ALBERTA EDUCATION RESULTS REPORT

Strathcona-Tweedsmuir School
2023-2024

TABLE OF CONTENTS

LIST OF ABBREVIATIONS

AISCA	Association of Independent Schools & Colleges in Alberta
CAIS	Canadian Accredited Independent Schools
DP	Diploma Programme
ES	Elementary School
IB	International Baccalaureate
LL	Learning Leader
LMS	Learning Management System
MS	Middle School
MYP	Middle Years Programme
PAT	Provincial Achievement Test
PHE	Physical and Health Education
PLT	Pedagogical Leadership Team
PD	Professional Development
PP	Personal Project
PYP	Primary Years Programme
SEL	Social Emotional Learning
SS	Senior School
SSC	Student Success Centre
STS	Strathcona-Tweedsmuir School
UDL	Universal Design for Learning

MESSAGE FROM THE HEAD OF SCHOOL

For almost 25 years, we have produced an annual magazine called *Optimum*, and each one has an underlying theme connecting the focus of the content. Remarkably, these themes often rise to the surface organically and come from connecting a pattern of thoughts, conversations, and insight from varying contributors. This year's theme, "Passion and Purpose," took shape through a similar collaborative brainstorm of ideas and fit so magically with the events, contributions, and topics of the season; it was captivating to see it take shape. These two powerful concepts embody our school's vision and drive as we reflect on the 2023-2023 academic year. From the beginning, Strathcona-Tweedsmuir School (STS) has been defined by courage and innovation, and our founders still inspire us as we adapt, grow, and lead in the ever-evolving education landscape.

At STS, we see education not merely as pursuing knowledge but as connecting students to their deeper sense of purpose. As the world becomes more interconnected through technological advances, it is crucial to remember that true progress stems from human connections—connections to one another, ideas, and the larger community. While technology, including Artificial Intelligence (AI), may be shaping the future, the ingenuity and sense of purpose within each of our students will determine how that future unfolds.

Guided by our *Flourish 2031* strategic framework, we are committed to providing an educational environment that nurtures students academically, emotionally, and socially with the vision of inspiring compassionate, curious, and creative global citizens who lead with courage. In line with this, we are embracing new pedagogies, innovative learning spaces, and flexible programs, which make our curriculum more accessible while maintaining our high standards of excellence. Whether learning in class or through a hybrid model, STS students are equipped to lead with empathy and resilience, prepared to succeed and contribute meaningfully to the world around them.

As we look to the future, we must recognize that our role as educators, mentors, and community members is not to pave an easy path for students but to support them with the fortitude to face life's ups and downs. As we prepare them for the unknown, we guide them to discover their strengths, passions, and sense of purpose, ensuring they are ready for whatever lies ahead. STS's campus master planning reflects this commitment to growth, with enhancements to our learning spaces designed to foster creativity, critical thinking, and a sense of belonging.

The beauty of STS's natural surroundings also plays a crucial role in shaping students' journeys. Spaces like the Aspen Lodge and our vast network of trails provide more than just a backdrop—they offer a space for learning, perspective, and personal growth. In these environments, students engage with their education and develop a sense of stewardship and responsibility to the world beyond themselves.

The STS community is the core ingredient in why students thrive at our school. Parents, alumni, and volunteers continue to play a vital role in creating a rich, supportive environment where students thrive. These relationships remind us that STS's strength lies in its academic rigour and the web of connections that sustain and nurture our shared purpose.

Like any living system, our school is in constant motion—adapting, growing, and learning. We face new challenges, but we also embrace new opportunities. Passion and purpose propel us forward, ensuring that our journey remains meaningful, no matter what obstacles we encounter. As we continue to implement the vision of *Flourish 2031*, we are confident that the education we provide at STS will be relevant to today's world and equip our students to thrive in the future.

STS's approach to education goes beyond traditional measures of success. It's about fostering gratitude, resilience, and integrity. Each step forward is an opportunity for growth, a chance to connect passion with purpose. With the support of our community and the strength of our shared vision, we are ready to navigate the challenges ahead and continue delivering an exceptional, purpose-driven education that empowers students to lead lives of meaning and impact.

At STS, we help students uncover what matters most—what sparks their curiosity, drives their ambition, and directs their lives. This is the essence of education: empowering individuals to live with purpose, guided by their passions, and ready to shape the world around them. As we move into the future, we do so with optimism, knowing that the path forward, though ever-changing, will always be grounded in our commitment to developing thoughtful, compassionate, and capable leaders.

Sincerely,

Dr. Carol Grant-Watt

Head of School

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Strathcona-Tweedsmuir School for the 2023/2024 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The Board is committed to using the results in this report to the best of its abilities to improve student outcomes and 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 2023/2024 was approved by the Board on November 19, 2024.

Mike Rose

Chair, Board of Governors

Strathcona-Tweedsmuir School

OUR VISION, MISSION, MOTTO, VALUES, AND PRINCIPLES

OUR VISION   Inspiring 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 MOTTO   *Nil nisi optimum - nothing but our best*

OUR VALUES

Curiosity is 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 is 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 better prepare 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 we 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 120 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 Kindergarten through Grade 12 students. 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 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 them, which enhances their knowledge of concepts. We celebrate diversity and inspire students to seek opportunities to connect their learning to a broader global perspective. It's a big-picture approach to learning that encourages critical thinking and prepares students for a life of purpose.

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

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

STS has established an online and hybrid Grades 9 to 12 Collegiate School called STAND School. The primary aim of STAND is to offer flexibility and personalized learning to students and partner with post-secondary institutions and industry to meet the dynamic labour needs of the Alberta economy. We have authored all courses required for graduation with an Alberta High School Diploma from Grades 9 to 12. STAND hybrid students attend project-based learning classes once a week on campus and at Platform Calgary. STAND courses in Grades 11 and 12 support students with athletic commitments outside of school and STS students looking to solve timetable challenges. STANDalone courses are also available to learners across Alberta through our e-commerce platform.

SPECIAL RECOGNITION

DAN ARATO DAY

A day of fun, remembrance, and community, Dan Arato Day is a promise to celebrate life and find joy in sorrow. Tragically taken too soon, Daniel Arato was one of the victims of the devastating avalanche in 2003. A bright light full of energy and humour, Dan's short life is honoured every year by a special day of events. This year, joined with Dan's parents, the entire school dressed in their House colours, cheered on a student versus staff basketball game and took part in many other entertaining activities.

INTERNATIONAL TRIPS

Students in Grade 9 had the opportunity to test their French and Spanish language skills and cultural knowledge by exploring France and Spain. At the same time, members of the Senior School bands were a hop, skip, and jump away in the Netherlands, performing in historical cathedrals, touring Amsterdam, and experiencing a bit of Dutch culture. On top of those trips, students travelled to Morocco, taking in incredible experiences like riding camels in the desert, sand surfing, and a traditional tagine cooking class.

THE LITTLE MERMAID MUSICAL

A phenomenal feat with a live STS pit band, Disney-calibre singing voices, innovative set lighting and design, and fabulous costumes of every living thing under the sea — the Senior School's production of *The Little Mermaid* was tough to beat. The show was a hit, especially for families, and it was a privilege to bring several local school groups for a special matinee.

IB DP MUSIC CLASS WINS AWARD

Our IB DP Music 30 class entered the CBC Canadian Music Class Challenge — and WON! Up against some incredibly skilled competitors, the eight-member ensemble of Grade 11 and 12 students submitted a fresh instrumental cover of Drake's *Passionfruit*. Judged by a panel of some of Canada's most talented musical artists, they came out on top.

CHOCOLATE BAR DESIGN COMPETITION

A highlight for middle school design students was the chocolate bar design challenge, which involved fierce competition. Students learned skills in designing their chocolate moulds—from preliminary sketches to 3D printing to tempering chocolate for the perfect pour. Finally, they presented their products to a panel of judges, including Eva Choi, owner of *The Chocolate Lab*, who then used the winning mould to produce bars for STS to distribute on special occasions.

GRADE 8 CANOE TRIP

An annual trek for the Grade 8 students in May, this year's canoe trip down the Red Deer River included a special guest—Saa'kokoto, our school's Elder-in-Residence. The experience is built on a series of progressive outdoor adventures spanning the students' progression each year to achieve this level of skill, comfort, and responsibility. Students spent two nights camping, hiking, canoeing, and exploring with trained faculty and staff guidance.

INNOVATION DAY 2024

Celebrating all things innovative, this public event had something for everyone – workshops, an interactive playground, faculty and student projects, panel discussions, keynote speakers, a Dragon's Den competition, and a sneak peek of all our summer programming. Inspiring and entertaining, this must-attend annual event also left attendees deep in thought after hearing from brilliant industry leaders, including Dwayne Matthews, Dr. Jay Cross '80, Michael Flach, David J. Finch, and Rahim Sajan.

ELEMENTARY OUTDOOR PHYSICAL & HEALTH EDUCATION (PHE)

With our large country campus in the Alberta Foothills, we have the excellent opportunity to explore and learn beyond the walls of the classroom—including in winter! Our kindergarten to grade 6 faculty organized several weeks of PHE classes during the snowy season, including snowshoeing, cross-country skiing, and other outdoor adventure perks, like drinking hot chocolate and getting cozy around a fire pit.

REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES

OVERALL SUMMARY | FALL 2024

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Strathcona Tweedsmuir Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	88.5	90.0	89.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	92.0	92.7	92.3	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	92.5	97.4	98.1	80.4	80.7	82.4	Very High	Declined	Good
	5-year High School Completion	97.7	96.3	95.2	88.1	88.6	87.3	Very High	Maintained	Excellent
	PAT6: Acceptable	97.7	100.0	100.0	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT6: Excellence	69.8	68.4	68.4	19.8	18.0	18.0	Very High	Maintained	Excellent
	PAT9: Acceptable	92.5	93.2	93.2	62.5	62.6	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	40.5	45.5	45.5	15.4	15.5	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	90.2	91.2	91.2	81.5	80.3	80.3	Very High	Maintained	Excellent
	Diploma: Excellence	38.8	39.1	39.1	22.6	21.2	21.2	Very High	Maintained	Excellent
Teaching & Leading	Education Quality	93.5	94.0	94.5	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.5	93.7	93.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	90.7	89.8	90.1	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	89.6	87.8	88.7	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. 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 Exam 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.

Measure Evaluation Reference (Required AEAMs)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT6: Acceptable	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
PAT6: Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
PAT9: Acceptable	0.00 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:
1. For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

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

Overall Evaluation Table

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

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

STUDENT GROWTH & ACHIEVEMENT

STUDENT LEARNING ENGAGEMENT

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

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	586	90.9	677	89.6	615	90.0	667	88.5	n/a	Maintained	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	99	96.3	119	95.2	78	95.3	114	93.8	n/a	Maintained	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	440	78.4	507	75.0	489	76.1	517	73.6	n/a	Maintained	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	47	97.9	51	98.7	48	98.6	36	98.1	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1
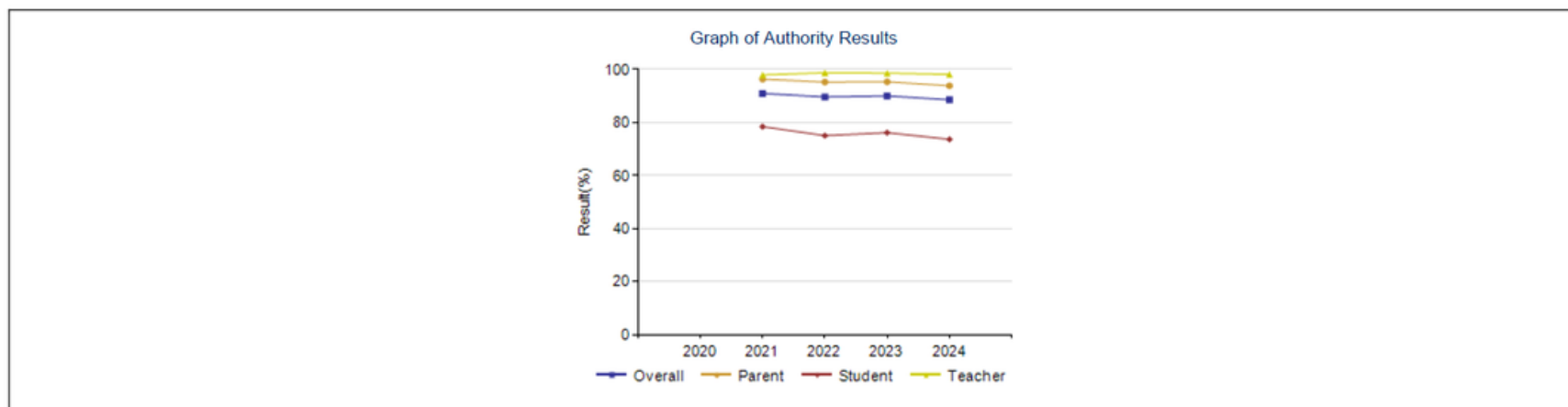
Graph of Authority Results

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

CITIZENSHIP

	Authority										Measure Evaluation			Province										
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	712	90.8	586	91.3	677	92.0	616	92.7	666	92.0	Very High	Maintained	Excellent	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	147	96.2	99	93.7	119	93.6	78	95.4	114	94.2	Very High	Maintained	Excellent	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	503	78.7	440	82.8	507	83.9	490	84.8	516	82.8	Very High	Maintained	Excellent	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	62	97.4	47	97.4	51	98.4	48	97.9	36	98.9	Very High	Maintained	Excellent	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

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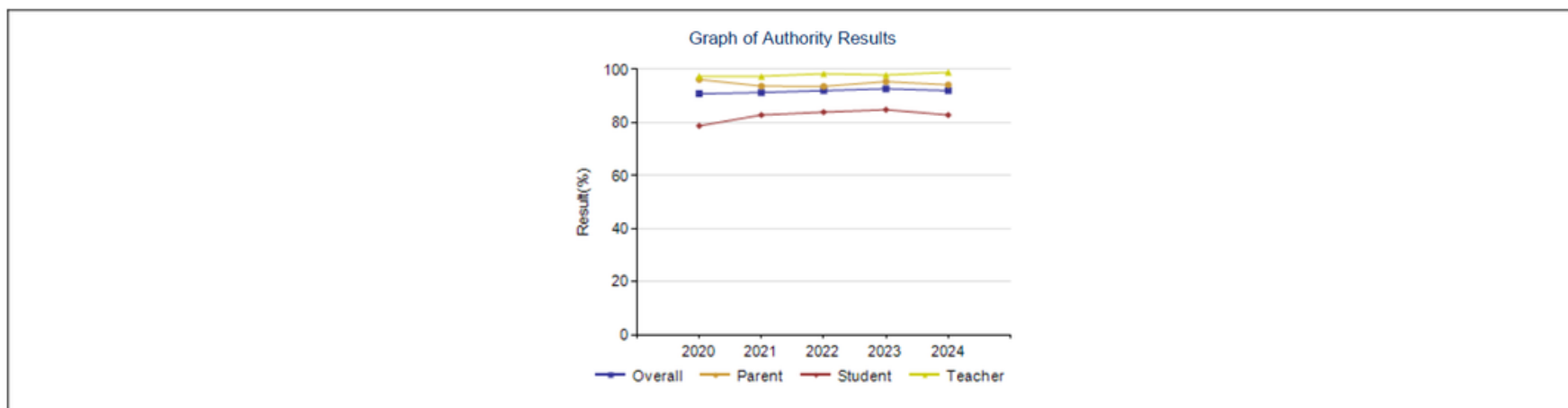

Graph of Authority Results

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

HIGH SCHOOL COMPLETION RATE

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																									
	Authority										Measure Evaluation			Province											
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%		
3 Year Completion	70	94.5	64	97.9	74	98.9	82	97.4	71	92.5	Very High	Declined	Good	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4		
4 Year Completion	82	94.2	70	95.4	64	96.4	75	98.0	82	96.9	Very High	Maintained	Excellent	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1		
5 Year Completion	79	93.9	82	94.1	70	95.4	64	96.3	75	97.7	Very High	Maintained	Excellent	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1		

Graph of Authority Results — 3 Year Completion
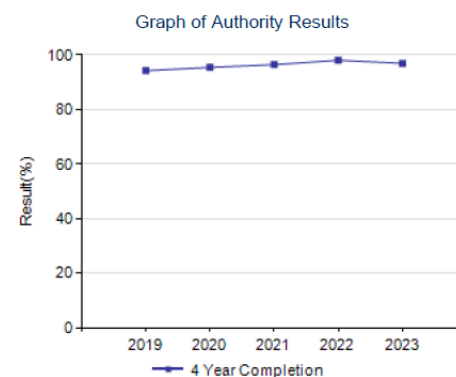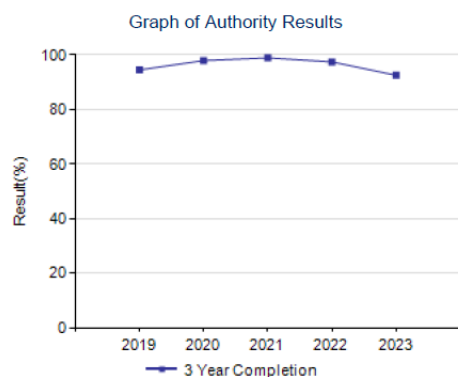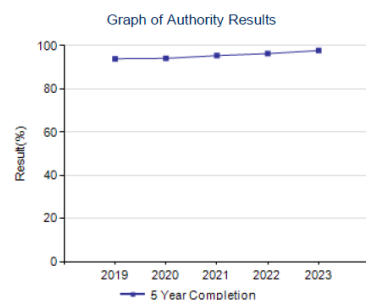

Graph of Authority Results — 4 Year Completion

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

High School Completion Rate – Measure Details

Graph of Authority Results — 5 Year Completion

Note: STS did not have anyone who identified as First Nation, Métis, or Inuit in the 2024 Graduation Class.

Notes:
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2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

LIFELONG LEARNING

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

|	Authority										Measure Evaluation			Province										
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	206	89.4	143	94.7	169	92.0	126	93.2	148	91.1	Very High	Maintained	Excellent	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9
Parent	144	82.8	96	92.7	118	91.8	78	91.8	112	89.2	Very High	Maintained	Excellent	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3
Teacher	62	95.9	47	96.8	51	92.2	48	94.7	36	93.1	Very High	Maintained	Excellent	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6
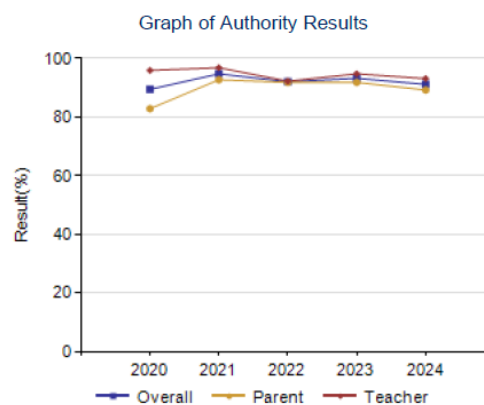
Graph of Authority Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.

