

Strathcona-Tweedsmuir School
Education Plan
May 2021

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A Message from the Head of School – Mrs. Carol Grant-Watt

The 2020-2021 school year continues to be filled with twists and turns involving in-person, virtual, and hybrid learning for both students and employees. Our ability to show continued resilience and flexibility has served us well over the past 18 months as we look forward to establishing a “new normal” as we move out of this unprecedented pandemic.

The pride felt for colleagues, students, and our extended STS family is overwhelming and is reflected in our vision and mission statements. We have relied on our principles and values and we continue to work our way through to June when we celebrate the accomplishments of our young learners.

Despite the challenges this pandemic has brought, it would have been easy to press pause on our strategic planning efforts, but again, we came together and have created the framework for a powerful Strategic Plan which was approved, in principle, by our Board of Governors in April, 2021. A launch in the fall will build much excitement as we set the direction for STS in the coming years.

We are inspired by the many examples of kindness, creative problem-solving, leadership, and innovation we see all around us. 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.

Accountability Statement

The Education Plan for Strathcona-Tweedsmuir School commencing August 30, 2021 was prepared under the direction of the Board of Governors in accordance with their responsibilities under the *Education Act* and *Fiscal Planning and Transparency Act*. This Plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for 2021-2022 to 2023-2024 at their Board meeting on May 27, 2021.

The report was submitted to Alberta Education by May 31, 2021 and was also posted to the school's website at: www.strathconatweedsmuir.com

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

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

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

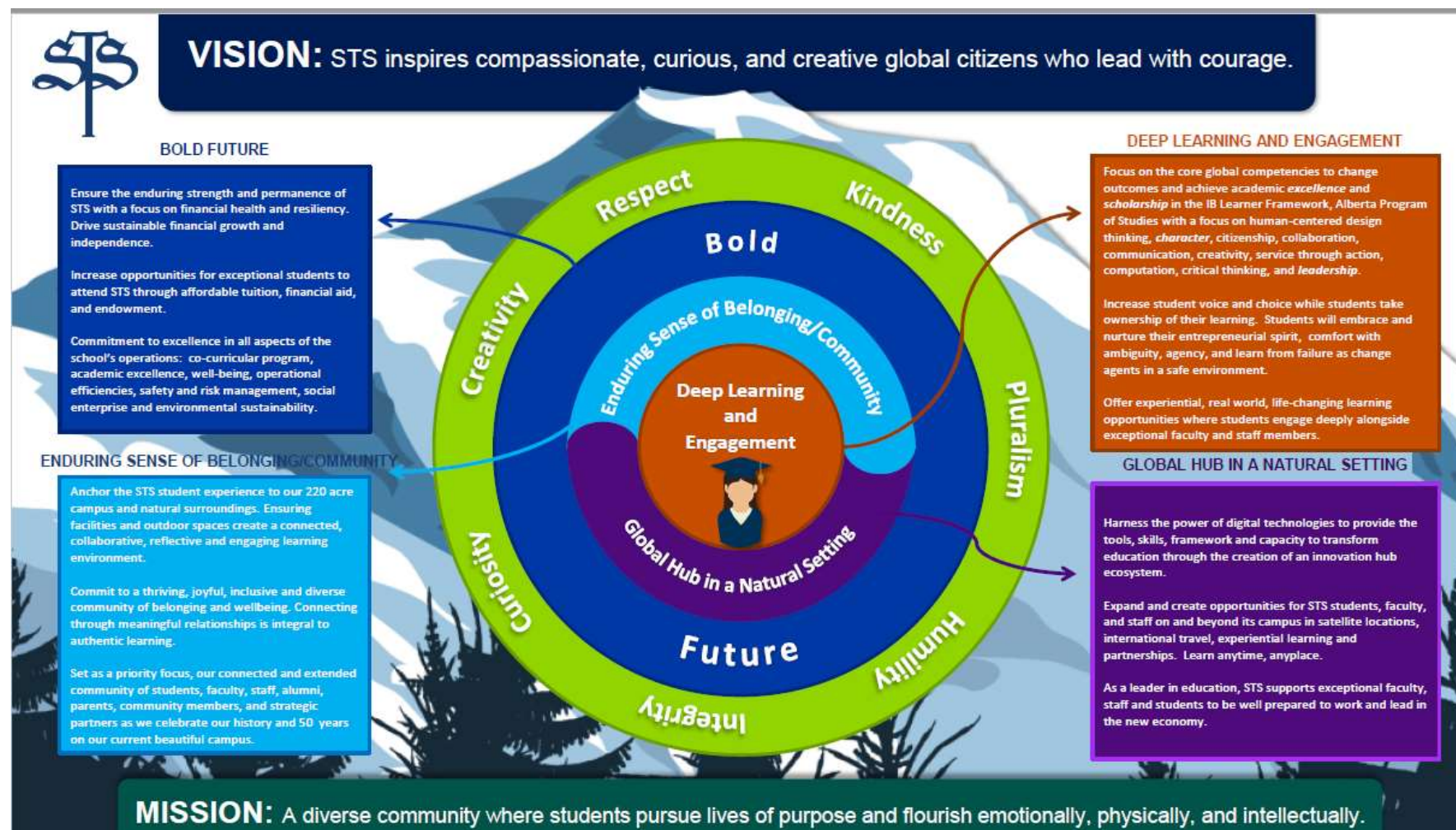
Unique to STS, we offer enriched learning opportunities on our 220-acre country campus, where students enjoy hands-on learning, physical activity, fresh air, and natural beauty. Outdoor activities develop curiosity, independence, and an appreciation for our environment, while building lasting friendships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

