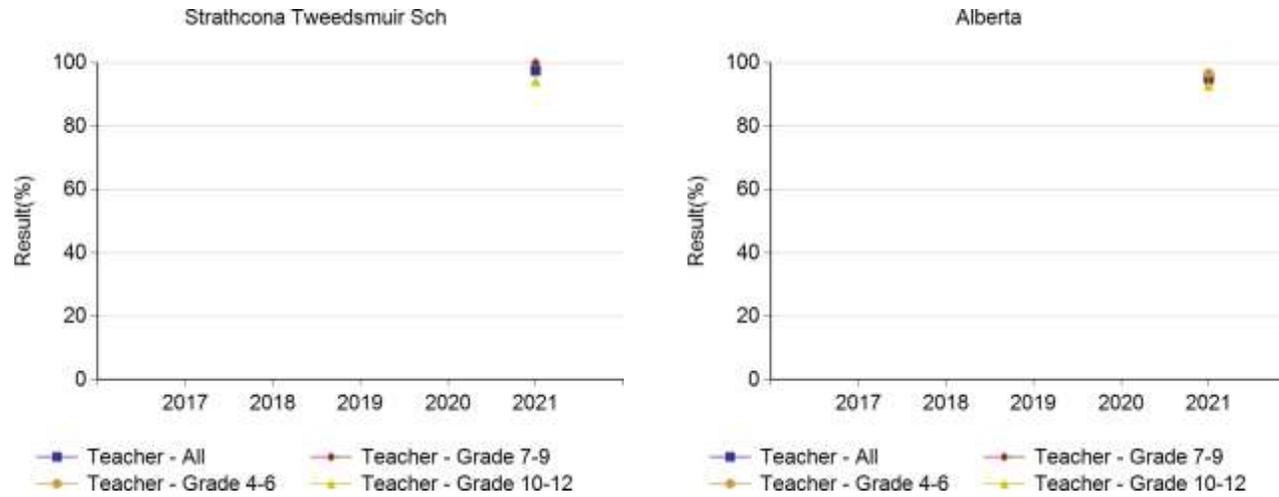
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## Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE) – Measure History by Group - Teachers

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

	Strathcona Tweedsmuir Sch										Alberta										
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Teacher - All	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47	97.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3
Teacher - Grade 4-6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,537	96.7
Teacher - Grade 7-9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,743	93.7
Teacher - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15	94.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,897	92.8



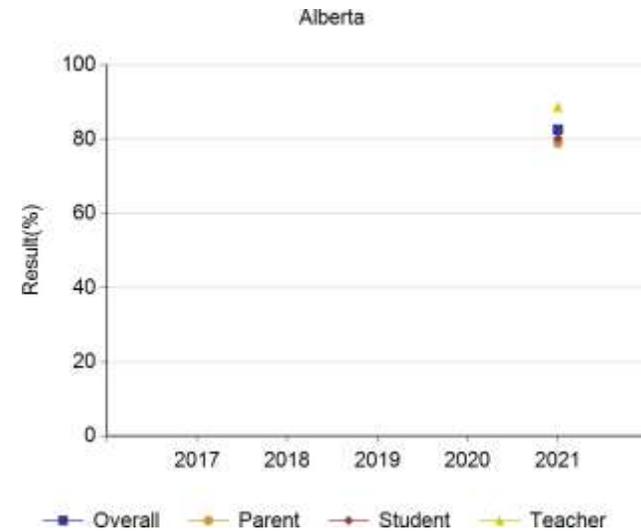
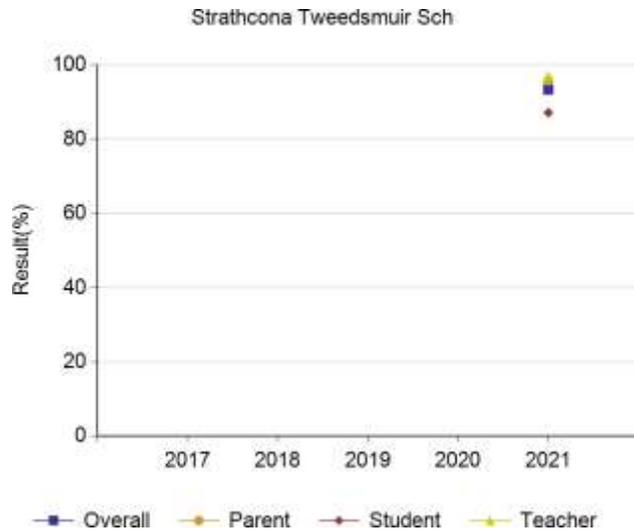
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## Access to Supports and Services – Measure History

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

	Strathcona Tweedsmuir Sch													Alberta										
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	586	93.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	99	95.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	87.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47	97.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7



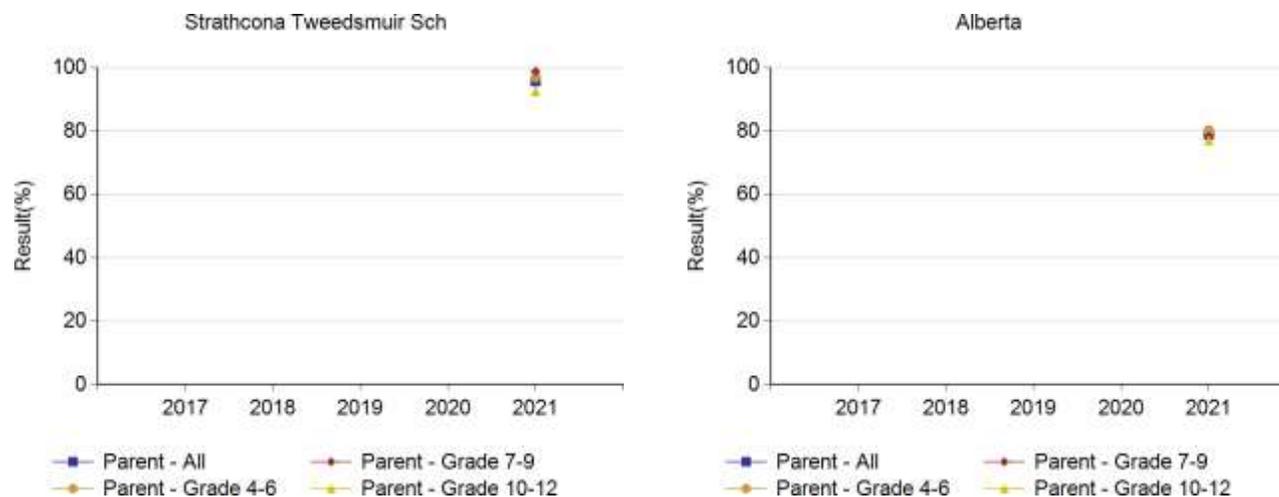
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## Access to Supports and Services – Measure History by Group - Parents

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

	Strathcona Tweedsmuir Sch										Alberta										
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Parent - All	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	99	95.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Parent - Grade 4-6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	96.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,906	80.3
Parent - Grade 7-9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35	98.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,846	78.2
Parent - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44	92.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,184	77.1



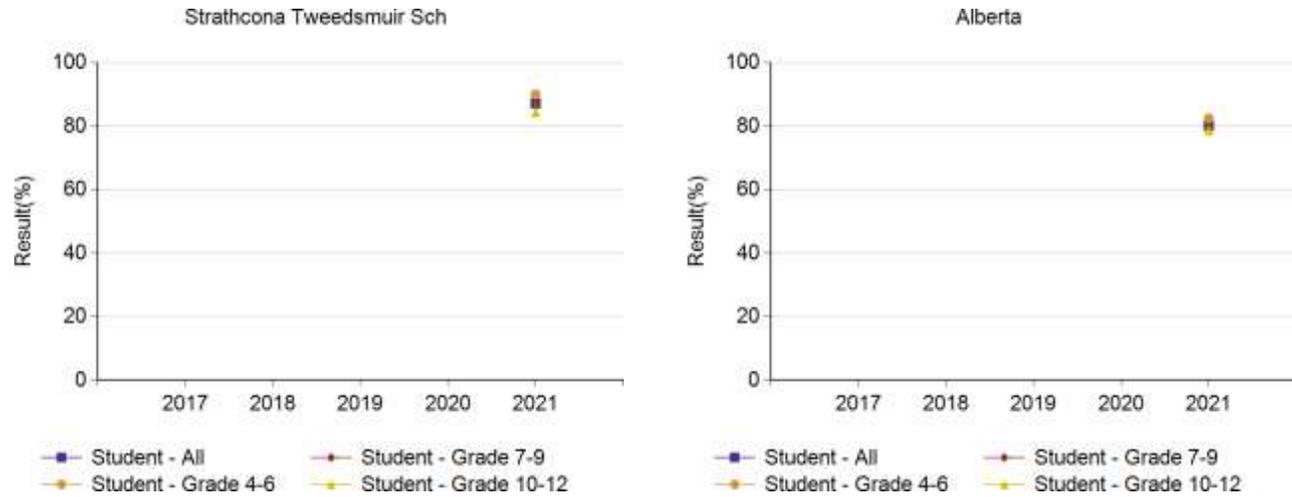
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## Access to Supports and Services – Measure History by Group - Students

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

	Strathcona Tweedsmuir Sch										Alberta										
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Student - All	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	87.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Student - Grade 4-6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	104	90.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	72,632	82.4
Student - Grade 7-9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	161	86.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,872	79.6
Student - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	175	84.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40,127	78.6



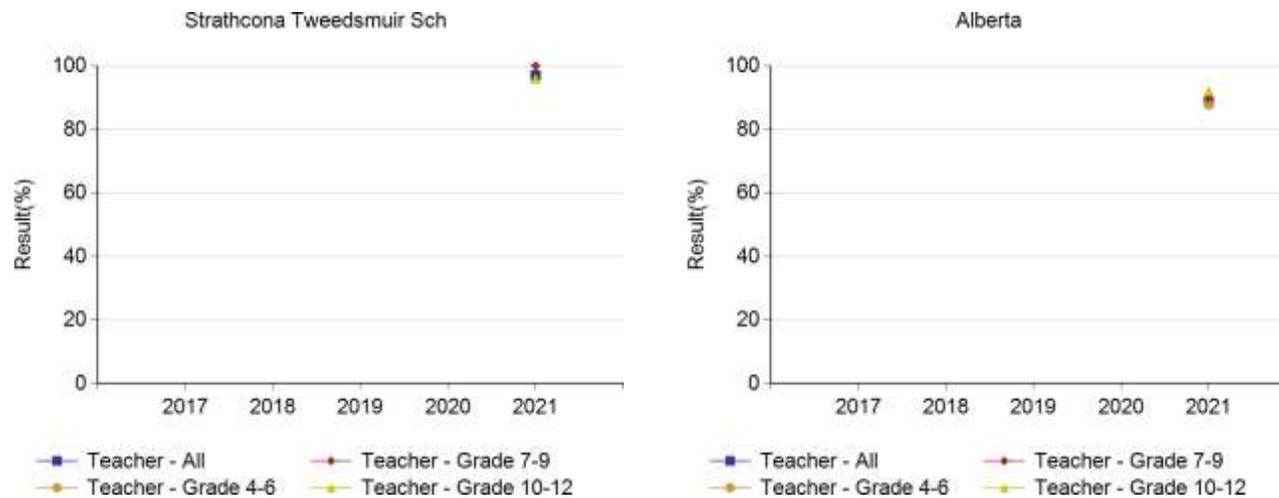
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## Access to Supports and Services – Measure History by Group - Teachers

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

	Strathcona Tweedsmuir Sch										Alberta										
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Teacher - All	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47	97.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7
Teacher - Grade 4-6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,534	87.8
Teacher - Grade 7-9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,742	89.9
Teacher - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15	96.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,895	92.2



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## **Local Component**

STS has strengthened the supports it provides to students in Grades K-12 over the past year by both increasing the expertise of our Student Services Department and by also by improving our internal processes to support students. Our Student Services Department includes the following.

- Director of Student Services and Senior School Counselor (1.0 FTE)
- Middle School Counselor (0.6 FTE)
- Elementary School Learning Strategist (1.0 FTE)
- Middle School Learning Strategist (1.0 FTE)
- Senior School Learning Strategist (1.0 FTE)
- Education Assistant (Elementary 1.0 FTE)
- University Counsellor (1.0 FTE)
- School Nurse (1.0 FTE)

The Student Services Department recently revised its processes for referring and supporting students from Kindergarten to Grade 12. They have established a clear referral process for students to be referred and a process to plan and document how students are supported. They typically see students with academic profiles who have documented learning difficulties and/or social/emotional challenges. Their process includes levels of support and timelines to ensure that goals are set for student wellness and/or improvement.

## **Commentary on Results**

### **Focus on Belonging**

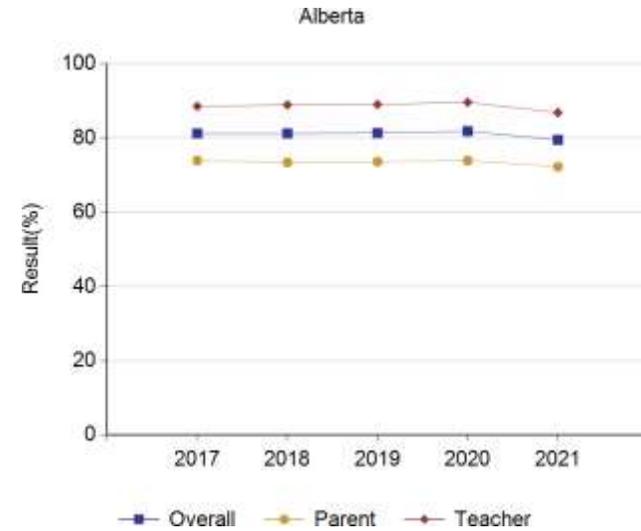
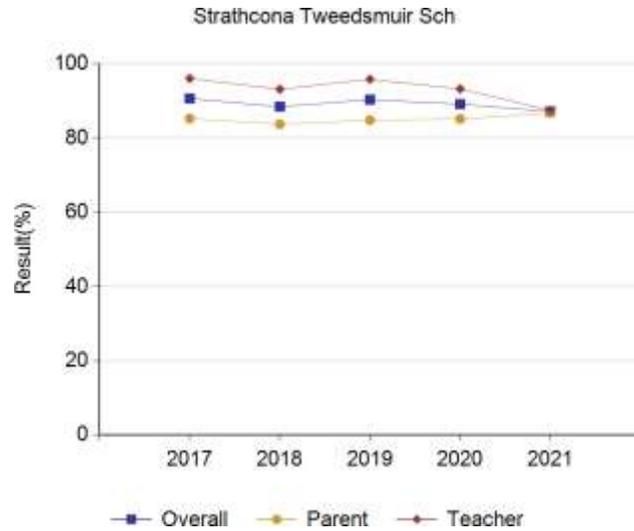
STS has initiated a lot of work to increase the sense of belonging that students feel at STS. Our work has included increasing the capabilities of our Student Services Department, improving student-teacher relationships, improving our advisory program, and improving relationships between students. Frameworks are being put into place and we expect to benefit this year and in the future.

## Domain: Governance

### Parental Involvement – Measure History

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Strathcona Tweedsmuir Sch										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	222	90.6	212	88.4	194	90.3	208	89.1	146	87.1	n/a	n/a	n/a	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	161	85.2	148	83.7	132	84.8	146	85.1	99	86.7	n/a	n/a	n/a	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	61	96.0	64	93.1	62	95.8	62	93.2	47	87.4	n/a	n/a	n/a	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8



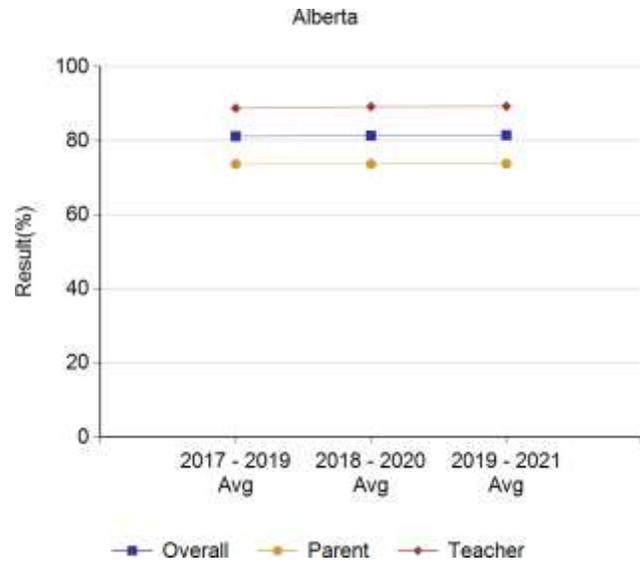
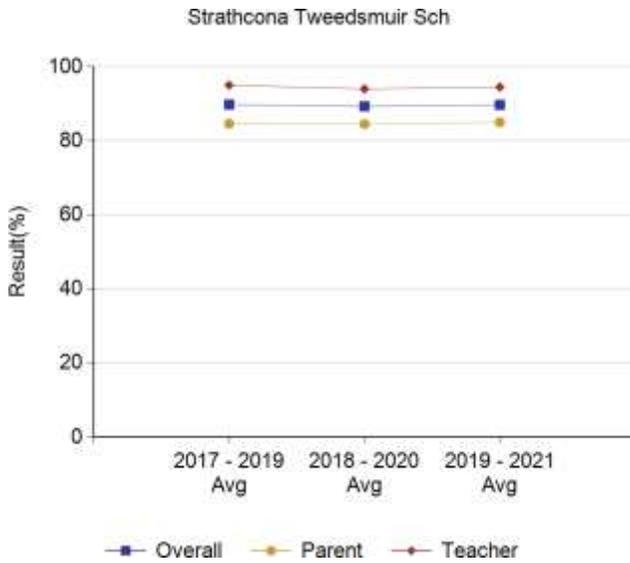
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## Parental Involvement – 3 Year Rolling Average

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Strathcona Tweedsmuir Sch						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	209	89.8	205	89.3	201	89.7	66,510	81.2	68,667	81.4	69,247	81.5
Parent	147	84.6	142	84.5	139	85.0	34,149	73.7	35,499	73.7	35,750	73.8
Teacher	62	95.0	63	94.0	62	94.5	32,361	88.8	33,168	89.2	33,497	89.3



### Notes:

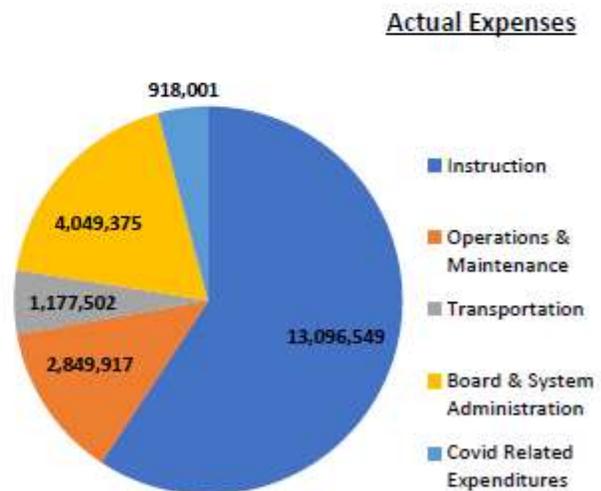
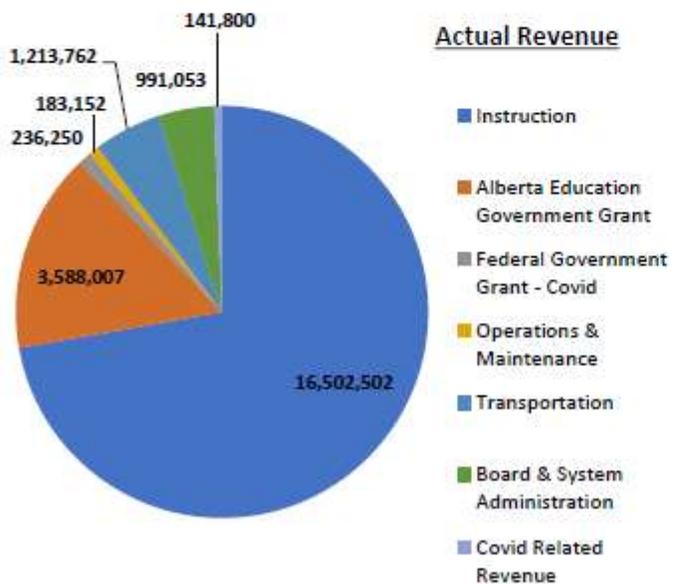
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2. 2020/21 results are not included in the 3-year average as the AEA survey was introduced as a pilot and participation was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Budget – Actual Comparison

### Financial Summary:

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

	<u>Actual</u>	<u>Budget</u>
<b>Revenues:</b>		
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	-
	<u>22,856,526</u>	<u>21,831,778</u>
<b>Expenses:</b>		
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	-
	<u>22,091,344</u>	<u>21,831,778</u>
<b>Surplus(deficit) of revenues over expenses</b>	<u>765,182</u>	<u>-</u>



For further information please contact  
Coral Tupkal  
Controller of Finance  
Telephone: 403-938-8339  
Email: tupkalc@sts.ab.ca

## Stakeholder Engagement and Communication

### Developing the AERR

The Annual Education Results Report (AERR) for Strathcona-Tweedsmuir School (STS) 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, the Controller - Finance, Finance Advisor, Learning Leaders, various Directors, and the Student Services team.