PROGRAM OF STUDIES

|	Authority										Measure Evaluation			Province										
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.																								
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	579	88.3	482	91.4	550	92.7	494	94.4	532	92.7	Very High	Maintained	Excellent	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
Parent	147	92.2	99	95.3	119	94.8	78	95.8	114	96.4	Very High	Maintained	Excellent	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	370	78.8	336	83.8	380	86.8	368	89.1	382	88.3	Very High	Maintained	Excellent	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7
Teacher	62	93.9	47	95.1	51	96.5	48	98.4	36	93.4	Very High	Maintained	Excellent	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2
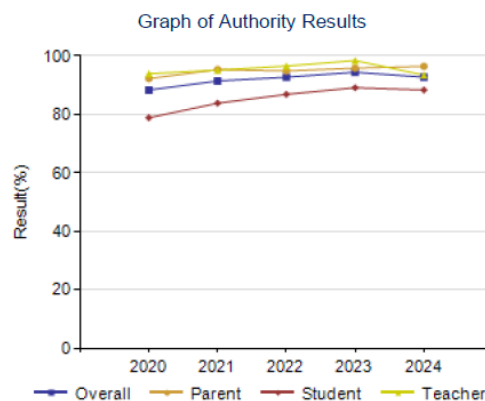
Graph of Authority Results

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

RUTHERFORD ELIGIBILITY RATE

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																						
	Authority										Measure Evaluation			Province								
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	69	100.0	62	95.2	75	98.7	80	100.0	70	98.6	Very High	Maintained	Excellent	58,970	66.6	59,357	68.0	58,631	70.2	57,307	71.9	58,930	70.7

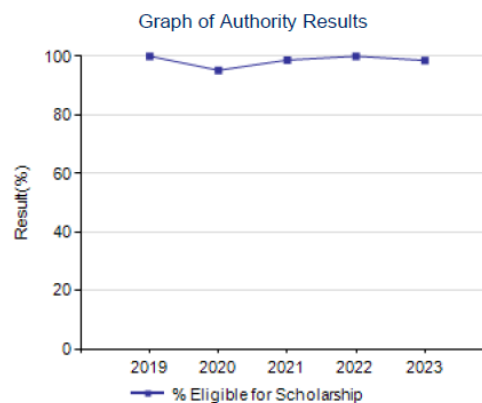| Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2019	69	65	94.2	65	94.2	66	95.7	69	100.0
2020	62	57	91.9	58	93.5	53	85.5	59	95.2
2021	75	73	97.3	74	98.7	71	94.7	74	98.7
2022	80	76	95.0	79	98.8	78	97.5	80	100.0
2023	70	63	90.0	66	94.3	65	92.9	69	98.6

Graph of Authority Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

SAFE & CARING

Safe and Caring – Measure Details

|	Authority											Measure Evaluation			Province									
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.																								
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	711	93.6	586	94.5	677	94.1	617	94.9	666	94.3	Very High	Maintained	Excellent	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	147	96.0	99	95.9	119	96.2	78	96.9	114	96.8	Very High	Maintained	Excellent	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	502	85.6	440	89.7	507	87.8	491	89.6	516	89.3	Very High	Maintained	Excellent	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	62	99.0	47	97.8	51	98.4	48	98.3	36	96.6	Very High	Maintained	Excellent	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9
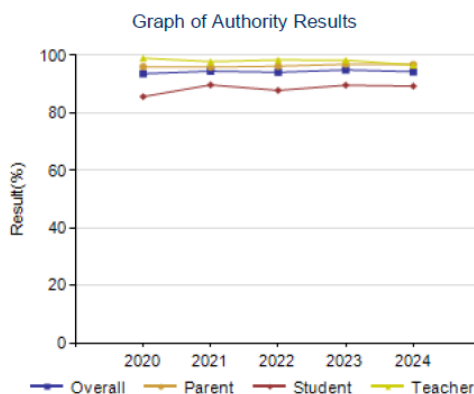
Graph of Authority Results

Notes:
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SATISFACTION WITH PROGRAM ACCESS

Satisfaction with Program Access – Measure Details

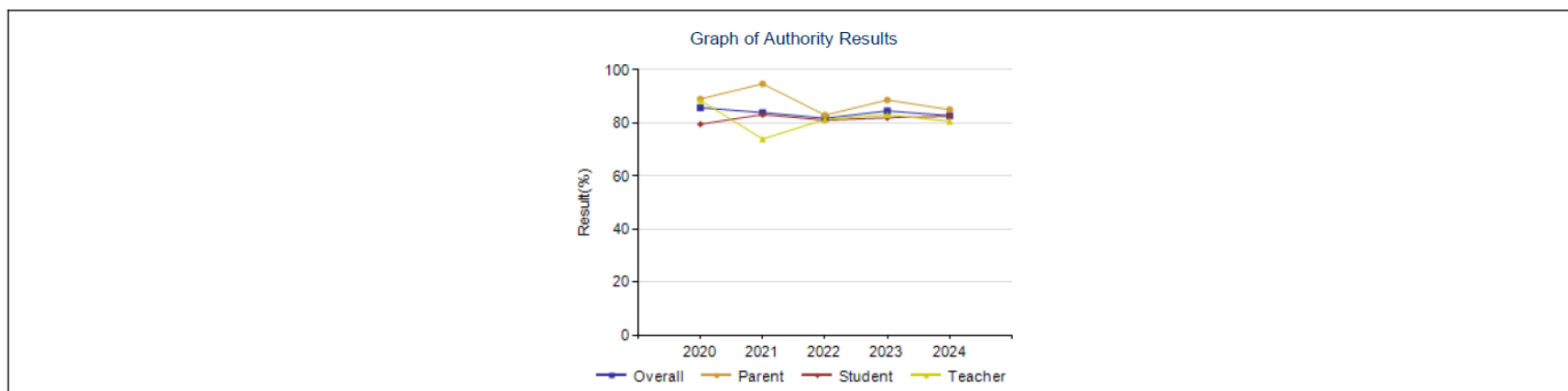|	Authority										Measure Evaluation			Province									
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																							
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	709	84.2	585	83.9	672	82.9	615	83.6	662	81.8	High	Maintained	Good	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9
Parent	145	82.2	98	88.8	116	86.4	77	89.0	112	88.0	Very High	Maintained	Excellent	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8
Student	502	80.9	440	80.9	505	80.3	490	79.8	514	79.6	Intermediate	Maintained	Acceptable	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0
Teacher	62	89.5	47	81.9	51	81.9	48	81.9	36	77.8	Intermediate	Maintained	Acceptable	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8
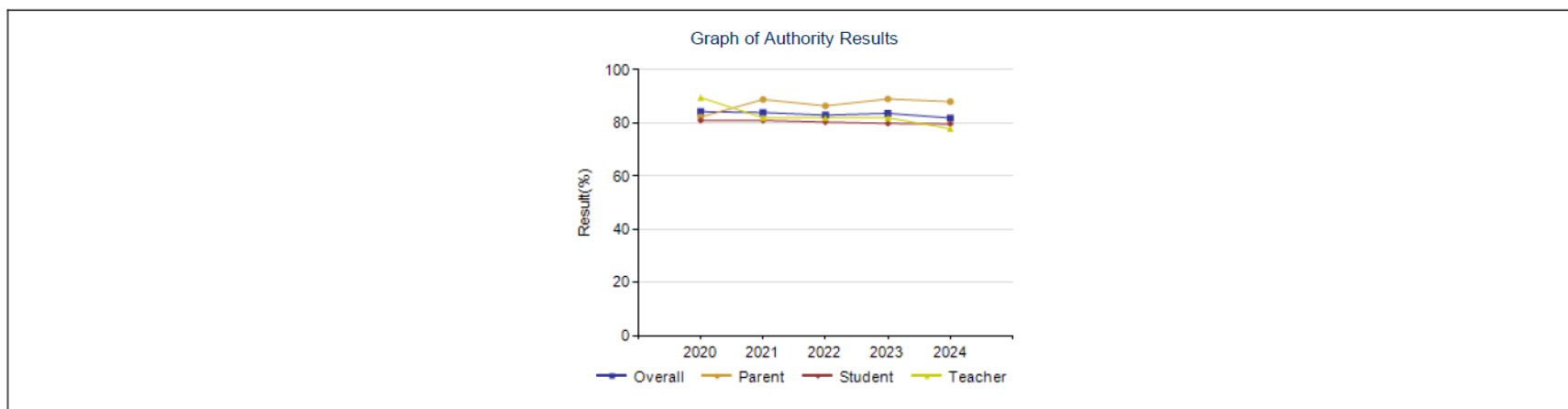
Graph of Authority Results

Notes:
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SCHOOL IMPROVEMENT

School Improvement – Measure Details

	Authority										Measure Evaluation			Province										
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	707	85.7	579	83.9	671	81.7	601	84.5	658	82.7	Very High	Maintained	Excellent	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
Parent	145	89.0	94	94.7	117	82.9	70	88.6	107	85.0	Very High	Maintained	Excellent	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	501	79.5	439	83.1	506	81.0	484	81.9	515	82.5	Very High	Maintained	Excellent	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	61	88.5	46	73.9	48	81.3	47	83.0	36	80.6	High	Maintained	Good	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2

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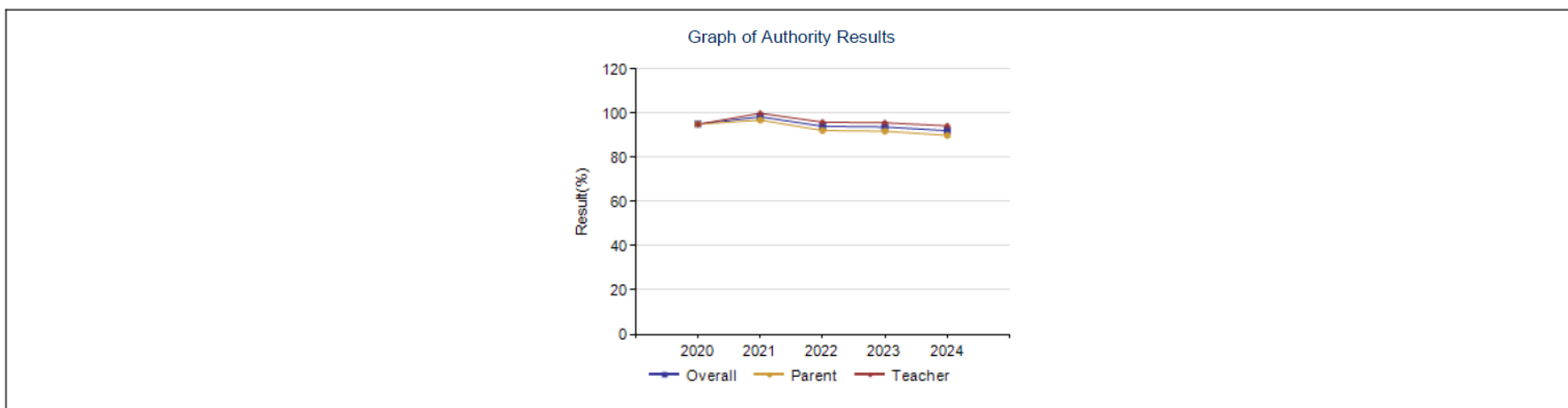

Graph of Authority Results

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

WORK PREPARATION

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

|	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	203	95.1	143	98.4	166	94.1	121	93.8	145	92.1	Very High	Maintained	Excellent	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8
Parent	143	95.1	96	96.9	116	92.2	74	91.9	110	90.0	Very High	Maintained	Excellent	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8
Teacher	60	95.0	47	100.0	50	96.0	47	95.7	35	94.3	High	Maintained	Good	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7

Graph of Authority Results

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

PROVINCIAL ACHIEVEMENT TEST (PAT) RESULTS

Provincial Achievement Test Results – Grade 6 PAT By Number Enrolled Measure History

Grade 6 PAT Results By Number Enrolled Measure History	Strathcona Tweedsmuir Sch					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	56	38	43	n/a	n/a	n/a	n/a	n/a	56,482	57,655	60,804
Acceptable Standard %	n/a	n/a	98.2	100.0	97.7	Very High	Maintained	Excellent	n/a	n/a	67.8	66.2	68.5
Standard of Excellence %	n/a	n/a	46.4	68.4	69.8	Very High	Maintained	Excellent	n/a	n/a	20.1	18.0	19.8
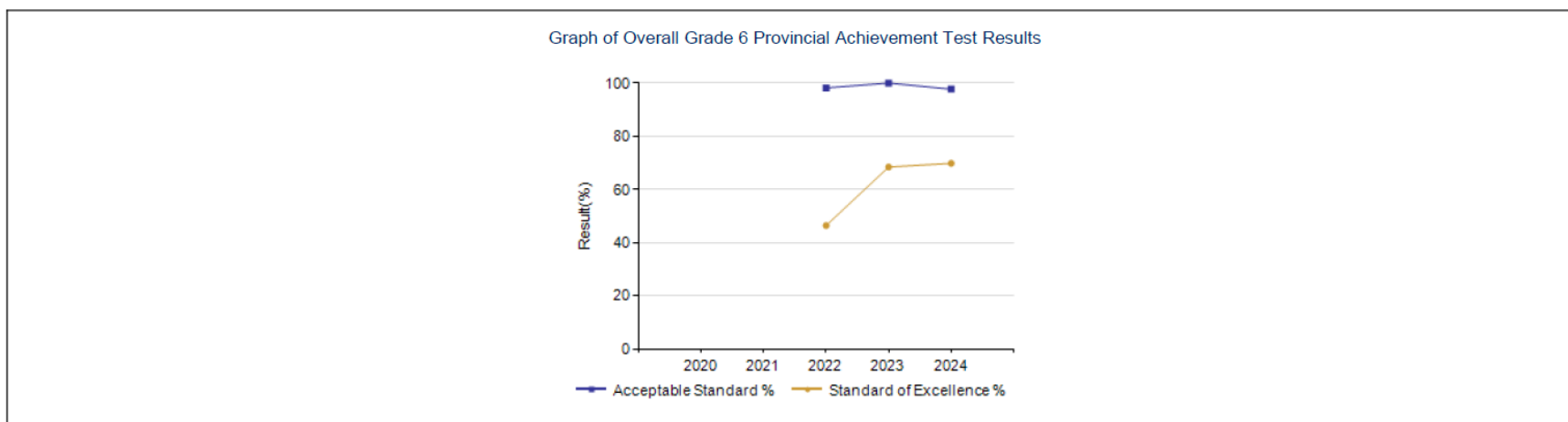
Graph of Overall Grade 6 Provincial Achievement Test Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: Social Studies (Grades 6).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

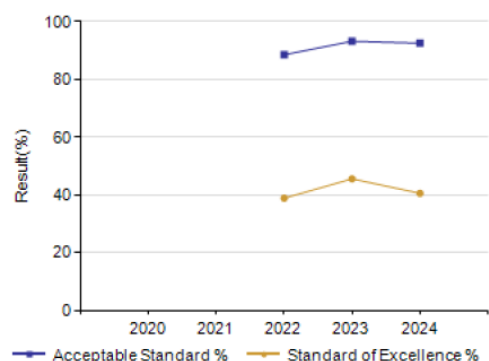*Note:*
- *STS did not have anyone identifying as First Nation, Métis, or Inuit write the Alberta Provincial Achievement Tests.*
- *STS did not have any students who required English language supports write the Alberta Provincial Achievement Tests.*

Provincial Achievement Test Results – Grade 9 PAT By Number Enrolled Measure History

Grade 9 PAT Results By Number Enrolled Measure History													
	Strathcona Tweedsmuir Sch					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	78	73	89	n/a	n/a	n/a	n/a	n/a	53,039	57,925	60,682
Acceptable Standard %	n/a	n/a	88.5	93.2	92.5	Very High	Maintained	Excellent	n/a	n/a	62.9	62.6	62.5
Standard of Excellence %	n/a	n/a	38.8	45.5	40.5	Very High	Maintained	Excellent	n/a	n/a	16.8	15.5	15.4

Graph of Overall Grade 9 Provincial Achievement Test Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Note:
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Provincial Achievement Test Results – Measure Details

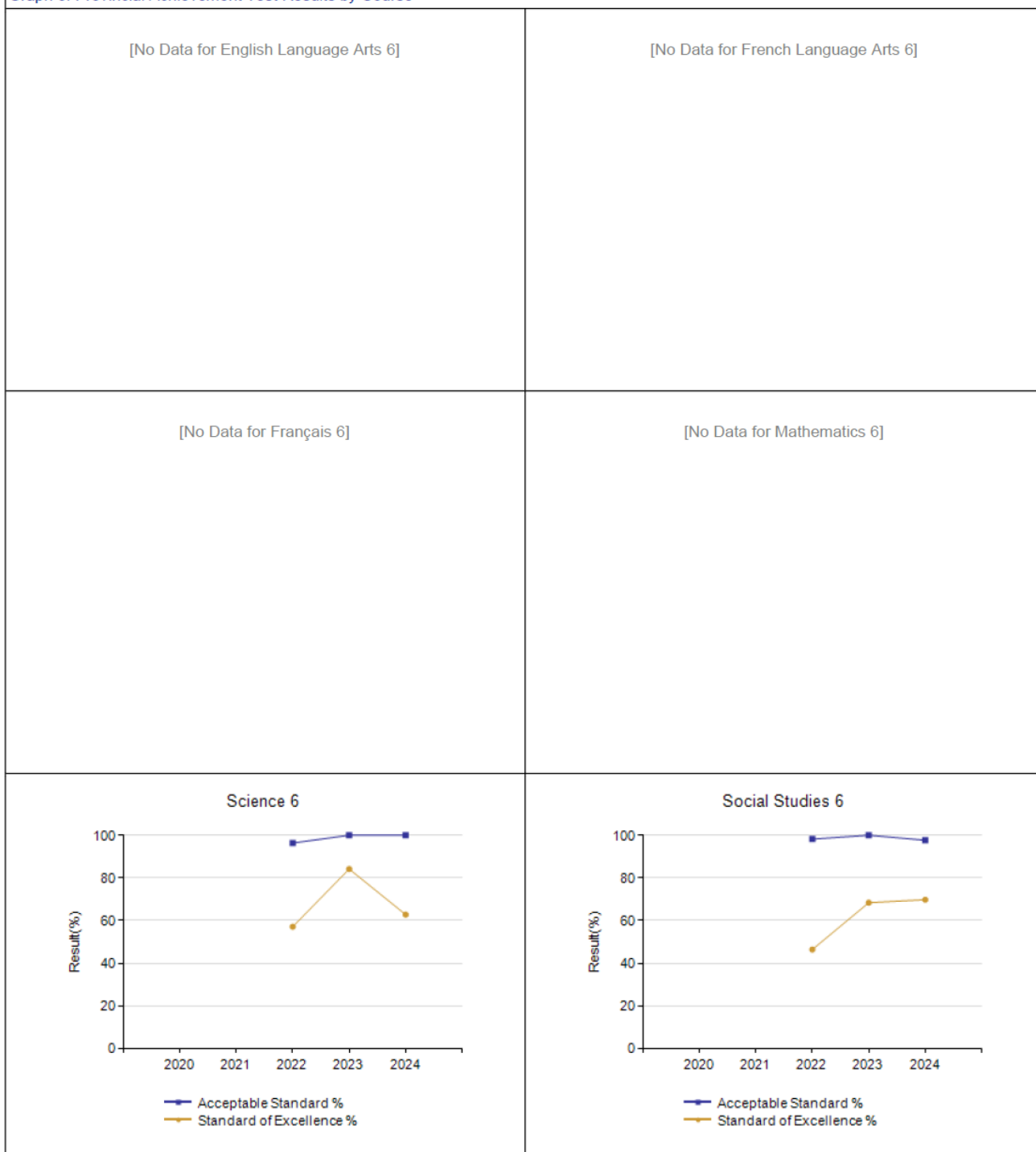| PAT Course by Course Results by Number Enrolled.		Results (in percentages)										Target	
		2020		2021		2022		2023		2024		2024	
		A	E	A	E	A	E	A	E	A	E	A	E
French Language Arts 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5	69.9	9.3		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	83.0	20.2	78.9	19.4	80.4	18.5		
Science 6	Authority	n/a	n/a	n/a	n/a	96.4	57.1	100.0	84.2	100.0	62.8		
	Province	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	98.2	46.4	100.0	68.4	97.7	69.8		
	Province	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8		
English Language Arts 9	Authority	n/a	n/a	n/a	n/a	89.7	38.5	95.9	60.3	94.2	32.6		
	Province	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8		
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7	49.6	5.6		
French Language Arts 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9	76.6	10.6		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	80.0	25.0	81.6	22.3	83.1	19.7		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	88.5	39.7	91.8	41.1	89.8	47.7		
	Province	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0		
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3	52.2	9.9		
Science 9	Authority	n/a	n/a	n/a	n/a	88.5	39.7	94.5	38.4	94.2	40.7		
	Province	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8		
K&E Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9	52.3	8.9		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	87.2	37.2	90.4	42.5	91.9	40.7		
	Province	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8		
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6	50.4	11.3		

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

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Graph of Provincial Achievement Test Results by Course

[No Data for English Language Arts 6]	[No Data for French Language Arts 6]
[No Data for Français 6]	[No Data for Mathematics 6]

Science 6

Social Studies 6

Notes:
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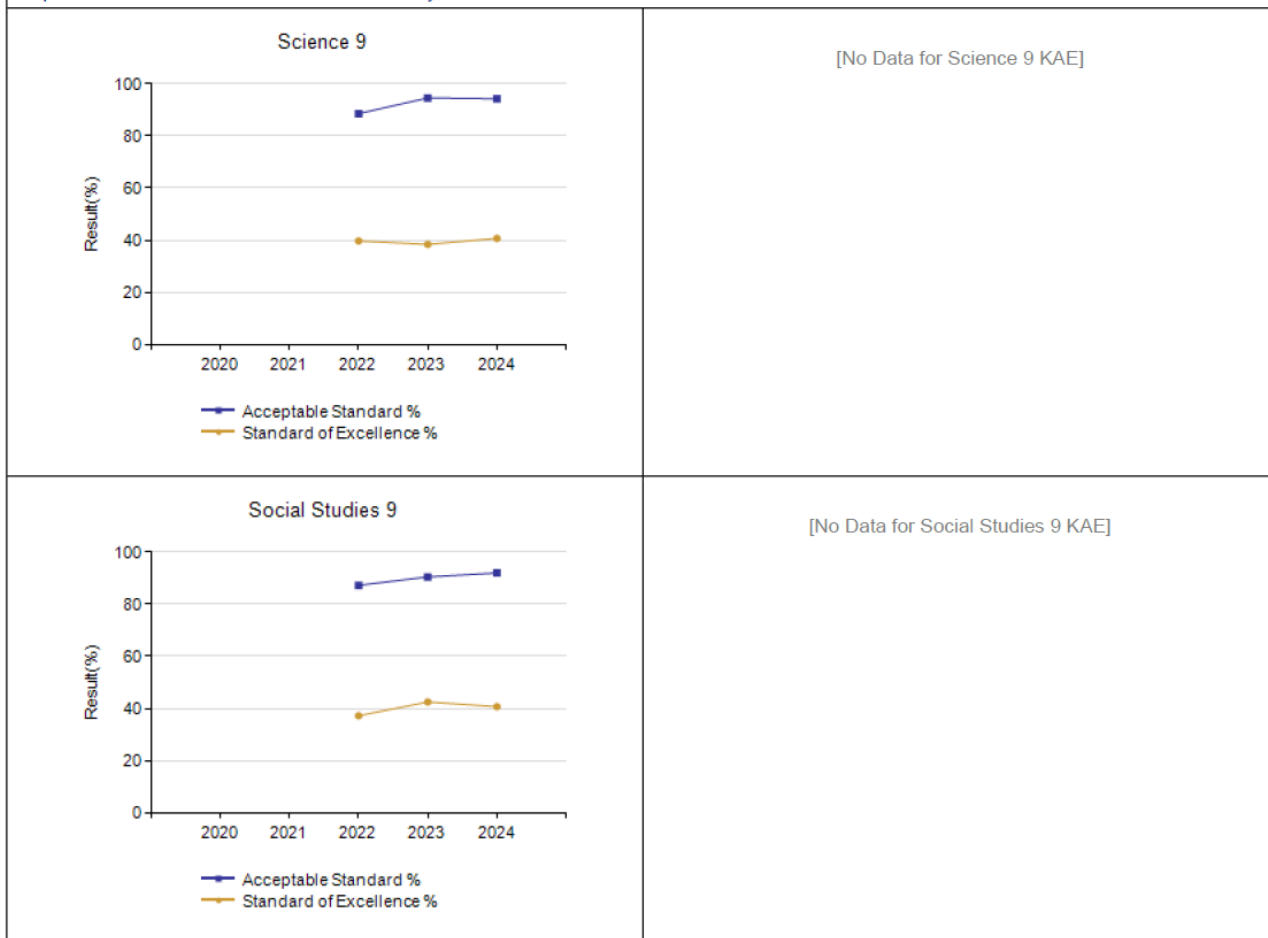
Graph of Provincial Achievement Test Results by Course