Strathcona-Tweedsmuir School Strategic Framework



STS Stakeholder Consultations by the Numbers



5 days of stakeholder consultations

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



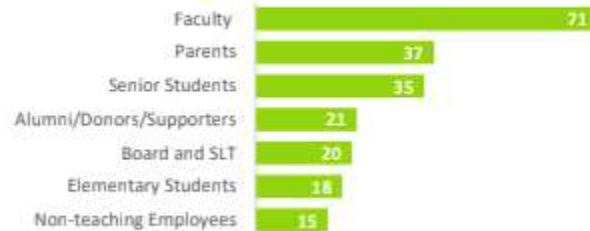
60-90 minute
consultation sessions



4 key questions

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

7 stakeholder groups



217

STS stakeholders engaged in
the process in person and
via Zoom



1,400+

Individual comments
received and analysed



Education Plan Preface

This Education Plan is informed by the four goals of Strathcona-Tweedsmuir School's Strategic Plan that was developed during the 2020-2021 school year and approved by the Board of Governors in April, 2021. These goals will guide and drive the continuous improvement of STS for the next 10 years.

The Strategic Plan was created with broad consultation and input from many stakeholders including parents, students, alumni, and teachers, and school leadership through surveys, roundtable meetings, and working groups. At the current time, we have four goals, each with three strategies. The tactics for the 12 strategies are currently being developed and will be approved by the Board of Governors in September 2021. The tactics will be added to this Education Plan when they are approved and, together, will both guide and drive the improvement of Strathcona-Tweedsmuir School to ensure that our students thrive and flourish.

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

Education Plan Outcomes, Measure, and Strategies

Goal Area #1: Bold Future

1. Ensure the enduring strength and permanence of STS with a focus on financial health and resiliency. Drive sustainable financial growth and independence.
2. Increase opportunities for exceptional students to attend STS through affordable tuition, financial aid, and endowment.
3. Commitment to excellence in all aspects of the school's operations: co-curricular program, academic excellence, well-being, operational efficiencies, safety and risk management, social enterprise, and environmental sustainability.

Alberta Education Measures and Strategies Relating to Strategic Plan Goals

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

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

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

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

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

(2) Implementation to begin in Year 1. Primary responsibility for implementation is the Director of Strategic Enrollment Management and Communications.

(3) Implementation to begin in Year 3 – The evaluation of our three IB Programmes will take place in Year 2 and the implementation of recommendations will begin in Year 3.

Primary responsibility for implementation is shared by the IB Coordinators and the Academic Leadership Team.