Articles and photographs were collected under the auspices of the Director of Strategic Enrollment Management and Communications for the Fall 2020 edition of *Optimum* – a STS publication.

The report was submitted for review by the Board of Governors on November 19, 2021.

The report was approved by the Board of Governors on November 23, 2021.

The report was submitted to Alberta Education by November 30, 2021 and was also posted to the school's website at [www.strathconatweedsmuir.com](http://www.strathconatweedsmuir.com).

### Detailed IB Costs

#### IB Program Analysis

	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
Memberships								
PYP	7,157	7,157	7,157	8,296	8,091	8,091	8,091	8,091
MYP	8,442	8,442	8,442	9,667	9,656	9,656	9,656	9,656
Diploma	9,786	9,786	9,786	11,307	11,304	11,304	11,304	11,304
Conferences/PD	590	6,714	42,274	10,901	23,691	37,089	13,099	14,131
Evaluation Visit*	-	-	-	3,885	3,885	-	-	-
Additional charges**	1,063	325	461	787	1,337	5,439	5,360	419
Exams	18,078	15,289	29,699	27,547	34,160	25,509	29,390	31,880
Recover Exam - chargeback	(20,740)	(20,016)	(23,853)	(22,650)	(28,244)	(21,619)	(21,801)	(21,228)
Total Exchange	15,258	16,376	17,971	17,661	25,006	19,280	7,746	2,048
<b>Total IB Cost to STS</b>	<b>39,633</b>	<b>44,072</b>	<b>91,937</b>	<b>67,400</b>	<b>88,886</b>	<b>94,749</b>	<b>62,846</b>	<b>56,302</b>

#### NOTES:

\*Evaluation Visits - every 5 years

\*\*Additional Charges - late subject fee, recover exam fee, enquiry, print materials, textbooks, etc

2018/19 Exchange is included in the 42,274 Conferences/PD

There is a fee reduction for having 3 programs (20% from 2018/19 - only 7% prior to 2018/19)

## Flourish 2031 – A Strategic Plan for the Next 10 Years



Marking its 50<sup>th</sup> Anniversary, Strathcona-Tweedsmuir School (STS) 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 1,000 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

The phases of the Strategic Plan are detailed below.



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

Students will embrace and nurture their entrepreneurial spirit, gain comfort with ambiguity and agency, and learn from failure as change agents in a safe environment.

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

## 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.

The Strategic Plan can be viewed here:

[https://issuu.com/yoursts/docs/flourish\\_2031\\_brochure\\_final](https://issuu.com/yoursts/docs/flourish_2031_brochure_final)

## **Domain: Local and Societal Context**

### **Increasing Student Voice with the Student Council and Head's Advisory Panel**

STS has a Student Council in 2021-2022 which is in its third year of existence. The Student Council began as a student initiative and has led to increased student voice in the school. Examples of the change they have impacted includes increased course options in the Senior School, an online bus sign-up and they are currently working to increase student voice for cafeteria menu options.

A new Head's Advisory Student Panel was initiated in the 2021-2022 school year with a focus on the Strategic Plan, school improvement, and student voice.

### **Summer Programs and the Taste of STS**

During the summer of 2021, STS ran 35 different summer camps. We offered a wide variety of camp programs, that included coding, basketball, volleyball, Outdoor Education, scientific research, mountain biking, mathematics, polo, and golf.

The Taste of STS took place the week prior to the start of school and 84 incoming STS students participated in this camp. The Taste of STS camp served several purposes which include a new student orientation, new students getting to know their teachers and peers, and included various activities such as STEAM activities, fine arts, and athletics. The camps also bring many new families to our campus which maximizes opportunities to bring prospective families to the STS campus. 602 students registered for the summer programs. Of these students, 37% were current STS students, 21% were incoming STS students, and 42% were not STS students.



### **Strategic Partnerships**

The Director of Campus Sustainability and Development's role is to create value by connecting experts from inside and outside the organization; to explore, develop, and provide oversight of educational partnerships; and to develop partnerships with community leaders, post-secondary institutions and businesses. Strategic partnerships play a critical role; they provide expertise for many of our stakeholders, help increase student enrollment, and introduce staff to new materials and equipment. STS may connect with the partner's client base and work together to off-set program costs. Both parties may share marketing and communication mediums to raise awareness of new initiatives. STS has a strong brand and may leverage it by partnering with other exceptional organizations locally, nationally, and internationally.

These organizations support our flagship programs: athletics, academics, performing and visual arts, design, STEAM, speech and debate, and outdoor education to showcase our incredible campus to current and prospective students. Some of the organizations that we are currently working with include Coded Minds, Fuse33, Calgary Polo Club, Stryker Sports, and Two-Wheel View (biking).



## **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 2020-2021, the School confirms there have been no Protected Disclosures received by the Designated Officer or the Public Interest Commissioner.

## Appendix A

### CAIS Internal Report – Standard 3 – Academic Program

#### STANDARD THREE: ACADEMIC PROGRAM

The school’s program is congruent with its mission and strategy; it is based upon the articulated philosophy and research about the ways in which students learn and effective ways to teach them.

#### Guiding Questions:

**20. What sources were used to develop your definition of excellence in teaching and learning? By what guiding question or requirement did you engage your community in its development? How do these beliefs inform time, people, facilities and resources?**

Several sources inform our definition of excellence in teaching and learning. Firstly, our mission statement, vision, values, and guiding principles are at the foundation of all decision making and programs at the school. These can be found in Standard 1 or on our website at <https://www.strathconatweedsmuir.com/explore/mission-vision-values-and-guiding-principles/>.

#### EXCELLENCE IN TEACHING

It is the aim of the School to ensure all staff employed at STS excel in their roles. From the STS Website under Centre for Excellence in Teaching – Message from the Head of School: “Ultimately, the STS *Centre for Excellence in Teaching* aims to enrich and optimize the learning and personal development of our students by providing them with talented and inspiring teachers who are empowered to continue their professional growth throughout their careers.”

<https://www.strathconatweedsmuir.com/centre-for-excellence-in-teaching/message-from-the-head-of-school/>

Multiple sources are used to define what STS believes is excellence in teaching. These include Ministerial standards, internal documentation, feedback from external organizations including evaluation committees and certification groups (ex. CAIS, AISCA, IB, ABIBS, AEE, Round Square, etc.), professional development and research into what constitutes best practices.

On September 1, 2019, new Professional Standards and Practices from Alberta Education came into effect for teachers, school leaders, and superintendents in the province of Alberta.

These Practices have been integrated into STS’s beliefs about what constitutes excellence in teaching, resulting in the development of our STS Model for Teaching Excellence. This model includes rubrics which are used as the standard which our faculty strive to meet. It is incorporated into our evaluation processes for new and continuing faculty and supported through mentoring and professional development. Refer to the supporting documents listed below for references to “Pedagogy - Art and Science of Teaching” from the STS Teacher Growth and Evaluation Policy which outlines the categories: i) Intellectual curiosity and professional growth, ii) Planning and management, iii) Teaching strategies, iv) Educational, subject and curriculum knowledge and v) Assessment and reporting.

#### *IB Documentation on Teaching Excellence*

STS supplements the standard Alberta Education curriculum with the [International Baccalaureate Programme](#) (IB) beginning in the [Elementary School](#) through the [IB Primary Years Programme \(PYP\)](#), moving to [Middle School](#) with the [IB Middle Years Programme](#) (MYP) and ending with the [IB Diploma Programme](#) (DP) in [Senior School](#).

As an International Baccalaureate World Continuum School, our affiliation with IB schools globally provides a network of colleagues and online resources (MyIB and the Program Resource Centre) which help us to examine and develop our teaching

practices and create exemplars of quality work. Each programme of the IB provides documentation on Standards and Practices, including instruction, assessment and planning tools. Recent evaluations by visiting committees in all three programmes serve as quality control for our organization. IB Standards and practices include review of our internal and external assessments, academic planning through designated formats of unit planners, Approaches to Teaching (ATTs) and Approaches to Learning (ATLs), character instruction through the Learner Profile, instruction around the use of technology and inclusion of Global Concepts. To help develop our definition of excellence in teaching and learning, we often refer to IB materials. For example, we refer to the IB philosophy regarding PYP standards and practices <https://resources.ibo.org/pyp/framework/The-PYP-Framework/?lang=en> which provides a framework and definition of excellence in teaching and learning. The school has mapped several aspects of the IB framework to Alberta Ministerial requirements and Programs of Studies to ensure we are consistent with the expectations of both organizations.

International Baccalaureate mandates contribute significantly to the academic programs from Kindergarten to Grade 12. Students are also internally assessed through the Primary Years Programme Exhibition (PYPx) (a culminating activity of the PYP), internally assessed and externally moderated in the Grade 10 Personal Project (a culminating activity of the MYP), and externally evaluated through the capstone Extended Essays and rigorous exams done as final individual assessments in the DP at the end of Grade 12. IB specifies rubrics and unit planning formats to be used throughout the MYP and this aspect of our pedagogy is informed by the IB publication, *Evaluating MYP unit planners*. As a faculty, we monitor our performance on IB exams, using results to guide our practice. Our affiliation with Alberta IB Schools (ABIBS) and our attendance at IB continuum schools conferences create opportunities to measure, grow and connect professionally.

Teaching and learning through the lens of the IB serves as a significant aspect of our definition of excellence. The transdisciplinary nature of the PYP and interdisciplinary nature of the MYP aim to foster diverse capacities of students: physical, social, intellectual, aesthetic, and cultural. IB World Schools ensure that learning is engaging, relevant, challenging and significant. Transdisciplinary and interdisciplinary programming conveys learning that has relevance between, across and beyond subjects and transcends borders that confine them to connect to what is real in the world.

- On a theoretical level, it reflects its transformative nature for early, primary and adolescent learners in the context of consolidated research and curriculum development worldwide.
- On an operational level, it demonstrates how the IB framework is designed to promote and strengthen learning and teaching within and across subjects.
- On a practical level, it offers reflective questions for IB World Schools to push beyond traditional teaching to innovative concept-based and inquiry approaches that bring relevance, authenticity and connection to student learning. (Paraphrased from PYP principles into practice, p40).

Faculty at STS understand that students require a variety of pedagogical approaches to meet differentiated learning needs. The development of positive attitudes toward learning, knowledge and skill application are all important aspects of a Strathcona-Tweedsmuir School education.

### ***Professional development and research into what constitutes best practices***

Given our faculty are expected to earn and maintain credentials demonstrating excellence in their profession, substantial funding is set aside for professional development to support them in this endeavour. Examples of ways faculty and staff development occur include: furthering post-secondary education, technology credentialing, coaching training, completion of first aid certifications, participation in workshops related to the IB Programmes, accessing qualifications related to guiding, climbing, paddling, organizing and attending workshops related to the arts, Universal Design for Learning qualifications, Fierce Conversations training, the establishment of a Critical Friends Group, and various mentorship and leadership certifications. Faculty growth and development is woven into the culture at STS. Faculty and staff are in constant pursuit of excellence in their craft. They are engaged in: readings, sharing work in professional learning communities (including those established with members of other schools), forums, social media groups, accessing guest speakers, building relationships with other schools allowing for visits, committee work at school, provincial and national levels, and the development of initiatives and review of existing policies and procedures.

Professional Learning extends to individuals receiving grants for PD, attending workshops, team collaboration, daily planning and sharing of resources and learning from guest instructors. The STS Center for Excellence in Teaching broadens our scope of possibilities through networking. Examples of this include affiliations with Harvard Project Zero, local organizations like Alberta Regional Consortia, Alberta Assessment Consortia, University of Calgary, Mount Royal University, Ambrose University, Athletic and STEM programs, provincial governing bodies, local public, separate and independent school networks, partner schools through Round Square and IB, and work with the Galileo Network.

## **EXCELLENCE IN LEARNING**

### ***Curriculum***

From the STS website under Academics Program: Academic Excellence: “At Strathcona-Tweedsmuir School, students thrive in a culture of academic excellence. Students are empowered in their learning and strive to exceed their own expectations for achievement. STS supplements the standard Alberta Education curriculum with the International Baccalaureate Programme beginning in the Elementary School with the IB Primary Years Programme, moving to Middle School with the IB Middle Years Programme and ending with the IB Diploma Programme in Senior School. Excellence in teaching and learning is fostered through critical thinking and inquiry. Throughout our students' years at STS, we focus on new and effective practices, incorporating current research and literature into all of our courses. We educate our students in an environment that combines state of the art technologies and outdoor experiential education with opportunities to develop the individual as a whole.”

While IB Principles and Practices describe the expectations for high quality written curriculum at STS, actual details of provincial curriculum are mandated through Programs of Studies from Alberta Education (the Ministry of Education). From the Employee Handbook: OUR CURRICULUM: “Rigorous academic programs are among the identifiable strengths of STS. All curricula from Grades 1 to 12 adhere to Alberta Ministerial standards.” Annually, students in Grade 3 write Student Learning Assessments (SLAs), students in Grades 6 and 9 write Provincial Achievement Tests in English Language Arts, Mathematics, Science and Social Studies, and students in Grade 12 write Provincial Diploma Exams (English Language Arts, Mathematics, Biology, Chemistry, Physics, and Social Studies). These external measures drive some of our practices and refine our focus on what constitutes exemplary learning because of their visibility.

STS provides a well-rounded educational experience that encompasses second language acquisition, technology skill development, social-emotional and physical health instruction, and a focus on developing knowledge and skills in the arts.

### ***Learning Competencies***

At Strathcona-Tweedsmuir School, excellence in teaching and learning is fostered through critical thinking and inquiry. The three IB Programmes fundamentally support and encourage critical thinking and inquiry skills. These skills are imbedded in all learning units across the continuum as Approaches to Learning (ATLs). This development of 21st Century skills and competencies ensures a fulsome emphasis on the balanced development of the whole child. We select the specific ATL(s) that we wish to explicitly emphasize and teach through the course of any particular unit. Then, we select the specific skills within that overarching skill group (research, communication, etc.). When we move to the learning experiences, we include tools, learning activities and strategies to help students develop and assess these skills. By integrating the ATL as an aspect in our assessment tools (rubrics), we also look for evidence that will be shared back with the students and their families.

The IB Learner Profile attributes are characteristics of excellent learners. This structure provides us with a comprehensive list of attributes which emphasize character, work ethic and integrity.

The Alberta Programs of Study, on the other hand, includes Learning Competencies, which align well with the IB's Approaches to Learning and Learner Profile. At STS, we have worked to marry these two models through the development of our own STS Learning Skills Rubric, which is assessed across the Middle and Senior Schools in all subject areas.

### ***Co-Curriculars (Holistic Learning)***

It is important that our students have access to a well-balanced educational experience. This means there is opportunity to be involved in learning beyond the prescribed curriculum through an array of co-curricular programming. The extent of this programming is further explained in Standard 2; however, it is worth noting that our co-curricular programs are often integrated

into, or designed to extend and enrich the learning of, curricular work. In terms of Outdoor Education, initial learning comes from units delivered in PYP and MYP Physical Education courses. Athletic endeavours such as volleyball and basketball are part of PE instruction and all students are provided with an opportunity to learn the rules and skills of these games. Cross country running and track and field are introduced in PE as well, and units culminate with every student participating in intra-school meets. This compliments the co-curricular teams in these areas that eventually go on to compete in inter-scholastic competitions. Our many successes in these competitions (again outlined in Standard 2) can be directly attributed to initial learning through curricular activities. In the Fine arts, extensive work was done with a consultant, Chris Hazelton, on developing 4 Arts Cornerstones: engagement, mastery, collaboration, creativity. These guide and measure excellence. Guiding questions include: What do we believe about the arts? What does an arts learner look like? How do we build a community of arts learners? Work done by faculty developing courses and learning materials is further emphasized through co-curricular festivals, tours, shows, performances, and concerts.

## **HOW BELIEFS INFORM:**

### ***Culture***

The pursuit of Academic Excellence receives school-wide emphasis. Each division has highlighted and assessed work for the past two years in response to this strategic goal of the school. The goal has become integral to all work being done, including in the areas of facility development, finance, enrollment, marketing, and admissions. With this lens, constant review of academic programs, curricular and co-curricular programs, facilities, equipment, admissions, and budget informs our decisions. With a weaker economy and increased school choice in Alberta leading to greater competition for fewer applicants, the student demographic within the school has changed in recent years. This has resulted in a more diverse student population with extended learning needs. Consequently, there is some tension among the faculty who have expressed they are feeling greater need to differentiate for varied learning styles and language learners, manage behaviours and provide for unique social-emotional needs, while maintaining or improving our results on externally measured academic assessments. Though these feelings have been lessened with better marketing, leading to increasing numbers of applicants and improved supports in the form of increased FTEs for counsellors and learning strategists, the school will need to be mindful of this moving forward.

On May 21, 2019, the Enrollment office organized an offsite Academic Excellence Messaging Workshop to which faculty and administrators were invited. Many of those in attendance planned to share their thoughts on the term “academic excellence” with the intention of finding consistency and agreement on the terminology and how it impacts enrollment at the school. The evening was designed for marketing and communications purposes and the outcome was a document created with speaking notes (i.e. “proof points”) about how the school promotes academic excellence to an external audience. This proved to be a valuable exercise from a marketing and enrollment perspective.

Much has been said in the community about the topics of Academic Excellence, Excellence in Learning and Excellence in Teaching. Though the consensus would be that Excellence in Learning and Excellence in Teaching each lead to Academic Excellence, at this time, when it comes to the latter, many faculty do not believe that there is a single consistent definition that all members of the STS community agree upon and adhere to and developing congruency here among community members is something the school should put emphasis on.

During division meetings in October 2019, faculty in each division were led through an activity by their respective Principals to engage them in dialogue. Individuals were asked to list terms related to: i) Excellence in Learning and ii) Excellence in Teaching as they fit into the STS context. These words were then used to create tweets, visuals, and messaging demonstrating common themes and values shared across the continuum. Visuals of this activity have been shared with divisions with an emphasis on building a common understanding of what academic excellence means.

Our department and division goals help to guide our collective thinking about how we achieve excellence. Curriculum Leaders (CLs) have been asked to work with their departments (Middle and Senior Schools) and learning communities (Elementary) to analyze the academic progress in their areas. This includes reviewing and analyzing Provincial Achievement Tests, Diploma Exams, IB Exams, academic marks reflected in formal reports and learning skills assessments. Though the school’s academic scores from PAT, IB DP, AB Diploma exams are still very strong when compared to the results of the province (Alberta

Education) or world average (IB), they have slipped in terms of rankings across the province. The shared belief is that we should continue to strive for improvement. On behalf of their curricular areas, CLs have been tasked with presenting their department's/learning community's goals and corresponding strategies to the Academic Leadership Team to promote greater accountability, receive additional feedback and support, and emphasize progress towards continued academic excellence.

Teacher Professional Growth Plans are reviewed systematically by CLs and Division Principals. The emphasis is on development of SMART goals which align with those of departments, Programmes, divisions and the strategic initiatives of the entire school.

### ***Time***

Our days are structured to support the learning environment. Recent revisions to the timetables in all three divisions took place in the fall of 2019 with the intent of improving structures for learning. Details of the changes and rationale are further explained later in this Standard.

The school calendar is currently under review by the Head of School and Principals to ensure it is providing the best possible learning environment for our students. Recent positive changes include the provision of a “day in lieu” that was established to recognize the professional development taking place by faculty outside of regular work days. This day also helps to provide a short break in a long fall session and has consequently supported the general theme of wellness among faculty and students. More significant changes are being considered moving forward.

### ***People***

Without question, one of the strengths of the school is the strong sense of community that is enriched by an atmosphere where members provide communal support to one another in myriad ways. Board of Governors, administration, faculty, support staff, and employees in health and safety, operations and maintenance, advancement, enrollment, marketing, finances, and facilities all work towards supporting the school's mission. This extends to contractors in the Black Watch Bistro, First Student Canada Busing, those assisting in coaching and outdoor education roles, parents who run the lost and found and Tweeds and More (the school store), and the Parent Organization at STS (POSTS) who also work alongside school employees in their pursuit of fulfilling the mission.