English Language Arts 9

[No Data for English Lang Arts 9 KAE]

Legend:
— Acceptable Standard %
— Standard of Excellence %

[No Data for French Language Arts 9]

[No Data for Français 9]

Mathematics 9

[No Data for Mathematics 9 KAE]

Legend:
— Acceptable Standard %
— Standard of Excellence %

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 COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Graph of Provincial Achievement Test Results by Course

Science 9

[No Data for Science 9 KAE]

Social Studies 9

[No Data for Social Studies 9 KAE]

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 COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Note:
- *STS did not have anyone identifying as First Nation, Métis, or Inuit write the Alberta Provincial Achievement Tests.*
- *STS did not have any students who required English language supports write the Alberta Provincial Achievement Tests.*

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Strathcona Tweedsmuir Sch							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	Very High	Maintained	Excellent	43	100.0	38	100.0	53,806	68.8	54,859	66.7
	Standard of Excellence	Very High	Declined Significantly	Acceptable	43	62.8	38	84.2	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	43	97.7	38	100.0	60,804	68.5	57,655	66.2
	Standard of Excellence	Very High	Maintained	Excellent	43	69.8	38	68.4	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	86	94.2	73	95.9	59,096	69.5	56,255	71.4
	Standard of Excellence	Very High	Declined Significantly	Acceptable	86	32.6	73	60.3	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	Very High	Maintained	Excellent	88	89.8	73	91.8	58,577	52.7	55,447	54.4
	Standard of Excellence	Very High	Maintained	Excellent	88	47.7	73	41.1	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	52.2	1,815	52.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	Very High	Maintained	Excellent	86	94.2	73	94.5	59,072	67.6	56,311	66.3
	Standard of Excellence	Very High	Maintained	Excellent	86	40.7	73	38.4	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	86	91.9	73	90.4	59,125	60.5	56,309	58.4
	Standard of Excellence	Very High	Maintained	Excellent	86	40.7	73	42.5	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
French Language Arts 6 année	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Language Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9 année	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:
1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

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

Overall Evaluation Table

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

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

DIPLOMA EXAM RESULTS

Diploma Examination Results – By Students Writing Measure History

Diploma Exam Results By Students Writing Measure History	Strathcona Tweedsmuir Sch					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	106	85	90	n/a	n/a	n/a	n/a	n/a	58,444	67,294	72,444
Acceptable Standard %	n/a	n/a	88.7	91.2	90.2	Very High	Maintained	Excellent	n/a	n/a	75.2	80.3	81.5
Standard of Excellence %	n/a	n/a	32.6	39.1	38.8	Very High	Maintained	Excellent	n/a	n/a	18.2	21.2	22.6
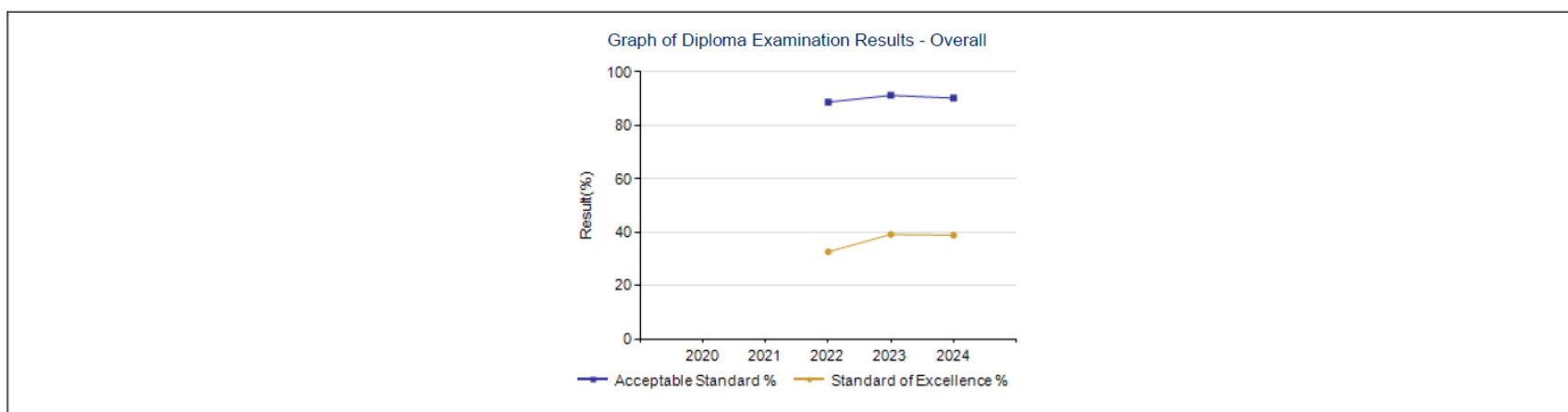
Graph of Diploma Examination Results - Overall

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Exams. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Note:
- *STS did not have anyone identifying as First Nation, Métis, or Inuit write the Alberta Diploma Exams.*
- *STS did not have any students who required English language supports write the Alberta Diploma Exams.*

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.		Results (in percentages)										Target	
		2020		2021		2022		2023		2024		2024	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	96.3	37.5	95.4	27.7	92.1	25.0		
	Province	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1		
English Lang Arts 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9		
French Language Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1	95.3	8.6		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	98.8	44.2	99.2	30.7	99.4	26.3		
Mathematics 30-1	Authority	n/a	n/a	n/a	n/a	81.1	39.2	92.3	57.7	82.8	50.0		
	Province	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	*	*	87.5	25.0	100.0	7.1		
	Province	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	94.3	26.4	94.7	30.7	94.6	28.4		
	Province	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7		
Biology 30	Authority	n/a	n/a	n/a	n/a	88.5	28.8	87.2	46.2	90.7	48.1		
	Province	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	85.5	29.1	90.6	45.3	90.2	56.9		
	Province	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0		
Physics 30	Authority	n/a	n/a	n/a	n/a	80.8	26.9	76.0	36.0	81.0	47.6		
	Province	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1	81.3	24.6		

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
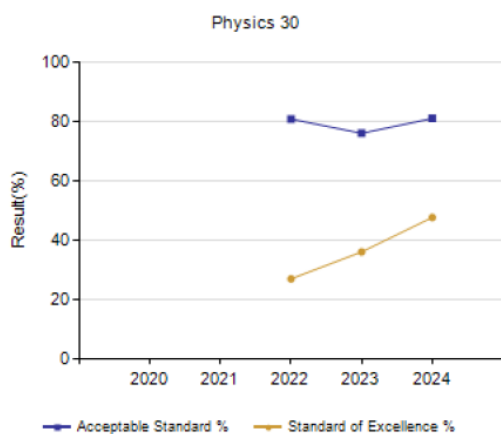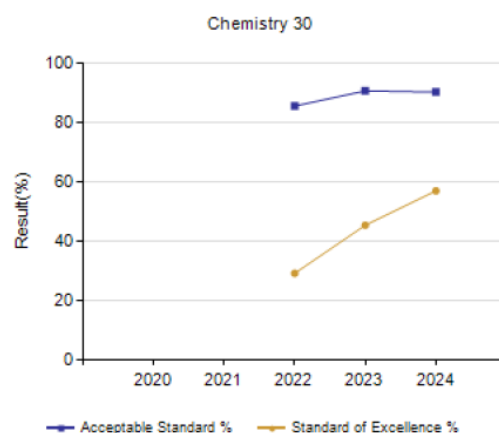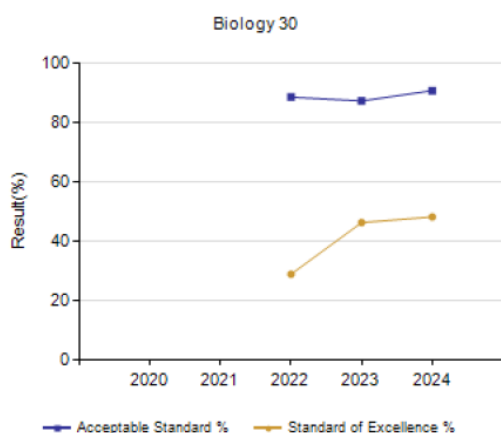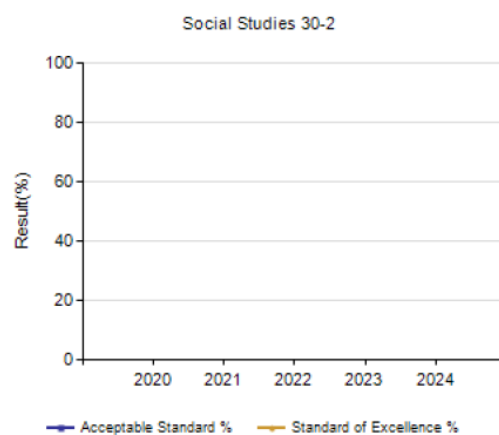
Diploma Examination Results by Course

English Lang Arts 30-1

[No Data for English Lang Arts 30-2]

[No Data for French Lang Arts 30-1]

[No Data for Français 30]

Mathematics 30-1

Mathematics 30-2

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
3. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results by Course

Social Studies 30-1

Social Studies 30-2

Biology 30

Chemistry 30

Physics 30

[No Data for Science 30]

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
3. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Achievement	Improvement	Overall	2024 N	2024 %	Prev 3 Year Average N	Prev 3 Year Average %	2024 N	2024 %	Prev 3 Year Average N	Prev 3 Year Average %
									Alberta			
English Lang Arts 30-1	Acceptable Standard	High	Maintained	Good	76	92.1	65	95.4	33,001	84.2	31,493	83.7
	Standard of Excellence	Very High	Maintained	Excellent	76	25.0	65	27.7	33,001	10.1	31,493	10.5
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,219	85.7	17,112	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,219	12.9	17,112	12.7
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,200	95.3	1,236	93.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,200	8.6	1,236	6.1
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	99.4	127	99.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	26.3	127	30.7
Mathematics 30-1	Acceptable Standard	n/a	Declined	n/a	64	82.8	52	92.3	21,035	75.4	19,763	70.8
	Standard of Excellence	n/a	Maintained	n/a	64	50.0	52	57.7	21,035	34.9	19,763	29.0
Mathematics 30-2	Acceptable Standard	n/a	Improved	n/a	14	100.0	8	87.5	15,676	70.9	14,418	71.1
	Standard of Excellence	n/a	Declined	n/a	14	7.1	8	25.0	15,676	15.4	14,418	15.2
Social Studies 30-1	Acceptable Standard	High	Maintained	Good	74	94.6	75	94.7	25,167	85.2	24,023	83.5
	Standard of Excellence	Very High	Maintained	Excellent	74	28.4	75	30.7	25,167	18.7	24,023	15.9
Social Studies 30-2	Acceptable Standard	*	*	*	2	*	n/a	n/a	23,985	77.6	21,045	78.1
	Standard of Excellence	*	*	*	2	*	n/a	n/a	23,985	12.7	21,045	12.3
Biology 30	Acceptable Standard	High	Maintained	Good	54	90.7	39	87.2	24,414	83.1	23,270	82.7
	Standard of Excellence	Very High	Maintained	Excellent	54	48.1	39	46.2	24,414	33.7	23,270	32.8
Chemistry 30	Acceptable Standard	Very High	Maintained	Excellent	51	90.2	53	90.6	19,955	82.9	18,364	80.5
	Standard of Excellence	Very High	Improved	Excellent	51	56.9	53	45.3	19,955	38.0	18,364	37.0
Physics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	21	81.0	25	76.0	9,955	85.1	9,241	82.3
	Standard of Excellence	Very High	Maintained	Excellent	21	47.6	25	36.0	9,955	43.1	9,241	39.9
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,439	81.3	8,007	79.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,439	24.6	8,007	23.1

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Note:
- STS did not have anyone identifying as First Nation, Métis, or Inuit write the Alberta Diploma Exams.
- STS did not have any students who required English language supports write the Alberta Diploma Exams.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Language Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:
1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

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

Overall Evaluation Table

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

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

DIPLOMA EXAM PARTICIPATION

Diploma Examination Participation Rate – Measure Details

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.										
	Authority					**Province**				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
N	70	64	74	82	71	45,354	46,245	47,675	48,340	49,297
% Writing 0 Exams	5.5	n/a	n/a	7.5	7.5	13.9	n/a	n/a	20.9	14.4
% Writing 1+ Exams	94.5	n/a	n/a	92.5	92.5	86.1	n/a	n/a	79.1	85.6
% Writing 2+ Exams	93.0	n/a	n/a	92.5	91.1	83.3	n/a	n/a	54.4	82.5
% Writing 3+ Exams	93.0	n/a	n/a	90.0	91.1	67.1	n/a	n/a	20.0	64.7
% Writing 4+ Exams	**87.2**	**n/a**	**n/a**	**72.8**	**85.4**	**56.6**	**n/a**	**n/a**	**3.5**	**52.7**
% Writing 5+ Exams	59.6	n/a	n/a	25.9	61.2	38.3	n/a	n/a	0.5	31.6
% Writing 6+ Exams	10.2	n/a	n/a	1.2	8.5	13.7	n/a	n/a	0.0	8.4

Graph of Authority Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Examinations was impacted by the COVID-19 pandemic from 2019/20 to 2021/22, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.
3. Participation in Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Diploma Examination Participation Rate – Measure Details

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

|	Authority					Province				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
N	70	64	74	82	71	45,354	46,245	47,675	48,340	49,297
English Language Arts 30-1	91.4	n/a	n/a	84.1	91.5	55.9	n/a	n/a	27.7	56.4
English Language Arts 30-2	0.0	n/a	n/a	0.0	0.0	29.0	n/a	n/a	13.3	28.1
Total of 1 or more English Diploma Exams	**91.4**	**n/a**	**n/a**	**84.1**	**91.5**	**81.7**	**n/a**	**n/a**	**40.5**	**81.3**
Social Studies 30-1	91.4	n/a	n/a	61.0	90.1	44.3	n/a	n/a	22.5	45.0
Social Studies 30-2	0.0	n/a	n/a	1.2	0.0	38.0	n/a	n/a	17.4	36.2
Total of 1 or more Social Diploma Exams	**91.4**	**n/a**	**n/a**	**62.2**	**90.1**	**81.7**	**n/a**	**n/a**	**39.8**	**80.6**
Mathematics 30-1	85.7	n/a	n/a	69.5	76.1	35.4	n/a	n/a	10.9	32.1
Mathematics 30-2	4.3	n/a	n/a	6.1	9.9	26.1	n/a	n/a	12.1	24.6
Total of 1 or more Math Diploma Exams	**90.0**	**n/a**	**n/a**	**75.6**	**85.9**	**59.3**	**n/a**	**n/a**	**22.9**	**54.8**
Biology 30	58.6	n/a	n/a	57.3	53.5	42.4	n/a	n/a	18.0	38.1
Chemistry 30	72.9	n/a	n/a	63.4	71.8	35.2	n/a	n/a	15.6	32.5
Physics 30	25.7	n/a	n/a	28.0	32.4	17.7	n/a	n/a	9.0	16.7
Science 30	0.0	n/a	n/a	0.0	0.0	18.2	n/a	n/a	7.9	14.3
Total of 1 or more Science Diploma Exams	**85.7**	**n/a**	**n/a**	**84.1**	**87.3**	**62.1**	**n/a**	**n/a**	**41.4**	**59.4**
Français 30-1	0.0	n/a	n/a	0.0	0.0	0.3	n/a	n/a	0.1	0.2
French Language Arts 30	0.0	n/a	n/a	0.0	0.0	2.6	n/a	n/a	1.3	2.5
Total of 1 or more French Diploma Exams	**0.0**	**n/a**	**n/a**	**0.0**	**0.0**	**2.9**	**n/a**	**n/a**	**1.5**	**2.7**

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Examinations was impacted by the COVID-19 pandemic from 2019/20 to 2021/22, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.
3. Participation in Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

DROP OUT RATE

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18																									
	Authority										Measure Evaluation			Province											
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%		
Drop Out Rate	272	0.5	246	1.0	264	0.4	273	1.7	279	1.0	Very High	Maintained	Excellent	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5		
Returning Rate	14	19.6	5	*	4	*	4	*	8	19.1	n/a	n/a	n/a	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6		
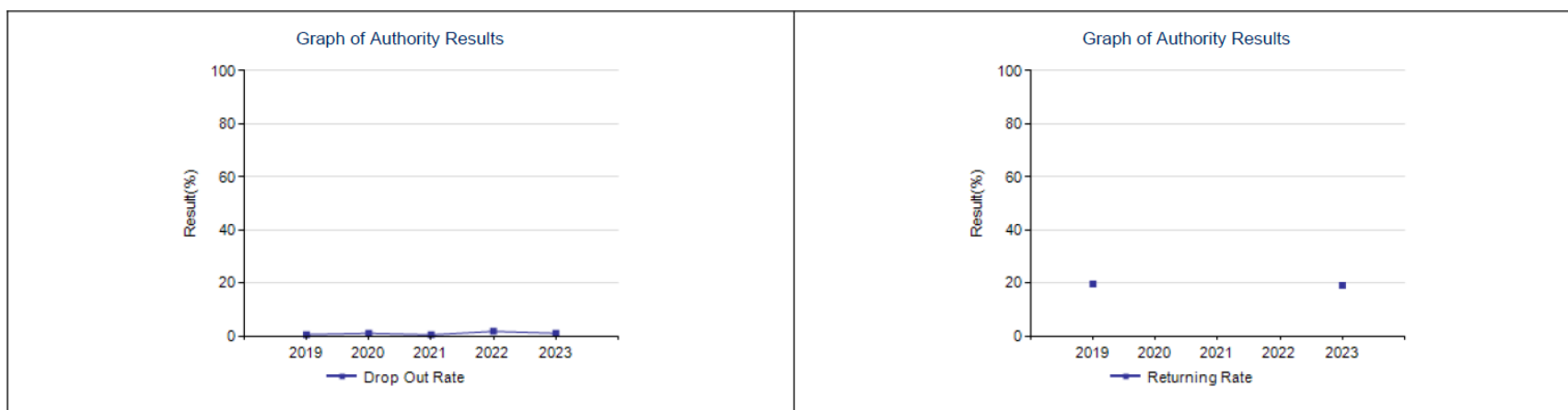
Graph of Authority Results — Drop Out Rate

Graph of Authority Results — Returning Rate

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Starting in 2018/19, 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.

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Strathcona Tweedsmuir School (STS) is the only school in southern Alberta offering both the Alberta Programs of Study *and* the International Baccalaureate (IB) continuum, which includes the Primary Years (PYP), Middle Years (MYP), and Diploma Programmes (DP). Our values-driven community fosters excellence, purpose, and belonging within a co-educational independent setting. All students graduate with an Alberta High School Diploma by meeting provincial requirements. Those earning an IB Diploma demonstrate a strong commitment to both academic and community engagement. Graduates are well-prepared for success in competitive fields at leading Canadian and international institutions, as reflected in the diverse post-secondary programs to which they gain acceptance.

STS hosted a Category 1 Making PYP Happen workshop for teachers. Educators from Rockyview School Division, Foothills School Division, Edmonton public school divisions, and separate school divisions attended. This provided a more local venue, as IB workshops tend to be offered in Vancouver, Toronto, or the USA. After completing the workshop, participants were able to create a local network of PYP educators to provide support and resources to each other.

STS offers a comprehensive IB continuum from Kindergarten to Grade 12, comprising PYP (K-6), MYP (7-10), and DP (11-12). These programs nurture critical thinking, problem-solving, and self-directed learning, built around four core elements:

- International Mindedness – Embracing diverse cultures and perspectives to foster empathy and compassion.
- Inquiry-Based Learning – Encouraging curiosity and proactive knowledge-seeking.
- IB Learner Profile – Developing principled, open-minded, and reflective attributes.
- Approaches to Learning (ATL) – Building essential skills for academic and lifelong success: critical thinking, communication, research, self-management, and social skills.

PRIMARY YEARS PROGRAMME

Students demonstrate their learning in the PYP Exhibition in Grade 6 by exploring real-world topics that interest them. This exhibition fosters skills in self-management, research, communication, critical thinking, and collaboration, starting from Kindergarten and continuing through the IB continuum. These projects allow students to engage in collaborative, interest-centered inquiry, exploring their passions beyond traditional assignments.

Recent topics explored:

- Bee Endangerment
- Challenges Facing Immigrants
- Animal Testing in Cosmetics
- The Impact of Exercise on Mental Health
- Understanding AI

MIDDLE YEARS PROGRAMME

In Grade 10, MYP students undertake a Personal Project, an independent study of a topic of personal interest. The project serves as a capstone assessment of ATL skills, documented through a product or outcome, a process journal, and a report detailing the project's scope and impact. These projects are evaluated by a teacher advisor, with some reviewed by external IB examiners to maintain global standards.

Exceptional projects have included:

- Restoring a 1986 Honda Spree Moped
- Designing a Bridge
- Women's Rights and Taylor Swift: An Analysis of Our Society and Women's Rights Today
- Human Impacts on Marine Life
- The Life Cycle of a Star
- Recording an Audio Track of "The Scientist" with Trumpet, Trombone, and Tuba

The Apostoli Marinakos Personal Project Award celebrates a Grade 10 student demonstrating creativity and innovation. This year's recipient developed a biomechanical glove prototype, Gripatronic, designed to improve grip strength, potentially benefiting elderly individuals or those with limited hand strength.

DIPLOMA PROGRAMME

In Grades 11-12, students may choose the IB Diploma or IB Certificate pathways. IB Diploma students complete a rigorous two-year program, including the Extended Essay (EE), a 4,000-word independent research paper. Guided by teacher supervisors, students develop skills in research question formulation, topic exploration, argument development, and idea communication.

Examples of student topics included:

Biology
How does the frequency of OCA2 SNP rs7495174 change between 2008 and 2018 in different regions of the world, specifically Europe, Africa, and Asia, therefore impacting the prevalence of blue eyes in those regions?
To what extent have improvements in the interventions for rheumatoid arthritis from the use of nonsteroidal anti-inflammatory drugs (NSAIDs) to contemporary tumour necrosis factor (TNF) inhibitors impacted treatment efficacy as measured by OMERACT (outcome measures in Rheumatology) criteria specifically evaluating the reduction in the number of painful/tender joints, the number of swollen joints, and where measured, the level of pain experienced by patients?

