



The International School of Macao AERR - November 2021

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Who We Are

a. Board of Directors

- i. John Crawford
- ii. Neil Johnston
- iii. Peter Lam
- iv. KL Tong
- v. Howard Stribbell

b. Leadership

- i. Head of School - Howard Stribbell
- ii. Primary School Principal - Mary-Anne Jasinski
- iii. Secondary School Principal - Lorne Schmidt
- iv. Primary School Vice-Principal - Amanda Kiat
- v. Primary School Vice-Principal - Lindsay Johnston
- vi. Middle School Vice-Principal - Dominic Masters
- vii. High School Vice-Principal - Martin Brown
- viii. Kindergarten Coordinator - Hiede Schmidt

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Macau University of Science and Technology Foundation [A. 0230] and The International School of Macao [S. 1341] for the 2020/2021 **school year** was prepared under the direction of the Board/Board of directors in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2020/2021 was approved by the Board on *November 30, 2021*.

The International School of Macao

Tong Ka Lok
Board Chairman

TRENDS AND ISSUES

As we continue to grow, having appropriate and updated physical space for students and staff continues to be an important priority. We continue to streamline the scheduling and implementation of the IB Diploma Program along with the Alberta Curriculum courses in secondary school. Emphasizing literacy and numeracy and supporting our ELL and Mandarin programs are ongoing priorities. Profiling TIS Macao as an excellent international school and as a centre for professional development and collaborative practice.

COVID19

- Despite the pandemic, the school campus remained open for classroom instruction throughout the 2020/21 academic year.
- Some families had to leave Macau due to loss of employment as a result of the pandemic
- New teachers hired from outside of Macau for the 2020-21 academic year were unable to enter Macau due to border restrictions
- In January 2021, 6 secondary school teachers awaiting to enter Macau were hired as blended learning teachers, providing instruction remotely to secondary students in classrooms at TIS.
- Following the Alberta Education guidelines for Diploma examinations, students were given the choice regarding whether or not to sit the external Alberta examinations in June 2021.
- Following the Alberta Education guidelines for PAT examinations, students sat ELA and Mathematics exams only
- ECAs were limited to sport teams and co-curricular activities

School growth

- Although the school saw some loss of student numbers due to COVID 19 during the year, the overall student population remained stable

Change of Leadership

- The Head of School, Mark Lockwood resigned at the end of the 2019/2020 academic year
- Howard Stribbell (Board member and School Supervisor) was the interim Head for the 2020/21 school year
- Patrick Hurworth had been hired as Head of School for the 2021/22 school year, however, due to family commitments, he was unable to fulfill his contract and did not arrive.

- Howard Stribbell (Board member and School Supervisor) is the interim Head for the 2021/22 school year.
- A second Elementary Vice-Principal, Lindsay Johnston, was hired for the start of the 2021/22 school year.

2021 Assurance Measures Overall Summary

Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Macau University of Science and Technology			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	77.5	n/a	n/a	85.6	n/a	n/a
	Citizenship	82.2	n/a	85.8	83.2	83.3	83.0
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8
	PAT: Acceptable	n/a	n/a	86.5	n/a	n/a	73.7
	PAT: Excellence	n/a	n/a	29.3	n/a	n/a	20.3
	Diploma: Acceptable	n/a	n/a	83.1	n/a	n/a	83.6
	Diploma: Excellence	n/a	n/a	25.1	n/a	n/a	24.1
Teaching & Leading	Education Quality	84.4	n/a	89.9	89.6	90.3	90.2
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.9	n/a	n/a	87.8	n/a	n/a
	Access to Supports and Services	78.7	n/a	n/a	82.6	n/a	n/a
Governance	Parental Involvement	69.8	n/a	72.2	79.5	81.8	81.4

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-

Domains

Student Growth and Achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations. Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.

Key Elements

- Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.
- Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Students are active, healthy and well.
- Students apply knowledge, understanding and skills in real life contexts and situations.
- Students demonstrate understanding and respect for the uniqueness of all learners.
- Students reflect on their study, organization and independence skills and set goals for improvement.
- Students reflect on their personal and interpersonal skills and set goals for improvement.