Faculty are highly-qualified and are committed to improving their practice. As faculty are hired, IB philosophy, local contextual understanding, and pedagogy are developed through a collaborative on-going approach. A formal mentorship program was created to support incoming teachers to ease their transition into the STS environment. The Director of Mentorship has advanced this program so that it has become a recognized strength of the school in the province of Alberta. Reflection guides teachers in their classroom routines and procedures in the areas of making learning visible, modes of instruction, learning styles and assessment. Formal teacher evaluation and supervision structures are designed to promote growth and excellence in teaching.

A wide range of professional development opportunities are accessible to faculty. These opportunities must support the work of teachers in fulfilling the school's mission and align with strategic initiatives. For example, resources are committed to the IB philosophy and pedagogy through ongoing professional learning and formal professional development. This can take place at IB workshops, either face-to-face or online. Work is also done at STS within divisions, departments and collaborative learning communities. Professional development support is also available for teachers to develop their expertise in running co-curricular programs. Beyond annual professional development budgets, faculty can also access specific PD grants to support extraordinary learning opportunities or to further their own post-graduate studies.

### ***Facilities***

The campus at STS is one of its key assets. The facilities and expansive grounds are used for experiential learning, recreation, community building and supporting mindfulness. Our community was engaged in an extensive facility re-imagining over the course of 12 years, influencing spaces, faculty resourcing, and programming decisions in the Fine Arts and Elementary. Recent IB evaluation visit commendations include the following statement: “The school recently opened 65,000 square foot expansion to their existing campus. The new space includes open space for collaborative teaching and learning, innovation labs, visual and performing arts studios, along with flexible seating areas for students to gather throughout the day. Many spaces in the

school such as the library, gathering stairs, atrium, or Da Vinci studios (makerspaces) have expanded possibilities for project-based learning and extended inquiries.”

Some aspects of the campus development have yet to be completed (front gate, track and athletic field) and the old Elementary School wing needs to be refurbished and repurposed. Faculty have suggested consideration be given to creating spaces in the school designated for a Wellness Centre, Middle School learning hub and breakout spaces, areas for co-teaching/team teaching, and hosting of events. The students make use of couches in halls, but also work in the stairwell and locker bays and increased flexible seating in those spaces would benefit students.

### ***Resources***

Resources are committed to the IB philosophy and pedagogy through ongoing professional learning and development, both face-to-face, online and within divisions, departments and collaborative learning communities. Material goods such as equipment and teaching and learning resources are readily available, as is funding for special events to enhance the educational experience at the school.

## **21. What provision is made for comprehensive curriculum planning in and across subject areas? How does the school balance the need for planning with honouring teacher passion and spontaneity?**

Programming is designed around the curriculum as specified in the Alberta Programs of Studies and IB Programmes. This takes place through the expertise, skills and passions of the people who work in our school. We collaborate intentionally through collaborative teaching, meetings, learning opportunities and in shared office spaces.

The Alberta Program of Studies is prescriptive of the content and skills to be covered in curriculum for most subjects, while still providing ample flexibility with regard to the depth and breadth of material and the specific means by which it is taught and learned. The IB PYP and MYP provide frameworks, course aims and objectives, but also allow different teachers to bring their talents and interests to the classroom. For example, in MYP Language and Literature (English Language Arts), the course aims and objectives do not preclude teachers from utilizing a vast array of literature to inform units of study.

Collaborative planning structures exist at STS in a variety of formats. For example, in the Elementary School, students will either be with their homeroom teachers for math, science, English, and social studies or with specialists for physical education, music, art, French and a library class. In each case, they travel with a cohort of students. When students are not with their homeroom teachers, the faculty have time to meet to collaborate on planning and instruction. In addition, with recent timetable changes, the Middle School courses are structured so that entire grades are in either English, math, science, or social studies at the same time in certain blocks. These courses are taught in homeroom groupings. Then, the other four blocks are structured so that the entire grade will take physical & health education, design, modern languages, or the arts: classes where students are routinely mixed between homerooms and where co-teaching occurs regularly. Because the majority of teachers teach primarily in only one department and in two grades, they will typically have three blocks where they overlap with common planning time with other members of their department in the same division. Faculty are tasked with on-calls (our internal coverage system), and may have various meetings to attend in some of these blocks, but in relation to other institutions, prep time is comparable.

The school has a well-organized and regular meeting schedule to provide for collaborative planning practice. There are three professional development days during the school year during which departments are allocated time to focus on internal standardization, curriculum development, delivery and assessment (from DP Self-Study 2017 Practice B2.4). In addition, meetings are structured to occur on Monday afternoons once per month on a rotational basis between Departments, Divisions, Curriculum Leaders, and IB Programmes. The Departmental meetings are routinely supplemented with full days of structured departmental planning time during PD days in October and/or February. These meetings are attended by Middle and Senior faculty and center on dealing with horizontal and vertical planning of curriculum and standardizing of assessment. On PD days, Elementary School faculty have time to collaborate cross-curricularly. One area for growth would be for the school to investigate ways for Elementary faculty to take part in subject-specific curriculum planning on occasion along with the other two divisions.

During Division and IB Programme meetings, time is scheduled for collaboration and reflection on written, taught and assessed curriculum, as well as, for focusing on Approaches to Teaching and Learning or reviewing analytics relating to formative and summative assessments. Time is also spent on learning about how to support the needs of diverse learners, health and safety, and covering character and technology components integral to the education experience at STS. Examples of meeting minutes are included in the supporting documentation. Elementary School faculty are often organized by either grade groups or learning communities and Middle School faculty often dedicate time to working in grade or advisor groupings.

In 2019, the school took efforts to recognize that faculty often spend personal time during evenings, holidays, or weekends participating in professional development. A structured approach to recording this dedicated PD time was developed and this has resulted in faculty being provided with greater flexibility for pursuing their own purposeful PD interests and initiatives and being granted credit for the work they do on their own by ultimately being compensated with a day in lieu in November. Teacher PD Academic Pursuits Grants and Excellence in Teaching Grants are available in number of formats. Whenever the school is undertaking major initiatives, it is our practice that we send teams of teachers to do PD together (ex. IB training or to focus on wellness initiatives at the CAIS Strategic Change Accelerator). Teachers report they are provided with virtually any resource they request, as well as time and PD opportunities to allow them to develop their craft.

There is an expectation that when more than one teacher is teaching a specific course, students will have a similar, but not identical, experience. In the Elementary School, teachers have freedom to exercise delivery of programs with their classes. In the Middle and Senior Schools, though common summative assessments and similar unit plans are the norm, there is flexibility with day-to-day lessons. While collecting evidence for this Standard, one faculty member reported that “the school gives us a framework for planning without being prescriptive about specific lessons and teaching style. Teachers can use their professional judgment to determine pacing, order, and style – we have the latitude to incorporate new ideas into our teaching.” Another faculty member stated, “There is balance in the approach. Teachers are autonomous in our delivery of curriculum as long as we: present material for our courses in Managebac which all students, teachers and parents can access, meet the standards and adhere to the respective Alberta Programs of Studies and IB Curriculum.” The Alberta Arts curriculum captures general concepts, leaving lots of opportunity for faculty to develop innovative and responsive programs. It, like our design program and some other locally developed courses, is not content driven; thus, teachers have flexibility to devise their own curricula while teaching necessary skills. The school hires quality teachers who have deep knowledge of their subject areas to ground them, and the courage to respond compassionately and spontaneously to the needs of their students.

In comparison to other schools, faculty have generous time set aside for planning. Regularly scheduled co-planning sessions exist for learning teams and departments. The timetable structure ensures shared embedded time for curricular planning and IB coordinators are scheduled to be on hand to provide support and direction. Planners are often developed collaboratively in the PYP (K-6) and MYP (7-10); when there are shared courses in other grades, there are always opportunities for students and teachers to demonstrate agency within the realm of the unit. Within units, time is built in to allow for student questions, and for teachers to capitalize on the nature of the inquiry as it rolls out with students. Encore time allows Elementary faculty to pursue outside passions by leading what are traditionally considered co-curricular activities within the scope of the learning day. Co-curricular programming occurs outside of the regular school day in older grades; here again, faculty have the ability to work with students in areas of interest.

During every academic year, the entire PYP staff participates in a reflective process to provide feedback and collaboratively design a cohesive Programme of Inquiry (POI). We look at the POI with a holistic approach, as well as a more specific, detail-oriented reflection on specific units of inquiry which are generated from the Alberta Program of Studies. We look for vertical and horizontal alignment, overlap of concepts or topics, as well as interest and engagement for students. We make use of the PYP Programme of Inquiry Rubric, whereby specific grade teams provide feedback to other grade levels about the key elements of the POI including, lines of inquiry, concepts, and teacher questions. We make on-going revisions, as necessary, in order to best meet student needs. The Alberta Programme of Studies employs a spiral design to curriculum development. One example of this exists within the Social Studies aspect of our curriculum, where the concept of identity is explored at multiple grade levels. Diversity is another such concept, and our local curriculum also maintains a high degree of accountability for historical knowledge about our province and country. We try, within each unit, to broaden the scope of these inquiries to ensure we are teaching to enhance international-mindedness, but there does seem to be some topical overlap from grade to grade. Through the process of our review, questions and ideas are shared in respectful, collaborative ways. Suggestions are brought back to

grade level teams for reflection and discussion, and with the support of the PYP Coordinator, we are able to continue to improve the overall experience we provide for students.

The collaboration and synchronization of our homeroom teachers and specialist teachers is an important aspect of our programs, one which we value and continue to dedicate time towards. Through ongoing discussions and the establishment of a Transdisciplinary Focus Group, we agree that we all value the integrity of our specialist programs, and that, as a school, we place value on the benefits of a well-balanced education with emphasis on the arts, physical education and the acquisition of additional languages.

The MYP requires that each year the students participate in at least one purposefully planned and assessed Interdisciplinary Unit between at least two subject areas in Grades 7-10. The school has a well-organized regular meeting schedule to provide for this collaborative planning practice. There are bi-weekly department meeting times referred to as PLCs which provide planning time in subject groups where often the focus is on curriculum planning using MYP unit plans, reliability and standardization of student assessment, planning of ATL skills within the MYP and DP and time to reflect upon teaching practice. These meetings are organized for teachers in Grades 7-12. To credit this structure and process, during our most recent IB Evaluation Visit, the school received Commendations for how “teachers have planned collaboratively to create a variety of interdisciplinary unit plans that strengthen cross-curricular skills and deepen disciplinary understanding,” and for the fact that “conversations with teachers and students, as well as curriculum documentation, demonstrate that the MYP unit planning process is being followed to ensure a continuous and coherent MYP curriculum. The core of units are planned collaboratively with common concepts, contexts, skills and summative assessments. Teachers have the autonomy to implement individually developed formative assessments and learning experiences in their classes.”

When faculty are hired at the school, formal mentors from same course and department are assigned to assist the new faculty with planning and standardizing assessment (e.g. PAT marking release for English 9 or MYP Personal Project marking standardizing meetings). Release time, including the provision of substitute teacher coverage needs, is provided as necessary for groups of teachers that require time to work together. Examples include shared time spent on developing or assessing interdisciplinary units, planning for the expansion of our design curriculum, educational technology learning, year-end planning and IB training.

In the Elementary, Middle and Senior Schools at STS, we use Managebac to design our units of inquiry and to map our curriculum. This tool also allows for analysis of units and provides opportunities for collaboration, revision and reflection in the “living” documents. Currently, the Managebac unit analytic feature is being used for tracking ATLs, curricular objectives, action and service, but the school may also wish to extend its use in the future to include Key Concepts, Global Contexts, the Learner Profile and Inquiry Questions. All faculty have access to shared resources and technology which support collaborative practices (ex. office 365, One Note, GAFE Suite).

One other measure of this aspect of our work is revealed through the annual Alberta Education survey (AERR), specifically, the following descriptor: *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.* This is a measure that we pay particular attention to and one against which we score very highly.

**22. What evidence exists that the school’s organizational structure supports student learning? (i.e. Academic departments, grade level groupings or other curriculum divisions.) Cite 2-3 initiatives that could improve the organizational structure to enhance student learning.**

Academic Excellence is a focus for the entire school. Our department, grade level, Learning Community (K-2, 3-4, 5-6), division, PLC, and IB (PYP, MYP and DP) meetings are planned with agendas that prioritize student learning in support of this endeavor. This collaborative meeting time involves regular discussions about students’ engagement, needs and learning activities.

## **DEPARTMENTS**

Departments allow for focus on essential skills that need to be learned (scope and sequence) to ensure that students are prepared for exams, and are learning the essential skills required of the course as specified in the Alberta Programs of Study and International Baccalaureate Programmes. Departmental reflection on assessment and achievement data, including results on individual student academic reports and learning skill development, performance on standardized tests (individual, subject, and school in relation to provincial results), and externally moderated assessments is a regular occurrence. The establishment of learning communities within our Elementary and, to some degree, grade teams in the Middle School, has greatly improved the structure of support for student learning by improving continuity between grade levels, allowing more fluent and ongoing conversations about practice, resources and student needs, and providing a wider “safety-net” for students through a larger, more connected team of adults who know and care for them individually.

## **DIVISIONS**

There has been a move to using monthly divisional meetings for professional sharing, planning and learning, which has translated into a reduction of the “silo-effect” and, instead, increased awareness, communication and collaboration between colleagues to better student learning.

Communication and articulation between learning communities is aided by the roles of the Principals, Curriculum Leaders, Directors and the IB Coordinators. The PYP Coordinator attends all three learning community meetings in the Elementary, while the MYP and DP Coordinators meet with faculty during PLCs and their respective IB meetings. Each division has CLs, a Learning Strategist, and an IB Coordinator who attend division meetings. Coordinators and Co-curricular program Directors each meet periodically with principals. Principals meet weekly with the Deputy Head and Head of School, and the Senior Leadership Team meets nine times per year.

The Academic Leadership Team and the IB Coordinators are committed to strengthening connections between the three programmes (PYP, MYP, DP) so they are a true continuum and not three separate programmes within the school. With strategic goals spanning all three divisions/Programmes, department and division time has been established to focus on mutual threads across the continuum through consistent language and common understanding of terms: The Approaches to Learning scope and sequence, Health and Wellness, and Academic Excellence. A recent IB evaluation report included the following Evaluation Visit Commendation: “The school has clearly defined goals and specific related actions that will further support the on-going development of the Programme over time.”

## **ASSESSMENT AND REPORTING STRUCTURES**

The school provides regular and timely feedback on formative and summative academic progress, behaviour and social-emotional development, which includes both formal and informal communication with students and families. Reporting periods, Meet the Teacher evenings, student-led conferences, and student/parent/teacher interviews are established and scheduled intentionally for timely feedback at all divisions. In the Elementary School, students share their own reflective process in Seesaw and during Student-Led Conferences, while in the Middle and Senior Schools, advisors work with their advisees on SMART goal setting and developing growth mindsets prior to the interviews with family members.

Within divisions, there is consistency in structure and timeliness of reports. The Elementary School has recently adopted the use of Managebac for generating formal report cards, bringing consistency across the three Schools. Further efforts to align the three divisions in their use of Managebac is an area worth considering by the school. This would include emphasis on: i) organizing co-curricular groups, activities, clubs, and teams; ii) developing and recording course outlines, year, unit and lesson plans; iii) providing, storing and sharing class materials; iv) documentation of student progress; and v) communications internally.

## **LEARNING STRATEGISTS**

In the past three years, the school has noted the increasing demand for Learning Strategists. Consequently, there was a hire of a new Middle School-specific Learning Strategist and increased FTE of the Elementary School role. The three division-specific learning strategists connect with teachers to create, review, update and share student academic profiles. Furthermore, they

work alongside teachers in co-planning and teaching and review results of student assessments and reports with faculty and administration to identify individuals who may be requiring greater levels of support. The learning strategists support students to be successful as evidenced by their daily work with students in the classroom, Brain Cave, and Student Success Centre. They also strive to ease students' transitions into the school, and between grades and divisions by being active in presentations to students and parents and leading tours for incoming students. Evidence of their desire to act in the best interest of each student is their willingness to drop off materials at a child's house or meet with their overseeing medical professionals outside of school hours.

Weekly grade level progress meetings occur in Middle and Senior School, where student learning needs are reviewed and intervention plans are created. Progress meeting notes are kept for each teacher as documentation of intervention, progress and learning. LCTs/LCMs in the Elementary School also allow teams of teachers to discuss student needs and plan interventions. All divisions create Academic Profiles for our students who are at the "Specialized" level of support in our Model of Learning Support. These profiles are then shared with the students' teachers. Given our Inclusive Education Policy and Model of Learning Support, student services and classroom teachers collaborate formally and informally to support students with learning challenges as well as students who are gifted, and all types of learners in between. When a teacher becomes aware of concerns about a student which could create barriers to learning, that teacher communicates it to the whole team. Communications with families regarding necessary supports, successes and interventions are frequent. Though they are often initiated by homeroom teachers and/or advisors, the school takes a team approach and routinely involves learning strategists, counsellors, and administrators in these communications.

The Peer Tutoring Program runs from the end of September to the beginning of June, with Grade 10-12 students tutoring students in Grades 1-12. This enhances relationships as well as student learning. From various surveys, tutees have cited their tutors' help as reasons why their academic performance improves. Additional structured time exists for relationship building and leadership support through older students assisting in Elementary School classrooms, and for reading and cafeteria "buddies" to connect, again a situation where older students work to support younger ones.

## **LEARNING STRUCTURES**

Through a collaborative teaching model, we differentiate for individual students using a Universal Design for Learning approach. This approach focuses on using a variety of Approaches to Teaching (ATTs), a requirement of the IB, in order to meet the needs of all types of learners. ATTs and Approaches to Learning (ATLs) are requirements in the PYP and MYP unit planners and, consequently, are a priority for teachers when they are designing their courses. Images representing the ATLs are visually posted in many classrooms and referenced in learning communities regularly. In reference to ATTs, strategies employed throughout the school include establishing flexible student groupings, using variety in modes of instruction (ex. blended learning, sketch noting, reading, group discussions, etc.), providing choice in learning space and seating, or offering options for how students choose to show their learning (student agency). References to the IB Learner Profile helps students understand and reflect on the learning process and how they learn best.

## **PROFESSIONAL DEVELOPMENT STRUCTURES**

Supporting the professional development of faculty was a keystone in the school's recent fundraising campaign and \$2 million dollars were set aside for this initiative. The Centre for Excellence in Teaching grants further promote the development of our exceptional faculty with the intention that their learning will result in a trickle-down effect impacting all current and future students. The school provides relevant professional development opportunities for staff to gain knowledge, expertise and certifications that focus on student learning and wellness and support them in their teaching roles. For example, all teachers are provided training to gain the qualifications necessary to implement their respective IB Programmes. Yearly, the school runs several PD days and an Experts in Education Speaker Series, which is open to the entire community to attend.

## **TIMETABLE STRUCTURES**

In the 2018-2019 school year, a review of the timetable in all three divisions was conducted. This resulted in several changes to the Elementary, Middle and Senior School timetables being implemented in the 2019-2020 school year. Blocking of the

Middle School with the Senior School has allowed for several key improvements, most notably an improved flexibility in scheduling (allows for flipping, combining and swapping classes, co and team teaching, co-planning times, and opportunities for students to take specialized programs by enrolling in classes based on individualized need vs grade or age level).

Some intended outcomes of the new timetables include:

- Team teaching in the Middle School (collaborative planning, instruction, assessment and to foster greater social connectivity) – and instructional cohorts of core teachers with 50-125 students
- Concentrated time with homeroom teachers in the morning for the Elementary
- Common planning time for core teachers and teacher teams in other subjects
- Strong emphasis of teaching the core subjects
- Interdisciplinary teaming and teaching
- Integrated curricular units for the MYP
- Flexible block scheduling
- Predictability of schedule (5 days vs. two weeks)
- Fewer classes per day for Middle and Senior School students
- Increased advisory time (Flex) for Middle School
- More academic time in the Middle and Senior Schools, in part due to fewer transitions

The new timetable is being evaluated during this first year to ensure it is achieving the intended outcomes.

## **EXAMPLES OF CLASS/PROGRAM STRUCTURES TO SUPPORT LEARNING**

In each grade, all students are scheduled to be in certain courses at the same time. For example, health and physical education in Grades 7-12 is scheduled with all students in a grade and multiple teachers, allowing for the adjustment of class groupings if necessary (group size, skill, experience, gender, competitiveness, etc.). In Design 7-9, students learn their first unit as a grade cohort altogether with three teachers. In subsequent units, the students rotate between the teachers for three distinct units so as to build upon their skills. Finally, they are offered choice in terms of which final problem to solve and who to access as resources for instruction. In modern languages, students are able to move between the Phase levels of MYP at their own pace, as multiple phases are offered in each grade.

Leadership structures for students have been built into many programs. A few samples of evidence for these initiatives include older Elementary School students serving as lunch buddies for younger students, Middle School mentors supporting young learners during outdoor education trips, on orientation camps and during the PYP Exhibition, and Senior School students supporting Middle School students as peer tutors.