English
Regarding *The Book Thief* by Markus Zusak and its commentary on *The Book Burnings of Germany 1933*, propaganda, and the duality of words, what is/are the implication(s) of the power that words have?
In a patriarchal society, how does F. Scott Fitzgerald's *The Great Gatsby* (1925) illustrate the extent of female power through the character Daisy Buchanan?

In what ways do the poems of Allama Iqbal and T.S. Eliot express and shape ideas of nationality, pride, and cultural identity within their distinct cultural backgrounds?

How do contrasting characteristics of Achilles and Patroclus in Madeline Miller's *Song of Achilles*, despite their connection as lovers, reveal the interconnectedness of the Ancient Greek and Modern concepts of heroes?

To what extent is there a progression of ideas surrounding the effects of technology's relationship with humanity from *Do Androids Dream of Electric Sheep*? to *Thunderhead*?

History

To what extent did the Canadarm1 program (1981-2011) contribute to technological developments in the space industry in the Space Shuttle Program?

To what extent did Maoism promote women's rights by evaluating their access to education, employment and political participation from 1949 to 1976?

To what extent was the 2003 invasion of Iraq justified based on the legitimacy of weapons of mass destruction, the influence of the Project for the New American Century (PNAC) along with the subsequent increase in ultra-nationalism and military expenditure, and how did the decision impact the Iraqi government and its people?

Physics

What is the relationship between the period of one revolution of a spinning gyroscope's gyration and the angular velocity of the gyroscope?

How is the terminal velocity of rising air bubbles affected by the density of the liquid?

IB DIPLOMA COURSES OFFERED AT STS

Group 1: English Literature HL
Group 2: French B SL; French ab initio; Spanish B SL; Spanish ab initio
Group 3: Economics (SL/HL); History (SL/HL)
Group 4: Biology (SL/HL); Chemistry (SL/HL); Physics SL; Design Technology (SL/HL)
Group 5: Mathematics Analysis & Applications (SL/HL)
Group 6: Visual Arts SL; Music SL

IB DIPLOMA RESULTS | 2020-2024

		2020	2021	2022	2023	2024
IB DP FINAL AVERAGE	STS	38	37	35	32	34
	WORLD	30	33	32	30	30
IB MEAN SUBJECT GRADE	STS	5.06	5.86	5.60	5.00	5.30
	WORLD	5.08	5.55	5.13	4.84	4.90
IB DIPLOMA PASS RATE	STS	100%	100%	100%	100%	92%
	WORLD	85%	89%	86%	80%	80%

ELEMENTARY SCHOOL (KINDERGARTEN TO GRADE 6)

JUNIOR ATHLETICS - BELONGING

The Junior Spartans Athletic Club allows our grade 6 students to explore a variety of sports, including volleyball, cross country, basketball, badminton, and more. Offering four sessions per activity, students and coaches focus on skill development, teamwork, and strategy. Through the Spartans Athletic Club, students in Grade 6 can work with experienced teacher coaches and middle and senior school student-athletes who act as co-coaches in a safe and enriching experience for all participants. As a co-curricular program, it offers the students the opportunity to prepare and understand the commitments of being part of a team, preparing ahead for middle school, and the joy of participating in team sports with their classmates. It is a nice taster for students to determine which programs they would like to try out or participate in during middle school next year, meet coaches from the upper grades and build relationships with older student mentors.

ACTIVE CITIZENSHIP - GEAR SHACK

An initiative started during the 2023-24 school year, the Gear Shack provides students with both leadership opportunities and opportunities to vary the types of playground equipment - and thus, activities - they may avail of during our recess breaks. It is a highly effective method of keeping track of recess equipment and a very popular stop for students on their way out to recess. Finally, it provides a great chance for Elementary student volunteers to contribute/give back to the STS community. Grades 3 to 6 students can sign up as volunteers to run the Gear Shack, which is open during all recesses. These volunteers receive training on how to go about distributing and recording the equipment being used by their classmates, and all elementary students who wish to use the equipment are expected to adhere to the rules of use, as well as assume responsibility for the items that are signed out in their name. There is a large variety of things that may be borrowed - from hoops to scoops and a range of playground balls - and the hope is that this variety of play materials motivates students to try different playground activities and engage in a larger variety of playground games.

FOCUS ON LITERACY AND NUMERACY

Numeracy Initiatives

1. **Implementation of MathUP**
   - The LLs have successfully built teacher capacity by introducing MathUP, a program designed to deepen conceptual understanding of mathematics in alignment with the new Alberta curriculum.
   - LLs provided resources, opportunities for collaboration, and frequent check-ins to see what teachers needed to implement the program successfully.
   - A lead in Elementary math was facilitated to model effective implementation strategies across each grade level, ensuring teachers feel equipped to apply the program effectively.

2. **Resource Development and Extension Opportunities**
   - A comprehensive bank of resources aligned with the Alberta curriculum has been cultivated for teacher use and implementation. These resources are designed to serve as extension opportunities for students, enhancing their learning experience.
   - Students requiring an extension were allowed to participate in a nationwide math competition, which allowed them to engage in a broader mathematical community and further enrich their learning.

Literacy Initiatives

1. **Introduction of the UFLI Program**
   - A pilot program utilizing the University of Florida Literacy Institute (UFLI) resource was introduced for regular use in Kindergarten to Grade 3 classrooms. This initiative aligns with the new Alberta Curriculum and emphasizes a scientific approach to reading instruction.
   - To support this transition, teachers received training sessions, classroom observations, and ongoing support, focusing on the resource's practical use and the underlying research principles.

2. **Learning Community Meetings**
   - Regular learning community meetings were established for K-3 and 4-6 grade bands. These meetings are designed to promote consistency in teaching practices and assessment strategies across grades and foster a collaborative environment for teachers.

See Appendix B for the Early Years Literacy and Numeracy Assessments.

STUDENT-LED CONFERENCES | SCHOOL-HOME PARTNERSHIPS

Student-led conferences are an important aspect of the assessment process within our assessment cycle, and students are eager to share their successes, challenges and goals with their families. At STS, a Student-Led Conference is an enriched learning opportunity that involves the student articulating their learning, goals and achievements through demonstrations of a selection of learning routines, in-progress work samples and varied reflection tools. Parents and teachers play an important role in this process, and by helping students take ownership of their work, they develop a better understanding of assessment and how they can learn from it. Families will book a one-hour time slot; during this time, they meet with homeroom and specialist teachers. This open-house style allows student agency as they share aspects of their learning growth. These look different from traditional parent-teacher interviews. Student-led conferences are intentionally dedicated to the students and the learning they have prepared to share. Additional meeting times may be arranged on another date to accommodate private conversations if parents or teachers require them.

MIDDLE SCHOOL (GRADES 7 TO 9)

ACTIVE LEARNING ENVIRONMENTS

After two years of research, site visits, and a pilot project, the Middle School Active Learning Environments (ALE) Committee was able to recommend and proceed beyond the two pilot learning environments that were installed in 2023. The committee scaled the project to include all classrooms in the Anderson Hall wing of the school, 16 classrooms in total. The modern, ergonomic, and multifunction furniture creates a highly adaptable learning environment with the following notable features:

- Individual whiteboards are used for guided math practice, small group inquiry, and making thinking visible. They can also be used to divide workspaces for high-focus work and examinations.
- Rolling chairs allow students to pivot from one workspace to another without interruption and easily collaborate or check in with peers.
- Mobile, individual workstations – make for simple and quick transitions between group and solo work.
- Standing height tables offer options to students needing a break from sitting, create a stadium effect in the room, have clear sight lines, and support walk-up collaboration and sharing with peers.
- Mobile, height-adjustable teacher podiums - offer a mobile standing- or sitting-height teaching station that can be adjusted for individual ergonomics.
- A learning commons, *Schmit's Pit*, was also furnished with flexible seating that acts as a learning break-out space during class time and a common area where middle school students can gather at lunchtime or before and after school.

PERSONALIZED ACCELERATION IN MATHEMATICS

While the IB Programme is naturally enriched for all students through broadly developed knowledge acquisition, application and critical thinking frameworks and assessment practices, there are some cases where students have thoroughly mastered local curricular outcomes in specific courses in other school jurisdictions outside of Canada. These students were allowed to pursue higher grade level course material through various avenues, including in-person classes or our STAND School course offerings. These cases occurred exclusively in Mathematics, and five students spanning Grades 7 to 9 completed coursework above grade level. Through these opportunities, students were able to remain challenged and engaged in coursework as they continued to develop a foundation for higher-level mathematics pursuits in the future.

THE SOCIAL INSTITUTE

The faculty began implementing The Social Institute #WinAtSocial as part of the Middle School Advisory program. *The Social Institute* offers a program designed to help students navigate social media and online behaviour positively and healthily. It provides educational lessons that teach digital citizenship, focusing on online reputation, cyberbullying, social media etiquette, and self-esteem. The program aims to empower students to make responsible and mindful choices in their online lives.

The lessons are crafted to be engaging and relatable for students, often incorporating real-world scenarios and interactive activities. The curriculum is structured to encourage open discussions, build critical thinking skills, and foster a supportive learning environment. The lessons are designed to be delivered in various formats, including videos, quizzes, and group activities, making them adaptable to different learning styles. Additionally, the program supports teachers and schools with resources and guidance to facilitate meaningful conversations around social media use.

The Social Institute uses data to shape and refine its lessons by analyzing student behaviour, feedback, and trends in social media usage. By continuously gathering and analyzing this data, *The Social Institute* ensures that its lessons remain dynamic, relevant, and tailored to students' real-world challenges in the digital age.

MEANINGFUL PHYSICAL EDUCATION

The Middle School Physical Education program has continued to apply the Meaningful Physical Education framework. This introduction was focused on Grade 8 but, due to positive feedback, was also carried over into areas of the Grade 7 and Grade 9 programs. As evidenced in interviews, written reflections and survey data, the shift towards increasing student choice and prioritizing the features of meaningful PE (challenge, social interaction, personal relevance, motor competence, and fun) has been overwhelmingly positive for students' learning and well-being and overall experience. The inclusion of trail biking as a way to promote being active in one's community was another highlight for students this past year.

GROWING THE OUTDOOR EDUCATION EXPERIENCE

Outdoor Education is a significant part of the STS Middle School experience. The return to an off-site Grade 7 Orientation Camp in September set the tone for a greater sense of belonging among our newest MS students. In addition to running the traditional trips of Grade 7 ski week, Grade 8 canoe trip and Grade 9 backpacking, new co-curricular Middle School trips were introduced, such as the Grade 8/9 co-curricular ski trip up to Elizabeth Parker Hut, the Duke of Edinburgh practice journey day hike, and an expanded Middle School Campout in June. All these totalled 786 field days for middle school students this past year, and 25 different faculty members were involved as leaders.

SENIOR SCHOOL (GRADES 10-12)

SEMESTERS

The 2023-2024 school year was the first year of semester classes in the Senior School. This meant Senior School students wrote exams for the first time in January, including diplomas. This exam time in January also allowed the school to provide more dedicated tutorial time for students writing these exams in this period and additional support for our IB DP program. The year also marked the first time Senior School students could write diploma exams in Semester 2 of Grade 11. Grade 11 students wrote in English Language Arts 30-1, Biology 30, Mathematics 30-2, and Social Studies 30-1.

Grade 10 students could take two Grade 11 courses to support their full IB DP program. Forty of our 93 Grade 10s completed Chemistry 20 and Math 20-1 in Semester 2. This means they can focus on their IB work and 30-level Diploma exams as they also complete their IB DP in Grades 11 and 12.

This resulted in a significant change in student's ability to gain increased flexibility and access to courses. We feel strongly that this will place them in the best academic space possible for their future in their post-secondary programs of choice.

EXPANSION OF OUTDOOR EDUCATION PROGRAM

In response to student requests, the Outdoor Education program expanded its offerings in the Senior School to complete the progression from a singular program in Grade 10 to a broader scope in Grades 10 to 12. These two new courses (Outdoor Education 20 and 30) continue to use CTS modules as a basis for the program that builds on existing skills and allows students to explore areas and topics of interest. The Grades 11 and 12 program strongly emphasizes a personal connection to the student experience, the land and student well-being. Students' agency plays a strong role in the preparation and action on OE trips.

IB VISUAL ART GALLERY

For the first time in recent memory, STS hosted an IB Art exhibition featuring three higher-level visual art students. The exhibition showcased 33 works, with each student displaying 11 pieces highlighting their creative abilities, writing skills, and curatorial expertise.

Additionally, each student submitted work to the AUArts Show-off Competition, where one of the students won the grand prize and an award of distinction for her *Dama Antigua* dress. This piece celebrated her Argentine heritage while incorporating contemporary fashion design. All three students included the works presented in the IB Art exhibition as part of their applications to higher learning institutions in art, including fashion schools in Italy and programs in Visual Arts and Communications in Alberta.

COURSE OFFERINGS FOR THE 2024-2025 SCHOOL YEAR

Senior School Electives

From the collaborative process for the new semestered timetable, the discussion created new elective classes to better support Senior School students. Students, parents, and faculty have advocated for more choices for students.

10 Level	20 Level	30 Level
Art Design Drama General Music Sports Medicine Outdoor Education	Computer Science Design & Innovation Drama Economics Outdoor Education Physical Education Sports Medicine	Computer Science Design & Innovation Drama Economics International Politics Legal Studies Outdoor Education Physical Education Sports Medicine

2024 Year 2 (Grade 12) IB Results

No. of candidates registered in session	46	Average points of passed diploma	34
No. of diploma and retake candidates	12	Highest points to single candidate	39
No. of subject entries in session	172	Average grade by candidate	5.30
No. of candidates passing diploma	11	No. of candidates excluded from statistics	0

IB Subject Group	Subject	No. of IB DP Candidates	Total Students*	STS Average Grade	Global Average Grade
1	English Literature HL	12	25	5.28	4.55
2	French B SL	2	3	7.00	5.10
	French ab initio	2	3	6.33	4.71
	Spanish B SL	3	4	6.50	4.92
	Spanish ab initio	5	8	5.75	4.89
3	Economics SL	0	4	4.00	4.80
	Economics HL	0	1	6.20	5.10
	History SL	7	10	4.80	4.69
	History HL	5	13	3.92	4.86
4	Biology SL	1	5	5.40	4.18
	Biology HL	8	10	5.10	4.41
	Chemistry SL	2	7	4.57	4.23
	Chemistry HL	9	14	4.50	4.69
	Physics SL	3	8	5.88	4.23
	Design Technology SL	0	7	4.57	4.01
5	Mathematics: Analysis & Applications SL	7	10	5.00	4.54
	Mathematics: Analysis & Applications HL	5	10	5.20	4.86
6	Visual Art SL	0	3	5.67	4.25
	Music SL	0	3	4.67	4.27

*Grade 11 and 12 students can elect to take IB DP courses and not complete the full IB DP curriculum. Only full IB DP students can receive the IB DP Diploma.

STAND SCHOOL

STAND School launched in the 2023-2024 school year for Grades 9 to 12 under the Alberta Collegiate School Framework. In Year 1, dual credit memorandums of understanding were established with the University of Calgary, SAIT, and Bow Valley College, and off-campus education procedures were developed by provincial guidelines and in consultation with other Collegiate Schools and post-secondary institutions. STAND School served different cohorts of students in the 2023-2024 school year, as outlined in the table below.

Table 1: cohort STAND School enrollment in 2023-2024

	STAND students	STS students in 1-3 courses	e-commerce
Grade 9	5	5 (accelerated Math)	-
Grade 10	2	2	-
Grade 11	2	10	5 (CALM)
Grade 12	3	6	3 (Mature student upgrading)

Full-time STAND students represented the following student populations' unique needs:

- Elite athletes and artists 60%
- Students want to leverage the STAND Innovation Diploma through hybrid experiential, in-person learning experiences
- Students who needed flexible programming due to family travel or medical needs

Students can concurrently pursue the STAND Innovation Diploma (STAND iD) pathway, which offers in-person experiential learning opportunities both on and off campus. The STAND Innovation Diploma's (iD) emphasis on project-based learning complements their online studies. This approach uses the design cycle and entrepreneurial thinking to teach project management, product design, pre-engineering, and business skills. Students collaborate with industry partners and not-for-profit organizations on design briefs, resulting in research-informed prototyped solutions that meet real-world needs.

University of Calgary
Mount-Royal University
Southern Alberta Intitute of Technology (SAIT)
Platform Calgary
AutoDesk

Wood Buffalo Wildlife Research Institute
Alberta Innovates
Fuse33
MakeFashion
Okotoks Public Library

COMMENTARY ON RESULTS

Alberta Education did not administer PAT 6 subject assessments in English Language Arts and Mathematics in June 2024. However, STS participated in field testing PAT Math 6 and PAT English Language Arts 6 assessments that reflected the revised curriculum. Participation in the pilot provided teachers with valuable insight into the exam and question content. It also allowed students to practice the

new digital assessment platform, Veretta, introduced by Alberta Education in 2024. This platform was developed to replace traditional pencil-and-paper exams.

The average Grade 6 PAT results over the past three years on all subjects have resulted in 98.2% (2022), 100% (2023), and 97.7% (2024) of Grade 6 students achieving an acceptable standard. This is 31.1% above the provincial average on the same measure over three years. The average Grade 6 PAT results over the past three years have resulted in 46.4% (2022), 68.4% (2023), and 69.8% (2024) of Grade 6 students achieving a standard of excellence. This is 42.2% above the provincial average on the same measure over three years. The trend for the percentage of Grade 6 students achieving the standard of excellence when all PAT 6 subjects are averaged over three years is increasing—on average, more students have achieved the standard of excellence over the past three years. It is noted that last year, there was a decline in Grade 6 Science in relation to the number of students who achieved a Standard of Excellence. However, the analysis of Science 6 Knowledge and Skills scores between 2023 and 2024 is not statistically different.

	2023	2024
Total Test (50)	42.6	42.2 (-0.4)
Knowledge (20)	17.7	17.1 (-0.6)
Skills (30)	24.8	25.1 (+0.3)

The Grade 9 PAT results have remained fairly consistent across all subjects over the past three years, with the exception of a decline in English 9, with the number of students reaching the Standard of Excellence.

- The average Science 9 PAT result over the past three years has resulted in 39.7% (2022), 38.4% (2023), and 40.7% (2024) of Grade 9 students achieving a standard of excellence. This is 18.4% above the provincial average on the same measure over three years.

- The average Math 9 PAT over the past three years has resulted in 39.7% (2022), 41.1% (2023), and 47.7% (2024) of Grade 9 students achieving a standard of excellence. This is 28.1% above the provincial average on the same measure over three years.

- The average Social Studies 9 PAT over the past three years has resulted in 37.2% (2022), 42.5% (2023), and 40.1% (2024) of Grade 9 students achieving a standard of excellence. This is 23.6% above the provincial average on the same measure over three years.

- While 94.2% of Grade 9 students achieved an acceptable standard in English 9 (the provincial average on the same measures was 69.5%), the standard remained unchanged from 2023 to 2024. However, there was a significant 27.7% decline in the percentage of students achieving a standard of excellence from the previous year, which dropped the Achievement measure from Very High to Acceptable. Notably, 12.5% of the Grade 9 class were within three percentage points of achieving the standard of excellence 'cut score.'

The average Alberta Diploma exam result on all subjects has resulted in 88.7% (2022), 91.2% (2023), and 90.2% (2024) of students achieving an acceptable standard. This is 11% above the provincial average on

the same measure over three years. The average Alberta Diploma exam result on all subjects has resulted in 32.6% (2022), 39.1% (2023), and 38.8% (2024) of students achieving a standard of excellence. This is 16.1% above the provincial average on the same measure over three years.