Goal Area #2: Enduring Sense of Belonging/Community

1. Anchor the STS student experience to our 220-acre campus and natural surroundings. Ensuring facilities and outdoor spaces create a connected, collaborative, reflective, and engaging learning environment.
2. Commit to a thriving, joyful, inclusive and diverse community of belonging and wellbeing. Connecting through meaningful relationships is integral to authentic learning.
3. Set as a priority focus, our connected and extended community of students, faculty, staff, alumni, parents, community members, and strategic partners as we celebrate our history and 50 years on our current beautiful campus.

Alberta Education Measures and Strategies Relating to Strategic Plan Goals

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

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

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

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

Timeline: (1) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Division Principals.

(2) Implementation to begin in Year 1. Primary responsibility for implementation is the Elementary Principal.

(3) Implementation to begin in Year 2. Primary responsibility for implementation is the Deputy Head of School.

<i>Measures:</i>	Percentage of students, parents and teachers who were satisfied that school provides a safe, caring, and healthy learning environment.
<i>Strategies:</i>	<p>Support and promote schoolwide and student-led initiatives focused on diversity, equity and inclusion as well as mental health and wellness. (1)</p> <p>Offer online and in-person workshops, webinars and special events to promote a safe caring, and healthy learning environment. (2)</p> <p>Incorporate the recommendations of the four Health and Wellbeing subcommittees into the tactics of the Strategic Plan. The Health and Wellbeing subcommittees, comprising over half of our faculty and staff, submitted their reports and recommendations to the Head of School. These reports focused on physical spaces, personalization and individualization, student capacity for managing their health and wellness, and employee wellness. (3)</p> <p>Create and launch a new Middle School student workshop series focused on social-emotional health and wellness, with an enhanced focus on digital citizenship skill development. (4)</p> <p>Increase the diversity of our teaching staff to match the diversity of our students as a means by which to promote our core value of pluralism and increase representation of global majority communities. (5)</p> <p>Conduct comprehensive cyclical surveys of parents, students, alumni, faculty, staff, and the Board of Governors. Strathcona-Tweedsmuir School's most recent survey, conducted by Lookout Management in April 2019, provided additional measurements of the effectiveness of this strategy. The next survey cycle is expected to be completed in 2024. (6)</p> <p>Create a new Strathcona-Tweedsmuir School uniform for all students that is gender-inclusive. (7)</p>
<i>Timeline:</i>	<p>(1) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Round Square Coordinator and Student Services Department.</p> <p>(2) Implementation to begin in Year 1. Primary responsibility for implementation is the Student Services Department.</p> <p>(3) Implementation to begin in Year 1. Primary responsibility for implementation is the Academic Leadership Team.</p> <p>(4) Implementation to begin in Year 1. Primary responsibility for implementation is the Middle School Principal.</p>

(5) Implementation to begin in Year 2. Primary responsibility for implementation is shared by the Division Principals.

(6) Implementation to begin in Year 3. Primary responsibility for implementation is the Head of School.

(7) Implementation to begin in Year 3. Primary responsibility for implementation is the Deputy Head of School.

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

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

Implement extra help plans for each academic department in Grades 7-12 to ensure student access to support outside of regular class time and prior to final examinations. (2)

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

Reimagine a new student buddy program where new students to Strathcona-Tweedsmuir School are paired with current students based on common interests and traits rather than on homeroom allocation. (4)

Timeline: (1) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Division Principals.

(2) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Division Principals.

(3) Implementation to begin in Year 1. Primary responsibility for implementation is the Student Services Department.

(4) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Division Principals.