Other examples of effective scheduling that demonstrate a proactive approach to supporting learning are:

- faculty offering tutorials outside of class hours (including mornings, evenings, lunch hours, and even on weekends close to exam time);
- Friday afternoon Tutorials (Borderless Learning Time) in the Senior School;
- the Middle School FLEX Period;
- the addition of courses such as Sports Medicine 20 and DP Design in the Senior School;
- the development of a final exam schedule with one exam per day (instead of two) with time built in for structured year-end review, and the establishment of cut-off points for content delivery.

## **ADVISORY STRUCTURES**

The advisor program in the Middle and Senior Schools is structured to ensure one teacher has a strong understanding of each of the students (typically 9-11 students) in their advisory. This understanding includes academic achievement, co-curricular participation and their social-emotional well-being. Teams of teachers in Grades 7-12 work to determine the needs of the students at any given time and means of supporting them. Areas of focus range from assisting with on-boarding in key intake

years, relationship building, developing executive functioning skills, communicating with parents, and offering academic support and enrichment.

## **2-3 INITIATIVES THAT COULD IMPROVE THE ORGANIZATIONAL STRUCTURE TO ENHANCE STUDENT LEARNING**

1. Develop physical spaces to enhance health and wellness and create a ‘hub of the school’ that is focused around Student Services.
2. Build on supporting transitions between Grades 6 & 7 and 9 & 10. This would be of benefit to our students, particularly in the realm of developing common assessment practices and the use of consistent online learning management tools and communication patterns between the divisions.
3. Review and refine the timetable to ensure it is ideally meeting student learning needs and supporting health and wellness.

### **23. How are the resource center’s facilities, resources and services integrated into the life and program of the school? Explain how they enhance teaching and learning.**

Our Student Success Centre (SSC), Brain Cave, Student Services Department, University Counselling, Gender and Sexuality Awareness Club (GSA), Language Club and Peter B. Ditchburn Library together provide integrated support for students and also support teaching and learning.

#### **STUDENT SERVICES**

The Student Success Centre (SSC) is open from 7:30 am to 5:30 pm Monday to Thursday and 7:30 am to 3:35 pm on Fridays and supervised by a faculty member. Grades 7-12 students can access the SSC during these hours and the space is well used by students. Students use the space to study, collaborate, take tests, access Peer Tutoring, and access Learning Strategist support. Peer tutoring is important at STS and the list of tutors and tutee partnerships is extensive. Further, Senior and Middle School students routinely meet with reading buddies in the Elementary School. The SSC provides students who require accommodations with time and space as needed. Students cite the natural lighting as a big factor in them being able to focus when studying or finishing assignments. Students who use the cubicles for taking tests say that they perform better in the quiet space where there are less distractions. These cubicles can be booked on-line by the students so that they have access to the spaces as needed. Teachers will use the space for round-table discussions which allows for a more cooperative dialogue.

In the lower Middle School hallway, the Brain Cave is a breakout space between two classrooms. It is used for small group, one-on-one, or independent work at lunch hours. Also, the popular Popcorn Club meets in this space for a light snack, Peer Tutoring and support from the Middle School Learning Strategist who assists students with their learning and executive functioning skills development.

Our Student Services department organizes weekly Progress Meetings (Middle School on Tuesday morning and Senior School on Wednesday morning) to help ensure the success of students who are not meeting expectations. Learning strategists assist students with the use of technology, organizational skill development as well as with their school work. They play a pivotal role in making sure students’ laptops and integrated technology allow for personalization of support (i.e. speech-to-text, text-to-audio, etc. for accommodations). Members of the department have standing agenda places on divisional meetings and typically work with faculty on differentiation, understanding by design, time and place support, inquiry-based learning, universal design for learning, and digital-based learning. They are coordinators of class list creation, involved in review of students’ academic progress, play a role during the application and enrollment process and assist in placement of students in appropriate classes.

There is one dedicated learning strategist for each of the three divisions who provides resources, professional development, and one-on-one support for teachers and students in classrooms. They work closely with parents to help provide universal and targeted accommodations to support student learning. These resources include tools, training sessions, access to experts in

areas such as anxiety and student wellness, and programming for students. Students can easily access the support of the student services team by drop in or appointment.

Our university guidance counsellor is on-hand to assist students in the learning about post-secondary institutions, the application process, options for financial assistance and scholarships, and submissions of applications. She has access to resources from institutions around the world and personal connections with many enrollment officers at such institutions who can assist in the process of finding the most suitable placements for our graduates. In addition, she runs several parent and student information sessions regarding post-secondary application processes for specialized programs, Canadian and International schools, and for student athletes. Each October, an out of province university fair is organized at the school with nearly 100 post-secondary institutions represented. Our Senior School students, as well as students from neighbouring schools, make use of this fair to gather resources and ask questions to guide their decision making. At STS, we also run yearly Western Canadian University tours and Eastern Canadian University tours, which are led by members of the Student Services team. On these tours, students have the opportunity to visit several post-secondary schools, meet with alumni currently attending the schools, and learn about the programs and facilities firsthand.

Our Gender and Sexuality Awareness (GSA) club meets regularly and is an inclusive environment that provides valuable LGBTQ2+ resources to all students and teachers. They often assist with running informative and community building sessions such as panel discussions with alumni, organizing aspects of Spirit and Diversity Weeks, and participate in activities, conferences and learning with other larger school divisions in the local area.

The Language Club is still a relatively fledgling school group. Older students and teachers meet with younger students to speak in Mother Tongues or learn about new languages and cultures.

### **PETER B. DITCHBURN LIBRARY**

The resource center provides a variety of professional publications serving as professional development resources, has a wide selection of resources for mother tongue learning, First Nation, Metis, Inuit resources and LGBTQ2+ resources.

The STS Peter B. Ditchburn Library supports students in becoming enthusiastic readers, critical thinkers, skillful researchers and effective and ethical users of information. Our library and academic programming aims to develop in our students a global perspective as well as support the development of students' information and communication technology skills. In delivering the library program, our teacher librarians are instructional partners who collaborate with classroom teachers in order to create challenging instructional activities for students to help them develop higher level thinking skills, become content creators and learn to collaborate successfully. The library provides access to curriculum relevant resources in a stimulating and safe physical environment as well as online through our substantial digital resource collection. The library supports the three International Baccalaureate (IB) Programmes (PYP, MYP, DP) with the aim of preparing students to be independent learners and to be able to evaluate information critically. IB learners strive to be inquirers and, as such, the library resources and program supports the acquisition of skills needed to conduct inquiry and research and show independence in learning. Information literacy is inextricably tied to inquiry and critical thinking because students must learn to determine what information they need, where they can obtain it, how they know if it is reliable and adequate as well as question if there is more up-to-date or authoritative information to consider.

The library supports the school's academic program and strategy through our programming and teaching and learning activities as well as through our resources and facilities.

### **PROGRAMMING AND TEACHING & LEARNING ACTIVITIES**

The Director of Library and Information Services has developed an information literacy program, which includes a scope and sequence addressing the knowledge, skills and attitudes taught at each grade level from grades one through twelve. This scope and sequence is framed around the Information Literacy Standards defined by the American Association of School Librarians, the Independent Learning Standards as defined by the Association for Educational Communications and Technology, and the IB Learner Profile. The scope and sequence is our guide to creating concrete and specific lesson plans to ensure the acquisition

and scaffolding of information literacy skills within the context of our school programs. The library program also lends greater continuity to and scaffolding of the three IB programmes at STS in the area of supporting and developing information literacy and research skills, which are part of the IB Approaches to Learning Skills. Our library program also specifically addresses dispositions and responsibilities related to learning and the research process. Teaching support for this might include, for example, presenting students with conflicting information about the same topic from different sources and encouraging them to persist with further research and engage in thoughtful discussion with their peers in order to discuss and evaluate the information and sources.

Grades 1-6 have weekly scheduled library periods with our Elementary School Librarian. In these lessons, the Elementary School Librarian strives to enhance students' appreciation of literature through reading aloud and giving students the opportunity to borrow books as well as to promote research skills, collaboration, inquiry and resourced-based learning. In order to support the natural integration of relevant literature and other print resources into the curriculum and students' daily lives, she has created rotating 'Learning Community Collections' that are housed in display units within the diverse learning communities in the Elementary School. These collections are specific to each community and rotate according to current units of inquiry. The collections are also developed according to age/reading level, current and popular interests and with a commitment to promoting diversity with respect to culture, identity and perspectives. These collections allow students easy access to library resources without needing to formally visit the library space. They can easily browse the material using iPads that allow for self-checkout. The Elementary School Librarian further supports our Elementary School through additionally scheduled research lessons to integrate the teaching of research skills into the inquiry projects students are working on. These lessons are co-planned and taught along with the classroom teacher to ensure consistency with respect to the strategies, vocabulary and research method employed as well as to provide students with greater support. Our Elementary School teacher librarian also runs our Primary Book Club through our Encore activities on Friday afternoons. Students enjoy listening to a story and the opportunity to make a craft associated with the story. Our Elementary School teacher librarian further promotes a love of literature by creating and regularly updating reading lists and by hosting a summer reading program whereby students post and share titles of books they are reading and enjoying.

The Director of Library and Information Services also serves as the Middle and Senior Librarian and is responsible for the literature and information literacy needs of Grades 7-12, in addition to her administrative responsibilities relating to the Library's collection, facilities and programming. To ensure the ongoing acquisition and scaffolding of information literacy skills taught by our Elementary School Librarian, she works with teachers, classes and individual students to provide support with assignments and projects at the planning, execution and assessment stages. She explicitly teaches research and information literacy skills within different units of inquiry. Some examples include a Grade 7 Social Studies Indigenous Artefact Project, a Social Studies 30 Dictator Research Paper, a Social Studies 10 Position Paper, a Social Studies & English 8 cross-curricular Newspaper Project on Japan and the novel *Samurai Shortstop*, a Science 8 Space Research Report and a Biology 11 and 12 Academic Article Review. This involves collaborating with faculty and students to design and teach engaging learning experiences that meet individual needs. Moreover, she is involved in developing the parts of the assessments rubrics that pertain to research and information literacy skills and for assessing these skills. Through online research pages called LibGuides, our teacher librarians are able to offer research and resource support for specific projects that students can access on campus and at home (see example: <http://library.sts.ab.ca/c.php?g=490955>). Scheduled library orientations also take place every year with Grade 7 and 10 students. The latter introduces Senior School students to more advanced resources available digitally (e.g. within JSTOR) and more advanced research skills such as advanced search techniques and critical assessment and evaluation of sources. The Middle and Senior Librarian also instructs students and assist faculty in using, evaluating, and producing information and ideas using different digital tools such as Goose Chase, a digital scavenger hunt, and Canva and Smore, which are digital presentation tools. She also supports the literature needs and fosters a love of reading through Middle School book talks and book club activities, the creation of middle and senior reading suggestion lists as well as though creative displays of our literary resources.

The library programming supports school-wide initiatives and goals such as our commitment to Truth and Reconciliation. The library was successful in an application for an Education for Reconciliation grant from the Association of Independent Schools of Alberta for the 2018-19 school year. With the allocated funds, the Library has created a dedicated Truth and Reconciliation collection, including commissioning a piece of artwork by a local Blackfoot artist to highlight the collection. The library grant also funded three teachers to be able to attend the Grounded in Truth, Soaring with Knowledge Conference held jointly by the

Alberta Social Studies Council and the First Nations, Métis and Inuit Education Council. The goal was to support our faculty in teaching First Nations, Métis and Inuit content in order to address changes to the Alberta curriculum and to support our school's commitment to the Calls to Action related to Education within the Truth and Reconciliation Commission Report.

The library also annually hosts guest authors and speakers who present to students in the library and other areas of the school. Generally, the library books a minimum of four to five literary artists and presenters each year. The bulk of the presentations take place during Marti McKay Week, the school's annual literary arts week celebration during which we host artists-in-residence who present to every grade level. Students have the opportunity to hear and learn from authors of fiction and non-fiction works, illustrators, poets, journalists, cartoonists and the like. In the fall of 2018, for example, the teaching and learning focus for our literary arts week was on Reconciliation. We hosted Mike Downie, who collaborated on the multi-media project, *The Secret Path*, with his late brother, Gord Downie. We also hosted Christy Jordan-Fenton and Margaret Pokiak, authors of *Fatty Legs*, which tells Margaret's story of her experiences in Residential school. These activities connect students to the curriculum and to current issues in Canada today, expose them to diverse perspectives and engage them in literature and critical thinking activities as they learn about, consider and discuss issues facing their communities. In October 2019, we hosted Bob Joseph, author of *21 Things You May Not Know about the Indian Act*, to further our students' understanding of the history and experiences of indigenous peoples in Canada.

In addition to whole class teaching, the library is also a center for individual and small group learning. Teachers send students in small groups and individually for support from the librarian to help them find resources, review reference styles and requirements or for support with digital presentation applications. The Middle and Senior Librarian is part of the school's curriculum leader team and attends regular meetings to gain an understanding of the needs of and challenges facing the different departments so that we can continually improve and increase library services.

The Middle and Senior Librarian also supports our STS's co-curricular programs, especially those that depend on the library's resources, facilities and services. She is a teacher sponsor for the Model United Nations Program and assists with the Middle and Senior School Speech program and Senior School debate.

## RESOURCES

The library department is comprised of two faculty members and one staff member. The library is also supported by numerous parent volunteers. The Director of Library and Information Services is also our Middle and Senior School Librarian and holds, in addition to a Bachelor of Arts and Bachelor of Education, both a Master's of Arts in History as well as a Master's of Library, Archives and Information Science. She has eleven years of experience working as a teacher librarian and as a library administrator. Our Elementary School Librarian holds a Bachelor of Arts and Bachelor of Education and does not have formal training as a Librarian. However, she has availed herself of teacher librarian professional development opportunities, including Category 3, IB teacher librarian programming seminars. She has been working as the Elementary School Librarian at STS for the past nine years. Our library technician has completed her diploma in Library and Information Technology through the Southern Alberta Institute of Technology and 2019-2020 is her first year working in our library.

The Peter B. Ditchburn Library maintains a collection that is diverse in breadth and genre, is forward looking and is relevant to the current curricular and personal needs of faculty and students. The library also provides access to materials in diverse formats to support acquisition of multiple literacies (information, media, digital, visual, and technological). The library collection includes a strong print collection of fiction and non-fiction material, periodicals and picture files. Print material is separated into Elementary School and Middle/Senior School sections to meet the developmental needs of our learners. Further to this, we have recently re-organized both the Elementary School and Middle/Senior School fiction collections according to genre (e.g. fantasy, historical, romance, science fiction) to provide students with easier access to the literature they are interested in and allow for greater ease of browsing materials of all genres to encourage student interest in different subjects. Moreover, we have created specific resource lists pertaining to different units of inquiry or areas of interest in order to highlight relevant resources and make them easily accessible. These resource lists are available through our library website. We also promote diversity and a global perspective through the resources we acquire, including a 'mother tongue' collection, and we have specific resource lists of world literature in order to highlight diverse cultures and perspectives. Suggestion forms are available

for students and staff to request resources in order to further meet our patrons' needs and provide access to relevant resources. Our Library also provides the STS community with a vast amount of material available digitally and online. This collection includes academic journals, reference material, magazines, news articles/items, images, podcasts, radio and television transcripts, audio and video files, primary sources, maps, fiction and non-fiction e-books, animated curriculum content, tutorials and interactive content. We have also recently subscribed to a digital magazine collection so students and faculty can browse popular publications on their mobile devices. The digital material and resources available range both in content and reading level to meet the diverse needs of a K-12 student body. The Middle and Senior Librarian regularly reviews and updates the library's subscriptions to online databases and online resources in order to ensure our digital collection is current and relevant to our school's academic and co-curricular programs. As such, our library's resources are central to implementing, enriching and supporting the life and programs of the school.

Our library has excellent wireless internet connectivity, two smart boards, and a Smart document camera, three iPads affixed to a central library post for students to be able to search our online catalogue and library website. The students can also access the library's online catalogue system, website and all online resources from their laptops and mobile devices, both on and off campus. Students have full use of the library's three laser printers, one of which is colour. The library also has audio books available in Playaway format as well as a digital audio book collection and digital video collection. The Elementary School Librarian frequently uses iPads and relevant educational applications in her lessons. With the iPad, students interact with fiction and non-fiction e-texts, create presentations to demonstrate and follow their inquiry, and engage in collaborative storytelling. For instance, Book Creator is an application that allows students to create their own storybooks on the iPad and StoryWheel allows for collaborative creative storytelling in small groups. These applications, used within the framework of promoting international mindedness, also help students create stories that reflect a variety of backgrounds, experiences and points of view. The Elementary School Librarian also supports students in using software applications such as Skitch and Evernote, which are introduced to students in order to help them keep track of their research and prepare their citations.

Students can access the library's print and audiovisual material in the library and borrow material via the circulation desk. If our library technician is not at the desk, patrons can self-checkout resources. Students also have the ability to login to the library's online patron catalogue and renew their own books and resources. Students have twenty-four hour/seven days a week access to the library's online catalogue, online databases and digital resources from their laptops (Grades 6-12), both on and off-campus, thus making the library services as ubiquitous as possible. The Director of Library and Information Services maintains and updates the library website ([library.sts.ab.ca](http://library.sts.ab.ca)) and LibGuides. The Libguides are essential resources for the students and faculty in that they not only provide access to sources they need for academic and personal purposes, but the LibGuides can also serve as a teaching tool through which assignments and projects can be introduced and serve as a research guide. These LibGuides can be tailored for any project and topic in any subject area and are easily updated to reflect changes to the taught curriculum.

## **FACILITIES**

The physical space and arrangement of furniture and resources in the library directly influences student learning and supports an inquiry-based approach to teaching and learning. Flexibility exists to allow the space to change and function to meet a variety of learning needs and styles and to encourage collaboration as well as provide space for individual study. The library recognizes that the 21<sup>st</sup> Century learning environment cannot only be thought of in terms of physical space. The learning environment is also comprised of the support systems that organize and support how students learn best. These systems should address the unique learning needs of each learner and support positive relationships. In relation to the library, this involves creating flexible physical spaces that can be used in multiple ways and digital spaces that engage students and provide access to online tools and resources that support learning. Our library's physical space is a warm and welcoming environment and is used by classes throughout the day, by individual students studying before and after school as well as during free periods by Grade 11 and 12 students. Maximum flexibility is provided to teachers and students through multiple booking options (online, email, phone, or in person); this ensures that last minute requests can usually be accommodated and promotes maximum usage of the library. The library has space and furniture for individual and group study as well as comfortable seating, including easy chairs, couches and a window seat for reading and more informal group work. The 'break out room' in the library offers further flexibility of use of space. Individual study carrels have recently been added to provide extra, more private, individual study space for students. Moreover, we have recently added a small 'Stress-Free Zone,' comprised of a table, stools and bookshelf

containing games, colouring materials and maker space items. This affords students an opportunity to relax, socialize and create. The school community, as a whole, also uses the library facilities for meetings, oral examinations, alumni events and professional development sessions, including webinars. Four separate classes can physically work in the library at any one time. This still leaves room for additional small group and/or individual work/reading spaces. There is a separate, glass-walled room in the library, which is multi-functional in that it can be used as a classroom, meeting space, or film and recording area. Both students and teachers are able to book this 'break out' room for their specific needs.

The school community has physical access to the library between 7:00 am and 5:00 pm, Monday to Friday, in order to sign out material and/or obtain direct support from a teacher librarian with their literature and information needs. However, patrons can self-checkout library materials outside of those hours and can still use the library space outside of those hours as long as there is 'in-area' supervision (on the same floor as the library) if the patrons are students. In addition, the school community enjoys 24 hour, 7 days a week access to our online resources and online patron access catalogue through the library's website. Students and staff can access all of our online databases and digital resources remotely, whether in a different area of the school or off campus altogether. Students in Grades 11 and 12 also use the library during their spare periods and students in Grades 7-12 use the library before and after school as well as during lunchtime for study purposes, for speech and debate, and to read as well as socialize. Middle and Senior School students enjoy relatively independent use of the library during these times although supervision of the library is provided by the teacher librarians and there is additional teacher supervision schedule in effect during lunchtimes.

This *does not* include classes casually coming to the library or booking through our print booking system for shorter notice bookings; this also does not include senior students who utilize the library during spare periods and middle and senior students who come to the library during lunchtime (more than doubles the number of library bookings).

Circulation statistics: 19, 505 in the past year for 814 active patrons.