TEACHING & LEADING

EDUCATION QUALITY

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																								
	Authority										Measure Evaluation			Province										
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	712	94.0	585	94.6	678	95.0	617	94.0	668	93.5	Very High	Maintained	Excellent	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	147	95.2	99	95.9	119	95.5	78	94.0	114	92.9	Very High	Maintained	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	503	87.9	439	90.4	508	90.7	491	90.0	518	89.5	Very High	Maintained	Excellent	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	62	98.9	47	97.5	51	98.7	48	97.9	36	98.1	Very High	Maintained	Excellent	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9
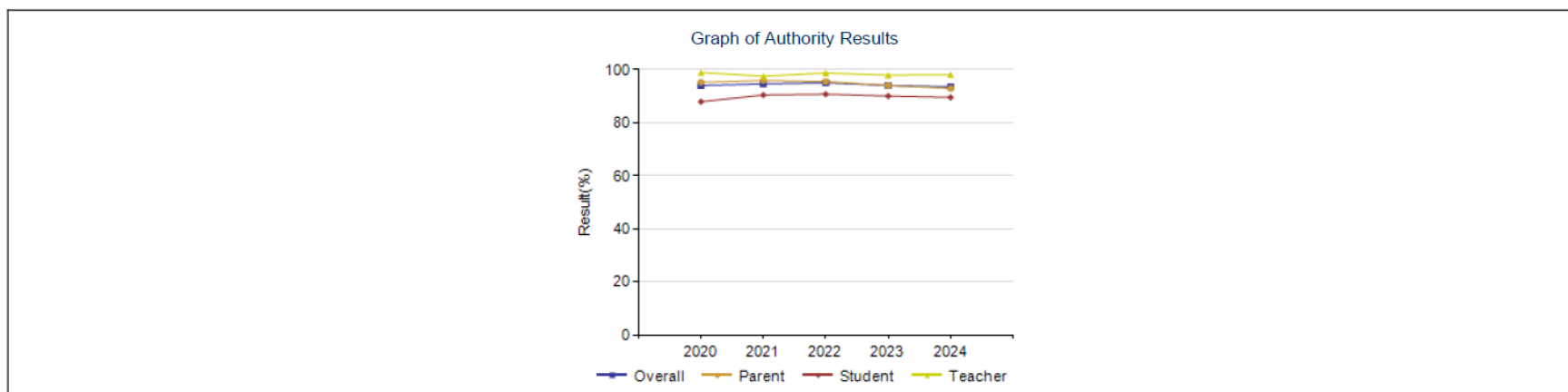
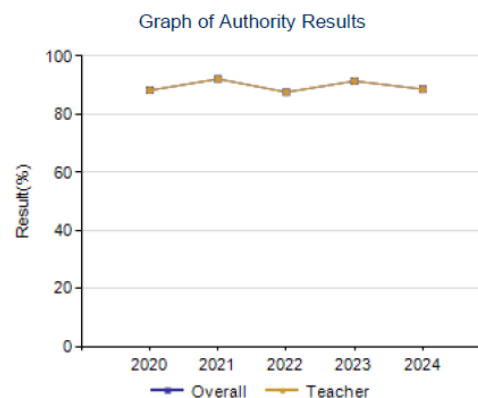
Graph of Authority Results

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

IN-SERVICE JURISDICTION NEEDS

In-Service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

|	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	62	88.2	47	92.1	50	87.6	47	91.4	36	88.6	High	Maintained	Good	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	62	88.2	47	92.1	50	87.6	47	91.4	36	88.6	High	Maintained	Good	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

Graph of Authority Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
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WARMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

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

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

|	Authority													Measure Evaluation			Province										
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	586	92.6	677	92.5	617	93.7	667	92.5	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	99	94.7	119	95.0	78	96.1	114	95.5	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	440	85.6	507	84.1	491	87.0	517	85.1	n/a	Maintained	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	47	97.5	51	98.3	48	97.9	36	96.8	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6
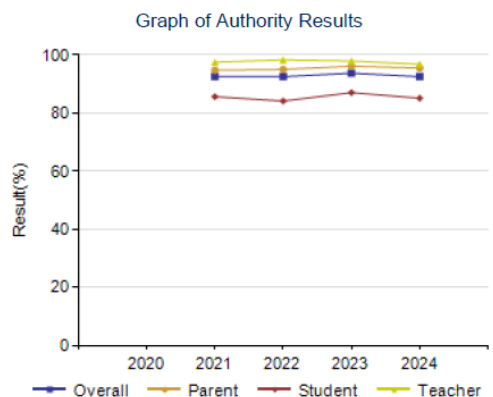
Graph of Authority Results

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

ACCESS TO SUPPORTS & SERVICES

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																													
	Authority										Measure Evaluation			Province															
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024							
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%						
Overall	n/a	n/a	586	93.3	677	90.5	615	89.8	665	90.7	n/a	Maintained	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9						
Parent	n/a	n/a	99	95.7	119	93.1	78	94.5	114	93.2	n/a	Maintained	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4						
Student	n/a	n/a	440	87.1	507	87.0	489	86.1	515	85.6	n/a	Maintained	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7						
Teacher	n/a	n/a	47	97.0	51	91.3	48	88.8	36	93.3	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6						
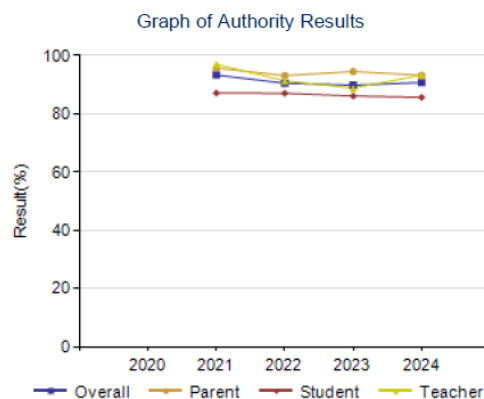
Graph of Authority Results

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

PROGRAM OF STUDIES | AT-RISK STUDENTS

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	712	91.0	586	93.2	677	91.0	615	90.2	665	90.9	Very High	Maintained	Excellent	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
Parent	147	92.3	99	94.8	119	92.0	78	92.8	114	92.5	Very High	Maintained	Excellent	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5
Student	503	81.7	440	87.1	507	87.0	489	86.1	515	85.6	High	Maintained	Good	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	62	98.9	47	97.9	51	94.0	48	91.7	36	94.4	Intermediate	Maintained	Acceptable	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5
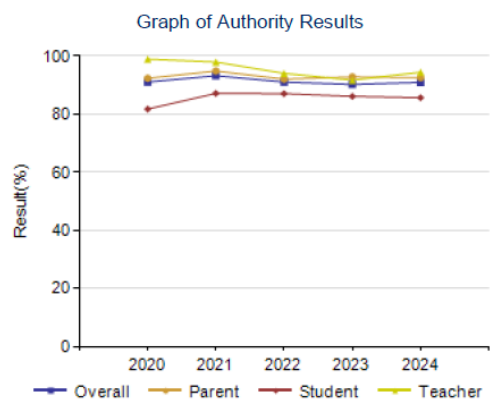
Graph of Authority Results

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

STUDENT SERVICES

WHOLE SCHOOL

The Student Services Team guides Kindergarten to Grade 12 students through their educational journey from elementary to senior school, prioritizing well-being. Well-being encompasses physical, social, emotional, academic, spiritual, and mental health. These domains are context-independent and do not exist in a vacuum or isolation. This approach informs how the school's Student Support Services Team members work with students, parents, guardians, and teachers.

After receiving a provincial mental health grant last year, STS could hire a psychologist whose services were frequently accessed by all students. The provisional School Psychologist is a uniquely qualified Student Support Team member who applies expertise in mental health, behaviour, and learning to help Kindergarten to Grade 12 students succeed socially, emotionally, and academically. Working collaboratively with teachers, school counsellors, learning strategists, education assistants, administrators, and families, the provisional School Psychologist establishes safe, healthy, and supportive learning environments that strengthen connections between home, school, and the broader STS community. The provisional School Psychologist develops capacity-building in students, teachers, and parents around children and youth's social, emotional, and mental health and wellbeing needs. As warranted, the provisional school psychologist works collaboratively with families to connect with mental health community resources and support.

The grant was also used to purchase the Open Parachute Program. Open Parachute is a proactive, universal approach to strengthening a child's mental well-being at school and home. The evolving program supports students and aligns with the Alberta Education health curriculum. Through short, age-appropriate videos of real-life kids facing relatable scenarios, students gain empathy, understanding, strategies and confidence to work through complicated topics like anxiety, social media, acting out, and boundaries. Students can dialogue with peers in a safe space, followed by guided voluntary discussion questions. The Open Parachute Program in Elementary is delivered to students through Physical Health and Education classes, as well as by homeroom teachers. In Middle School, Open Parachute is integrated into Health classes, while in Senior School, it is delivered monthly during Community Block.

COLLABORATIVE MEETINGS

In addition, elementary, middle, and senior school teams meet weekly to discuss students' academic and emotional well-being challenges. These collaborative response meetings bring together teachers, guidance counsellors, and learning support staff to identify students in need of extra support and to develop comprehensive, individualized action plans. This proactive, team-based approach ensures that students receive timely and effective interventions. By regularly coordinating efforts, we create a network of support that is responsive to each student's unique needs, reinforcing our commitment to holistic student success.

CONCUSSION PROTOCOL

Concussions can have a significant impact on learning for students. We recognize that concussion recovery is case- and student-specific. Members from STS worked as a co-design team with the University of Calgary to update our concussion protocol and create a revised concussion policy. The protocol and policy were based on the most up-to-date information from the recent International Concussion Consensus. A revised STS Concussion Policy was developed and approved. Mandatory concussion training is required for all STS employees. An online concussion training module was developed by Hour Zero, which makes possible employee concussion training compliance reports.

See APPENDIX D for the STS Concussion Policy.

UNIVERSAL DESIGN FOR LEARNING (UDL) & INCLUSIVE EDUCATION

The School's selective admission process is informed, but not limited to, standardized assessment instruments, report cards, and interviews. Once accepted into the school, Universal Design for Learning (UDL) is the foundation for STS's inclusion policy. UDL is based on three guiding design elements:

- Give learners different ways to acquire information through multiple means of representation.
- Give learners different ways to demonstrate learning through multiple means of expression.
- Tap into learners' motivation and interests through multiple means of engagement.

STS supports Kindergarten to Grade 12 students through a multi-tiered Response to Intervention (RTI) approach based on UDL principles. RTI identifies and supports students with specific learning and behaviour needs, offering universal, targeted, and specialized support. Differentiated instructional and assessment practices, student-specific accommodations, and professional learning opportunities empower students to advocate for their learning needs within and beyond the school.

See APPENDIX E for the Inclusive Education Policy.

STUDENT SERVICES ELEMENTARY SCHOOL

Literacy and numeracy screening at the beginning of the 2023-2024 school year helped us identify students who were at risk in one or both areas. Building on implementing the University of Florida Literacy Institute (UFLI) reading programme, small group intervention was provided to students in K-3 using an intervention model based on UFLI.

Student Services partnered with Providence again this year. The support of a psychologist, speech-language pathologist, and occupational therapist allowed us to expand our scope and provide much-needed services. The SLP provided screening and small group work with students in Kindergarten to Grade 2. The OT and psychologist provided insight after class observations and whole-class weekly workshops to various grades on topics such as growth mindset and self-regulation.

The role of Student Services in the Elementary expanded with the addition of a 0.6 Grades 4 to 6 Learning Strategist and two Educational Assistants. The Division 2 Learning Strategist took over the Grades 4 to 6 students with Academic Profiles caseload. This gave the Division 1 Learning Strategist more time to implement early intervention during pivotal years and additional support for the Division 2 teachers and students. The two Educational Assistants' time was divided between grades, allowing for push-in numeracy and literacy support.

STUDENT SERVICES MIDDLE SCHOOL

As part of our wraparound support services, students engaged with the Middle School Learning Strategist for 1:1 check-ins at minimum twice throughout the year. In these check-ins, normalizing access to support and accommodations is critical to providing a safe and caring environment where all learners can thrive. Any student might need help at any point, and our one-on-one check-ins ensure that support is readily available.

Ensuring Safety and Support: Students cannot learn effectively unless they feel safe and heard. These check-ins allow students to express their concerns and feel valued.

Amplifying Student Voice: Student voice is critical. Check-ins allow students to share their perspectives and feedback, enhancing their engagement and motivation.

Setting and Revisiting Goals: Students can express goals, revisit past goals, articulate learning accommodations, discuss current strategies, and share personal insights, such as their comfort level in asking for help. They can also write a self-advocacy letter with the learning strategist to better articulate their needs.

This one-on-one support ensures that students have a voice in their learning journey.

Mindprint & BrainHub Pilot Project

Our exploration of the Mindprint/BrainHub program continued with a co-curricular pilot for five volunteer students who completed the Mindprint Assessment and one module of the BrainHub Academy activities. The Mindprint program is designed to help students understand and optimize their cognitive strengths and weaknesses. It provides a personalized, data-driven approach to learning by assessing a student's unique cognitive profile.

The program uses a series of cognitive assessments to evaluate key areas such as memory, attention, reasoning, and processing speed. Based on these results, the BrainHub Academy offers tailored strategies and learning recommendations to support each student's academic growth. The BrainHub Academy is an online platform focused on providing personalized learning experiences for students. It offers a variety of courses and resources designed to develop critical thinking, creativity, and academic skills. It is also designed to complement the Mindprint assessment by providing a learning pathway to strengthen areas of relative weakness based on a child's Mindprint assessment results.

Feedback from students and parents involved in the pilot program was very positive. Students reported that the program significantly enhanced their understanding of their strengths and why certain areas of learning posed greater challenges. They felt more equipped to identify actionable steps for improvement. They were reassured by the training on brain functionality, which demystified the learning process and provided practical strategies for their next steps.

Students were enthusiastic about continuing the project at a grade level and suggested it be integrated into Peer Tutoring. They eagerly volunteered to be mentors. Several parents described the program as "gold" and expressed strong hopes that we would continue to develop and expand this initiative.

STUDENT SERVICES SENIOR SCHOOL

In Senior School, the Learning Strategist provides crucial, targeted support to enhance student success and ensure equitable learning opportunities. Key responsibilities include collaborating with teachers to create and implement tailored accommodations for each student's unique learning needs. The strategist also works with students one-on-one, focusing on meeting individual learning needs and teaching executive functioning skills such as time management, study strategies, and managing academic-related stress. When needed and through discussion with parents, the Learning Strategist will conduct school-based assessments to provide additional insight into student progress and to inform personalized support strategies. Through these supports, the Learning Strategist ensures a supportive educational environment, helping students achieve their academic potential and preparing them for post-secondary pathways.

COMMENTARY ON RESULTS

The percentage of teachers who agree that programs for at-risk children are easy to access and timely has increased from the previous year. This reflects the work student services has maintained and improved in working alongside teachers to utilize the Universal Design for Learning (UDL) model for instruction and assessment. This collaborative approach ensures that students who need targeted intervention receive it in a timely manner, and teachers are supported with this work.

The high school to post-secondary transition rates for 4—and 6-year-olds continue to show as an area of concern in STS's measure details. This statistic is a misleading representation of the student post-secondary transition, as most students who graduate Grade 12 at STS attend post-secondary institutions outside Alberta. The data presented in the authority summary only reflect the data for students attending Alberta institutions.

See the Class of 2024 School Profile in APPENDIX A.

GOVERNANCE

PARENTAL INVOLVEMENT

Parental Involvement – Measure Details

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

	Authority										Measure Evaluation			Province										
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	208	89.1	146	87.1	170	89.6	126	87.8	150	89.6	Very High	Maintained	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	146	85.1	99	86.7	119	86.3	78	84.4	114	84.8	Very High	Maintained	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	62	93.2	47	87.4	51	92.9	48	91.2	36	94.4	Very High	Maintained	Excellent	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6
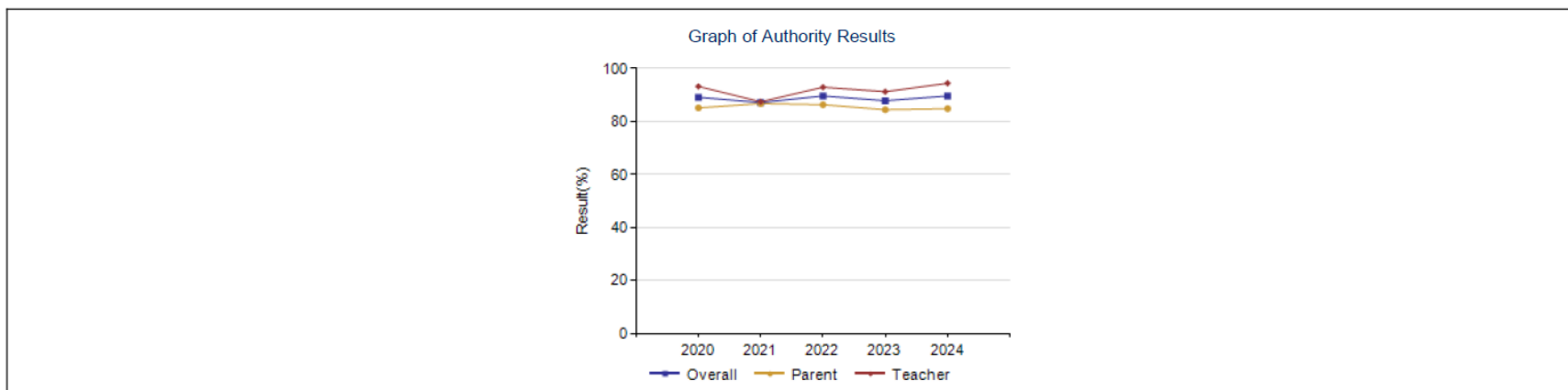
Graph of Authority Results

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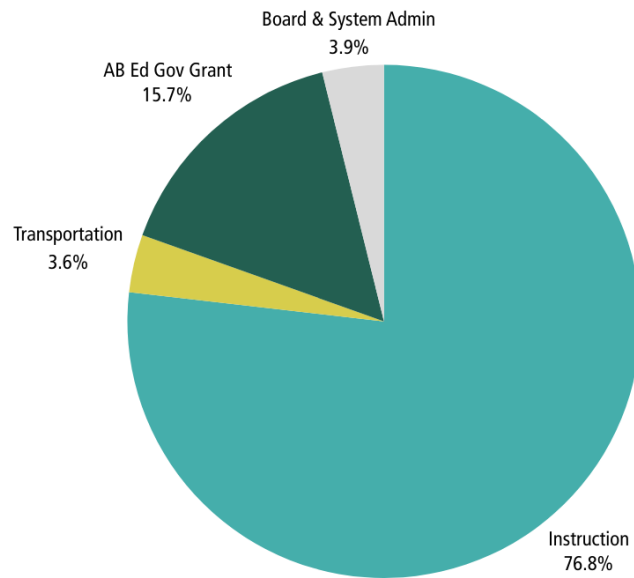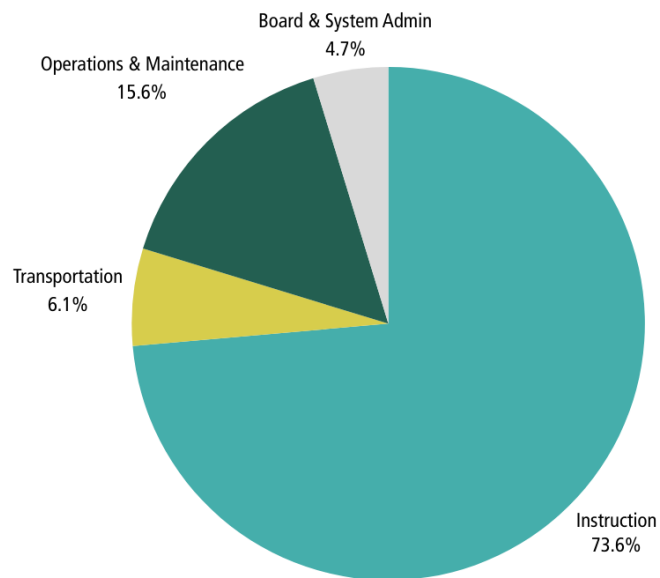
BUDGET

Financial Summary

Allocation of Actual Revenues & Expenses to Programs For the year ending August 31, 2024		
	Actual	**Budget**
Revenues		
Instruction	23,298,162	20,270,209
Alberta Education Government Grant	4,753,365	4,555,033
Operations & Maintenance	-	-
Transportation	1,103,188	1,217,640
Board & System Admin	1,175,100	1,119,143
	30,329,815	**27,162,025**
Expenses		
Instruction	18,311,111	16,430,708
Operations & Maintenance	3,868,613	3,232,045
Transportation	1,522,289	1,407,600
Board & System Admin	4,963,077	5,067,000
	28,665,090	**26,167,353**
Surplus (deficit) of revenue over expenses	**1,664,725**	**1,024,672**

If you require more financial information, please contact Dr. Carol Grant-Watt, Head of School, or Mr. Jody Frowley, CFO, at 403-938-4431.

ACTUAL REVENUE

Board & System Admin
3.9%

AB Ed Gov Grant
15.7%

Transportation
3.6%

Instruction
76.8%

ACTUAL EXPENSES

Board & System Admin
4.7%

Operations & Maintenance
15.6%

Transportation
6.1%

Instruction
73.6%

STAKEHOLDER ENGAGEMENT & COMMUNICATION

FLOURISH 2031 STRATEGIC PLAN

Launched in 2021, *Flourish 2031* is our strategic 10-year plan and is at the heart of everything we do at STS. With a nod to our School motto, *Nil nisi optimum*, or Nothing but our best, *Flourish* is bold and ambitious. 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.

GOAL PILLAR #1: BOLD FUTURE

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

The following are the primary outcomes for Goal Pillar #1 and are part of *Flourish 2031*, our Strategic Plan. Responsibility for their completion is shared with the Board of Governors, the Head of School, and the Senior Leadership Team (SLT).

#	Outcome	Target	Assigned To	Timeline	Action Items	Status
1A	Increased opportunities for exceptional students to attend STS through affordable tuition, financial assistance, flexible program offerings, and a healthy endowment.	KPI's set annually, STS remains viable and competitive	SLT and Director of Enrollment Management	2022-2031	Strategic Enrollment Management Plan Increase endowment through focused efforts for scholarships and bursaries, better telling the story of its impact.	In progress
1B	Outdoor Education Facilities reimagined.		SLT	2023-2026	Develop as part of the Campus Master Plan	In progress
1C	Reimaging Anderson Hall and beyond.		Head of School, CFO, Director of Facilities, Academic Leadership Team, School and Foundation Board	2022-2026	Develop as part of the campus master plan process. Execute immediate-term cosmetic and functionality updates to Anderson Hall and Schmit's Pit, including the creation of a common area for MS community gathering (complete)	In progress
1D	Facilities and furnishings meet the needs of students and teachers.	100 percent completed classrooms	Head of Middle School, CFO	2021-2024	Active Learning Environments (ALE) Committee to determine an updated model for classroom furnishing to enable current best practice pedagogy for student engagement and agency. Resources required: $300,000 (estimate)	Complete
1E	Develop and Implement a School-Wide Risk Registry that identifies, mitigates, and reports on significant risks to the school's operation.	Completed and Reported to the Board of Governors	Deputy Head of School (former)	2022	Complete Risk Registry and update with documents annually or as specified in the Risk Registry.	Complete

1F	Develop facilities to maximize the use of the campus and provide better learning experiences by supporting on-campus PHE from Grades K-12.	Develop a semi-covered (open-air) multisport arena with cooling for an ice surface that is usable all year.	SLP, PHE Learning Leader	2023-2026	Complete analysis of needs and costs of going off-campus. The completed structure would be the size of a hockey rink (200/85 feet) and would support pickleball, tennis, rollerblading, skateboarding, futsal, broomball, ringette, ice skating, and hockey—all on campus.	In progress
1G	Maximize the use of campus or authentic/spontaneous outdoor learning. Build two outdoor pods that would store outdoor chairs, a moveable whiteboard, etc., allowing teachers to easily move students outside to enrich their learning. Look at a covered outdoor meeting space for students.	Utilize money from Gala and annual giving - to enhance learning in the outdoors	Deputy Head of School	2023-2025	Tie annual fundraising priorities to the needs of the campus and share stories of the positive impact of these spaces. Resources required: One custom-made shed has been built and installed west of the creative learning space by the bat house. The outdoor learning pod has 24 adult-sized outdoor chairs and 24 small children's sized. A movable whiteboard enhances outdoor learning in any subject area. A shed has been moved to the inner field of the bus loop that can be used as an outdoor learning space. Plans for additional outdoor learning spaces are underway.	In progress
1H	Formalize the Centre for Teaching Excellence.	Hire Executive Director	Head of School	2024-2025	Priority Identified in Campus Master Planning Creation of Position Resources required: Staffing Facility Development	In progress

GOAL PILLAR #2: ENDURING SENSE OF COMMUNITY

A strong sense of community is foundational to STS's past, present, and future. Our STS family will grow strong through our diversity and a genuine sense of belonging.