Addressing Key Elements (2020/21)

- Formative assessment is used to provide students with feedback on their progress. Opportunities for students to reflect on their progress and identify areas of growth are provided.
- IEP production has been streamlined
- STEAM implementation is being supported by a teacher specialist in Elementary school.
- The school's Activist in Residence program leveraged upon activists within the local Macau community.
- Experience Week provides students with opportunities to apply knowledge, understanding and skills in real life contexts and situations. The experience week activities were done in the local context only, due to COVID travel restrictions.

Academic Results

Alberta Provincial Achievement Test results for Grade 6 PAT

Grade 6 PAT - 2019	Students at the acceptable standard		Students at standard of excellence	
	TIS	Alberta Province	TIS	Alberta Province
English Language Arts - Overall	96%	92%	27%	37%
Reading	95%	90%	38%	59%
Writing	94%	92%	12%	21%
Mathematics - Overall	94%	79%	27%	16%
Math computation	89%	71%	62%	43%
Math concepts	94%	81%	27%	17%

Grade 6 PAT - 2021	Students at the acceptable standard		Students at standard of excellence	
	TIS	Alberta Province	TIS	Alberta Province
English Language Arts - Overall	89%	95%	14%	37%
Reading	86%	94%	27%	59%
Writing	83%	94%	12%	21%
Mathematics - Overall	86%	84%	20%	27%
Math computation	79%	79%	50%	52%
Math concepts	88%	86%	20%	25%

Comment on PAT 6 Results:**Strategic Plan link: Drive Academic Excellence and Nurturing Environment**

In comparison to 2019, the ELA results declined in 2021. A drop of 5-10% in both ELA and Math Acceptable Standard and a drop of near 10% in Standard of Excellence in both ELA and Math.

Factors that may have contributed to the decline:

- School closure from Feb. 2020 to May 2020
- Overall distraction of pandemic situation
- Intake of more students with less developed English language proficiency
- Larger class sizes in G6 due to teacher shortage

Comment on Strategy Effectiveness:

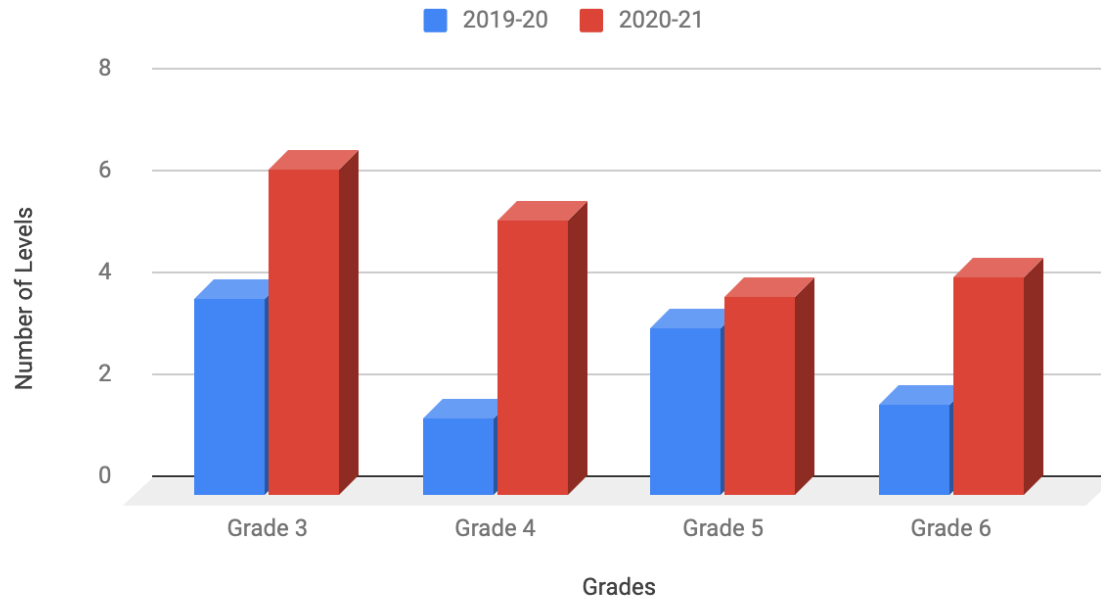
A reading intervention program has been implemented (see below), with students reading well below grade level being required to attend morning reading support sessions before school.