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

<i>Strategies:</i>	<p>Increase the number of counsellors who are available to support students and provide services. This will result in 2.4 social emotional counsellors, 3 learning strategists, and 1 university counselor during the 2021-2022 academic year. (1)</p> <p>Implement the new framework for the identification and support of students requiring specialized and targeted supports. (2)</p>
<i>Timeline:</i>	<p>(1) Implementation to begin in Year 1. Primary responsibility for implementation is the Head of School.</p> <p>(2) Implementation to begin in Year 1. Primary responsibility for implementation is the Student Services Department.</p>
<i>Measures:</i>	Teachers and School Leaders learn about FNMI perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
<i>Strategies:</i>	<p>Strengthen and increase opportunities to learn about FNMI perspectives and experiences, treaties, agreements, and the history and legacy of residential schools and track to ensure learning takes place in all grades from K-12. (1)</p> <p>Ensure Marti McKay Week (an annual celebration of the literary arts) includes presentations with an indigenous focus. Past presenters have included Christy Jordan-Fenton, Margaret Pokiak-Fenton, and Mike Downie, among others. (2)</p> <p>Engage with local First Nations to bring Knowledge Keepers and Elders onto campus as part of an Elder-in-Residence Program at Strathcona-Tweedsmuir School. (3)</p>
<i>Timeline:</i>	<p>(1) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Division Principals and the Director of Curriculum and Instruction.</p> <p>(2) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Director of Library and Information Services and the Learning Leader for English.</p> <p>(3) Implementation to begin in Year 2. Primary responsibility for implementation is the Head of School.</p>
<i>Measures:</i>	Percentage of students, parents and teachers who were satisfied that their input is considered, respected, and valued by the school jurisdiction and the province.
<i>Strategies:</i>	<p>Establish a cafeteria committee to provide opportunities for students and teachers to provide feedback on cafeteria food and service. (1)</p> <p>Increase student voice in Grades 7-12 through greater support for the initiatives of the Student Council. Past initiatives of the Student Council that have been adopted include</p>

the use of an online bus booking system for students and the introduction of a Legal Studies course in the Senior School. (2)

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

Timeline: (1) Implementation to begin in Year 1. Primary responsibility for implementation is the Deputy Head of School.

(2) Implementation to begin in Year 1. Primary responsibility for implementation is the Senior School Principal.

(3) Implementation to begin in Year 1. Primary responsibility for implementation is the Head of School.

Goal Area #3: Deep Learning and Engagement

1. Increase student voice and choice while students take ownership of their learning. Students will embrace and nurture their entrepreneurial spirit, comfort with ambiguity, and learn from failure as change agents in a safe environment.
2. Offer experiential, real word, life-changing learning opportunities where students engage deeply alongside exceptional faculty and staff members.
3. Focus on the core global competencies to change outcomes and achieve **excellence** and **scholarship** in the IB Learner Framework, Alberta Program of Studies with a focus on human-centred design thinking, **character**, citizenship, collaboration, communication, creativity, service through action, computation, critical thinking, and **leadership**.

Alberta Education Measures and Strategies Relating to Strategic Plan Goals

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

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

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

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

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

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

- Timeline:*
- (1) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Senior School Principal and the Student Services Department.
 - (2) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Middle and Senior School Principals and the Student Services Department.
 - (3) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Division Principals.
 - (4) Implementation to begin in Year 1. During the February 2021 PD Days, faculty had the opportunity to learn from online webinars facilitated by Dylan Williams on the topics of formative assessment and the use of clear and timely feedback for improvement. Primary responsibility for implementation is shared by the Division Principals.
 - (5) Implementation to begin in Year 1. In June of 2021, Learning Leaders will have the option to start the Instructional Leadership Certification through Harvard University. This is one example of the use of targeted funding for coherence. Primary responsibility for implementation is shared by the Division Principals and the Director of Curriculum and Instruction.

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

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

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

- Timeline:*
- (1) Implementation to begin in Year 1. Primary responsibility for implementation is the Senior School Principal.
 - (2) Implementation to begin in Year 1. For the 2021 summer session, nearly 50% of students are enrolled in courses, of which 20% are enrolled in 30-level courses. Primary

responsibility for implementation is shared by the Senior School Principal and the Director of Campus Sustainability and Development.

Measures: Percentage of students who dropped out of school.

Strategies: Increase the number of counsellors who are available to support students and provide services. This will result in 2.2 social emotional counsellors, 3 learning strategists, 1 school nurse and 1 university counselor during the 2021-2022 academic year. (1)

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

Timeline: (1) Implementation to begin in Year 1. Primary responsibility for implementation is the Head of School.

(2) Implementation to begin in Year 1. Responsibility for implementation is the Student Services Department.

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

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

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

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

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

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

Timeline: (1) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Division Principals and Learning Leaders.

(2) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Division Principals and Learning Leaders.

(3) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Director of Curriculum and Instruction and the Learning Leaders.

(4) Implementation to begin in Year 1. Primary responsibility for implementation is the Student Services Department.

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

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

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

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

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

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

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

Timeline: (1) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Senior School Principal and the Learning Leaders.

(2) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Senior School Principal and the Learning Leaders.