The following are the primary outcomes for Goal Pillar #1 and are part of *Flourish 2031*, our Strategic Plan. Responsibility for their completion is shared with the Board of Governors, the Head of School, and the Senior Leadership Team (SLT).

#	Outcome	Target	Assigned To	Timeline	Action Items	Status
2A	Using data-informed strategies to deepen learning experiences and offer meaningful feedback for growth.		All school leaders and Board of Governors	2022-ongoing	KPI's set	In progress
2B	Ensure positive and sustained relationships with Indigenous communities remain an ongoing priority.		Elder-in-Residence, SLT, English LL, Director of Library Services	2022-ongoing	Continue the Elder-in-Residence program with Saa'Kokoto, who spends several days on our campus each month working with students and faculty across all Divisions. Unveiled the "Sacred Circle" statue on campus as a permanent testament to an appreciation for the land of those who came before us. Engage with local First Nations to bring Knowledge Keepers and Elders onto campus as part of an Elder-in-residence program at STS. Resources required: $20,000 – 30,000 (per year)	In progress
2C	Uniform review to enhance the sense of belonging and connection (to the past, to the community, and to the future).	Revised uniform guidelines and uniform provider in place June 2022 Survey metrics to be determined launch a new inclusive uniform with more choices	Principals, Head of Community Relations, Deputy Head of School	2021-2024	New uniform provider contracted - completed Spring 2023 New uniform collection selected and guidelines are written - anticipated by the end of Nov 2024 Public launch of new collection and storefront June 2024 Uniform survey for feedback on the new uniform Resources required: Phase in new uniform Grandfather current uniform for next two years Continue consultation loop and gather feedback	Complete

2D	Sharing progress, diagnostic data, learning, and strategies for student success will strengthen the home-to-school partnership.		Head of Middle School, CFO	2021-2024	Provide clearer information regarding report cards and what they mean, "grade level expectations," academic holds, etc. Establish clear processes for managing difficult conversations around academic achievement. Resources required: Continue the contract with Consilience - Learning Analytics Consortium	Complete
2E	Aligning the Grade 6 to 7 and Grade 9 to 10 learning experiences to ensure a smooth transition between school divisions.	LLs and IBCs meet regularly \to discuss instructional and assessment strategies and align between divisions. Grade 5/6 year-long peer relations workshops facilitated by MS and SS Guidance Counsellors to allow students to begin building a relationship with adults in the MS/SS	Principals, Assistant Head of School Academics, Deputy Head of School	2022-ongoing	Update transition information evenings. Create opportunities for connections between different student groups and older student groups. Grade 6 and 8 House lunch added Spring 2023	In progress
2F	Create better awareness of student clubs and opportunities to increase a sense of belonging at the School.	100 percent of students are involved in some activity outside of their core courses.	Principals, Deputy Head of School	2022-2025	Co-Curricular Fair for all students to see options for clubs, interest groups, volunteer opportunities, etc. Profile stories of engagement through STS communications. Onboarded students to mySTS to have easy access to information they need. Analysis of student involvement in co-curricular activities. Resources required: We will look at a new model for the Co-curricular fair next year - consider having student leaders at each table so that grades can attend the fair at set times. This will allow for better engagement as it is overwhelming when Grades 7-12 all attend at the same time.	In progress

| 2G | Established an effective advisory program in Middle and Senior Schools.

Leverage the 'Open Parachute' mental health and wellbeing program throughout the school (K-12) vis-a-vis Homeroom and PHE (K- 6) and Advisory (7-12) in ways that promote student connections and belonging. | Scope and sequence of units with shared resource repository Establish a consolidated G7-12 Community Block (completed Sep 2023 & under review) | MS and SS Principals, Director of Student Services, Assistant Head of School Academics, Learning Strategists, Faculty | 2022-ongoing | Professional development/training Established curricula Established reporting Faculty education Parent community education

Resources required: Learning materials and professional development ($25,000) | In progress |
|----|----|----|----|----|----|----|
| 2H | Reimagine scheduling of Grades 7-12 Advisory and related programming. | Ensuring students have flexibility and support to be able to flourish | MS and SS Principals, Director of Student Services, Assistant Head of School Academics, Learning Strategists, Faculty | 2022-2025 | | In progress |
| 2I | Implementation of recommendations of the four Health and Wellbeing subcommittees into the strategic plan. Focused on physical spaces, personalization, student capacity for managing their health and wellness, and employee wellness.

Government funding to hire a 1.0 FTE School Psychologist for 2 years. (Guidance Counsellor in the Elementary School) | | Head of School, Principals, Assistant Head of School Academics, Director of Student Learning, School Nurse, Faculty Learning Strategists | 2022-ongoing | Hired Provisional School Psychologist – funding provided by Alberta Education. Year 3: Full-time guidance counselling time in each school. NEW Partner with Open Parachute to support advisor program to build faculty and student capacity for wellbeing.

Resources required: Reimagine existing campus facilities, including outdoor education, athletics, the school's original core block, and the Anderson wing, to elevate and strengthen our education programs and provide a seamless continuum of learning. | In progress |

	Increase faculty capacity to assist students experiencing social and emotional crises.					
2J	Strengthen school spirit and enhance student sense of belonging across all Divisions.	Student, employees, and families embrace School Spirit.

Create/continue signature social events in each division. | Principals | 2022-ongoing | Spirit Wear Fridays, popular with students and employees, allows STS spirit wear to be worn on Fridays.
Offering must-have STS branded items for families to purchase such as jackets, mugs, dog bowls, and mittens.
Telling the story of the Houses. | In progress |
| 2K | Ensure every touch point with applicants, new, current, and alumni students/families is powerful and connects them to STS's history, community, purpose, differentiators, and future. | A strong sense of belonging, pride, and connection throughout the STS community.
- Strong student retention, enrollment, alumni engagement, fundraising engagement | Head of Community Relations | 2021-ongoing | Special printed offer letters mailed to successful applicants.

Hand-delivery of the first tie to new students
Taste of STS orientation days for new students
Parent socials, Fall Fair, and other events to bring together community.

Annual Giving Day to build excitement around giving
Multiple alumni events throughout the year to connect alumni (former students, parents, and employees) | In progress |

GOAL PILLAR #3: DEEP LEARNING & ENGAGEMENT

A living curriculum where students engage with curiosity and are inspired and empowered by their thoughts and actions to realize their full potential beyond the walls of the classroom.

The following are the primary outcomes for Goal Pillar #3 and are part of *Flourish 2031*, our Strategic Plan. Responsibility for their completion is shared with the Board of Governors, the Head of School, and the Senior Leadership Team (SLT).

#	Outcome	Target	Assigned To	Timeline	Action Items	Status
3A	Students have access to various experiential opportunities locally, nationally, and globally.	Offer experiential, real-world, life-changing learning opportunities where students engage deeply alongside exceptional faculty and staff. Build trip supervisor capacity and sustainability by providing travel experiences for more faculty.	Principals, Head of Strategic Innovation & Partnerships, Deputy Head of School, Assistant Head of School: Academics	2022-2025	History excursion to Vimy Ridge in August 2022 and 2024 Round Square Excursion to the UK in September 40 Grade 11/12 students participated in the Eastern Universities Tour - 16 universities in 8 days. Music trip - 3-year rotation - local, national, international Cultural trips Morocco 2024, Vietnam 2025 Resources required: Generally funded through user-pay but TBD - goal cost recovery InternationalSOS - approx $20,000	In progress
3B	Reimagined timetable to meet the needs of students for programming, balance, and flexibility.	Leverage STAND courses to create timetable flexibility and additional offerings. Use data-informed strategies to deepen learning experiences and offer meaningful	Head of School, Academic Leadership Team	2022-2025	Survey data APORI STAND is providing useful feedback to the main campus. There are 13 senior school students enrolled in STAND courses. Each student receives a personalized cadence within the course. To date, students are starting and finishing the courses at different points during the year. We have already administered Nov diploma exams for one student.	In progress

		feedback for growth.				
3C	Implement framework for Making Thinking Visible (Harvard Project Zero) to support students in developing thinking routines to promote deep learning, student engagement, understanding, and independence.	Specified percentage of students and parents who agree that students are engaged in their learning	Assistant Head of School Academics, Division Principals and Learning Leaders	2022-2025	Faculty complete Harvard coursework. Develop framework Online Harvard Graduate School of Education (HGSE) Leadership courses taken by Learning Leaders and IBC K-12 Data Wise Group launched. Resources required: $25,000 + $45,000	In progress
3D	Essential skills, knowledge, and attributes will be identified and articulated in an STS Portrait of a Graduate.	Completed document	Academic Leadership Team	2022-2025	Articulate the value of an STS education by creating a portrait of a graduate's ideal competencies, qualities, and disposition. Continue to build on the newly developed School profile.	In progress
3E	STS is known for excellence in academics	When people think of STS, they first think of its strong academic program. Improved PAT 6 and PAT 9 Results Improved IB Results Improved Alberta Diploma Results.	Academic Leadership Team, Head of Community Relations	2023-ongoing	- Create STS definitions of rigour and deep learning. - Revise and expand the 2024/2025 Course Description Handbook - Tell the story of academic excellence - Completed 2023/24 Course Description Handbook - STS definition of academic excellence completed (2023) - Continue to improve on Improved PAT 6 and PAT 9, IB, and Alberta Diploma Results Resources required: $2,500	In progress
3F	All students have a social-emotional profile.	100 percent of students have a profile, and student feedback is positive. Developed KPI's	Academic Leadership Team, Student Services Team	2022-2025	We will continue to intentionally support the health and well-being of every student by developing a 360-degree approach to student social-emotional learning.	In progress

| 3G | Integrating and Strengthening the Outdoor Education program from K-12. | Focus on integration of nature-based learning into the curriculum in K-12.

Increase the breadth and depth of the OE program from K-12. | Deputy Head of School, Director of Outdoor Education | 2022-2025 | - K-6 - integrate the use of campus for nature-based learning and integrated transdisciplinary learning experiences.
- Re-imagine grade-level outdoor schools and trips.
- Increase nature-based Encore and Spark activities.
- Implement co-curricular OE activities for Grades 7-12.
- Develop campus resources to better support OE programming.
- OE 20/30 has been added to the elective options (completed).
- Develop and implement curricular OE courses for Grades 11-12.
- Optional OE experiences were added in Middle School in Spring 2023 and Winter 2024 (completed).

Resources required: TBD (PD, research, school visits) | In progress |
| 3H | Additional Students support in the Elementary School– Additional Learning Strategist Teacher for Grades 4-6 starting on August 20, 2023.

Hire Education Assistants to support Student Services. | Allow the learning strategist teachers (1 for Grades K-3 and 1 for Grades 4-6) to go into classrooms to support teachers and students - build capacity. | Head of Elementary School, Director of Student Services | 2020-2024 | Support our current model, which involves pulling out for a short period of targeted intervention and then " pushing" back in.

Additional support in classes with diverse learning needs and balance ratios. | Complete |

GOAL PILLAR #4: GLOBAL HUB IN A NATURAL SETTING

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

The following are the primary outcomes for Goal Pillar #4 and are part of *Flourish 2031*, our Strategic Plan. Responsibility for their completion is shared with the Board of Governors, the Head of School, and the Senior Leadership Team (SLT).

#	Outcome	Target	Assigned To	Timeline	Action Items	Status
4A	Teaching and innovation hub for learning strongly focuses on STEAM, innovation, and entrepreneurial thinking.	Establishing STS's regulation for being innovative, entrepreneurial, and globally minded.	SLT, Board of Governors, Foundation Board	2022-2025	- Launch of STAND hybrid program (complete) - Equipment purchase - Facility renewal and modernization - Professional Development - F1 Academies (physics 20+ CAD) - ATLE Integrated Design Workshop for Alberta Educators (April 2024) - Educational Technology Integrator (TBC) Resources required: $60,000-3.5 million	In progress
4B	Expanded summer and after-school opportunities, including online learning.	Spring gym rental at full weekly capacity and generate a 5% student participation rate increase each year for the next 3 years. Summer offerings will grow student participation by 5-10% annually for 3 years. 3-5 course offerings per summer with	SLT and Head of Strategic Innovation & Partnerships	2022-2025	Continue to explore and expand partnerships to maximize gym rentals in the Spring calendar. Continue to seek partnerships for after-school program rotation (Nov, Feb, May). Continue to seek and refine summer camp partnerships to offer quality programs each year and maximize participation rates per camp. Explore and strengthen partnerships to increase international student participation in summer camp offerings. Maintain summer school offerings to mainly support our students with timetable flexibility.	In progress

		goal of growing revenue by 5% per year. Explore international student summer camp participants and grow revenue by 5-10% per year for 3 years.				
4C	Established speaker series with a focus on broadening skills, perspectives, and global awareness.	TBD	Head of School, Head of Community Relations, Head of Strategic Innovation & Partnerships	2022-2025	Continue to bring notable and knowledgeable speakers to campus Resources required: $60,000 (some cost recovery)	In progress
4D	Comprehensive K-12 coherence framework for all skills and literacies: IB, Digital, Character.	Teaching resources reflect implementation of skills. Students accrue micro-credentials to demonstrate competencies in these skills.	Academic Leadership Team	2022-2024	Framework complete Implementation and prioritization to evaluate future models	In progress

SUMMER PROGRAMMING

In the summer of 2020, STS faced challenges due to COVID-19. They offered only 11 camps with 235 students participating while cancelling 23 camps. They pivoted to online summer school for seniors, with six virtual courses attracting 83 students, resulting in nearly $20,000 net profit that year.

In 2021, STS successfully implemented COVID protocols and offered 40 programs, with 602 students registered—37% of whom are current STS students. Their summer school provided eight courses to 170 students, generating almost $100,000 in net profit.

By March 2022, conditions improved, allowing STS to launch its summer program focusing on safety. Although participant numbers declined slightly from the previous year, they offered 64 camps and had 549 students involved, alongside eight summer school courses with 94 registrants. This year saw over $80,000 in net profits.

The 2023 summer programs observed increased attendance, with 65 camps offered and 694 registrations, including 30 international students. Only 60 students enrolled in four summer school courses. Profit exceeded $100,000, with a significant focus on camp participation. In 2024, STS experienced another surge in attendance, offering 65 camps with 943 students registered, including 47 international participants. The demand for outdoor education doubled, partnering with StoryBook Theatre for a popular one-week camp.

New initiatives included adopting a registration platform, CampBrain, and improving workflow, customer experience, and data tracking. They introduced after-camp childcare, generating alternative revenue and hired more high school students for support roles. Future revenue sources include the potential operation of a summer bistro and merchandise, which is set for exploration in the fall.

PROGRAM OFFERINGS

SUMMER PROGRAM OFFERINGS AND TOTAL REGISTRANTS FROM 2021-2024

SUMMER CAMPS							
2021 (Coded Minds)		2022 (Coded Minds/NextGen)		2023 (NextGen/EduCare)		2024 (NextGen)	
Calgary Polo Club	12	Art Camps	6	AI Camp	12	Art of Chocolate (2)	24
Fuse33 Wear Tech	8	Calgary Polo Club	10	Art & Craft Camps	63	Climb & Grow Crafts	53
Grades 3-4	38	Craft Camps	35	Art of Chocolate	16	Debate Camp	29
Grades 5-6	31	Entrepreneurship Camps	15	Calgary Polo Club	8	Entrepreneurship (2)	20
Grades 7-9	39	Fencing	5	Debate Camp	24	Fencing (2)	17
HoopStrength Basketball	42	Film Camps	15	Entrepreneurship Camps	8	Film Camps (3)	28
Kindergarten - Grade 2	74	Fuse33 Wear Tech	5	Fencing	7	Fuse33 Wearable Tech	8
Math Refresh 11-12	11	Grades 3-4	17	Film Camps	17	Grades 3-5	70
Okotoks Basketball	68	Grades 5-6	17	Fuse33 Wear Tech	8	Grades 6+	41
Outdoor Education	31	Grades 7-9	20	Grades 3-5	39	Kindergarten-Grade 2	47
Pivot Pointe Golf	26	HoopStrength Basketball	21	Grades 6+	42	Math Camps (3)	23
Road2Research	14	Kindergarten-Grade 2	31	HoopStrength Basketball	15	NBC Basketball Camps (1)	18
Stryker Sports	59	Math 10C Prep	13	Kindergarten-Grade 2	36	Okotoks Basketball (2)	43
Taste of STS	84	NBC Basketball Camp	32	Math Essentials Camps	32	Outdoor Education (4)	89
Two-Wheel Bike	5	Okotoks Basketball	27	NBC Basketball Camp	43	Pivot Pointe Golf	33
Volleyball	45	Outdoor Education	33	Okotoks Basketball	48	Robotics Camps	24
		Pivot Pointe Golf	34	Outdoor Education	48	StoryBook Theatre	34
		STS Staff Camps	42	Pivot Pointe Golf	23	STS All Ball (2)	30
		Stryker Sports	18	Robotic Camp	23	STS Art / Craft Camps	44
		Taste of STS	119	STS Staff Camps	22	STS Euro History Trip	18
		Volleyball	34	Taste of STS	111	STS Nature Lab	13
				Volleyball	31	STS Staff Camp	20
						Volleyball	22
						Taste of STS	132
TOTAL	602	TOTAL	549	TOTAL	676	TOTAL	880

SUMMER SCHOOL COURSES							
2021		2022		2023		2024	
Biology 20	13	Biology 20	3	CALM 20	29	CALM 20	37
Biology 30	10	Biology 30	5	Math 20-1	6	Math 20-1	11
CALM 20	43	CALM 20	33	Physics 20	16	Physics 20	9
English 30-1	17	English 30-1	7	Social 30-1	9	Social 30-1	6
Math 30-1	20	Math 30-1	12				
Physics 20	30	Math 30-2	9				
Social 20-1	5	Physics 20	18				
Social 30-1	32	Social 20-1	7				
TOTAL	170	TOTAL	94	TOTAL	60	TOTAL	63

ART

CHOCOLATE MAKING

BALL SPORTS

CODING & ROBOTICS

CRAFTS

ENTREPRENEURSHIP

FENCING

MUSICAL THEATRE

OUTDOOR EDUCATION

OUTDOOR SPORTS

POTTERY

TECH & VIRTUAL REALITY

INTERNATIONAL PARTNERSHIPS

STS has formed a few partnerships to increase the number of international students coming to our campus in the next few years. Purcell Collegiate School (PCS), Guangzhou No. 2 High School, and AQG Education are three new partners. Purcell Collegiate School is in Kimberley, BC and focuses on bringing students from around the world to have students from 30-90 countries to Canada as they work with AQG. The summer of 2023 saw 22 students from Guangzhou No. 2 High School via AQG participate in STS summer camps for one week in August. This summer AQG nearly doubled the number of travelers and brought about 40 students from the No. 2 School to engage in our summer camps. A Chinese delegation also

visited us for one day, including three officials from the Guangzhou Education Bureau and 3 principals from other Guangzhou schools. This Fall, we will continue to explore opportunities in both the STS summer and main school year programs to increase our international student presence, which aligns with our strategic goal of being a Global Hub in a Natural Setting.

CHARITABLE SUPPORT

STS has also partnered with the Fans Foundation to offer camp opportunities for those individuals who cannot participate. The Fans Foundation Mission is to provide Full Access for Newcomers to Sports ("FANS") by providing access to Experiences, Equipment and Education. We aim to break down the barriers for Newcomers to Sports by mobilizing individuals to provide access for Newcomers to Sports. We believe that Sports are a way to build community and integrate Newcomers into North American Life. STS had 7 participants join our camps this summer.

TASTE OF STS ORIENTATION

The Taste of STS Orientation supports new incoming students transitioning to the STS community. In 2020, 61 students signed up for our inaugural orientation program. In 2021, there were 84 students, and in 2022, 119/140 new students signed up (85% participation rate). Last year, we had 111/120 new students register (93% participation rate), and this August, there were 116 STS students and 16 STAND students, for a total of 132 participants.

This is the fifth time we have offered this program. This year, there were 37 students in the K-2 cohort, 29 in the grade 3-6 group and 50 in the grade 7-12 section.

WHISTLEBLOWER PROTECTION

STS is deeply committed to establishing and upholding a work environment that fosters trust and encourages employees to report any wrongdoing without the fear of reprisal. The School's values are grounded in providing high-quality education in a safe and nurturing environment that aligns with its moral and ethical beliefs.

STS pledges that any disclosure of wrongful conduct or alleged wrongdoing brought to the attention of the Designated Officer will be duly reviewed, investigated, and handled by the school in a manner appropriate for the situation.

All STS personnel have the right and obligation to report any wrongdoing. An employee who reports such behaviour in good faith will be protected against any form of retaliation or adverse action within the school's power.

Teachers and other employees may report any wrongdoing to the Designated Officer to address the matter in accordance with the principles of due process and fundamental justice. If the report pertains to the Designated Officer, the individual should report directly to the Commissioner.

If a report of wrongdoing is submitted directly to the Commissioner, named under Alberta's Public Interest Disclosure (Whistleblower Protection) Act, the Designated Officer and STS will exert every effort to assist the Commissioner's office in reviewing the report and bringing the matter to a reasonable and just conclusion.

Before making any disclosures, employees may seek guidance from their Supervisor, Designated Officer, or the Public Interest Commissioner. Because they seek advice, they are protected from adverse employment action.