Despite the declining results, we feel the following strategies should continue to be implemented:

- Teacher Collaboration - the expectation that teachers meet and collaborate on a weekly basis has been successful in the Elementary school, and should be continued. More attention towards increasing our Standard of Excellence numbers in these collaborative meetings will be encouraged.
- Having teachers of Grades 6 focus on being familiar with the *General Bulletins* and other resources provided by Alberta Education has assisted in preparing students for the Provincial Achievement Tests. This practice should be retained.
- Field Testing - due to COVID, field testing was not undertaken in 2020/21 in most subjects, but is recommended for this academic year.
- The Readers' and Writers' Workshop has been effective in developing Language and Reading skills for our large EAL student population, coming close to Alberta results in the ELA acceptable standard. This is a program that we will continue to use in developing our EAL and ELA programs.
- Grade 6 PAT Math results are on par with Alberta students in the Acceptable Standard, however, slightly below Alberta results in the Standard of Excellence. A TIS Math curriculum delivery is under internal review via a K-12 representative committee this academic year. The committee will be mapping the Math curriculum across K-12 and providing suggestions for enrichment and extension of the current curriculum so that we can offer better extension opportunities to capable learners. However, this is in forward planning and will not be applicable to the current year's Education Plan.

Literacy Intervention in Elementary school

Amount of Reading Growth



Strategic Plan link: Drive Academic Excellence and Nurturing Environment

Literacy Intervention in Elementary school

- Students 2 grade levels or more below expected grade level reading level (Fontas and Pinnell) were targeted for intervention
- Intervention strategy: LLI (Fontas and Pinnell intervention program) or SPELD (intervention phonics program from Australia) and RAZKIDS (online reading program)
- Students came before school every day for extra reading
- Parent support and engagement was a key part of the intervention
- Every 8 weeks the ELL, Inclusive Ed and VP meet to discuss progress of each child and determine next steps for each child

Comment on Elementary School Literacy Intervention:

Grade 3 students went up 6.4 Fontas and Pinnell levels in 2020/21.
Grade 4 students went up 5.4 Fontas and Pinnell levels in 2020/21.
Grade 5 students went up 3.9 Fontas and Pinnell levels in 2020/21.
Grade 6 students went up 4.3 Fontas and Pinnell levels in 2020/21.

Comment on Strategy Effectiveness:

- This has been a highly effective intervention program and should be continued
- Recommendations:
 - begin the intervention earlier in the year
 - incorporating more adult support for the program (could be parents)

Alberta Provincial Achievement Test results for Grade 9 PAT

Grade 9 PAT - 2019	Students at the acceptable standard		Students at standard of excellence	
	TIS	Alberta Province	TIS	Alberta Province
English Language Arts - Overall	84%	85%	18%	16%
Reading	79%	80%	18%	20%
Writing	95%	90%	28%	21%
Mathematics - Overall	89%	67%	36%	21%
Math computation	80%	50%	46%	21%
Math concepts	89%	73%	40%	23%

Grade 9 PAT - 2021	Students at the acceptable standard		Students at standard of excellence	
	TIS	Alberta Province	TIS	Alberta Province
English Language Arts - Overall	97%	94%	30%	34%
Reading	92%	92%	31%	36%
Writing	100%	95%	30%	38%
Mathematics - Overall	91%	84%	20%	27%
Math computation	78%	79%	50%	52%
Math concepts	94%	86%	20%	25%

Comment on PAT 9 Results:**Strategic Plan link: Drive Academic Excellence and Nurturing Environment**

The overall results of the Grade 9 PAT tests were very good. Our students equalled or outperformed the Alberta averages at the acceptable standard.