(3) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Director of Curriculum and Instruction and the Learning Leaders.

(4) Implementation to begin in Year 1. Primary responsibility for implementation is the Student Services Department.

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

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

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

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

Timeline: (1) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Division Principals and the Learning Leaders.

(2) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Division Principals and the Learning Leaders.

(3) Implementation to begin in Year 2. Primary responsibility for implementation is the Director of Learning Innovation.

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

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

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

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

Timeline: (1) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Division Principals and the Learning Leaders.

(2) Implementation to begin Year 2. Primary responsibility is shared by the Division Principals and the Deputy Head of School.

(3) Implementation to begin in Year 2. Primary responsibility is shared by the Middle and Senior School Principals and the Director of Curriculum and Instruction.

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

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

Expand the Elementary School Encore Program to ensure all offerings are an extension of the Programs of Studies and allow students to select areas that they would like further opportunity to explore in more depth. (2)

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

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

Timeline: (1) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Director for Learning Innovation, the Director of Campus Sustainability and Development, and the Division Principals.

(2) Implementation to begin in Year 1. Primary responsibility for implementation is the Elementary School Principal.

(3) Implementation to begin in Year 2. Primary responsibility for implementation is shared by the Division Principals and the Director of Curriculum and Instruction.

(4) Implementation to begin in Year 2. Primary responsibility for implementation is shared by the Senior School Principal and the Director of Campus Sustainability and Development.

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

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

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

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

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

Utilize the IB capstone projects such as the PYP Exhibition and the MYP Personal Project to showcase student learning and to provide students with the opportunity to practice their public speaking skills, reflect on their experiences and take part in principled action, Students extend learning beyond knowledge and understanding. The PYP and MYP Exhibitions allow many students a venue in which to share their new ideas and insights with the greater community. The PYP Exhibition focuses on providing students with opportunities to learn about and advocate for vulnerable groups and the agencies that support them. (5)

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

- Timeline:*
- (1) Implementation to begin in Year 1. Primary responsibility for implementation is the Round Square Coordinator.
 - (2) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Division Principals, the Learning Leader for Physical Education, and the IB Coordinators.
 - (3) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Head of School, the Deputy Head of School, the Division Principals and Learning Leader for Outdoor Education.
 - (4) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Round Square Coordinator and the Student Services Department.
 - (5) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the IB Primary Years Programme Coordinator and the IB Middle Years Programme Coordinator.

(6) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the MUN faculty sponsors and the Learning Leader for Social Studies.

Goal Area #4: Global Hub in a Natural Setting

1. Harness the power of digital technologies to provide the tools, skills, framework and capacity to transform education through the creation of an innovation hub ecosystem.
2. Expand and create opportunities for the STS students, faculty, and staff on and beyond its campus in satellite locations, international travel, experiential learning and partnerships. Learning anytime, anyplace.
3. As a leader in education, STS supports exceptional faculty, staff, and students to be well prepared to excel in the new economy.

Alberta Education Measures and Strategies Relating to Strategic Plan Goals

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

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

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

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

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

Timeline: (1) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Division Principals and the Director of Curriculum and Instruction.

(2) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Division Principals

(3) Implementation to begin in Year 1. Primary responsibility for implementation is the Director of Mentorship.

(4) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Division Principals and the Director of Curriculum and instruction.

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

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

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

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

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

Timeline: (1) Implementation to begin in Year 1. Primary responsibility for implementation is the Head of School.

(2) Implementation to begin in Year 1. Primary responsibility for implementation is shared the Division Principals.

(3) Implementation to begin in Year 1. Primary responsibility for implementation is shared by the Division Principals and the Director of Mentorship.