Print Resource collection: 26, 716 total print items

<b>PRINT RESOURCES</b>	<b>AMOUNT</b>
Non-Fiction Books (Elementary, Middle, Senior, Staff)	11 420
Fiction (Elementary, Middle, Senior, Staff)	13 996
DVDs	974
Picture Files	326
Periodicals (print magazines)	23 subscriptions (includes 2 French language & 2 Spanish language)
Newspapers	2 daily (Calgary Herald; Globe & Mail)

<b>DIGITAL RESOURCES</b>	
<b>Ebooks, Audio Books and Electronic Journal/Periodical Subscriptions</b>	193 Digital Audio books 242 eBooks Flipster (8 digital magazine titles) Le Monde en Marche Niveau 1 online magazine Le Monde en Marche Niveau 2 online magazine What in the World? Level 2 online magazine
<b>Online Databases</b> <b>*These database subscriptions provide access to thousands of academic, professional and popular interest journals/periodicals as well as primary documents, articles, e-reference books, images and transcripts</b>	JSTOR GALE GREENR GALE Global Issues in Context Columbia International Affairs Online GALE Academic OneFile GALE Opposing Viewpoints Resource Center GALE Global Issues in Context Gale World History in Context GALE Science in Context GALE Canada in Context GALE KidsInfoBits

	<p>Canadian Reference Centre                  Canadian Student Research Centre                  ABC CLIO Issues                  ABC CLIO World Geography                  ABC CLIO World History Ancient and Medieval                  ABC CLIO World History the Modern Era                  World Book Kids                  World Book Advanced                  World Book Student                  World Book Decouverte (French)                  World Book Hallazgos (Spanish)                  Teaching Books net                  TumbleBook Library                  Accent: Discover French Beyond the Classroom/Accent on Heritage                  Atlas of Canada                  Bookflix                  Britannica ImageQuest                  Britannica School                  The Canadian Encyclopedia                  Dictionary of Canadian Biography                  Early Canadiana Online                  Indigenous People’s Atlas of Canada                  Indigenous People’s North America                  Culturgrams                  Muzzy Online                  National Geographic Kids Virtual Library                  Pebble Go Science, Social Studies, Animals                  Peel’s Prairie Provinces                  PowerKnowledge Earth and Space Science, Life Science, Physical Science                  Scholastic Go                  Teaching Books net                  Teen Health and Wellness</p>
<p><b>Video Streaming &amp; Animated Curriculum Content Resources</b></p>	<p>CAMPUS National Film Board (includes French programming)                  Criterion on Demand                  Learn 360                  Digital Theatre Plus                  Discovery Education                  CBC Learning News In Review                  BrainPOP (Spanish language edition also available)                  True Flix                  ScienceFlix                  Curriculum Video on Demand</p>

One area of potential growth in regards to this question would be for the school to develop a common space for our Student Success Centre (SSC), Brain Cave, Student Services Department, university counselling office, Gender and Sexuality Awareness Club (GSA), Language Club and Peter B. Ditchburn Library so they may be in close proximity and effectively serve as a student-centered hub for the school.

**24. What evidence exists that IT enhances teaching and learning? How does the school evaluate its use of IT and measure its impact on learning? To what extent do teachers feel they have the confidence, training and resources to use IT to support and/or enhance teaching and learning?**

At Strathcona-Tweedsmuir School (STS), we have made a concerted effort to focus on teaching and learning skills needed to thrive in the 21<sup>st</sup> Century. Recognizing that faculty have various levels of comfort and experience with technology and that, although the vast majority of our students are digital natives, technology is an ever-changing concept, STS's approach is to intentionally teach and support the development of information technology skills (ICT), digital citizenship skills, and computational thinking skills to both students and faculty.

Technology plays an important role in teaching and learning at all levels of our School. Students in Kindergarten through Grade 7 work within a 1:1 school-issued device program (iPads or laptops). Students in Grades 8-12 are part of the Bring Your Own Device (BYOD) Program. Computers, tablets, iPads, robots, 3D printers, laser cutters, virtual reality devices, Probeware, learning support technologies, SMART boards, casting devices and a myriad of learning management systems, coding and software tools are used in all three divisions.

As a Center for Excellence in Teaching, our vision for educational technology is to be leaders in its use in ways that are human-centered in design, evidence informed and prioritize excellence and innovation in programming, pedagogy and policy.

Blended learning experiences in classes give students choice and promote agency. Online resources and teaching strategies employing technology and lessons designed with a Universal Design for Learning approach help to extend learning opportunities for all levels of learners. 1:1 technology access improves accessibility to information, differentiation, supports and timely feedback to guide learning. The list below is not exhaustive in terms of what is currently in use, though it serves to touch on the ample evidence of the use of IT for teaching and learning in a variety of ways:

- SeeSaw- digital portfolios used in Elementary
- Office 365, OneNote and Google Apps for Education GAFE suites for collaboration, communication and work flow.
- Smart Music – for Instrumental music classes' practice and assessment
- IXL – Language arts and mathematics skill development and tracking
- Turnitin – digital citizenship skills, citations, research, academic honesty
- Managebac – learning management system, communication, class shells of resources, co-curricular groups, schedules, reporting, etc.
- Speech-to-text and text-to-speech programs, assistive technologies such as pens, readers and hearing devices
- e-permissions for consents
- Schoolappointments for booking systems
- Pasco probes
- Education and Raisers Edge for records, schedules, finances, alumni tracking, etc.
- Power School for communicating results to Alberta Education
- DartFish tools for sports video capture and game footage analysis
- Social media for school marketing and communication
- email and messaging systems
- Hour Zero & e-compliance for health and safety
- SchoolDude for bookings and scheduling facility use, vehicle use, and maintenance and cleaning
- Cameras for film capture and video editing tools
- e-books, the on-line library catalogue, audio-visual technologies,
- Apps, hardware, software programs, etc.

Digital skills documents have been created to help align skills with expectations. The school has developed essential agreements around use of technology and best practices for students and teachers. The school is committed to continuous

development and expansion of IT tools both in terms of hardware and software (<https://www.sts.ab.ca/Technology>). The IT department is robust, responsive, knowledgeable, and supportive of teacher and student needs. A wide variety of resources can be accessed through the Library database and traditional stacks (<https://www.sts.ab.ca/Library>). In a recent IB DP Self-Study from 2017, it was noted in relation to Practice B2.4, the “school has the ability to use any and all forms of technology for organization and delivery of course material, enabling teacher autonomy and student learning...”

With school-provided devices in Grades 5-7 and BYOD in Grades 8-12, students are able to access assistive software needed for reading, writing and organizing themselves. As per our Inclusive Education Policy, we recommend tools which all students can access, such as Live Scribe Pens, Google Voice Typing for speech-to-text and the Speak function in MS Word for text-to-speech. These tools have proven effective for struggling students and useful for all students. It helps to differentiate assessment (access to voice-to-text for example) and provides more opportunities for learning through various media types. Students are also pursuing outside of school opportunities to enhance their learning and support projects that utilize their learning in digital platforms (i.e. Big Data challenge, after school Python coding in the Middle School and LEGO Mindstorm robotics programs in the Elementary School run by third-party providers such as STEM Learning Lab, on-line classes through Pamoja and Alberta Education for courses not offered at the school, app development for Grade 10 MYP Personal Projects, data manipulation and programming for EE, pursuing AI research). When given choice, students also tend to choose submission via a digital platform. The school’s expectation is that teachers use certain forms of software to organize and present class material (i.e. notes, assignments, due dates, etc.). Programs such as Khan Academy, IXL and WebAssign provide formative data to assist students in recognizing their level of understanding, while the use of applications such as Desmos and CapStone, allow students to explore and visualize concepts and patterns in mathematics.

In the Elementary School and in the fine arts, digital portfolios are used with varied approaches and technologies being implemented to document student learning over time. The implementation of SeeSaw as a K-6 assessment tool and portfolio has allowed the following:

- Continuity of the resource, and ongoing development of teacher, student and parent skills necessary to realize the benefits of the tools
- Multiple means to exhibit students’ knowledge, understanding and application of learning.
- Capacity to share, store and keep record of learning over time.

The use of Google apps for education (GAFE) in our K-6 classes and the use of the GAFE and Office 365 suites in the Middle and Senior Schools have also enhanced teaching and learning. Supporting evidence includes: additional ways for students to show what they know, improved digital citizenship through intentional and responsible use and learning experiences when mistakes in judgement are made, and significant collaboration between teachers, students and families.

STS takes steps to measure the impact of technology on teaching and learning. Surveys conducted with students, staff and parents garner feedback in this area and have become a useful analytical tool in measuring the success of IT integration. For many, the extent to which these are measured comes from personal, colleague, parent and student feedback; however, formal objective and intentional evaluations are also frequent. Subjectively, teachers report higher engagement from many reluctant learners when they work with IT, stating it “allows all students the opportunity to engage.” Teacher self-reflection is built into MYP unit planning. Objectively, the school’s Director of Learning Innovation does analytics on usage data for various applications, and IT uses and how effective we are using them. The IT Department keeps track of disruptions in our network and helps our students use IT. Through a ticketing system, they note how frequent specific technology disruptions are and develop plans of supports to mitigate. Student completion and submission of assignments is improved with tracking made possible using IT and the quality of submitted work is enriched with software such as Turnitin. Curriculum Leaders were led through an exercise (with the SAMr framework) on how to evaluate the use of technology for lesson planning and instruction in their departments. Success on digital assessments is tracked and student usage reports for programs used in classes are also collected and reported back to faculty (ex. IXL and Kognity). Modern Language classes make use of Apps like DuoLingo and online games like Quizlet to provide students with immediate feedback to guide their learning. In core academic subject areas, the use of Quest A+ and AssessPrep for online assessments with a lock-down browser allow faculty additional opportunities to mimic final assessments and provide timely feedback to their students.

The school continues to investigate means by which they can effectively measure the impact of certain technologies and teaching methods on learning. Furthermore, at the Academic Leadership Team (ALT) level, the school frequently conducts cost-benefit analyses of software they have purchased in order to make economic decisions related to technology. Managebac has analysis tools being used to track how learning outcomes and Approaches to Learning skills are taught and assessed and Curriculum Leaders are reporting to the ALT on their analysis of long-term and short-term achievement data.

In 2019, the school has strategically moved from collecting daily attendance to attendance per period. Tracking is occurring through Managebac, which will allow for identification of programs impacting teaching and learning time and easy communication of attendance concerns and trends with families. Homeroom attendance was included in the Interim Reports that went out on November 1, 2019.

It is expected that teachers continue to reflect on their personal skills and knowledge regarding technology and seek opportunities to grow as applicable. This is demonstrated by the strand in our Model of Teaching Excellence which is used both informally in a process of self-reflection and professional growth planning, and formally during evaluation of faculty. Professional development is offered in school, at other sites, and online, and faculty are willing to collaborate and learn from each other. The school provides staff with training and advance warning of new technology being implemented. Most teachers reported feeling very confident in using the tools available and in navigating the changing landscape. Some faculty frustrations have been expressed because of the fact that hardware and software keep changing, though this is the “new norm” for technology use in schools and in general. In addition, supporting students with technology challenges on the vast array of devices in the BYOD Program is sometimes challenging.

New faculty are provided with instruction on the use of software (Managebac, School Dude, etc.) and have access to professional development such as attending ISTE conferences, sessions at PD days and micro-credentialing. There is an onsite IT support office which has technicians available to help with student and teacher computers, classroom technology and network issues. The IT team offers reminders and re-training often. The Director of Learning Innovation supports faculty with their focus on integration of technology into the classroom. If teachers do not feel comfortable with a piece of software or an assistive tool, they will access the Learning Strategist or another colleague to instruct them and their students in using these tools. The PYP Coordinator currently works with IT to oversee app use for Elementary School iPads (to ensure cohesion and relevance to learning). The school provides a guiding framework and invites faculty to be involved in committee work when full school technology development initiatives are embedded.

With restructuring of the design program so that team teaching can occur, the addition of more time allocated for design at the Middle School level this year, and the addition of design courses in Grades 10 and 11, there is opportunity for collaboration and shared learning on curricula and specialized tool use. Essentially, this means, in time, more than one faculty member will have the expertise at using equipment used in this area. Finding time for this learning is a challenge for teachers who need to learn how to use the tools themselves; however, they have acknowledged that reflection during collaborative meetings and opportunities to co-teach and share ideas have been tremendously beneficial and the program is thriving. Because all students in a grade meet at the same time for Design 7, 8 and 9 classes, resources in terms of shared spaces have become a challenge. The school has designated enough spaces for the program to function at a high level; however, the lack of proximity between the design spaces and teachers poses some minor logistical challenges with planning and material use.

## **25. How does the school intentionally ensure that all teachers include a variety of instructional strategies in their day-to-day teaching?**

The School has policies, structures and supports in place to ensure that teachers use a variety of instructional strategies in their classes. In Alberta, the written curriculum is designed with an implication that differentiated modes of instruction are built in to any particular course. It is mandated as a school in the province, that we teach these Programs of Study.

The IB Approaches to Teaching and Approaches to Learning categories within unit planners and course outlines help to formalize a regular and systematic review of learning experiences embedded in unit plans. Use of these unit planners is a requirement of faculty teaching in the MYP. There is a strong emphasis on differentiation of instruction and mode of

assessment. The assessment policies at the school, including the fact that IB MYP and DP require certain criteria to be assessed and externally evaluated, helps to ensure that a variety of teaching, and consequently, assessment strategies, are used to inform instruction. Unit planners include a section on teaching strategies and standards for teaching ATs. Further, the IB Coordinators in all three divisions have agreed that the focus of their work across the continuum this year will include a priority on utilization of the ATs and ATs. Review of external assessment results are used to inform instruction and when negative trends or data points are noted, adjustments to teaching practices become strategic to address the concerns.

The three Principals, supported by the Director of Curriculum and Instruction and Curriculum Leaders, make use of STS's Teacher Evaluation and Observation processes to provide detailed feedback to faculty on their teaching strategies. Through ongoing observations in classrooms, Principals support faculty to vary teaching practices so as to best support student learning. In some cases, these "3-minute walkthrough-style" drop-ins are tracked by the Middle and Senior School Principals using a shared Google form to ensure all teachers are being observed periodically and that there are a range of teaching strategies used in each course.

There are structures in place to promote the use of varied instructional techniques. Teachers are encouraged to share best practices in PLCs and other meetings. Through presentations by the Student Services team, we are exposed to multiple strategies to improve student learning at all levels. This is often done through one-on-one work between teachers and learning strategies to plan and deliver content. It is also a standing agenda item at monthly Division Meetings. Other work done at these meetings include sharing of resources and a review of John Hattie's work in the Middle and Senior School meetings to stress the value of varied teaching approaches in classrooms and to identify the most effective ones in our context.

Teachers are routinely offered opportunities to attend professional development sessions and, afterwards, they are often expected to share new ideas and resources gathered. This is evidenced by the fact that faculty who are awarded special PD grants for summer study are expected to present on their learning at the first full faculty meeting at the start of the year. The school is quite supportive of PD opportunities and ensures adequate funding.

As part of the School's Model of Learning Support (formerly Pyramid of Intervention) and strategies employed at STS, when students are identified as needing support in some manner, faculty meet at Progress Meetings to discuss intervention plans. These often include the requests for adaptations and/or accommodations to be made (i.e. variety of resources provided, varied instruction formats, alternate assignments, choice built in to lessons, etc.). Faculty responses to the interventions discussed at these meetings are expected and often follow up is required.

Faculty have indicated that collaborative planning/co-planning being prioritized through timetabling has assisted in their work toward offering varied teaching methods to reach all learners. In addition, they listed all of the collaboration time and the emphasis on working in teams (for example, Learning Communities in Elementary School, Grade Level Teams in Middle School, and Departments in Senior School), intentionally ensures that a variety of teaching strategies and styles are being used across a grade. The collaborative development of long-range plans, which the PYP and MYP Coordinators oversee and assist with have helped. Co-teaching of courses (Grade level teaching partners in the Elementary, Music and Drama 8 or Design 7-9 are examples) help with teachers being exposed to various styles of instruction from their colleagues. The Science department had a Google doc with suggested resource sharing and faculty of Grades 7-12 have access to archived and current unit plans through Managebac. In many cases, faculty sign up as additional teachers in Managebac course shells so that they can see and share each others' materials. This is particularly useful for mentor/mentee teacher pairings and curriculum leaders supporting members of their department.

The new Elementary building was designed with the intent to encourage collaboration and promote student agency. Flexible seating, teacher collaboration and student choice of learning spaces have led to more variety in the teaching styles in our learning environments.

There are some departments that share feelings about whether a variety of instructional strategies is something the school "mandates" or just "suggests" of its teachers. For example, Student Services stated: "We can't say that the school "intentionally ensure(s)" that all teachers use a variety of instructional strategies, but there are some ways it happens organically." When

surveyed on the topic of collaborating for the purpose of learning new teaching strategies, faculty offered up the following comments:

- Teachers sharing the same grade and subject will collaborate to design their lessons; collaboration often leads to variety as teachers will take ideas from one another.
- Teachers will access their Learning Strategist and librarian for ideas, planning help or co-teaching to meet the diverse learning needs in their classroom.
- The different styles of teaching from one teacher to another means the students will have variety in their day, if not in a particular course.
- IB unit planners include sections where faculty reflect on their use of a variety of instructional strategies and assessments.
- The formal new teacher mentorships require teachers to visit other teachers' classes to watch them teach and this is often encouraged as part of PD for tenured teachers. This lends to teachers trying new methods they wouldn't otherwise try in their classes.

The Math department also reported: "The school is not intentional about ensuring that teachers are using a variety of strategies, rather there is trust that we are professionals and current with excellence in teaching and the variety of strategies available and to know what will be best for our course and students. PD is provided [and there is] ample collaboration between teaching partners and department members. [In addition,] strategies provided from Learning Strategists and [the] Student Services team support students with a variety of learning styles and needs." Specific PD in support of this agenda includes work done on differentiation through the lens of Universal Design for Learning.

Providing resources to encourage and support various teaching modalities was noted as a positive occurrence at the school by the Elementary division and by the Health and Physical Education department. The PE staff provided the example that by using the IB MYP framework and having ample tech-related resources on hand, they have been proactive about trying new strategies in the delivery of their courses. With access to laptops, tablets, screens, audio-visual equipment, and gaming systems in their courses, it helps them to try new instructional methods. All teachers provide accommodations in different formats if necessary, use differentiated ways to evaluate when necessary (ex. Oral expression of understanding vs written), and their students make choices when it comes to which tools to use and assignment format to show demonstrations of knowledge, skills and attitudes in both practice and performance situations.

**26. How does the program reflect respect for issues of diversity, such as previous preparation, developed competence, neuropsychological factors, socioeconomic situation, gender, culture, race, sexual orientation, and ethnicity?**

In terms of demonstrating respect for the aforementioned areas of focus, the School's approach is holistic in nature and includes working with academic staff, families, and students in a variety of ways. It starts through strategic instruction tied to the school's philosophy and mission as it relates to the International Baccalaureate (IB) Programme and Alberta Programs of Study. The mission statement of the International Baccalaureate Organization (IBO) promotes "the development of inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect." The Alberta Program of Studies has similar global outcomes which are integrated within the IB Programme at STS and focus on the importance of global interdependence, in which students are aware of global dynamics and can communicate effectively across cultures. We leverage IB and Round Square affiliations and networks, and cultivate strategic partnerships. For example, exchange programs with various Round Square schools around the world, attendance at regional and world conferences, participation in focus groups, attendance at camps with partner school groups (ex. Jasper IDEALS trip). We feel that based on current research, global trends and community input, we offer our students a progressive and forward-looking education that will empower them to thrive in a global world.

The IB philosophy is one of inclusion, whereby all practices must be inclusive (See Access and Inclusion Policy: [https://resources.ibo.org/ib/topic/Inclusive-education/works/edu\\_11162-53587?lang=en](https://resources.ibo.org/ib/topic/Inclusive-education/works/edu_11162-53587?lang=en)). During our most recent IB MYP evaluation, the visiting committee offered the following Commendation: "The school has built a stimulating learning environment based on understanding and respect throughout the school community."

The program offered at STS identifies the importance of global interdependence at all levels, in which students are aware of global dynamics and can communicate effectively across cultures. Students work to acquire this knowledge and develop these skills through international education initiatives which are promoted through our academic and co-curricular programs.

## **ASSEMBLIES**

Weekly divisional assemblies often include student-driven presentations. These are regularly part of larger weekly initiatives including follow up or preliminary instruction during Advisor Periods, FLEX time or classes, and activities offered outside of class time focusing on topics relating to neuropsychological factors, socioeconomic situations, gender, culture, race, sexual orientation, and ethnicity. Recent examples from division assemblies include themes such as Orange Shirt Day, religious and cultural celebrations, Jackie Robinson Day, Viola Desmond, Pink Shirt Day, anti-bullying initiatives, social media use, etc.).