We were slightly below the Alberta averages for the Standard of Excellence.

Comparison to 2019:

ELA showed about 10% improvement at Acceptable Standard and Standard of Excellence

Math showed slight improvement at Acceptable Standard but a drop in Standard of Excellence, especially in Math Concepts.

Comment on Strategy Effectiveness:

- Providing students with experience in addressing PAT-style questions has been a successful strategy and should be continued.
- Teacher Collaboration - Due to timetable restrictions, and depending upon the number of collaboration teams an individual teacher may be on, Middle School teachers are not always able to collaborate on a weekly basis. The Secondary school is looking at adjustments to the teaching schedule next academic year that may allow more opportunities for collaboration, however, this is in forward planning and is not applicable to the current year's Education Plan.
- Use of the *General Bulletins* and other resources provided by Alberta Education as guidance for preparing students for the Provincial Achievement Tests should be retained.
- Field Testing - not done in 2021. Will encourage field testing for 2022.
- Readers' and Writers' Workshop is now a part of the G7-9 program, which has been successful and should be retained.
- The mentoring program for teachers new to the School as well as for teachers in their first 5 years of teaching which should be retained
- The TIS Math curriculum and delivery is under internal review via a K-12 representative committee this academic year. The committee will be mapping the Math curriculum across K-12 and providing suggestions for enrichment and extension of the current curriculum so that we can offer better extension opportunities to capable learners. However, this is in forward planning and will not be applicable to the current year's Education Plan.

Alberta Diploma Examination Subject results

Grade 12 Alberta Diploma Courses	TIS 2019 (Diploma Exam Results)		TIS 2021 (Final Course Marks)	
Diploma Subject	Pass (%)	Excellence (%)	Pass (%)	Excellence (%)
English 30-1	97	26	100	69
English 30-2	95	24	100	42
Soc. St. 30-1	84	13	100	53
Soc. St. 30-2	95	5	95	5
Math 30-1	66	22	93	46
Math 30-2	92	17	100	13
Biology 30	100	52	100	35
Chemistry 30	88	46	100	56
Physics 30	58	17	100	46
Science 30	-	-	100	0
Overall exam marks	84%	25%	98%	43%
Diploma Course Participation Rate	83%		70%	

Comment on DP results:**Strategic Plan link: Drive Academic Excellence and Nurturing Environment**

Very few students elected to sit the external Provincial examinations. All students sat a teacher-generated final examination, comprising 30% of the course grade. The student results on the teacher-generated examinations aligned closely with historical results on Alberta exams, indicating a close approximation to the official Alberta examinations.

Due to border restrictions on incoming teachers, blended learning took place in all Diploma examination courses except: Biology 30, ELA 30-1, 30-2, and one Math 30-1 class.

Comment on Strategy Effectiveness:

We will continue to work toward maintaining high standards in all DP examination courses.

The following strategies appear to be effective in all subjects:

- Providing students with experience in addressing DP-style questions
- Field Testing
- Focus on command terms
- Regular revision of previously learned material

ELA 30-1, 30-2:

- Emphasis on critical essay writing has been beneficial

SST 30-1, 30-2

- Providing students with more structure when answering written assignments has been helpful.

Math 30-1, 30-2

- Raising expectations in terms of homework completion needs to be maintained and enforced
- TIS Math curriculum and delivery is under internal review via a K-12 representative committee during 2021. The committee will be mapping the Math curriculum across K-12 and providing suggestions for enrichment and extension of the current curriculum in order to prepare students for not only 30 level courses, but also IB diploma courses. However, this is in forward planning and will not be applicable to the current year's Education Plan.

Chemistry 30:

- Use of The Key and SNAP (Student Notes and Problems) study guides as supplementary resources should be continued.