For Fiscal 2023-24 years, the Designated Officer or the Public Interest Commissioner has not received any Protected Disclosures.

The complete Whistleblower Policy can be found in APPENDIX F.

DEVELOPING THE AERR

The Deputy Head of School compiled the Annual Education Results Report (AERR) for Strathcona Tweedsmuir School in collaboration with and with input from the Head of School, the Heads of the Elementary, Middle, and Senior Schools, the Chief Financial Officer, the Controller–Finance, Learning Leaders, various Directors from throughout the school, and the Student Services Department.

Articles and photographs were collected under the auspices of the STS Community Relations Office for the 2024 edition of Optimum – an STS publication.

The report was submitted for review by the Board of Governors on November 15, 2024.

The report was approved by the Board of Governors on November 19, 2024.

The report was submitted to Alberta Education by November 22, 2024, and posted to the school's website at:

https://www.strathconatweedsmuir.com/academics/aerr-and-education-plan/

ACKNOWLEDGEMENTS

Thank you to the following STS team members for contributing to the 2023-2024 AERR:

Kelly Ames | Elementary School Learning Strategist
Michelle Bartoshyk | Elementary PHE & Experimental Education Learning Leader
Scott Bennett | Head of Strategic Innovation & Partnerships
Jennifer Conway | Deputy Head of School
Annabel Dias | Director of Student Services
Nicole Egli | MYP Coordinator
Jody Frowley | Chief Financial Officer
Dr. Carol Grant-Watt | Head of School
Andrea Hahn | Communications & Marketing Specialist
Scott McKay | DP Coordinator
Season Prevost | Head of Elementary School
Jessica Richmond | Head of Middle School
Dale Roth | Director of Outdoor Education
Lisa Roth | Middle School Learning Strategist
Dr. Michael Simmonds | Assistant Head of School: Academics
Rory Stabler | Head of Senior School
Shannon Taggart | PYP Coordinator
Lara Unsworth | Head of Community Relations
Jana Wager | Director of Executive Services and Privacy Officer
Alanna Wellwood | STAND Principal, Head of Learning Innovation
Ken Zelez | Director of Athletics

APPENDICES

APPENDIX A | CLASS OF 2024 SCHOOL PROFILE

Strathcona-Tweedsmuir School (STS) is the only institution in southern Alberta offering both the Alberta Programs of Study *and* the International Baccalaureate (IB) continuum, which includes the Primary Years (PYP), Middle Years (MYP), and Diploma Programmes (DP). Our values-driven community fosters excellence, purpose, and belonging within a co-educational independent day school setting.

Upon graduation, all students receive an Alberta High School Diploma by meeting provincial requirements. Those students also earning an IB Diploma demonstrate a strong commitment to both academic and community engagement. Graduates are well-prepared for success in competitive fields at leading Canadian and international institutions, as reflected in the diverse post-secondary programs to which they gain acceptance.

Co-curricular activities enhance students' educational experiences through travel, leadership, community engagement, and experiential learning. Our Outdoor Education program immerses students in the natural beauty of the Rocky Mountain Foothills, helping them develop leadership, resilience, and collaboration skills.

With a diverse student body of approximately 750, STS draws from the greater Calgary metropolitan area. The school's 220-acre rural campus, located just 15 kilometres south of Calgary's city limits, further enriches the learning experience beyond the classroom.

CLASS OF 2024

79 students
100% graduation rate
$814,000 CDN offered in scholarships

Students in the Class of 2024 were accepted to 73 post-secondary institutions in five regions:

80%	CANADA	
7%	USA	
7%	UK	
4%	EUROPE	
2%	CARIBBEAN	

TOP AREAS OF STUDY

Arts & Design | Dance, Fashion, Music, Visual Arts

Business | Administration, Finance, Management

Communications & Media | Graphic Design, Film Studies

Computer Science & Technology | Software Engineering, Systems & Networks

Engineering | Aerospace, Automotive, Biomedical, Chemical, Industrial, Mechatronics

Health Care | Direct-Entry Medicine, Kinesiology, Nursing

Humanities | Criminal Justice, Law, Policy Studies, Psychology

Sciences | Applied, Biology, Chemistry, Health Sciences, Life Sciences

CURRICULAR PROGRAMMING

ALBERTA PROGRAMS OF STUDY

Students benefit from the Alberta Programs of Study, which is widely recognized as one of Canada's top educational systems. According to the 2022 Programme for International Student Achievement (PISA) results, Alberta students ranked first in Canada for reading, first in science, and second in math. Students taking Grade 12 Alberta Diploma courses in English, Math, Social Studies, Biology, Chemistry, and Physics must write provincially set exams, contributing 30% of their final grade. The remaining 70% is based on coursework assessed by STS. Completing an Alberta High School Diploma is mandatory for graduation and requires a minimum of 100 credits.

ALBERTA EDUCATION GRADUATION REQUIREMENTS (GRADES 10-12)							
English	Mathematics	Sciences	Social Studies	Physical & Health Education	Career and Life Management (CALM)	Additional 30-level courses	Additional courses (any level)
15 credits	10 credits	10 credits	15 credits	3 credits	3 credits	10 credits	30 credits
ELA 10-1 (5) ELA 20-1 (5) ELA 30-1 (5)	Math 10C (5) Math 10C+ (5) Math 20-1 (5)	Science 10 (5) Biology 20 (5) *or* Chemistry 20 (5) *or* Physics 20 (5)	SS 10-1 (5) SS 20-1 (5) SS 30-1 (5)	PHE 10 (3)			

GRADE 12 ALBERTA EDUCATION COURSES OFFERED AT STS				
Art 30	English 30-1	Instrumental Music 30	Mathematics 31	Philosophies of Man 30
Biology 30	French 30	International Politics 30	Macroeconomics 30	Physical Education 30
Computing Science 30	French 31A	Legal Studies 30	Microeconomics 30	Physics 30
Chemistry 30	French 31B	Mathematics 30-1	Outdoor Education 30	Social Studies 30
Design Studies	General Music 30	Mathematics 30-2	Personal Fitness 30	Spanish 30
Drama 30	Global Economics 35			

GRADE DISTRIBUTION | STS CLASS OF 2024	
FINAL AVERAGE	NO. OF STUDENTS
> 95%	5
90 - 94.9%	17
85 - 89.9%	20
80 - 84.9%	13
75 - 79.9%	10
70 - 74.9%	4
< 69.9%	7

ALBERTA EDUCATION GRADE RANGES						
PERCENTAGE	80-100%	65 - 79%	50 - 64%	40 - 49%	0 - 39%	PASS
LETTER GRADE	A	B	C	D	F	P

STS HONOURS SYSTEM	
First Class Honours	90 - 100%
Honours	80 - 89%

INTERNATIONAL BACCALAUREATE (IB)

The Primary Years Programme (K-6) and Middle Years Programme (7-10) are mandatory for STS students. Students may choose to pursue the IB Diploma Programme (11-12).

IB MYP YEAR 5 (GRADE 10) PERSONAL PROJECT

Grade 10 students undertake an independent research study called the 'Personal Project,' which serves as the culminating IB MYP experience. Students are assessed on three key elements: (1) Product or Outcome, (2) Process Journal, and (3) Final Written or Oral Report.

The final report undergoes assessment by an STS Teacher Advisor and, in some cases, an external IB examiner to maintain a globally consistent standard.

IB DIPLOMA

Grade 11 and 12 students choosing to pursue the IB Diploma Programme (IB DP) take on a significant academic challenge by balancing the dual demands of Alberta's and the IB's curriculum and assessment requirements. IB candidates complete at least three Higher Level (HL) courses and Standard Level (SL) courses across five or more subject groups and elect a sixth course from one of the subject groups. The two-year IB DP culminates in up to 18 externally assessed final exams, with the potential for university credit. In addition to coursework, students complete three core components: (1) Extended Essay (EE), (2) Theory of Knowledge (TOK), and (3) Creativity, Activity, and Service (CAS). To earn the IB Diploma, students must achieve at least 24 out of 45 points along with IB-established minimum standards.

STS students graduating with both the IB Diploma and the Alberta High School Diploma have challenged themselves at the highest academic level.

IB CERTIFICATE

The IB Certificate offers a flexible alternative for students who opt not to pursue the full IB Diploma. They can take individual IB DP courses in their areas of interest or strength, earning certificates for each course completed while benefiting from the IB curriculum's rigour and depth.

IB DP YEAR 1 - GRADE 11

- In IB Standard Level (SL) and Higher Level (HL) courses, teachers provide an 'Anticipated Grade' (AG) on a 1 (lowest) to 7 (highest) scale, based on the student's performance measured against IB DP standards and subject guides.
- Internal Assessments (IAs) are evaluated by STS teachers and then moderated by external IB examiners for validity and consistency and to prevent grade inflation.

IB DP YEAR 2 - GRADE 12

- Teachers report an AG in November and February in the second year, reflecting student progress against IB standards and subject guides. In April, they submit a "Predicted Grade" (PG) estimating a student's final exam performance.
- IAs contribute 20–30% of the final grade and are externally moderated, while external exams (papers) make up 70–80% of the final grade.
- The IB issues final grades in July, ranging from 1 (lowest) to 7 (highest), with up to three additional points awarded for TOK and the EE.

SUMMARY OF RESULTS

		2020	2021	2022	2023	2024
IB DP FINAL AVERAGE	STS	38	37	35	32	**34**
	WORLD	30	33	32	30	**30**
IB MEAN SUBJECT GRADE	STS	5.06	5.86	5.60	5.00	**5.30**
	WORLD	5.08	5.55	5.13	4.84	**4.90**
IB DIPLOMA PASS RATE	STS	100%	100%	100%	100%	**92%**
	WORLD	85%	89%	86%	80%	**80%**

Percentage of Alberta High Schools offering IB DP

4.1%
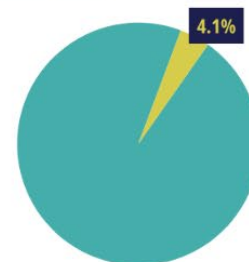
IB SUBJECT GROUP	IB DP COURSES OFFERED AT STS	CLASS OF 2024 FINAL AVERAGE	2024 WORLD FINAL AVERAGE	ALBERTA EDUCATION COURSES WITH PROVINCIAL DIPLOMA EXAMS
1	English Literature HL	5.28	4.55	Biology 30
2	French B SL	7.00	5.10	Chemistry 30
	French ab initio	6.33	4.71	English 30-1
	Spanish B SL	6.50	4.92	Mathematics 30-1
	Spanish ab initio	5.75	4.89	Mathematics 30-2
3	Economics SL	4.00	4.80	Physics 30
	Economics HL	6.20	5.10	Social Studies 30-1
	History SL	4.80	4.69	
	History HL	3.92	4.86	*NOTE:*
4	Biology SL	5.40	4.18	• *The content of IB courses does not fully align with the Alberta Programs of Study.*
	Biology HL	5.10	4.41	
	Chemistry SL	4.57	4.23	• *Students enrolled in an IB course in a subject offered by Alberta Education are effectively taking two courses simultaneously, each with different learning outcomes, and assessment methods.*
	Chemistry HL	4.50	4.69	
	Physics SL	5.88	4.23	
	Design Technology SL	4.57	4.01	
	Design Technology HL*	-	-	
5	Mathematics: Analysis & Applications SL	5.00	4.54	• *In addition to writing final provincial subject exams, IB Diploma candidates also sit two or three exams (Papers) at the end of their SL or HL courses respectively.*
	Mathematics: Analysis & Applications HL	5.20	4.86	
6	Visual Art SL	5.67	4.25	
	Music SL	4.67	4.27	

* Course not offered in 2023-2024

CO-CURRICULAR PROGRAMMING

An extensive co-curricular program enriches classroom learning through Outdoor Education, Athletics, Speech and Debate, Fine Arts, and Student Leadership pursuits. Students can take part in Model United Nations, international travel, dramatic and musical productions, among a myriad of co-curricular opportunities.

Additionally, STS is a member of Round Square Schools, instilling a strong commitment to personal development and responsibility on a local and global level. This is achieved by participating in community service work, building projects, exchange programs, and leadership conferences within our local communities and around the world.

POST-SECONDARY OFFERS OF ADMISSION (2019 - 2024)

where the Class of 2024 was accepted
* where the students choose to attend

CANADA

Acadia University
University of Alberta*
University of Alberta - Faculté Saint-Jean
Alberta University of the Arts*
Bishop's University
Brescia University College
University of British Columbia
University of British Columbia | Okanagan*
Brock University
University of Calgary*
Camosun College
Cape Breton University
Capilano University
Carleton University
Concordia University
Dalhousie University*
Durham College

Emily Carr University of Art & Design
George Brown College
University of Guelph
University of Guelph-Humber
Huron University College
Ivey Business School*
Kwantlen Polytechnic University
University of King's College
Lakehead University
Laval Université
University of Lethbridge*
MacEwan University
University of Manitoba
McGill University*
McMaster University*
Memorial University

Mount Allison University
Mount Royal University*
University of New Brunswick
Northern Alberta Institute of Technology
Okanagan College
Old's College
Ontario College of Art & Design
Ontario Tech University
University of Ottawa
University of Prince Edward Island
Queen's University*
University of Regina
St. Francis Xavier University
St. Mary's University
St. Thomas University
University of Saskatchewan*

Sheridan College
Simon Fraser University
Southern Alberta Institute of Technology*
Thompson Rivers University*
University of Toronto*
Toronto Metropolitan University
Trent University
Trinity Western University
Vancouver Island University
University of Victoria*
University of Waterloo*
Western University*
Wilford Laurier University
University of Windsor
University of Winnipeg
York University

UNITED STATES

Arizona State University
Boston University
Brigham Young University (Idaho)
Brigham Young University (Provo)
Brown University
University of California – Berkeley
University of California – Davis
Carnegie Mellon University*
University of Central Florida
Claremont McKenna College
CLI Conservatory*
Colby College
Colgate University
University of Colorado Boulder

Colorado College
Colorado School of Mines
University of Delaware
University of Denver
Fashion Institute of Technology
University of Florida*
Harvard University
Harvey Mudd College
University of Hawaii
Hawaii Pacific University
Ithaca College
Lewis & Clark College
Louisiana State University
University of Louisville

University of Michigan
Middlebury College
University of Minnesota
University of Montana
New York University
Northeastern University
University of North Carolina - Chapel Hill
University of Oregon
Pace University
Parsons School of Design
Purdue University
Rensselaer Polytechnic Institute*
Rollins College

Savannah College of Art & Design*
Scripps College
Smith College
Syracuse University
University of Tampa
University of Texas – Austin
Texas Tech University
Thomas Aquinas College
Virginia Tech
Western Kentucky University
Willamette University
University of Wyoming
Yale University

OTHER COUNTRIES

University of Aberdeen
University of the Arts London
Auckland University of Technology
University of Brighton
University of Bristol
University of Central Lancashire
Comillas Pontifical University*
University College Dublin
Dublin City University*
University of Dundee
University of Edinburgh*

Francisco de Vitoria University
Goldsmiths, University of London
Griffith University
Howest University
University of Kent
King's College London*
University of Leeds*
Istituto Maragoni*
Middlesex University
London College of Fashion
London Metropolitan University

University of Leiden
University of Leicester
University of Liverpool
University College London
University of Manchester
London School of Economics
Robert Gordon University
Royal College of Surgeons in Ireland
University of St. Andrew's
St. George's University London
St. John's College

University of Sheffield
SOAS University of London
University of Southampton
St. George's University | Grenada*
University of Stirling
Sussex University
University of Sydney
University of Warwick*
University of West London
University of Westminster

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College Entrance Examination Board (CEEB) Code - 820190
University College Admissions Service (UCAS) Code - 45767
Alberta Education School Code - 9922

AFFILIATIONS & ACCREDIATIONS

APPENDIX B | EARLY YEARS LITERACY AND NUMERACY ASSESSMENTS

STS utilized the following screening assessments in the 2023-2024 school year:

- Grade 1: Elk Island Phonological Awareness Screen and Elk Island Numeracy Screen
- Grade 2: Elk Island Phonological Awareness Screen and Elk Island Numeracy Screen
- Grade 3: Elk Island Phonological Awareness Screen and Elk Island Numeracy Screen

Kindergarten to Grade 3 Student Support

To support all students and at-risk students, we follow a Continuum of Support at STS, which has four stages of student support (Universal, Targeted Interventions, Individualized Interventions, and Specialized interventions). Students may flow back and forth among these intervention stages as their learning needs change throughout the school year.

Targeted and Individualized Literacy Intervention | At-Risk Students

With Strategy team support, literacy Intervention Activities are used in and out of the classroom to provide targeted and individualized support for at-risk students.

The program we used for intervention in each classroom and intervention groups in Kindergarten to Grade 3 was the University of Florida Literacy Institute (UFLI) Foundations. UFLI Foundations is an explicit and systematic program created by the team at the

The program introduces students to the foundational reading skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed for core instruction in the primary grades or intervention with struggling students in any grade.

The program was implemented in each Kindergarten to Grade 3 classroom and used for intervention in the classroom or small groups (some 1:1 support was required in Grades K and 1).

The Intervention team (and teachers) followed lesson plans that utilized an eight-step routine:

1. Phonemic Awareness
2. Visual Drill
3. Auditory Drill
4. Blending Drill
5. New Concept
6. Word Work
7. Irregular Words
8. Connected Text

Steps 1 through 4 serve as a warm-up and review of previously taught concepts. Step 5 explicitly introduces a new concept, including guided practice reading and spelling words. Steps 6 through 8 are opportunities to apply concepts through reading and writing activities at the word and text level.

The Strategist team and teachers targeted the following foundational reading skills:

- Phoneme blending and segmentation practice
- Accuracy and automaticity of grapheme-phoneme correspondences
- Decoding automaticity of words with previously learned concepts
- Explicit introduction of new concepts
- Decoding and encoding practice
- Reading and spelling irregular words
- Reading and spelling connected text

The Strategist team and teachers strive to balance structure and responsiveness to students' needs perfectly. The program features ample opportunities for students to practice and built-in gradual release. The intervention included providing teachers with detailed lesson plans, an instructional slide deck to accompany each lesson, and downloadable materials for homework or center activities.

Targeted and Individualized Interventions Numeracy Intervention | At-Risk Students

Numeracy Intervention Activities are used in the classroom, often with Strategy team support, to provide targeted and individualized support for at-risk students.

The Intervention Strategies and Guides used include:

- Math Up teacher Guides for Numeracy Intervention Activities for Grades K – 6.
- The Alberta Education Teacher Guide for Numeracy Intervention Activities for Grade K-3.
- At-risk students receive support in such areas as comparing numbers, counting, number facts, numbers on the number line, writing numbers, number facts and equations and ordering numbers.

Number of at-risk students 2023-24

Grade	Total Number of Students	Literacy Oct (Months -)	Numeracy Oct (Months -)	Literacy May (Months -)	Numeracy May (Months -)
1	36	7 students -9 months	6 students -6 months	4 students -6 months	3 students -3 months
2	40	8 students -12 months	7 students -9 months	4 students -6 months	4 students -3 months
3	40	9 students -20 months	8 students -6 months	5 students -12 months	3 students -3 months

APPENDIX C | CONCUSSION POLICY

School Policy:	Concussion Policy
Category:	Health & Safety
Created:	April, 2024
Last Modified:	
Approval Date:	**June 17, 2024**
Review Date:	Spring, 2027
Approved By:	Head of School
Contact Person:	School Nurse

PURPOSE

Strathcona-Tweedsmuir School (STS) is committed to maintaining the health, well being, and safety of all students. This Policy is intended to ensure the proper management of students who have a concussion or are suspected of having a concussion through the implementation of STS's Concussion Protocol.

DEFINITION

Concussion is the term for a clinical diagnosis that is made by a medical doctor or a nurse practitioner. A concussion, defined per the Consensus Statement on Concussion in Sport: The 6th International Conference on Concussion in Sport is a traumatic brain injury caused by a direct blow to the head, neck, or body resulting in an impulsive force being transmitted to the brain *(*for a visual description of how a concussion occurs see:cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Concussion/Infographic/english.html*)*.

The symptoms and signs may present immediately, or evolve over minutes or hours, and commonly resolve within days, but may be prolonged.

- No abnormality is seen on standard structural neuroimaging studies (computed tomography or magnetic resonance imaging T1- and T2-weighted images).
- Concussion results in a range of clinical symptoms and signs that may or may not involve loss of consciousness.
- The clinical symptoms and signs of concussion cannot be explained solely by (but may occur concomitantly with) drug, alcohol, or medication use, other injuries (such as cervical injuries, peripheral vestibular dysfunction) or other comorbidities (such as psychological factors or coexisting medical conditions).

Concussion is a traumatic brain injury that causes changes in how the brain functions, leading to signs and symptoms that can emerge immediately or in the hours or days after the injury. It is possible for symptoms to take up to 7 days to appear. Signs and symptoms can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty concentrating or remembering), emotional/behavioural (e.g., depression, irritability) and/or related to sleep (e.g., drowsiness, difficulty falling asleep). A concussion can occur even if there has been no loss of consciousness (in fact, most concussions occur without a loss of consciousness). A concussion is typically expected to result in symptoms lasting up to 4 weeks in children and youth (under 18 years), but in some cases symptoms may be prolonged.

STS recognizes the importance of the health, safety, and overall well-being of its students and that the safety of students are essential preconditions for effective learning and as such is committed to providing the greatest of possible care and attention to the health and safety of its students and taking steps to reduce the risk of injury.

It is important to students' long-term health and academic success that individuals in schools have information on appropriate strategies to minimize risk of concussion, steps to follow if they suspect that a student may have a concussion, and effective management procedures to guide students' return to learning and physical activity after a diagnosed concussion.

APPLICATION AND SCOPE

The Policy will address the development and implementation of the following concussion components addressed in the Concussion Protocol.

The components include strategies to develop awareness of the seriousness of concussions; strategies for the prevention and recognition of concussions; management procedures for diagnosed concussions (Return to Learn/Return to Play – RTL or RTP); and training for STS employees.