## **BULLYING**

With the intentions of being proactive around the themes of inclusion and tolerance, specific, and sometimes targeted, grade-level supportive instruction takes place regularly. For example, the school set aside two full days for strategic lessons on fostering positive relationships and having difficult conversations with peers for Grade 9 students. This work was done by guidance counsellors, Tasha Belix and Larry Clark, and the Middle School Principal, Cole Carlson. Similar work was done by the counselling staff with Grade 5 and 6 students. More recently, our Grade 10s had a keynote speaker in October, 2019 to discuss cyber bullying. Each spring, a Middle School play takes place which is strategically designed to shed light on challenging themes such as mental health, bullying, and social media. Policies such as our Student Code of Conduct, School Values, Expectations, Whistleblower Policy, Mutual Respect Policy, and School Essential Agreements highlight the fact that bullying is not to be tolerated by anyone in the school community and there is a shared responsibility to act with Kindness, Integrity and Respect and to report cases of suspected bullying or abuse.

## **HIRING PRACTICES**

A second means of demonstrating respect for issues of diversity, such as previous preparation, developed competence, neuropsychological factors, socioeconomic situation, gender, culture, race, sexual orientation, and ethnicity includes intentional recruitment of academic staff who understand their significance and have demonstrated an interest and intent toward supporting these areas. Recent updates to our Teacher Evaluation and hiring processes reflect the school's intentions to support these areas. For example, recent interviews for teaching and administrative positions included the following questions:

- How do you ensure that you reflect a diversity of viewpoints in your classrooms, including the viewpoints of cultural and disenfranchised minorities as well as individuals from the LGBTQ+ community?
- What learning and/or professional development have you undertaken to enhance their understanding of First Nations, Metis and Inuit worldviews, cultural beliefs, languages and values?

## **SUPPORTS**

A further means of demonstrating respect for diversity is through providing supports. Counselling/learning support is well respected and encouraged for students by faculty and administration. Administration and Student Services work very closely to support students. We have one full-time male and one part-time female guidance counsellor to support our students in Grades 7–12 as well as a part-time psychologist. Students are able to meet with the guidance counsellor before school, during classes, lunch break and after school. These meetings are confidential within counselling guidelines and legal reporting requirements.

The Student Success Centre and Brain Cave are staffed by our Learning Strategists and teacher volunteers to ensure that students have a place to study before and after school. Formally, there are weekly meetings to update and discuss student issues related to all aspects of student development including topics related to behaviour, social, emotional and psychological well-being and

how this ties in to personal growth and/or academic needs. Student Services chair separate weekly “Progress Meetings” for faculty in the Middle and Senior Schools to highlight, discuss and create strategies to support students. The Learning Strategist also works very closely with teachers to co-plan supports for students and learning accommodations are provided for students with a diversity of learning needs.

The psychologist on contract with the school is available for consultation with faculty and parents in addition to providing short-term individual counselling for students. Students Services, in close consultation with administration and faculty, work to address concerns that may arise with the emotional, social and physical development of students. Communication with families regarding a student’s progress in these areas is frequently made by advisors, teachers, and student services and administration.

“Coffee Talk” sessions are offered by our Student Services department for parents on topics such as grit, perfectionism, mental health, and stress. Video resources are available on our website and in the weekly Parent Express newsletter, and keynote speakers addressing such topics as brain-based learning, sleep habits, navigating social media challenges and on-line safety are provided for parents and faculty in order to assist families working alongside school personnel when supporting these areas of student need. Recent presenters and topics have included:

- Rosalind Wiseman: *Queen Bees & Wannabes* and *Masterminds & Wingmen*
- Tracy Ludwig: *Understanding Our Kids’ Online & Offline Social World: Friendships, Cliques & Power Plays*
- Orlando Bowen: One Voice, One Team Youth Leadership Organization; to inspire and to teach resilience, leadership and teamwork
- Paul Davis: On-line safety
- John J. Medina: *Brain Rules*
- Andrew Baxter: Alberta Children’s Hospital: teen mental health literacy
- Dr. Brent MacDonald: Perfectionism

What initially spawned as a student-led initiative supported by alumni, has since become a themed week, named Open Arms Week, relating to mental health awareness. The initiative is centered on designating 5 days to take 5 steps to a conversation around mental health. STS alumni have since developed a website and programming to spread the message to other schools and post-secondary institutions. For the past two years at the school, we have acknowledged this event in March and provided activities and resources to students through assemblies, prefect actions, and advisory. The week has lent itself to being a venue for conversations about depression, perfectionism, mood and personality disorders, anxiety, and stress management.

Health and Wellness is a goal of our current bridge strategic plan and in July, a team of faculty, led by the Deputy Head of School attended the CAIS Strategic Change Accelerator. This resulted in a vision to position STS as a leader in Health and Wellness and work has begun on this important initiative.

## **FACILITIES**

Our campus is vast and not all areas are easily accessible. The newest part of the building was built with an elevator; however, older parts of the campus are less accessible for people experiencing physical challenges due to injury or disability. Every effort to accommodate students and staff with mobility issues has been made (ex. switching schedules to move classes to closer proximity and limiting stairs); nevertheless, improving accessibility in the older parts of the school to ensure spaces are accommodating for persons with physical disabilities should be a focus. Professional development for faculty is provided as needed whenever our students have diverse medical needs (ex. diabetes or rare diseases) to ensure safety and understanding.

## **INTERNATIONAL MINDEDNESS**

As the school strives to develop students who are globally minded, a view shared with the philosophy of the IB, exposure to various cultures, curricular topics, international experiences and issues of global significance are explored. Faculty in the Primary Years Programme (PYP) define international mindedness as the “expanding of our understanding of people, cultures, perspectives and ideas beyond those we encounter in our everyday life, calling into question previously unchallenged

assumptions and bias; with the intent of changing the world for the better.” Their units of inquiry and resulting lessons constantly draw from this theme.

In the classroom, faculty at STS introduce multiple perspectives for curricular topics with units focused on identity, human rights and gender issues. For example, human rights are a focus in Grade 9, and Grade 10 has a unit focusing on global citizenship and women's rights in North America and internationally. Topics of global significance (ex. refugee crisis, immigration policy, etc.) are addressed in Speech, Debate and through our Model United Nations (MUN) curricular work in Grade 9 and the MUN club in Senior School. Guest speakers (e.g. Romeo Dallaire, various politicians or council members) are often accessed to support this work.

Tapping in to our network of partner Round Square schools, we offer student exchange programs in Grades 7 and 10. Reciprocal programs include homestays, where our Grade 7s spend two weeks in up-state New York, while Grade 10s attend schools around the world for longer durations. Round Square is also a lens through which we offer students yearly opportunities to attend international conferences. The most recent experiences include attending the Global Round Square Conference in India with Senior School students and a Regional Young Round Square Conference in Victoria is planned for Spring of 2020. The Middle School Round Square Club organizes activities and initiatives such as a Students Vote mock election processes for students in Grades 7-12 any time there is a Provincial and Federal election. They also attend regional student leadership conferences and do a leadership and environmental service themed trip jointly with Collingwood School from British Columbia.

### **ADDITIONAL GLOBAL CONNECTIONS**

Faculty and students are reminded of cultural celebrations and significant religious dates so that they can be aware and supportive of students whose families may be participating. Further, students are encouraged to wear cultural attire on holidays falling on school days and have taken initiative to make presentations at divisional assemblies to educate the community on cultural experiences and traditions of importance to them. There are also attempts to incorporate these traditions into classroom experiences. Action plans in the PYP and unit plans in the MYP require teachers to identify Global Concepts to bring meaning to student work. Furthermore, each unit of inquiry planner requires us to document how students’ background knowledge and experience is activated.

While on campus or away on school-related travel, students are exposed to activities that promote global understanding and empathy for others. Curricular trips are designed that incorporate learning opportunities to expand global awareness. For example, the fine arts department has sent the Senior Band to Austria, Italy, Russia, and Japan and the Modern Language department runs language and culture trips to Cuba, Mexico, Quebec, France and Spain. Both French and Spanish language acquisition programs are offered in the school- a second language course being mandatory for all students here until the end of Grade 10. For students requiring resources in other languages, mother-tongue resources are readily available in the Library both in hard copy and through digital media.

Our Grade 12s are presented with material regarding university applications and areas of future job possibilities. This information is not restricted to opportunities in Canada and some of these programs include Global Citizenship or Global Engagement. The university planning program administers the Strong Interest Inventory to help students identify their unique needs when determining their post-secondary path. Recognizing the growth in this field of global work, one of the optional programs in the Senior School helps our interested students frame their experiences as they earn their Global Scholar Diploma. Completion of this program requires students to develop an e-portfolio outlining how they have met several criteria to demonstrate their global mindset. In conjunction with this, all of our Grade 9 students are enrolled in the Duke of Edinburgh program, which is designed to encourage youth to make a difference in the world. Opportunities for students to log school activities have been devised so that interested students have what they need to acquire the Bronze level. In the Elementary School, a Global Citizenship award has been established for students.

### **BUILDING EMPATHY THROUGH SERVICE**

The school recognizes that a key way to develop empathy is to make authentic forms of service a part of its curricular and co-curricular programming. The Elementary School culminating activity requires all Grade 6 students to visit and learn about the

needs of various agencies and “pitch” a plan to a committee of stakeholders for how additional funding may support that organization. This PYP Exhibition is a tremendously powerful experience for the students in terms of how it builds empathy and appreciation for all people. In addition, it results in the generous donation of substantial funds to many key community support groups. Service opportunities within the school are orchestrated by the Elementary School’s Humanitarian Outreach Project (HOP) group focusing on local and global initiatives. The Kirby Luncheon and choral performance is a yearly activity connecting our students to seniors from the Kirby Centre.

Tracking of service initiatives occurs through the recording of Creativity, Action, Service (CAS) hours in the Diploma Programme (DP) and service hours in the Middle Years Programme (MYP). Service programs taking place in the local community are supported in the Middle School (Mustard Seed, Drop-In Shelter, Inn From the Cold, Tudor Manor, Heartland Retirement Home), while the Senior School connects in-school activities (solar lantern building, coffee sales, cultural lunch sales) to their international service trips (Costa Rica- environmental service, Guatemala and previously Dominican Republic- humanitarian outreach). All students in Grade 11 spend a half year taking an Agencies course through which they support local service agencies (e.g. Emily Follensbee School).

## TRUTH AND RECONCILIATION

Strathcona-Tweedsmuir School encourages open discussion around inclusion, truth and reconciliation and indigenous issues. A formal Land Acknowledgement was developed and has become a regular part of assemblies and school ceremonies. Speakers have been invited to present to students and faculty or work with our students on curricular outcomes. Recent efforts in this area include MP Robert Falcon Oulette visiting to discuss politics in social studies classes, author Monique Gray Smith offered PD and teaching resources, and Elementary students visiting former residential school sites (an experience later shared as an award winning documentary), Marti McKay Week presenters included Mike Downie with a focus on residential school survivors, faculty participating in blanket ceremonies, and our Grade 7 teaching team developing a final summative interdisciplinary unit accessing elders brought in to discuss traditional land use and medicinal plants. Elementary School students learn about and create indigenous forms of visual art while Middle School drama courses developed their own interpretive performance of Channi Wenjak’s experience. Middle School students were invited and attended a “Red X” event focused on Indigenous peoples and perspectives.

In the Senior School, course work has ranged from weaving our history through exploring ways of knowing in science and Theory of Knowledge classes to a focus on the Exploration of Euro and Ethnocentric values and how they have impacted history and debates organized on topics surrounding treaties, free speech and concerns with historical monuments, naming of civic structures and erecting of statues. Each fall, Orange Shirt Day is honored in recognition of residential school survivors. There has been an intentional incorporation of First Nations, Metis, and Inuit literature into English classes (*When We Were Alone*, *Fatty Legs*, *Seven Fallen Feathers*, *My Heart Fills with Happiness*, *I Am Not a Number*, *Medicine Walk*, etc.). In Alberta, new Leadership Quality Standards (LQS) were developed and Teacher Quality Standards (TQS) were updated to include strands based on ensuring schools have structures and policies that support foundational knowledge about First Nations, Metis, and Inuit. All members of the Academic Leadership Team (excluding new members of the team this year) participated in the LQS certification in-service and STS’s own Model of Teaching Excellence was updated to include descriptors and self-assessments in recognition and support of the new TQS standards.

## RECENT ACTIVITIES:

- The Annual Marti McKay week for 2018 featured Mike Downie, brother of the late Gordon Downie, who spoke to students about *The Secret Path*. Christie Jordan-Fenton and Margaret Pokiak-Fenton spoke to students about the true story behind the short story, *Fatty Legs*. One of the speakers in 2019 was Bob Joseph, author of the bestselling book, *21 Things You May Not Know about the Indian Act*, an essential guide to understanding reconciliation and its repercussions on generations of Indigenous Peoples.
- For the novel study in English 30, students will study *Ceremony* by Leslie Marmon Silko or *Medicine Walk* by Richard Wagamese; other First Nations, Metis, Inuit novels studied in Senior School include: *Three Day Road* by Joseph Boyden and *Green Grass, Running Water* by Thomas King.

- Grade 6 faculty and students participated in a blanket exercise.
- This year's PYP Exhibition will provide students with an opportunity to learn about and fundraise for agencies that support First Nations, Metis and Inuit.
- Three members of the Social Studies department attended the 2018 Grounded in Truth: Soaring with Knowledge Conference.
- With a grant provided by AISCA, First Nations, Metis and Inuit were added resources to the library collection.
- Grade 7 Social Studies students created First Nations tools in their classes.
- In Grade 7 drama, students study First Nations traditions of storytelling.
- In August of 2019, Monique Gray-Smith worked with faculty during a full-day of professional development workshop. Her work, *Speaking Our Truth: A Journey of Reconciliation*, was purchased for all faculty and staff.

## **GSA AND THE SAFE AND CARING SCHOOLS ACT**

The recent updates to Alberta's Safe and Caring Schools Act resulted in the school responding swiftly by striking a committee to reflect on the school's programs and policies and make recommendations to the Senior Leadership Team. A number of suggestions were made and then reviewed by the leadership team, which then prioritized and set timelines for many items. An immediate change that was implemented was making necessary updates to policies in the student and employee handbooks.

Legal changes in support of GSA programs in schools were also discussed in divisional assemblies. STS had already had a Gender and Sexuality Awareness Club for students in Grades 7-12. A formal review of the school's traditional uniform specifications was completed, including input from alumni, administration, current parents, counsellors, board members, and the Head of School. Though the school has allowed for exceptions to be accepting of cultural dress, it was determined that options would be discussed for possible uniform changes to mitigate concerns regarding the binary nature of the gender-specific uniform pieces (ex. Blazers, kilts, pant colour). The school leadership is considering how to best address the issues with the gender specificity of the school uniform.

Changes to the school's Personal Appearance Guidelines were also made in the handbooks, communicated to the community and took effect in the fall of 2018. These included removing some of the gender-specific restrictions and wording associated with piercings, hair length and hair colouring. Since the last CAIS evaluation, the school has also created gender neutral washroom and change room spaces. A connection with the Fast and Female program has brought speakers to athletic events and school functions and resulted in groups of students attending summit events promoting positive culture around girls in sports.

The school celebrates diversity through discussions and activities. Diversity Week includes school-wide academic programming that allows students to investigate diversity in language, heritage, customs, culture, religion and sexual orientation. Activities and initiatives led by our prefects and members of the GSA engage the whole school community. An example of this would be the panel discussion on the topic of immigration that took place in front of our students. Other specific panel discussions have been based on mental health and sexual orientation. Each panel consisted of alumni, parents, and academic staff. These sessions were attended by the majority of the student body and live streamed or recorded and later posted on the School's website for viewing by the greater school community.

Rainbow and "genderbread" cookie decorating activities took place, which helped raise awareness in a fun and engaging way. Another highlight was an alumni panel where Senior School students heard from STS alumni who are members of the LGBTQ+ community as they shared their personal stories. STS also hosted an Anti-Discrimination Roundtable for students and teachers in the Foothills region. During Bullying Awareness Week, students were encouraged to write down something they are proud of on rainbow themed sticky notes, which are on display near the Peter B. Ditchburn Library. For the last two years, members of the GSA have attended the annual Alberta GSA Conference where they met with hundreds of LGBTQ+ youth and allies from all over Alberta and participated in workshops. For Valentine's Day, the GSA showed a powerful video during assemblies from the "Love Has No Labels" campaign and created a beautiful art display.

Participation in Diversity Week and other themed events highlight some of our teaching and learning, but does not stand alone in our commitment to intentional teaching of inclusivity, caring and open-mindedness. Faculty PD has included presentations from keynote speakers on gender and sexuality. Staff are intentional about choices of examples used to ensure diversity of names, genders, and LGBTQ relationships. Pronoun usage, and athletic participation on gender-specific teams in recent years have also been topics of discussion. In situations where students are transitioning/have transitioned, families and their children have noted the feelings of support from the school as decisions are made on a case-by-case basis with the best interest of each individual in mind. Curricular discussions in advisor periods and social studies classes frequently focus on the development of human rights; including LGBTQ+ rights. Some of our teaching faculty are involved in policy creation surrounding student diversity in all of its forms. Books, plays and artwork used in class are intentionally selected in order to represent a diversity of people/perspectives. Our Career and Life Management (CALM) course in Grade 10 provides sexual education that is queer positive for all students.

## ACADEMIC DIVERSITY

The values and ethos of an IB education are also grounded in an appreciation for academic diversity and inclusion. Student Services promotes openness and acceptance for all individuals within our community, including those with unique learning needs. Elementary School Learning Strategists administer benchmark assessments periodically to gauge academic diversity and preparedness to better inform instruction. Teachers and Learning Strategists address psychoeducational reports and plan and implement strategies. Discussions take place between students' previous grade level teachers and their current teachers regarding strategies that support each student's needs and ease transitions. At the start of units, we often complete various pre-assessments to establish a strong understanding of previous knowledge (built into planners). Students have both voice and choice in how they demonstrate their understanding and what they choose for various inquiry projects. Discussions with parents and students confirm the school encourages students to be actively responsible for their own learning. Parents see this as a strength of the school. A number of learning and leadership inventories are administered in Career and Life Management (CALM) courses in Senior School and Health classes in Middle School to help students focus on their unique needs, identify their learning styles and strategies to support them.

## ECONOMIC DIVERSITY

The school is in the process of building up its endowment to secure on-going funding for students of economic need. The need to reflect economic diversity with the school population has been an intentional one, with scholarships and bursaries established to create opportunities that allow attendance at Strathcona-Tweedsmuir School to be possible for many students who would not otherwise have the financial means. Efforts in this area were reflected in the recent campaign.

**27. Summarize the discussions occurring in the school about the nature of effective assessment. How have these discussions informed assessment practices across the grades and/or deepened teachers' understanding of assessment? What specific kinds of evidence have been most useful in assessing engagement and learning? How does the school determine the quality of students' engagement and their growth as learners, particularly given the school's mission and the objectives of the education program?**

The school is required to produce an annual Combined 3-Year Education Plan and Annual Education Results Report that is submitted to Alberta Education and must be publicly available on our website.

In this report, categories measured include not only results on standardized achievement exams, but also measures of Preparation for Lifelong Learning, World of Work, and Citizenship, as well as, Parental Involvement and Continuous School Improvement. The school's results are favourable in relation to the provincial average in all categories and our progress is reviewed annually at both the Senior Leadership Team and Board levels. Though results are strong in relation to the province, we monitor our progress and note areas for improvement when declines happen; resulting in strategic initiatives to support work done throughout the school in these key areas as needed. Evidence of these strategies can be found throughout the AERR Report.

In the past three years, the school has been externally evaluated by the International Baccalaureate at all three levels (PYP, MYP and DP). This process involved internal self-assessments and report writing, followed by site visits by IB team members in the case of the PYP and MYP evaluations. During these processes, each division spent substantial time reflecting on their assessment policies and processes and modifying where applicable. In brief, formative assessment is far reaching, offering fast and instructive feedback. Students have opportunity to self and peer assess effectively. Report cards are often reviewed to provide the best information possible for student learning. Our learning management system effectively helps us to manage and communicate assessment practices. As a school, we understand the differences between differentiation, individualization and personalization of learning - reflecting assessment of learning, for learning and as learning. In each grade, teachers use a wide variety of assessment practices to give students ample opportunity to reveal their knowledge, skills and understandings. Teaching practices are developed based on the intended learning outcomes. Teachers strive to enable students to be assessment capable; meaning that they are able to understand expectations, self-assess personal performance and set targets and strategies for personal growth. Homeroom teachers and advisors spend time helping students establish SMART goals for their learning.

IB Coordinators in the PYP and MYP meet with teachers to encourage on-going reflective practices after each unit has taken place. Additional work is needed to make this more consistently evident in the unit planners at both the PYP and MYP levels; however, it is on-going work that creates a positive experience for our teaching teams, helping to align beliefs and practices, and, in turn, contribute positively to the culture of our collaboration. A school-wide objective has always been to provide frequent and meaningful feedback to students; our intent is to elevate the quality and frequency of formative assessments, and the feedback loops that accompany quality formative work for the purpose of allowing students the chance to make improvements. In turn, feedback from students in this process can be used to alter the pacing and depth of course material.