Physics 30:

- Opportunities for lab work and simulations should be continued
- More emphasis on: developing the multi-step skills of the students, understanding the question, checking/reflecting on their solutions has been helpful

Alberta Education Assurance Measures

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																				
	School										Province									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	78	76.1	71	72.1	78	71.9	n/a	n/a	74	78.5	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3
Teacher	78	76.1	71	72.1	78	71.9	n/a	n/a	74	78.5	31,263	77.3	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																				
	School										Province									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	652	86.1	585	85.4	282	86.2	n/a	n/a	497	82.2	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	573	77.1	514	78.4	204	78.6	n/a	n/a	422	76.5	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	79	95.1	71	92.4	78	93.8	n/a	n/a	75	88.0	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

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.																				
	School										Province									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	77	94.8	69	89.9	78	92.3	n/a	n/a	74	78.4	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8
Teacher	77	94.8	69	89.9	78	92.3	n/a	n/a	74	78.4	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

Comment on Assurance Measures:**Strategic Plan link: Drive Academic Excellence and Nurturing Environment**

Lifelong learning: about 5% below province in teacher rating, no parent rating gathered. Slightly above previous historical TIS ratings.

Citizenship: rating was similar to province with students but 7% below province in teacher rating. Slightly below previous historical TIS ratings from students and parents and about 6% below historical teacher ratings.

Work preparation: significantly below provincial ratings by teachers, no parent rating gathered. More than 10% lower than previous TIS teacher ratings.

General comments regarding why ratings are below province:

- School closure for 2 months shortly before the survey may have influenced the teacher responses negatively
- Experience week was offered as a local experience only
- Very few ECAs were offered due to COVID-19 restrictions

Comment on Strategy Effectiveness:

MUN program was successful, with about 20 school participants. We are hoping to grow this program.

IB CAS program was successfully completed by all full IB candidates (7 full IB students).

Areas to target in Education Plan:

- ATL skill development to improve learning skills
- Tiger Traits program in Elementary school to improve good citizenship

Teaching and Leading

Teaching and Leading refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all. Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard and Superintendent Leadership Quality Standard).

Key Elements

- Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all.
- Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation.
- Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning.
- All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice.
- University teacher education, university leadership education and on-going professional learning programs prepare teachers and leaders to meet the standards for professional practice.
- Teachers and leaders use a range of data arising from their practice to inform cycles of evidence based continuous learning

Addressing Key Elements

- Each teacher provides a Professional Growth Plan (PGP) and meets with an administrator to discuss their plan.
- Teacher supervision and evaluation is carried out by the Principals or by Vice Principal designation by the Principal.
- Each teacher has access to professional development funds, up to a maximum of 7000MOP.
- Each year, two professional development days are allocated to the school calendar. This year, the PD approach will be to use in-house resources due to the difficulty in getting PD providers into Macau.
- Each year, PAT and Diploma exam teachers undertake analysis of PAT/Diploma results to assess strengths and weaknesses. An action plan is developed to address making improvements.
- Collaboration time is given to Elementary school grade level teams.

Education Quality – Measure Details

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

	School										Province									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	652	91.5	585	89.5	282	90.3	n/a	n/a	497	84.4	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	573	87.9	514	87.7	204	88.7	n/a	n/a	422	77.0	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	79	95.1	71	91.3	78	91.9	n/a	n/a	75	91.7	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Notes:

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

Comment on Assurance Measures:

Strategic Plan link: Drive Academic Excellence and Nurturing Environment

Students rated this about 9% lower than provincial ratings, teachers rated about 4% below provincial ratings. Overall ratings were below previous historical TIS ratings from students.

General comment regarding ratings below province:

- School closure for 2 months shortly before the survey may have influenced the teacher responses negatively
- Having larger class sizes than previous years and off-site teachers will have contributed to the perceived levels of Education Quality
- Professional Development has been limited primarily to online offerings

Comment on Strategy Effectiveness:

Areas to target in Education Plan:

- ensure that teachers have relevant PD opportunities, even if limited to online options
- cross curricular opportunities, such as incorporating SDG goals into units, are implemented
- review Mathematics program in order to enrich and enhance at every grade level

Learning Supports

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all. Public assurance occurs when the public has confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe. Funding Manual| 2020-21

Key Elements

- Learning environments are welcoming, caring, respectful and safe.
- Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.
- Education partners fulfil their respective roles with a shared understanding of an inclusive education system.
- Students and their families work in collaboration with education partners to support learning.
- The school community applies the resources needed to support First Nations, Métis and Inuit student achievement.
- Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning.
- Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.