(4) Implementation to begin in Year 1. Primary responsibility for implementation is the Head of School

<i>Measures:</i>	Satisfaction of students, parents, and teachers with the quality of K-12 education.
<i>Strategies:</i>	<p>Implement the goals, strategies, and tactics of our Strategic Plan when it is completed in the fall of 2021. (1)</p> <p>Communicate effectively with parents, students, and teachers to build their confidence in Strathcona-Tweedsmuir School. (2)</p> <p>Conduct comprehensive cyclical surveys of parents, students, alumni, faculty, staff and the Board of Governors. Strathcona-Tweedsmuir School's most recent survey, conducted by Lookout Management in April 2019, provided additional measurements of the effectiveness of this strategy. The next survey cycle is expected to be completed in 2024. (3)</p> <p>Implement recommendations from the evaluations of our accrediting bodies, which are the Canadian Accredited Independent Schools (CAIS) and the International Baccalaureate (IB). (4)</p>
<i>Timeline:</i>	<p>(1) Implementation to begin in Year 1 – The Strategic Plan will be published and shared with our broader community in the fall of 2021. This plan will include goals, strategies, and tactics for the next 2, 5, and 10 years. Primary responsibility for implementation is shared by the Board of Governors and the Senior Leadership Team.</p> <p>(2) Implementation to begin in Year 1. Primary responsibility is with the Director of Strategic Enrollment Management and Communications.</p> <p>(3) Implementation to begin in Year 3. Primary responsibility for implementation is the Head of School.</p> <p>(4) Implementation to begin in Year 3. Primary responsibility is shared by the Academic Leadership Team and the IB Coordinators.</p>
<i>Measures:</i>	Percentage of parents and teachers who were satisfied that students demonstrate attitudes, skills, knowledge, and behaviours to be successful when they finish school.
<i>Strategies:</i>	<p>Include the IB Approaches to Learning Skills to the Elementary report card with frequency indicators and progression that is articulated as students move through Kindergarten to Grade 6. (1)</p> <p>Implement the goals, strategies, and tactics of our Strategic Plan when it is completed in the fall of 2021. (2)</p> <p>Communicate effectively with parents, students, and teachers to build their confidence in Strathcona-Tweedsmuir School. (3)</p>

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

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

Timeline:

(1) Implementation to begin in Year 1. Primary responsibility is shared by the Elementary School Principal and the IB Primary Years Coordinator.

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

(3) Implementation to begin in Year 1. Primary responsibility is with the Director of Strategic Enrollment Management and Communications.

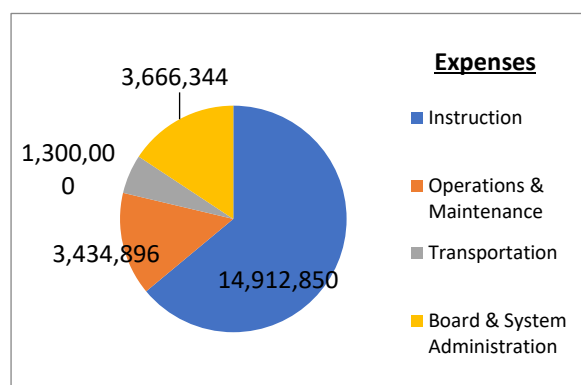
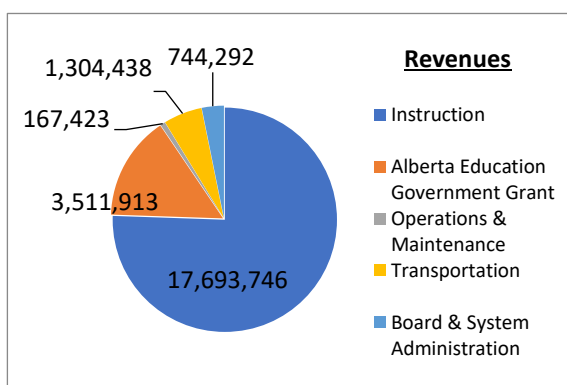
(4) Implementation to begin in Year 1. Primary responsibility is with the Director of Advancement.

(5) Implementation to begin in Year 3. Primary responsibility is shared by the Academic Leadership Team and the IB Coordinators.