In the MYP, specific assessment rubrics are mandated by the IB. Faculty that are unfamiliar with the format or command terms are offered supports and professional development. When there is more than one teacher of a particular MYP course, time is spent co-marking work or comparing the marking practices between individual teachers in order to standardize the assessments and understanding of expectations for our students. The use of these reliability reviews regarding student work helps to ensure marking is fair. In this regard, students are also regularly asked for feedback on their learning experiences. A bank of student exemplars, complete with respective assessments included, was created that has since been used by faculty when teaching to help support students' understanding of expectations for the level of their work and how it will be evaluated. Teachers have worked closely to develop task specific indicators, specifically for MYP assessments, to aid students in understanding the expectations. With the MYP Personal Project, a process has been established where faculty supervisors work through a standardization process together at the start of each year to ensure we are all clear on expectations for student work and how to assess using the required rubrics. These assessments are externally moderated by the IB and the response we receive back after submission is used to guide our standardization processes. In the Middle Years Programme, there is a local requirement to switch the IB achievement level to a percentage that eventually gets reported to Alberta Education. The school has a process in place to make this adjustment; however, it is often a source of confusion for parents and new students starting in Grade 10 that have no experience with MYP. Consequently, the conversion explanation is included in the MYP Grade 10 Handbook and parent information sessions have been done in person and posted as video resources for families.

The many discussions surrounding how to interpret and use MYP criteria rubrics, the review of student samples for standardization, and discussions surrounding phase placement in modern languages led to the following two commendations from the IB Evaluation visiting committee: "Students demonstrate an understanding of the MYP assessment criteria and value the feedback and guidance they receive from the descriptors" and "Teachers in all subjects use formative assessment to provide regular feedback to students on their learning."

In the 2018-2018 school-year, an Assessment Committee was struck for the Middle and Senior schools to oversee the review of the School's current assessment policy: Balanced Assessment at STS.

Time was spent at both the Middle and Senior School divisional meetings reflecting on the Assessment Policy and feedback was collected. In response to this feedback, some minor changes were made to the policy and some processes of reporting were altered to bring more alignment between what we say we do and what we actually do. For example, changes were made to the

expectations placed on teachers regarding the number of assessments required for reporting periods, clarity was provided around the use of formative and summative pieces in actual reporting, and there was a removal of a second interim report.

We also received feedback regarding our Assessment Policy as a result of the IB Diploma Programme evaluation. The feedback required significant revision of our DP assessment to ensure that we are assessing and reporting in accordance with DP procedures. As a result, a separate DP assessment policy was created.

Currently, the Elementary School has established an assessment focus group to reflect on reporting practices (report cards, student-led conference format, SeeSaw for assessment goals, etc.) with the goal of enhancing communication for parents.

In the Diploma Programme, work has been done to evaluate assessment practices, develop common understandings of formative vs summative assessment, develop common exams and rubrics, and perform internal moderation of IAs.

Yearly, our students are required to write external assessments known as Student Learning Assessments (Grade 3), Provincial Achievement Tests (Grades 6 and 9) and Diploma Exams (Grade 12). Student Learning Assessments (SLAs) are digital tests administered at the beginning of the school year. They are designed with both performance tasks and multiple-choice questions to assess outcomes related to literacy and numeracy in language arts and mathematics. The SLAs were developed with the intent to improve student learning and help parents and teachers identify student strengths and areas for growth. The Provincial Achievement tests (PATs) are written in June and they are intended to assess content and skills. These assessments are useful in determining which aspects of a subject need attention from faculty. The results are independently communicated as separate percentage marks to families rather than incorporated into the IB PYP and MYP course marks provided on reports as achievement levels. The purposes of the Alberta Education Diploma Exams at the end of Grade 12 courses are to measure the level of individual student achievement in applicable courses for post-secondary application, evaluate province-wide standards of achievement, and to report individual and school results. The latter are impactful on the school community as a whole, as they are used externally to rank schools across the province.

Both informal and formal pre-testing for some students is done by Learning Strategists in all three divisions, most often to proactively identify students with areas of concern who may need supports or those who may need enrichment. In addition, other forms of pre-testing are completed by individual teachers in classrooms so that they can meet students where they are at and build learning opportunities around prior knowledge and skills already developed. The diagnostic/pre-assessments can help activate students' background knowledge in order for them to best achieve quality results on later formative and summative assessments. The Elementary faculty collaboratively reflects on the results of student achievement on literacy and numeracy assessments that are administered to our students periodically each year. The approach is to create shared ownership and responsibility for developing and supporting student achievement.

The Learning Skills Rubric (LSR) was developed several years ago as a way to assess Alberta Education's Cross-Curricular Learning Competencies and the IB's Approaches to Learning Skills (ATLs). Years prior, we had developed the Affective Domain Rubric, which needed updating because of the increased significance of developing 21<sup>st</sup> Century Skills in education. We communicate student achievement on the LSR on report cards.

The LSR was a key focus of the school as we worked on standardizing and communicating its purpose and we have analyzed data on student achievement during Middle and Senior division meetings. Professional Development on the trends in data was also provided by members of the Academic Leadership team a few years ago. Principals meet with Student Services after each report card to identify students who are struggling with the LSR skills. The LSR results help to tell the story of the academic achievement of any one particular student. The data is used to identify students in need of support, teachers with trends demonstrating classroom management concerns and varied or unclear expectations and the need to standardize this understanding with staff. When meeting with parents, administrators and faculty often discuss the learning skills as a "why" when explaining student performance and identifying goals for next steps.

The Elementary School has focused on the nature of assessment during the past few years. Faculty were engaged in PD and meetings were used to align theory and practice and to develop a common language. Consequently, they reviewed and modified their reporting timelines, student led conferences and parent contact to improve communication for learning. Co-planning and

co-assessing in the Elementary years serve to differentiate and align practices. An example of this collaborative work by faculty includes their division-wide implementation of SeeSaw as an assessment tool and digital portfolio. Their openness to share student work samples (i.e. SeeSaw posts) as a method to communicate student learning has been tremendously helpful in providing frequent communication with parents regarding student work. It captures assessment evidence in various forms and stages of the learning cycle and it creates opportunities for professional learning through connections with the PYP assessment framework. Learning teams offer a wide variety of assessment formats to ensure and measure engagement: individual to pairs, group work, some online, some face to face experiences, and hands-on approaches. SeeSaw shows the multiple ways students demonstrate what they know.

Specific evidence for engagement in learning is also revealed through discussions and dialogue with students. Evidence comes from achievement and understanding of concepts, and active student participation in collaborative practices, and this is later enhanced through choice projects and differentiation to allow for multiple means for representation.

An ongoing challenge for the school is the need to meet the learning outcomes of the PYP, MYP, and DP of the IB and Alberta Education learning outcomes. For example, the MYP prescribes the use of specific rubrics for each subject group. These rubrics are used to assess students' abilities to demonstrate knowledge, skills, and attitudes toward four distinct criteria in each course. The criteria call for faculty to teach and evaluate students' growth in areas far beyond what is measured by Alberta's standardized exams. This would include their understanding of material in a global context, ability to apply concepts and skills in unfamiliar settings, development of character traits known as the Learner Profile, and ability to transfer learning skills and knowledge between disciplines. Consequently, faculty spend a lot of time teaching and assessing students' using MYP rubrics, while they teach and assess skills that will not be assessed by Alberta Education Provincial Achievement tests. There is a similar challenge with DP exams and Diploma Exams in Grade 12. In the Elementary, there is tension between using inquiry, the dominant teaching strategy of the PYP and ensuring that students are also meeting the Alberta Education learning outcomes. This challenge is further complicated by the fact that the Alberta Education results are being used publicly by the Fraser Institute to rank schools in Alberta. Many of our teachers would identify this as a major challenge for them.

With a refocus on Academic Excellence as a strategic initiative, a crucial step will entail the school coming to consensus on what defines this term and then communicating how we are ensuring curriculum, instruction and school programs are built with this priority in mind.

Middle and Senior School faculty regularly re-visit the notion of awarding zeroes for work not completed, what constitutes formative vs. summative assessment, how to report it and how to address issues related to re-writing. Discussion around the latter often comes up in the context of academic honesty – are we providing enough structure to allow students success without them getting distressed? This is an ongoing challenge and we are always working to ensure consistency in this area.

The school may wish to consider looking for strategies to address the timing of assessments. There is a shared concern from students and teachers about the unreasonable piling up of summatives prior to reporting deadlines.

**28. How does your academic program exceed the Ministry of Education expectations? Provide 2-3 specific examples and 2-3 plans.**

Being accredited by organizations such as the Canadian Accredited Independent Schools (CAIS), International Baccalaureate (IB) and the Association of Experiential Education (AEE) demonstrates our commitment to providing an enriched educational experience for our students. The membership in these organizations offers extra layers of accountability. The commitment to being an IB Continuum School is a good example of how we structure our school to exceed Ministry of Education expectations.

All three IB Programmes (PYP, MYP and DP) put strong emphasis on character development through the Approaches to Learning and Learner Profile attributes, both of which are integrated into our instruction of the Alberta Programs of Study. The Primary Years Programme makes use of units of inquiry to exceed Ministry of Education expectations. The learning process is showcased through a capstone project known as PYPx (the Primary Years Exhibition), a research-based project requiring

site visits to various service groups throughout the city and a “Dragon’s Den-style pitch” to the Calgary Foundation. The PYP Exhibition is a capstone project which provides exceptional opportunities for the development of in-depth, meaningful student-driven research, leadership, community engagement and action. IB standards are often more rigorous than Alberta standards. Further, IB courses cover additional content and our external assessments are higher than provincial averages and world averages (IB). The DP program exceeds Alberta Education expectations as evidenced by Internal Assessments and Extended Essays that extend the provincial program. For a specific curricular example from mathematics, Statistics and Vectors are additional topics covered in the DP, while in the Middle School, students in Grades 7-9 are solving equations beyond the Program of Studies requirements.

The DP provides opportunities for students to take Higher Level courses, which are at a similar level to first year post-secondary courses. In addition, all DP courses include an Individual Assessment (IA), which requires students to complete independent research within each subject group. Diploma Candidates complete seven IB DP courses, culminating in the writing of 12 – 15 final exams and the submission of a major project in each course. In addition, each student submits a Theory of Knowledge Essay, an extended essay on a topic of their choosing, and each completes the IB “CAS” component, which promotes personal growth in creativity, activity, and service. The candidates’ 4,000-word extended essay topics reflect the depth of the students’ academic achievement and is a measure of their excellence in scholarship at Strathcona-Tweedsmuir School.

A sample of recent essay topics is below:

#### **IB Diploma Programme Student Extended Essay Topics:**

- English: How is the American experience portrayed by Walt Whitman in, “I hear America singing” and by Langston Hughes in “I, too”?
- Biology: The effect of nitrogen-fixing legumes on the growth of non-legumes.
- Biology: A neuro-educational study: The effect of question formatting on electrical brain activity in adolescent test takers.
- World Studies: To what extent can the smartphone bridge the digital divide?
- History: Re-moulding the life and experiences of the Scottish Queen: An analysis of the impact of fictionalized interpretations of the life of Mary Queen of Scots upon historiographic debate.
- World Studies: An investigation into the effect of poverty on inequality in first world countries vs the effect of poverty on inequality in third world countries.
- Biology: The use of polyacrylamide gel electrophoresis to determine evolutionary relationships amongst identified and unidentified organisms.
- Chemistry: The quantitative protective effects of fluoride treatment on the hydroxyapatite of tooth enamel in the *sus scrofa domestica*.

Furthermore, as described in response to the previous question on assessment, MYP criteria require a broader range of skills and abilities to be assessed in each course. Students are required to learn the design cycle for problem solving through a mandatory design program that encompasses Grades 7-9, be involved in service, and complete a Personal Project in Grade 10 as a culmination of the MYP. The Personal Projects, much like the Extended Essays, reflect a vast array of topics and require each student to write a substantial report reflecting on their learning process.

The scope of the International Baccalaureate Programmes being done in conjunction with the Alberta Programs of Study is a complicated one. The value of being an IB school is substantial in terms of quality control, access to resources and PD, marketability (in particular for international families), standardization of practice, and upscaling of curriculum and programming; however, it brings with it a layer of complexity and challenge.

Curricularly, we demonstrate excellence academically at levels exceeding provincial standards. This is perhaps best evidenced by results on external assessments where our PAT and Diploma results compare favorably to the Provincial averages each year, to our 100% Graduation rates, and nearly 100% university acceptance rates. A large part of our academic success comes from the fact that the curriculum is enriched and extended to provide meaningful and memorable learning experiences. A few examples from selected disciplines are below:

- Biology courses include Snow Ecology field trips. Science classes make frequent use of the pond, grassland, and forests of our campus for environmental lessons. Elementary trips to the Cross Conservation Centre, Calgary Zoo, and Telus Spark extend learning.
- Social Studies and history courses offered external learning opportunities for course content including a European history tour and guest speakers brought in for students. Speakers from Valor Canada brought in equipment from the First World War and spoke to our students about its history. Politicians including MPs and mayors make regular visits to speak on civic, provincial and federal issues. Grade 6 and 8 students visit sites of civic and federal politics in person and Grade 9 students engage in a MUN exercise facilitated by members of the Senior School MUN club. Elementary School grades have focused visits at the Glenbow Museum.
- All modern language teachers at STS are also fluent language speakers. The AIM Program for French begins at the Kindergarten level and enables students to speak, read and write at a high level by the end of Grade 6. The accelerated second language program operates so that students can move through phases of instruction in the Middle school as fast as they are capable. In addition, modern language trips occur each spring in Grade 8 and, on occasion, during the summer for Senior School students, bringing a cultural aspect into the learning by immersing students in local and international regions of the language. Students have an opportunity to learn Spanish starting in Grade 7 and, for a few, students will choose this as a means to pick up a third language.
- English Language Arts classes provide access to authors during Marti McKay Week or through extension experiences such as during Grade 7 Orientation Camp. All younger Elementary School students take part in Poem in our Pocket Week and upper Elementary School grades and all students in the Middle and Senior Schools participate in school-wide Speech Day.
- Our Physical Education courses are allocated more time than any other subject and extend through Grade 12 (beyond provincial requirements). We embrace the idea that an active lifestyle is important for overall health and should be a lifelong pursuit. We do this by offering a variety of programming such as: in-line skating, golf, sailing, tennis, kayaking, curling, team sports, fitness classes, dance and, most intentionally, our Outdoor Education program.
- Kindergarten provides a full day program, enhanced with outdoor education, second language and specialist PE and arts teachers.
- The school offers a wider range of arts offerings than many schools, all taught by specialist teachers, including those at the younger grades. Festivals, performances, concerts, band camps and Fine and Performing Arts Days are programmed in to course work. Students at STS tend to have more time dedicated to the arts than their provincial public school counterparts and often select arts options through to graduation.

The co-curricular programs are a third example of how STS's program exceeds ministry standards. At the Elementary School level, these programs are embedded within the timetable and run by specialist teachers (French in K-4, daily PE, Art, Music) who give instruction beyond provincial expectations. Similarly, at the Middle and Senior School levels, other co-curricular programs such as Project 2050, Speech and Debate, Model United Nations, service initiatives, choirs, art clubs, coding and robotics clubs, Round Square clubs, musicals, plays, GSA club, jazz bands, Reach for the Top clubs, athletic teams, etc. supplement the learning happening in classes. Each of these programs could be considered a highlight of the school in their own right and serve as examples of the high-quality holistic programming available at Strathcona-Tweedsmuir School. Extension offerings such as the internationally recognized Duke of Edinburgh program and our home-grown Global Scholar Diploma demonstrate how our students are going above and beyond.

The Global Scholar Diploma consists of the following: Service, Leadership, Active Living/Human Experience, Communication and Relationships, Environmental Stewardship. Strathcona-Tweedsmuir School has introduced the Global Scholar Diploma to both celebrate what our students are already doing, to have them think about how their everyday work impacts and creates a long-term difference globally, and to set them on a path to continue to demonstrate leadership in the world. The Global Scholar Diploma celebrates and focuses on what has long been a tradition of experiential learning at STS, providing students with a framework for their academic, co-curricular and experiential opportunities.

**29. How does the school continually ensure that all students experience high quality online learning? Evaluate a recent training program for effective online teaching, including assessment practices. How could the PD for online learning be enhanced?**

## **ONLINE LEARNING**

Delivering online courses is not currently a goal of STS. We use technology in thoughtful ways and many teachers use aspects of blended learning to ‘flip classrooms’ and to promote critical thinking and independence for students. Managebac, our LMS, is used to support students who miss school due to illness or for extended time due to school activities or other activities not related to STS programs. In some cases, students have been away for months during a school year and use Managebac (supplemented by teacher email) to keep up with their schoolwork.

Our robust 1-to-1 device system from Kindergarten to Grade 7 and the BYOD program in older grades supports students in many ways. Students and employees can access IT specialists for hardware and software maintenance and repair, as well as, for training. Our Director of Innovative Learning works with faculty as needed in a training and supportive role to assist with any pedagogy using technology.

In short, delivery of instruction through technology is systematic and frequent. Additional details on this topic are found in response to Question 24. Managebac is a course management system that allows all of our students to access programs, resources, notes, files and instructional materials, calendars, messaging systems, feedback, data trackers, assessments (posting, student work submission, and feedback), formal reports and online gradebooks. Our faculty make careful selection of resources for use in their curricular programs. By teaching a well-rounded curricular program in each grade, and research skills that allow students to know how to access multiple resources and modes for learning, online learning is included. Google Apps for Education, Turnitin, Exam Bank, BrainPop, Khan Academy, Typing Agent, SeeSaw, Applets such as Desmos, WebAssign, and IXL and a variety of iPad apps allow students to build the skills and competencies necessary to learn in various ways, including online. These tools are also used to assist in personalizing and differentiating for our students. Faculty make informed choices of online textbook resources and the integration of webtools and websites. There has been deliberate development of high quality assessments using online resources such as AssessPrep and QuestA+. The school has also created a digital competency checklist both for faculty and students, which is part of the learning for all. Some teachers (Ex. A. Weber and M. Melton) have taught their courses using Blended models, making use of “flipped” classroom techniques for learning (facilitated through Google suite).

## **ONLINE COURSES**

In the Middle School, we have of students who are very advanced in their understanding of mathematics. So much so, that they are effectively years ahead of their classmates when it comes to curriculum. We have built a connection with John Hopkins University, which provides some math course programming on-line for exceptional learners. To date, two students have completed these courses.

On occasion, students in the Senior School have taken IB DP courses not offered at STS through Pamoja Education, an online provider. Mr. Chris Ruskay, our IB Diploma Programme Coordinator, is the “Site-Based Coordinator” (SBC) for Pamoja. This is a relatively small number of students and, in the past five years, three students have taken DP courses through Pamoja Education.

Occasionally, STS students will take courses with Alberta Distance Learning, which delivers courses through an online platform. Typically, they do this to take an extra course beyond what can be scheduled at STS (eg: a ninth course) or they take a summer course to allow for a spare during the school year. This extra time typically allows senior students to participate more fully in our co-curricular program.

## FACULTY TRAINING

Faculty receive training in various forms of technology use and strategies for incorporating it meaningfully into teaching and learning. Professional development has been delivered through in-house sharing, attending conferences, participating in webinars, bringing in outside experts and holding focused PD sessions. All Deep Learning Professional Development at STS prioritizes evidence informed variables that increase student achievement, particularly in STEM (Lynch, Hill, Gonzalez and Pollard, 2019). These variables include:

- Peer collaboration for curriculum dissection and implementation
- Time for reflection
- Experiencing learning events as students; co-participation
- Building on collective teacher expertise
- Making evidence-informed teaching and learning
- Support of blended learning models and personalization

We are program-oriented and aim to determine the extent to which our choices and resource allocation allow us to achieve our central objectives, which include:

- Equipping students with digital skills to navigate a digitized global economy
- Gathering, managing, securing and leveraging data such that:
  - Our community is safe, risk is mitigated and user data informs analytics that inform improvements where possible
  - Efficiency is optimized so that data redundancy and loss are minimized

PD topics have encompassed blended learning (synchronous and asynchronous delivery), using online portfolio systems such as Seesaw, One Note classroom, online tools to support executive functioning, coding through Python and scratch, Library resources and database use, hardware training (3D printers, robots, cameras for sports analysis), how to access various online PD opportunities, sharing through webinars, Art of Coaching analysis of videos of drill footage and game breakdown. An AssessPrep PD session allowed for teachers to explore different means of delivering an online assessment with a locked browser and there is often training offered whenever new updates to our resources impact teachers and students.