Addressing Key Elements

- Students requiring high levels of support for their learning are typically supported within the classroom, rather than in a pull-out model
- Capacity building of regular classroom teachers is promoted in order to retain high needs students in the regular classroom
- All teachers contribute to developing the IEPs for students requiring one
- A member(s) from the Inclusive Ed. team meet with parents of students on an IEP to discuss the most effective support areas targeted.
- Seesaw, Google Workspace and Zoom were employed and are being employed effectively during online teaching and learning time when classrooms were closed in 2020. These tools are also employed for students still undertaking distance learning and blended learning programs.

Safe and Caring – Measure Details

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

	School										Province									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	652	89.9	583	89.0	281	89.5	n/a	n/a	497	87.7	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	573	84.0	512	82.3	203	84.1	n/a	n/a	422	80.4	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	79	95.9	71	95.7	78	94.8	n/a	n/a	75	94.9	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

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.

	School										Province										
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	497	84.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	422	77.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75	92.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3

Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																				
	School										Province									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	649	76.6	584	79.9	281	77.1	n/a	n/a	492	71.2	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7
Student	571	77.8	513	85.2	203	78.2	n/a	n/a	417	78.3	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9
Teacher	78	75.5	71	74.5	78	75.9	n/a	n/a	75	64.2	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8

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.																					
	School										Province										
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	496	78.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	421	77.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75	79.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7

Notes:

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

Comment on Assurance Measures:

Strategic Plan Links: Promote Quality Teaching and Holistic Development

Safe and Caring: Student ratings 4% below provincial ratings, teacher ratings similar to province

Welcoming, caring, respectful and safe: About 2% below provincial ratings from both teachers and students

Satisfaction with Program Access: Student ratings 6% above provincial ratings, teacher ratings about 14% below provincial ratings

Access to Supports and Services: Student ratings 2% below provincial ratings, teacher ratings about 9% below provincial ratings

Comment on Strategy Effectiveness:

- Safe and Caring reminders/education programs delivered in Home Room should be maintained
- Students' rating of satisfaction to program access to the community was positive. Therefore, we should continue to provide opportunities for community volunteers, sporting competitions, etc.

Areas to target in Education Plan:

- transition from a specialist intervention model to specialist lead in capacity building of all teachers/EAs model (EAL, Inclusive Ed.)
- ensure that the qualities of kindness, caring and safety are promoted in all aspects of the school (classrooms, Tiger Trait promotion, school mission statement promotion, TAP, assemblies)

Governance

Governance refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all: Public assurance occurs when the public has trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

Key Elements

Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.

Legislation, policy and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance.

Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements.

Curriculum is relevant, clearly articulated and designed for implementation within local contexts.

Governors in school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.

Addressing Key Elements

- Reform of the Parent's Association, including appointment of an executive for the group
- Parent information meetings regarding budget

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																				
	School										Province									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	79	78.8	71	68.6	78	75.8	n/a	n/a	75	69.8	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	79	78.8	71	68.6	78	75.8	n/a	n/a	75	69.8	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

Notes:

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

Comment on Assurance Measures:

Strategic Plan link: Foster Community Contribution and Meaningful Relationships

TIS teachers were about 16% below provincial ratings, no parent ratings.

Comment on Strategy Effectiveness:

More parent workshops were offered to involve parents in what the students are learning and to learn strategies on how to support their child's academic, social, emotional development, however, parents of Kindergarten and Lower Primary were the population that typically attended.

- The parent association (TISPA) has now regularly scheduled meetings and this should be continued.
- Speaker series workshops should be continued, with more offerings for secondary school parents.

Areas to target in Education Plan:

More opportunities for parent involvement with students in higher grades need to be generated.