Budget Summary for the Year Ending August 31, 2022

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

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

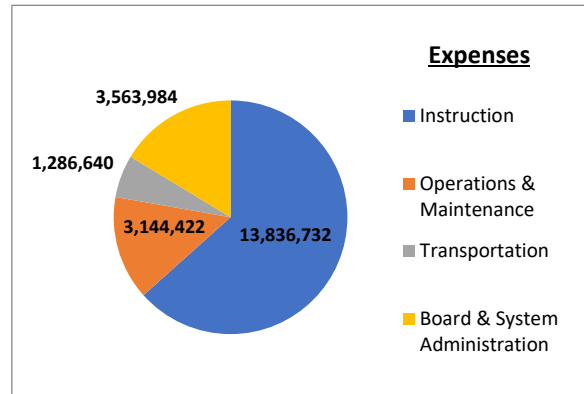
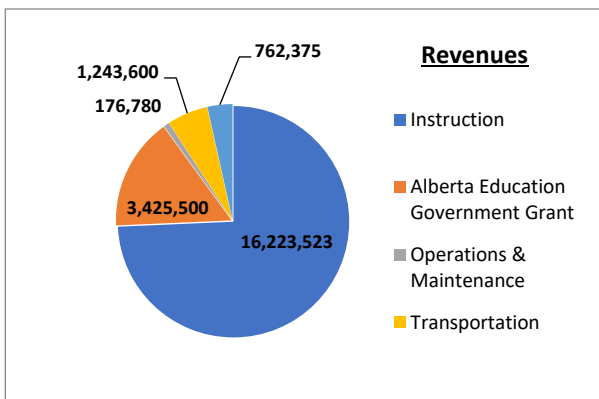


For further information please contact
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Budget Summary for the Year Ending August 31, 2021

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

	<u>Budget</u>
Revenues:	
Instruction	16,223,523
Alberta Education Government Grant	3,425,500
Operations & Maintenance	176,780
Transportation	1,243,600
Board & System Administration	762,375
	<u>21,831,778</u>
Expenses:	
Instruction	13,836,732
Operations & Maintenance	3,144,422
Transportation	1,286,640
Board & System Administration	3,563,984
	<u>21,831,778</u>
Surplus(deficit) of revenues over expenses	<u><u>0</u></u>

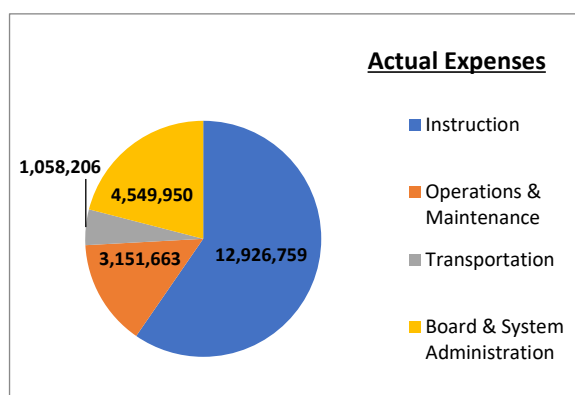
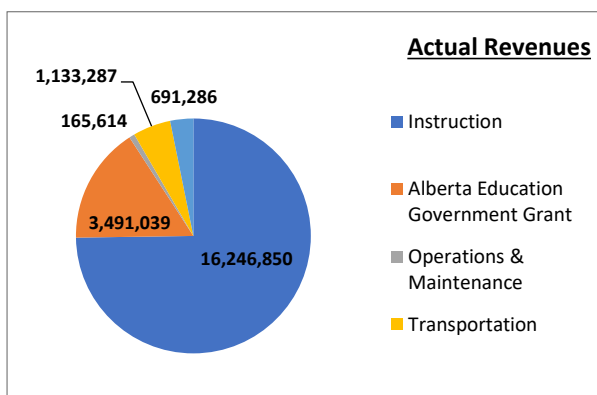


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Summary of Financial Results for the Year Ending August 31, 2020

Allocation of Actual Revenues and Expenses to Programs For the Year Ending August 31, 2020

	<u>Actual</u>	<u>Budget</u>
Revenues:		
Instruction	16,246,850	15,239,625
Alberta Education Government Grant	3,491,039	3,499,000
Operations & Maintenance	165,614	419,800
Transportation	1,133,287	1,362,500
Board & System Administration	691,286	847,575
	<u>21,728,076</u>	<u>21,368,500</u>
Expenses:		
Instruction	12,926,759	13,279,118
Operations & Maintenance	3,151,663	3,168,291
Transportation	1,058,206	1,491,700
Board & System Administration	4,549,950	3,407,691
	<u>21,686,578</u>	<u>21,346,800</u>
Surplus(deficit) of revenues over expenses	<u>41,497</u>	<u>21,700</u>



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