Other examples of technology-related PD initiatives at the school include:

Google Drive Tutorials: <https://drive.google.com/drive/folders/0Bw5z5cKoasEaeHRNa3ZhaUwtSzQ>

SAMR Faculty PD:

[https://docs.google.com/document/d/1CxsA2La8OANda8D2CmPRJIUrooHVXN1Zc85ioa\\_VLs4/edit](https://docs.google.com/document/d/1CxsA2La8OANda8D2CmPRJIUrooHVXN1Zc85ioa_VLs4/edit);

Accompanying presentation:

[https://docs.google.com/presentation/d/1mpI3xwFzUuTBwvVAgacOAK5d3nDeQdAUU\\_vsVHAodM/edit#slide=id.g1b8c9a71e4\\_0\\_161](https://docs.google.com/presentation/d/1mpI3xwFzUuTBwvVAgacOAK5d3nDeQdAUU_vsVHAodM/edit#slide=id.g1b8c9a71e4_0_161)

Digital Citizenship Faculty PD:

[https://docs.google.com/presentation/d/19Q2Uc0rJhbs0ztl\\_Yay8\\_iP3y0XQ\\_3aY8ddTstvrR0/edit](https://docs.google.com/presentation/d/19Q2Uc0rJhbs0ztl_Yay8_iP3y0XQ_3aY8ddTstvrR0/edit)

Managebac Fall Orientation: <https://docs.google.com/presentation/d/1DFh1Jya6zAV1rM2tPH8683yx56c-GL8IyEpX-fetVqA/edit>

When it comes to assessing the efficacy of PD, technology is one aspect of the STS Model of Teaching Excellence and accompanying self-assessment rubric used by faculty during their professional growth planning. In terms of potential enhancements in this area, it has been suggested that an area for the school to consider would be the development of a PD strategy specifically that outlines goals, timelines and outcomes for staff when it comes to IT use. It was also noted that the

creation of a list of members of faculty who are "experts" at different hardware/software programs would be useful so that we can support each other better in our own development within the STS community.

### **30. When planning the academic program, including homework, how does the school consider the student experience?**

#### **SCHEDULING**

After a recent review, our timetable was updated for the 2019-2020 school year (discussed in further detail in response to Question #22). Among a myriad of reasons, the schedule changes facilitate: predictable schedules; fewer blocks per day; better staffing specialization and teaming; interdisciplinary work; lab periods requiring longer blocks of time; more in-depth class discussions; transition to/from sports fields and classes; more in-depth learning activities; break times; and collaborative working and support time. We are currently receiving feedback from faculty and parents in response to these recent changes and will modify the timetable structure as need to ensure we are supporting students' needs. At the time of this writing, key messaging to be considered relating to the new timetable is revolving mainly around the 10-minute break in the morning, duration and timing of the lunch break, and the fact that certain blocks are scheduled at times when they lose academic time for students to other things (holiday Mondays and last period of the day for sports). The discussion around semestering of some courses and a rotating block schedule are also being considered by the school.

The timetable has time on Friday afternoons for flexible scheduling. Senior School teachers are available for tutorials and Grade 11 and 12 students can use this time as they choose. This time is programmed for Grade 10 advisory (for MYP Personal Project and wellness topics) about a third of the time, used for supervised work time for another third and as tutorial time for the remaining time. In the Middle School, it is used as advisory time and 'FLEX' time which is programmed by teams of Middle School teachers to ensure that the social/emotional needs of students is met.

A year-end schedule for final summative assessments (including external exams) has been established and is reviewed and updated yearly by the Academic Leadership Team, members of Student Services and then the faculty through Division meetings. Efforts have been made to create the most appropriate environment for our students in June. This includes access to key spaces (specific classrooms, study carols, alternate quiet areas, and the Student Success Centre), IT supports, the most effective resources for writing external exams (ex. Quest A+ and AssessPrep), scheduling one exam or major assessment per day, and timely, supported tutorials. There are also discussions with students and resources put in place to bring stress levels down during this time of year. For example, we include daily physical activity, time for supervised fresh air outside, and even access to puppies.

In the Middle and Senior Schools, a common school calendar in our Learning Management System, Managebac, is used to provide a visible, personalized calendar on students' dashboards. Though some communication is provided in class, during divisional assemblies, in homeroom advisory, or provided via email, much of our communication takes places through Managebac. Messages regarding assignments, tasks, deadlines and important events are communicated through the class shells and groups organized by faculty. Due dates and meeting times are scheduled by faculty and these then auto populate to all enrolled students' calendars and dashboards. The use of Managebac brings attention to students' progress in real time and provides students, faculty, and families with an opportunity to mitigate conflicts in timelines. There is emphasis on completing work in-class and ensuring that class time is used well, which is also leading to a decreased amount of homework expected of students. We make use of student calendars in Managebac and employee calendars in Outlook when planning assessments in order not to overload students. When students express personal situations impacting their learning such as challenging family dynamics or medical conditions, every effort is made by faculty and administration to support the needs of the student. An example would be the Return to Learning concussion protocols that have been developed to help students return to the class and adjust due to injuries.

Both the calendar view in Managebac (student view) and the Employee calendar in Outlook are used by teachers, trip planners, coaches and activity leaders when planning events and large assessments. Teachers are supposed to use the Managebac calendar to schedule important things related to their courses so that students may effectively plan; however, around very busy times

such as just prior to an extended holiday or reporting period, it is not used as effectively as it could be for identifying situations where students may end up with multiple large assessments and deadlines falling close together. Because the Managebac calendar also facilitate notifications by coaches and activity coordinators of group activities (i.e. athletic practices, musical rehearsals, debate competitions, and the like), it provides a single system for most of students' events and communication. A challenge is for faculty and coaches or activity coordinators to recognize potential scheduling conflicts for individual students between class and co-curricular expectations.

Calendar meetings occur each spring. During these meetings, members of the Academic Leadership Team, Curriculum Leaders and Program Directors bring calendars with the dates and times of significant activities involving the students and staff in their areas for the upcoming year. The Principals, Executive Services Administrator, Deputy Head, and Head of School began meetings in October of 2019 to discuss dates for the school calendar for the next three years with the intention of securing essential instructional hours as prescribed by Alberta Education and the IB, and maximizing success for students in terms of wellbeing and academics. The school is prioritizing this work and a review of the school calendar is being undertaken.

## **STUDENT VOICE AND FEEDBACK**

Students at STS have access to counsellors where they can safely and privately engage in conversations and receive strategies and access supports. As needed, additional supports and resource personal are included in the dialogue to ensure the safety and wellbeing of the student. Feedback from a recent survey demonstrated some students felt they did not have a trusted adult whom they could go to for support in the school community. This has become a priority for our faculty this year and an emphasis has been put on making this a goal for the benefit of all the students attending STS. Ideas for relationship building have been strategized in divisional and some department meetings and several individual teachers have placed similar goals on their teacher professional growth plans.

A student council for Middle and Senior School has been established this year, as a result of a proposal from a student. A president was elected in May 2019 and representatives from homerooms from Grades 7-12 were elected this past fall. While in its early stages, there is opportunity for the student council to be an agency for student voice in the school. However, it will take some development and leadership from both students and staff for it to have meaningful impact.

In the Middle School, a weekly anonymous survey, known as the 'Awesome Form' in reference to how the school could make any particular student's week more "awesome", is made available to students through Managebac. Students use it as an opportunity to provide feedback to the Middle School Principal on a number of things affecting them in their school and personal lives. It has become a valuable source of information on students' perspective and needs at any given time of year. Though communication from the students is usually anonymous, students have the choice to include their name for follow up. Results from the survey have driven immediate changes to homework levels, sparked intervention to bullying situations, resulted in access to timely socio-emotional supports, and improved student safety.

We are considering the impact of academic programming on the student experience through the examination of community survey data. Recent surveys of our parents, students, and faculty will prove useful in this endeavour and the school has an interest in advancing this agenda in support of overall wellness within all members of the community. An additional example of a step in this direction is that the school is currently reflecting on results of exit surveys completed by graduating students. Areas of focus coming out of the surveys include: how we can look for opportunities to improve the delivery of assessments in the Senior School; differentiated and personalized assessments, including structure and timelines; opportunities to access supports; and stress management and wellness initiatives to try and help students achieve better balance. A continued focus is making effective use of the less structured, Borderless Learning Time in the Senior School and the new Middle School FLEX block and advisor periods to provide students opportunity, structure and support to enhance their experience.

There are many informal ways that students are able to provide feedback to the school. Often, students will share concerns with teachers, student services faculty, or administration about challenges or issues. There is a culture of openness at the school which make this an important way for students to have choice. For example, this is one way we learn about unhealthy levels of stress and/or times of heavy workload and we try to address this as a faculty. The advisor system also supports this type of feedback.

## HOMework

When considering homework, the following guidelines are agreed to in principle. The purpose of these guidelines is to help create balance in the lives of students at STS. It was agreed that we do much to achieve academic success, but may perhaps fall short in some ways when considering balancing student workloads, reducing student stress, and facilitating students to participate in a variety of STS programs. The text from a homework policy from 2008 is below. The principles from this document are still adhered to, but the document needs updating and this will provide faculty with an opportunity to provide input.

1. Students will not be expected to write more than two major exams or major assessments in any given day. Whereas one major exam or assignment is preferred, it is understood that at times two may be necessary. This does not include minor quizzes, brief in nature, which a teacher might give to assess student mastery before progressing with class instruction. Teachers will discuss with students appropriate times for major evaluations and space these appropriately. Students will communicate with their teachers, outlining when other teachers have already scheduled their exams. The exams of the first two teachers to choose a date have priority and other teachers will not add to this day's student load.
2. Teachers will not assign new homework for long weekends or during holiday time. Students require down time and assigning work would be counterproductive. Exceptions to this might be students choosing to delay reading a novel or choosing to work on an independent IB paper. However, this is to remain the student's choice.
3. Teachers will support the curricular and co-curricular programs of STS whenever reasonable and possible. For instance, should an OE 15 class be leaving on a Friday morning until Sunday night, teachers will either not assign homework for Monday or will give those OE students a reasonable extension for completion of their work.
4. Teachers will solicit student feedback pertaining to their class. This could be a survey, an in-depth discussion, etc. The purpose will be to provide the teacher information concerning student workload in this class.
5. Students are to communicate with their teachers honestly and openly regarding the previous four points. They will be expected to provide the teachers with accurate information concerning their homework schedules.
6. Students will discuss all concerns with the teacher first. Concerns brought to administration must first be discussed with the teacher in question.

Elementary School faculty review the topic of homework yearly to ensure alignment and consideration of the whole student experience. In September 2019, our *Welcome to International Baccalaureate Primary Years Programme (PYP)* letters contain a section about homework specific for each learning community, designed by the team of teachers within each community.

One of our Touchstones to Learning, as indicated above, states that "*Students show ownership and responsibility for their learning.*" There are many ways that we support students to develop the skills and mindset to achieve this outcome, including the idea that meaningful learning occurs beyond the boundaries of our school walls. Communication with families helps to facilitate the development of these attributes in our students. To this end, Elementary faculty at STS have agreed to the following regarding homework:

- A balanced life allows for family time, co-curricular experiences and rest.
- Students need support while developing student ownership and responsibility for their learning needs.
- Homework reflects the diverse learning needs of students.
- Establishing effective routines and organizational habits will help students be successful.

Examples of home learning tasks in Grade 3 and 4 include:

- Open-ended investigations into topics related to Units of Inquiry
- Reinforcement of concepts and skills
- Completion of unfinished tasks

In the Middle and Senior Schools, several faculty were included in a Critical Friends Group session on 'homework' (May 24, 2014). Using a modified Marvin's Model protocol, the team circulated questions regarding the purpose of homework as well

as those which explored ideas about rethinking intentionality around homework and the design of more student-centered exploration. We answered each question individually, debriefed responses and then worked in small groups to collate the individual responses.

**What is the purpose of homework?**

- To learn/practice skills; Extra practice
- Enrichment
- Formative assessment purposes
- Review of concepts
- Opportunities for differentiated learning
- Editing and further development of submissions
- Time to complete work not finished in class
- Preparation for next day’s learning
- Mastery of a topic or skill

**What skills/competencies must be in place for students to design their own learning?**

- Ability to accept and learn from mistakes/failure
- Trial and error
- Understanding of design processes
- Confidence in abilities
- Knowledge of learning style/Metacognitive awareness
- Ability to provide and accept feedback/critique
- Understanding of learning objectives, skill demonstration and assessment criteria
- Ability to self-assess and goal set (know what they know and fill in the gaps)
- Initiative, self-discipline and time-management skills
- Ability to conceptualize ‘end goals’

**What barriers/challenges do you feel might be in the way of making this approach feasible at STS?**

- Time in the schedules of our well-rounded students; time management
- Process of culture change
- Unclear expectations for students
- Concern over ‘messier’ homework

**What will be required to overcome obstacles? – Suggestions for consideration**

- Consistent message/communication about the purpose/objectives of the homework
- Consistent use of IB command terms across disciplines
- Meaningful
- Consistent use of Managebac for calendar dates
- Feedback loops - formative assessment only
- Support students in executive skill development
- Provision of detailed rubrics, exemplars
- Scaffolding – demonstrated, supported, independent action to support skill mastery
- Regular calendaring sessions of grade year level groups
- Possible timetabling opportunities
- Relationships with students - knowing their personalities, strengths and challenges well helps us to connect with each student as an individual in order to check in with them regarding their personal engagement, or why they may not be engaged during a certain time (what else might be going on for that child?) - this is essential to ensure engagement because we know that if students are distracted by emotional challenges, their ability to engage is limited.

### **31. How does the academic program help students to take responsible risks and learn through both successes and failures?**

The IB Learner Profile encourages the development of learners who are Risk-takers (Courageous). From IB policies: “We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.” The Learner Profile is reflected daily in the philosophy and approach of each teacher (courageous, thinker, communicator, etc...). The development of Approaches to Learning Skills across the continuum puts focus on students developing the skills necessary to take courageous action in their lives. The IB Approaches to Learning are reflected in each area of the school. Teachers model problem solving strategies and strive to create a culture where risk-taking is intentional. The design of open-ended learning engagements allow students to explore their boundaries and stretch their thinking. PYP and MYP unit planners allow teachers to use their pre-assessment to discover students’ prior knowledge and plan units of inquiry appropriately to challenge students’ thinking and learning. Teachers in the Senior School, regardless of whether they are teaching IB courses or not, are working toward using ATL language in their course planning.

The PYP has this to say about learner agency (PYP From principles into practice, Learner Agency p.1)

- Students have voice, choice and ownership for their own learning.
- When students’ have agency, the relationship between the teacher and students becomes a partnership.
- Students with a strong sense of self-efficacy bring a stronger sense of agency to the learning community.
- The learning community supports agency and fosters self-efficacy.

Though the aforementioned statements are true for the PYP, they would be reflective of the School’s philosophy of education across the three Programmes.

#### **ACADEMICS:**

We allow students opportunity for choice with co-curricular and academic programing. Students have many opportunities to make decisions about their own learning and lives. In the Primary Years, there is a greater amount of modeling and coaching with exemplars and checklists, while in the Middle Years, students begin to explore their own values and opinions to establish their individual identities. In the Senior School, independence increases, though it is true that students in every grade are coached on having a growth mindset and how to learn from mistakes. Examples of academic opportunities for students to take academic risks come from all curricular areas. The Outdoor Education and Physical Education programs encourage challenge and risk in a safe way. Assessment of PE, like other subjects, does not compare students, it focuses on individual growth. The School supports the students to take risks in the arts by encouraging students to explore beyond their existing skill sets, taking part in shows, performances and productions. Design is a required course for all students in Grades 7-9. It makes use of the design cycle for solving complex real-world problems, for which there is no single correct solution. Students get used to proposing innovative solutions in this venue. Our English Language Arts courses at all grades, require public speaking in a number of formats and ultimately culminate in Speech Day where performances are in front of large crowds. Written components of school work can be resubmitted multiple times; after discussions with a teacher about areas for improvement. Lastly, student-designed labs in science courses allow for trial and error.

#### **ASSESSMENT:**

The School’s assessment policies place emphasis on the growth that comes with formative assessment and learning for discovery and mastery. Our policies allow for low-risk formative assessments, and “no zeroes” for work that is submitted. Assessment is based largely on recent and/or consistent performance. After summative assessments, opportunities may still exist for rewrites or re-submissions after students have dialogued with their teachers and demonstrated effort towards improvement. Formative assessment takes many forms in the classroom environment including simulated external assessments, oral and written feedback and self and peer reviews based on established criteria for evaluation.

**BEHAVIOUR:**

The STS Student Code of Conduct provides a basis for our Academic Honesty Policy and Responsible Use of Technology Agreement, all of which are reviewed at the beginning of each school year and provide opportunity for learning. Beyond academics, the Code of Conduct maintains clear expectations for appropriate behavior, while recognizing students make mistakes and that these can be valuable learning experiences. The policy takes into account students' age, maturity, prior offenses and personal situations. In the rare event that a suspension is warranted, students meet with academic leaders upon returning to school to discuss expectations, areas for growth, supports, and strategies to utilize. In these cases, a recommitment contract is completed and reviewed with family members present and engaged in the process.

**SAFETY:**

By establishing a safe classroom environment where every individual feels they have the capacity to report unsafe behaviours and reject unsafe actions, students and staff feel they are part of a caring community. This makes taking academic risks easier for students and professional risks acceptable for faculty with the intention of improving teaching and learning. Safe facilities and equipment, safety protocols, accessible and knowledgeable community members with regards to safety procedures (ex. faculty are required to have first aid certifications), discussing limitations (e.g. data use in mathematics and science labs, or use of trails and the pond on our campus) with students, engaging in yearly COR audits, and opportunities for training are some of the multitude of ways we demonstrate a culture of health and safety that helps ensure responsible risk taking is frequent and used as opportunities for learning.

**SUMMARY****1. What are the school's greatest strengths in regard to this Standard?**

- Strathcona-Tweedsmuir School's teachers are our greatest strength and this is confirmed routinely by parent and student surveys. They are passionate about their subject areas/disciplines and their commitment to their own ongoing development is characteristic of lifelong learners. More than that, it is how they build effective relationships with students and work to meet each student's academic and social-emotional needs.
- Strathcona-Tweedsmuir School has a culture of high expectations and support for both students and faculty, which is reflected in the mission of the school: To develop well-balanced students for a life of purpose by inspiring excellence in scholarship, leadership and character. We understand that through a reflective process and an optimistic, growth mindset, we can be the best version of ourselves. Our motto, *Nil Nisi Optimum*, is our strength. There is a focus on continuous improvement in all aspects of our practice and students remain at the center of our work.

The School's investment in professional development is a strength. Teachers with a desire to learn and improve their pedagogy model a love of learning for students. The School's Model for Teaching Excellence, including our teacher growth, supervision and evaluation policies, and formalized Mentorship Program provide a robust framework of our ongoing commitment to faculty and on what it means to be a member of this community.

We promote high academic achievement for Kindergarten students through to our alumni with deep understanding and connection to concepts, application, analysis, synthesis, innovation and creativity – not just facts and compartmentalized skills. Teachers and students dialogue about SMART goal setting and formative assessment. The centre of the student experience is about fostering, modelling and the faculty's dedication to inquiry, lifelong learning and pursuit of and commitment to excellence.

- The School's commitment to improvement is balanced with the understanding that success does not look the same for every individual. STS's approach to inclusion and diversity strives to have every student feel successful, respected and cared for. We encourage and support each student. We attempt to personalize and differentiate according to group and

individual needs of students. Our mission statement addresses the belief in and importance of being well-balanced and having strong character. Our IB lens encourages the development of diverse opinions and perspectives as much as it does the engagement with and respect for diverse people. The IB Learner Profile attributes provide a common language at all grades with which to discuss character attributes and values.

## 2. What overall recommendations does the school make with regard to this Standard?

- We must continue to refine our definition of academic excellence and ensure that the teachers and students are supported in achieving this ideal. Currently, there isn't a shared understanding of academic excellence and this lack of clarity, particularly with the challenges of teaching both Alberta Education and IB outcomes, is an issue for the school.
- The School needs to better integrate student health and wellness into its pedagogy and curriculum to ensure that students' academic and social-emotional needs are met. This should include faculty support and professional development and a consideration of things like:
  - Amount of homework
  - Quantity, frequency and timing of assessments
  - Continuing work on Approaches to Learning and executive function skills
  - Increasing personalization and differentiation of academic programs
  - Review of learning support models and levels of support
  - Review of the school calendar
- It is recommended that the School maintains personalization and individualization as a focus for our academic program. Areas of focus should include:
  - Continued review of the academic timetable
  - Evaluation of student services and support levels
  - Clear articulation (and possible expansion) of learning support for students
  - Personalized academic programs for individual students
  - Personalized timetables for students
  - Consideration of online courses to provide increased flexibility