All students diagnosed with a concussion will require a Medical Clearance Letter signed and completed by a medical doctor or nurse practitioner. The medical assessment must be completed by a medical doctor that is qualified to evaluate patients with a suspected concussion including pediatricians, family medicine, sports medicine, emergency department, rehabilitation (physiatrists), neurologists, and neurosurgeons or the medical assessment can be completed by a nurse practitioner.

Please note, family members who are health care practitioners **cannot** provide a Medical Clearance Letter. The letter must be completed by a non-family member, health care provider. In order to return to competition in any sport or physical activity, students must have a Medical Clearance Letter.

AWARENESS
Awareness of the seriousness of concussions and on concussion prevention, recognition, and school-based management, communicated to students, parents/guardians, coaches, and STS employees.

PREVENTION
Strategies for preventing and minimizing the risk of sustaining a concussion (and other head injuries) in schools and at off-site school events are to be shared with students, parents/guardians, coaches, and STS employees.

RECOGNITION
The following are to be developed, shared, and implemented by appropriate school personnel:

   a) Initial response for safe removal of an injured student with a suspected concussion from the activity;
   b) Initial recognition of a suspected concussion; and
   c) Steps required following the initial recognition of a suspected concussion (see Concussion Protocol).

MANAGEMENT PROCEDURES FOR A DIAGNOSED CONCUSSION

School Concussion Management Plan
Return to Learn (RTL) and Return to Play (RTP). Return to Play includes curricular and non-curricular, competitive and non-competitive school related physical activity and recreational activities. Processes for identifying and documenting accommodations/adaptations for student learning are to be established and implemented.

Resources for students who are recovering from a concussion and experiencing long term difficulties that are affecting student learning (e.g. individualized classroom accommodations are to be established and followed).

Education and Training
Strategies for providing regular and ongoing training for concussion awareness, prevention, recognition, and management to relevant school stakeholders basing the timing and intensity of training on staff roles and responsibilities are to be established.

APPENDIX D | INCLUSIVE EDUCATION POLICY

School Policy:	**Inclusive Education**
Category:	Academics
Last Modified:	June 2023
Approval Date:	**June 20, 2023**
Review Date:	April, 2026
Approved By:	Head of School
Contact Person:	Assistant Head of School: Academics

CONTEXT

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

International Baccalaureate Organization

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

Strathcona-Tweedsmuir School

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

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

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

STUDENT SUPPORT SERVICES

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

Page **1** of **3**

PRINCIPLES OF INCLUSIVE EDUCATION

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

RTI: THREE-TIERED APPROACH TO INCLUSIVE EDUCATION

1. **Tier 1, Universal:** Teachers provide purposeful instructional strategies for all students by applying Universal Design for Learning (UDL) principles in all classes. Universal supports that are available at STS can be found in Strathcona Tweedsmuir Continuum of Supports document under the 'Universal Supports' section.

2. **Tier 2, Targeted Support:** Students not making progress with Universal Tier 1 interventions require additional support. Formal and informal data may be collected to identify student needs. Teachers may provide targeted support and consult with the Divisional Learning Strategist, counsellor, and parents, if the supports needed are intensive and occur on a long-term basis. Targeted support may include instructional, environmental or assessment accommodations. Students who do not achieve the desired level of progress in response to targeted support and accommodations may be referred for additional diagnostic assessment to better understand their individual learning needs (case specific). Targeted supports that are available at STS can be found in Strathcona Tweedsmuir Continuum of Supports document under the 'Targeted Supports' section.

3. **Tier 3, Specialized School-Based:** Interventions In order to better understand the learning needs of a student who is experiencing continued barriers to learning, a diagnostic assessment may be recommended to gather further information. Assessments may be conducted by a Level B certified Learning Strategist, and/or a Psychoeducational Assessment conducted by credentialed by a psychologist or any other external professionals. The Learning Strategist then develops an Academic Profile (AP) which summarizes the findings documented in psychoeducational assessments, and includes recommendations that best support students' academic, social and emotional needs. The data documented on the AP is used to inform teaching, assessment, environmental and behavioural accommodations. The AP content is shared with families and is reviewed annually with key stakeholders. Specialized supports that are available at STS can be found in the Strathcona Tweedsmuir Continuum of Supports document under the 'Specialized Supports' section.

TERMS of REFERENCE

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

Page **3** of **3**

learners, choosing multiple instructional strategies, using ongoing classroom assessment and organizing flexible groupings.

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

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

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

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

Targeted Support: A short term plan for students who are experiencing barriers to their learning as noted by the classroom teacher(s). The Student Support team makes recommendations to the school on how best to support students' academic, social and emotional needs. Targeted intervention strategies address barriers to learning, either academic or social-emotional or both. Intervention may indicate the need for further investigation or different kinds of supportive measures, and a recommendation for further norm and criterion referenced diagnostic assessment may result.

Specialized Support: An Academic Profile (AP) is created for students with a diagnosis that impacts their learning. An AP summarizes a diagnostic report, implications for learning, and any instructional, environmental, or assessment accommodations that are accessible at the school in order to support a student's success.

References

Alberta (2018a). Using differentiated instruction to support all learners. Inclusive Education. https://www.alberta.ca/assets/documents/ed-video-discussion-guide-3-differentiated-instruction.pdf

Alberta (2018b). Scaffolding for student success. Inclusive Education. https://www.alberta.ca/assets/documents/ed-video-discussion-guide-6-scaffolding-for-student-success.pdf

Alberta (2018c). Making sense of universal design for learning. Inclusive Education. https://www.alberta.ca/assets/documents/ed-video-discussion-guide-4-making-sense-of-universal-design.pdf

Alberta (2021). Inclusive Education. https://www.alberta.ca/inclusive-education.aspx

APPENDIX E | WHISTLEBLOWER POLICY

School Policy:	**Whistleblower Policy**
Category:	Administration
Last Modified:	October, 2022
Approval Date:	**October 27, 2022**
Review Date:	November, 2025
Approved By:	Head of School
Contact Person:	Director of Executive Services

PURPOSE

Strathcona-Tweedsmuir School (STS) is committed to establishing and maintaining a work environment that encourages employees to report wrongdoing without fear of reprisal.

STS is also committed to providing students the best possible, quality learning opportunities in a safe and caring environment, characterized by behavior consistent with the School's Vision, Mission, and Values.

DEFINITIONS

Act means the *Alberta Public Interest Disclosure (Whistleblower Protection) Act*

Commissioner means the Public Interest Disclosure Commissioner appointed under the *Whistleblower Protection Act.*

STS or School means Strathcona-Tweedsmuir School;

Chief Officer means the Chair of the Board of Governors;

Designated Officer means the Head of School who is appointed to review, investigate and report any Disclosure under this Policy.

Supervisors are responsible for giving information and advice to employees who are considering making a disclosure of wrongdoing. Employees are protected for seeking advice from their supervisor, to the extent of the information requested and advice provided. Supervisors are anyone who has a reporting relationship with employees, and includes School Principals.

Disclosure means the report of a Wrongdoing, made in good faith by an STS employee in accordance with this Policy or the *Whistleblower Protection Act*.

Employee means an employee of the office of Strathcona-Tweedsmuir School, or an individual who has suffered a reprisal and is no longer employed by the School.

Personal information means personal information as defined in the *Personal Information Protection Act* .

Reprisal means any conduct outlined in Section 24(2) or (3) of the Act; outlined on Page 4 of this Policy.

Regulation means the *Public Interest Disclosure (Whistleblower Protection) Regulation*

Wrongdoing means a wrongdoing referred to in Section 3 of the Act, and includes an alleged wrongdoing

APPLICATION

The *Public Interest Disclosure (Whistleblower Protection) Act* facilitates the disclosure and investigation of significant and serious matters that employees believe to be unlawful, dangerous or injurious to the public interest.

Page **1** of **9**

Matters that do not relate to wrongdoings defined under the Act will continue to be managed in accordance with other internal operational policies and procedures and any other relevant Acts.

POLICY
In this context, and having regard to the best interests of STS and the larger community, the School's Board of Governors, the Head of School, employees, students, parents, and members of the supporting school community must be assured that all concerns about Wrongdoing will be taken seriously.

STS commits that any disclosure of Wrongdoing or alleged Wrongdoing reported to the Head of School will be properly reviewed and investigated and then acted upon by the School, as appropriate.

All STS employees have the right and obligation to report Wrongdoing. An employee making a report of Wrongdoing in good faith will be protected against Reprisal or other detrimental impacts within the power of the School.

PURPOSE
The purpose of this Policy and the procedures is to allow employees to report Wrongdoing to the Head of School so that the matter may be addressed in keeping with the principles of due process and of fundamental justice. If the report of Wrongdoing pertains to the Head of School then the individual has the option to report the matter directly to the Chief Officer or to the Commissioner as named under *Alberta's Public Interest Disclosure (Whistleblower Protection) Act).*

Should a report of Wrongdoing be made directly to the Commissioner, the Chief Officer will make every effort to assist the Commissioner's office with its review of the report of Wrongdoing, to bring the matter to a reasonable and just conclusion.

Pursuant to the Act, this Policy and procedures aim to:

    a. facilitate disclosure and investigation of serious Wrongdoing at STS as defined in the Act and outlined in the School's Policy;
    b. protect Employees and others who make disclosures in good faith manage, investigate and make recommendations in respect to disclosures of Wrongdoing and Reprisals for disclosure; and
    c. promote confidence in the administration and operations of the School among all members of the school community.

REPORTABLE TYPES OF WRONGDOING
The Act facilitates the disclosure and investigation of "wrongdoing". The Act specifically defines the types of wrongdoing that may be reported and investigated:

    a. A contravention of an Act, a regulation made pursuant to an Act, an Act of the Parliament of Canada or a regulation made pursuant to an Act of the Parliament of Canada;
    b. An act or omission that creates:
        i. A substantial and specific danger to the life, health or safety of individuals other than a danger that is inherent in the performance of the duties or functions of an employee, or
        ii. A substantial and specific danger to the environment;
    c. Gross mismanagement, including an act or omission that is deliberate and that shows a reckless or willful disregard for the proper management of:
        i. Public funds or a public asset,
        ii. The delivery of a public service, including the management or performance of:

a) A contract or arrangement identified or described in the regulations, including the duties resulting from the contract or arrangement or any funds administered or provided under the contract or arrangement[1], and

b) The duties and powers resulting from an enactment identified or described in the regulations or any funds administered or provided as a result of the enactment,

    iii.   employees, by a pattern of behavior or conduct of a systemic nature that indicates a problem in the culture of the organization relating to bullying, harassment or intimidation;

d. Knowingly directing or counselling an individual to commit a wrongdoing mentioned above.

This procedure **does not apply** to alleged contraventions of internal policies or directives, code of conduct matters, violations of collective agreements, or individual disputes been management and an employee relating to bullying, harassment or intimidation.

SEEKING ADVICE

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

In circumstances where the matter relates to the Head of School or Chair of the Board, employees are encouraged to seek advice from the Public Interest Commissioner.

The office of the Public Interest Commissioner may be contacted at:

Email: info@pic.alberta.ca
Phone: 1-855-641-8659
www.yourvoiceprotected.ca

PROCEDURES FOR EMPLOYEES TO REPORT WRONGDOING

Employees who want to report wrongdoing may do so by contacting the Head of School. Employees should clearly indicate they are making a disclosure under the *Public Interest Disclosure (Whistleblower Protection) Act*. The Head of School is Carol Grant-Watt who can be contacted at cgw@sts.ab.ca or 403-938-8301.

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

Employees may also report wrongdoing to the Public Interest Commissioner and may do so by submitting the prescribed form on the Public Interest Commissioner's website.

Anonymous Disclosure

Employees considering making a disclosure anonymously should seek advice about doing so from the Head of School, their Supervisor, or the Public Interest Commissioner. Anonymous disclosures may not be acted on if there are inadequate particulars provided about an alleged wrongdoing that would permit the conduct of a fair and effective investigation.

REPORTING REPRISALS

The Act protects employees from reprisal who have, in good faith:

a. requested advice about making a disclosure from a Supervisor, the Head of School, or the Public Interest Commissioner,

b. made a disclosure under the Act,

c. cooperated in an investigation under the Act,
d. declined to participate in a wrongdoing, or
e. done anything in accordance with the Act.

A **reprisal** is defined as taking, directing or counseling someone to take or direct:
a. a dismissal, layoff, suspension, demotion or transfer, discontinuation of a job, change of job location, reduction in wages, change in hours of work or reprimand;
b. any measure, other than those mentioned above, that adversely affects the employee's employment or working conditions; or
c. a threat to take any of the measures above.

STS supports employees who come forward in good faith to report wrongdoing. Reprisals taken against employees will not be tolerated. A reprisal is an offence under the Act, and anyone who takes a reprisal against an employee is liable to prosecution under the Act in addition to disciplinary action, including termination of employment, by STS.

Employees who believe they have been reprised against may make a complaint of reprisal directly to the Public Interest Commissioner using the form on the Public Interest Commissioner's website. The Complaint of Reprisal Form may be found here.

PROCEDURES FOR MANAGING & INVESTIGATING DISCLOSURES OF WRONGDOING

1.1 Accessing disclosures of wrongdoing
After a disclosure is received by an employee, the Head of School must acknowledge receipt of the disclosure within five (5) business days

Within twenty (20) business days, the Head of School must decide whether or not an investigation is required, and notify the employee who made the disclosure of this decision and the reason for the decision.

An investigation is not required if:
a. The subject matter of the disclosure is not jurisdictional under the Act (i.e. the allegations do not constitute Wrongdoing defined under the Act);
b. The subject matter is frivolous, vexatious or has not been made in good faith;
c. The disclosure relates to a matter that could more appropriately be dealt with according to the procedures under a collective agreement or employment agreement;
d. The subject matter of the disclosure is already being investigated by another authority;
e. The subject matter of the disclosure is currently before the courts;
f. More than (two) 2 years has passed since the date that the Wrongdoing was discovered.

Employees who are dissatisfied with the Head of School's decision may bring the matter to the Public Interest Commissioner.

1.2 Investigating disclosures of wrongdoing
The Head of School will notify the Chair of the Board prior to initiating an investigation into a disclosure of wrongdoing. The Head of School may consult with the Chair of the Board regarding the management and investigation of the disclosure.

The Head of School may request advice from the Commissioner with respect to the management and investigation of a disclosure. Requesting advice from the Commissioner will not result in the Commissioner initiating an investigation into the matter.

Page **4** of **9**

The Head of School may collect, use and disclose personal information, individually identifying health information, and any other information that is considered necessary to manage and investigate the disclosure of wrongdoing.

The Head of School may require any employee to provide any information or record and give written or oral replies to questions, for the purpose of investigating the disclosure.

The Head of School may request any individual assist with investigating the disclosure of wrongdoing, including retaining the services of a third party where appropriate.

If during an investigation the Head of School has reason to believe that another wrongdoing has been committed or may be committed, the Head of School may investigate the wrongdoing and notify the Chair of the Board.

If more than one disclosure of wrongdoing is received by a Head of School with respect of the same matter, a single investigation may be conducted rather than a separate investigation. The Head of School must conclude an investigation not more than **120 business days** from the date the disclosure of wrongdoing was received. The Chair of the Board, with the Commissioner's permission, may extend the time period to complete the investigation that the Commissioner considers to be appropriate in the interest of a fair and efficient outcome.

If the time period has been extended, the employee who submitted the disclosure must be promptly advised of when he or she may expect the next procedural step to occur or be completed.

At the conclusion of an investigation, the Head of School must prepare a report for the Chair of the Board outlining the allegations investigated, whether the investigation found wrongdoing occurred, and recommendations for corrective measures.

The Chair of the Board shall consider the recommendations, implement corrective measures to remedy the wrongdoing, and take appropriate disciplinary action which may include termination of employment.

Employees who are dissatisfied with the outcome of the investigation by their Head of School or believe the matter has not been resolved, may bring the matter to the Public Interest Commissioner.

1.3 Ensuring procedural fairness

Disclosures of wrongdoing shall be investigated in accordance with the principles of procedural fairness and natural justice. This includes the right of an alleged wrongdoer(s) to be heard, and the right to have the matter investigated in an impartial manner.

Where a disclosure of wrongdoing is determined to have merit, the alleged wrongdoer(s) has the right to know the nature of the allegations made against them. However, this does not include disclosing the identity of the employee who made the disclosure or witnesses who participated in an investigation.

Where a disclosure of wrongdoing is determined to have merit, the Head of School must afford the alleged wrongdoer(s) the opportunity to respond to the allegations and the relevant information used to support the allegation. The Head of School may receive a response verbally or in writing, and in any manner the Head of School determines to be fair and appropriate.

The Head of School must recuse themselves from an investigation where they believe they are in a conflict of interest, or when they believe a bias exists. The Chair of the Board may appoint an alternate individual to function as the Head of School, or may refer the matter to an alternate authority.

1.4 Protecting confidentiality

The Head of School must protect the identity of employees who make disclosures of wrongdoing, individuals alleged to have committed the wrongdoings, and witnesses who participated in investigations.

The Head of School must maintain all records and information relating to investigations in a secure manner that is not accessible to any other individual.

The Head of School may only identify the employee who made the disclosure, the individuals alleged to have committed the wrongdoing, and witnesses who participated in investigations, to:

a. individuals who have been requested or retained to assist with the investigation,
b. the Chair of the Board, and
c. the Public Interest Commissioner

Any individual requested to assist with an investigation must protect the identity of the individuals involved in the disclosure process, including the employee making the disclosure, individuals alleged to have committed the wrongdoings and witnesses.

Where a wrongdoing has been found, the Chair of the Board may identify the wrongdoer(s) to others within the organization or to external authorities for the purpose of taking appropriate corrective action.

1.5 Referring disclosures of wrongdoing

The Head of School may refer a disclosure of wrongdoing to an alternate authority, including to the Public Interest Commissioner. Factors in considering whether to refer a disclosure of wrongdoing include:

a. Whether the subject matter of the disclosure would more appropriately be dealt with by another authority,
b. The complexity of the subject matter of the disclosure,
c. Whether a perceived conflict of interest may exist,
d. The resources and expertise required to conduct a fair and effective investigation,
e. If the subject matter pertains to an individual that supersedes the hierarchal position of the Head of School.

The referral of a disclosure of wrongdoing may only be made if the disclosing employee consents to the referral.

1.6 Matters constituting an imminent risk

Notwithstanding any other provision in this procedure, where the subject matter constitutes an imminent risk of a substantial or specific danger to the life, health or safety of individuals, or to the environment, the Head of School may, without the consent of the disclosing employee, notify any individual within Strathcona-Tweedsmuir School in order to be able to appropriately respond to the danger, and notify any appropriate authority required to respond to the danger including calling 911.

The Head of School must also notify:

a. The appropriate law enforcement agency,
b. In the case of a health-related matter, to the Chief Medical Officer of Health, and

c. To the department, public entity, or other entity responsible for managing, controlling or containing the risk, if any exists.

The Head of School must suspend any investigation into the matter, and may only resume after any charge relating to an alleged offence, or any investigation by a law enforcement agency or the Minister of Justice and Solicitor General, has been finally disposed of.

1.7 Matters involving a possible offence

If, during an investigation, the Head of School has reason to believe that an offence has been committed under a Provincial or Federal Act or Regulation, the matter must be reported to a law enforcement agency and to the Minister of Justice and Solicitor General as soon as reasonably practicable. In addition, legal counsel may be sought by the Head of School before the matter is reported.

The Head of School must suspend any investigation into the matter, and may only resume after any charge relating to an alleged offence, or any investigation by a law enforcement agency or the Minister of Justice and Solicitor General, has been finally disposed of.

ANNUAL REPORTING REQUIREMENTS

The Chair of the Board will prepare a report annually as required by the Act, and include:

a. The number of disclosures received by or referred to the Head of School and the number of disclosures acted on, and the number of disclosures not acted on, by the Designated Officer;
b. the number of investigations commenced by the Head of School;
c. in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing, and
d. if corrective measures in relation to the wrongdoing have not been taken, the reasons provided.

The Chair of the Board's report will be included in the annual report for Strathcona-Tweedsmuir School.

The Chair of the Board will not publicly identify an employee who requested advice, made a disclosure of wrongdoing or complaint of reprisal, or publicly disclose individually identifying health information within the annual report.

REFERENCES

Public Interest Disclosure (Whistleblower Protection) Act
Public Interest Disclosure (Whistleblower Protection) Regulation
Public Interest Disclosure (Whistleblower Protection) Transitional Regulation

DISCLOSURE OF WRONGDOING FORM

TYPE OF WRONGDOING

Which of the below categories does the Wrongdoing apply?*

- ☐ Contravention of an Act or a Regulation (Contravention of a Law).

- ☐ An act or omission that creates a substantial and specific danger to the life, health or safety of individuals.

- ☐ An act or omission that creates a substantial and specific danger to the environment.

- ☐ Gross mismanagement of public funds or a public asset.

- ☐ Gross mismanagement of the delivery of a public service.

- ☐ Gross mismanagement of employees – by a pattern of behavior or conduct of a systemic nature that indicates a problem in the culture of the organization relating to bullying, harassment or intimidation.

- ☐ Counselling an individual to commit a wrongdoing mentioned above.

*If none of the above, the Public Interest Disclosure Act does not apply. Consider other internal policies and procedures.

CONTACT INFORMATION

While anonymous complaints may be accepted, you are encouraged to include your name and contact information. For more information about the advantages and disadvantages of making an anonymous complaint, speak with the Designated Officer.

Last Name

Given Name

Title

Work Phone

Other Phone

Email

DISCLOSURE DETAILS

Use this area to provide information about the wrongdoing and the person(s) alleged to have committed the wrongdoing. Include if known the following details:

- o A description of the wrongdoing
- o If known, dates associated with the wrongdoing
- o Name and title of the alleged wrongdoer(s)
- o Name and title of any other parties involved
- o If applicable, the specific division or department where the wrongdoing occurred
- o Whether you have contacted any other authority in relation to the alleged wrongdoing

Disclosure Details*

Please submit this form and any other supporting documents to the Head of School. If you are unable to include all details about the alleged wrongdoing on this form, you may submit further details as a separate document, however please include it when you submit this form.