



A Profile of the School Authority

ACCOUNTABILITY STATEMENT

The Education Plan for The International School of Macao commencing September 1, 2024 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. This plan was developed in the context of the Alberta provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the 2024/2025 Education Plan on May 26, 2024.

The International School of Macao

Howard Stribbell
Board Chair



OUR HISTORY

The International School of Macao, a non-for-profit school, was established in 2002 to provide a Canadian curriculum and accreditation to local and expatriate students. English is the primary language of instruction. The School opened with an initial total enrollment of 58 students on the campus of Macau University of Science and Technology.

By 2006, the school had grown to over 500 students and moved into the first phase of its new, purpose-built facility on the MUST campus. It also became accredited with the Ministry of Education in Alberta, Canada.

In 2008, TIS offered its first Grade 12 courses and by June 2009, 27 students had graduated. TIS graduates receive the Alberta High School Diploma which is recognized by universities and colleges around the world. It is also an IB World School offering the International Baccalaureate Diploma, since 2017. TIS is currently a candidate school for the IB Primary Years Program. The School is a member school of the Council of International Schools (CIS) and in the process of becoming accredited by CIS.

TIS TODAY

Today, TIS Macao has an enrollment of 1,335 students representing 40 different countries. The North Wing opened in the Spring of 2017, hence allowing an overall capacity of up to 1,600 students and keeping pace with Macau's educational demands.



OUR FOUNDATION

The vision of TIS is to develop students who achieve their personal level of excellence with a mindset that seeks to address challenges that face our world.

TIS VISION
Courage to innovate, 敢於創新,
Passion to pursue excellence, 勇於超越
Character to embrace challenges, 迎接挑戰

MISSION

“In a safe, caring and welcoming environment, our mission is to develop socially responsible, life long learners able to problem solve, think critically, and make positive changes in our global community.”



TIS's distinct academic and character blueprint is aimed at developing the whole student. The emphasis is developing the skills and attitudes required for positive contribution to our global society.

Our shared vision, mission and core values guide the school culture of caring, development of positive character and pursuit of academic and personal excellence to build a solid foundation for the future.

VALUES

Caring, 心存關懷,	Respect, 行抱尊重,	Responsibility, 責任先行,	Student-centred 學生為本
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The TIS Advantage

TIS offers a holistic and student-focused approach to education where learning is valued, growth through diversity is encouraged, individual uniqueness respected and personal excellence is fostered by dedicated staff. Enriched programs, the latest technology and a supportive environment all contribute to the education of well rounded students.

Our unique educational experience is founded upon three aspects:

International Curriculum
Approaches to Teaching and Learning
Experiences and Community

International Curriculum

TIS is authorised to offer the Alberta Education program of studies. TIS accreditation status is rated at the highest possible level, Tier 4, demonstrating our ongoing commitment to excellence. We are also authorised to offer the International Baccalaureate [IB] Diploma Programme [DP] to give them extra academic values.

Approaches to Teaching and Learning

We work toward developing students who are self-regulated in their learning and are able to identify their strengths and weaknesses as learners. Our student well-being programs also allow students to learn about taking care of themselves and respecting the rights of others.

Experiences and Community

The third aspect of our educational program is primarily focused on educational experiences beyond the classroom. Our UN Sustainable Development Goals initiatives, Experience Week, Duke of Edinburgh, IB CAS, ECA, Leadership and Performance, and Athletics programs connect students with real-world issues and build their awareness of their responsibilities in our global society.

STRATEGIC PILLARS - THE MAIN PRIORITIES





TIS's strategic pillars create a framework for our team to deliver school growth over the 2024/2025 school year and beyond.



STRATEGIC PILLARS

Our strategic pillars are drawn from our mission, vision, values and school blueprint that guide TIS and prepare our students to graduate and succeed on their chosen pathway.





TIS Strategic Pillar 1: Promote Student Development

Alberta Education Assurance Domain: Student Growth and Achievement

CIS: Domain C - Curriculum

IB: Student Support, Designing a Coherent Curriculum

General Objectives

- A. Implement a rigorous and innovative curriculum combining Alberta education & IB with acknowledgement of our local context
- B. Provide all students the opportunity to achieve their personal level of excellence
- C. Provide pathways for students to international post-secondary education institutions
- D. Ensure the public are aware of our academic excellence

Specific Goals/Targets	Strategy	Evidence
<p>A. Raise the level of academic expectations and achievement for students across all Grade levels via:</p> <ul style="list-style-type: none"> ● New Alberta curriculum (GSK-6) ● Develop stronger Approaches to Learning skills ● Preparing students for IB diploma in Grades 7-10 ● Improve IB diploma scores to a school average of at least 35 <p>B. Provide targeted academic support in the areas of:</p> <ul style="list-style-type: none"> ● EAL ● Mathematics ● STEAM ● Chinese 	<p>Year 1 (2024/25)</p> <p>A.</p> <ul style="list-style-type: none"> ● IB PYP authorization in November of 2024 ● Council of International Schools (CIS) self study ● Expand the ATL skill teaching to include all of the strands identified in IB Diploma ● Consider seeking authorization for IB Careers Programme (CP) ● Identify and acquire data analysis software to provide longitudinal tracking of student performance <p>B.</p> <ul style="list-style-type: none"> ● Implement some recommendations provided by external EAL specialist (Kathy Salmon) ● Develop a sheltered English program for Grade 7 students 	<ul style="list-style-type: none"> ● CAT results ● PAT results ● Alberta Benchmarking of EAL students data ● Alberta Diploma results ● IB results ● University offer data ● Alberta staff and student survey



<p>C. Raise the level of awareness in students and families of the range of universities and admission requirements:</p> <ul style="list-style-type: none"> ● University acceptances to schools in <ul style="list-style-type: none"> ○ top 100: 65% ○ top 50: 50% ○ top 30: 35% <p>D. Raise community awareness of the quality of our holistic program</p>	<ul style="list-style-type: none"> ● Ensure the new Alberta Math curriculum is implemented from Grade SK - Grade 6. ● Ensure the enhanced Math curriculum in G7-10 is delivered. ● Deliver a coordinated STEAM program, develop a scope and sequence for coding throughout the school ● Provide additional after school support sessions for Mathematics and Chinese ● Develop a dual language Chinese program for Pre-Kindergarten ● Provide resources and support to the Robotics program (curricular and extra-curricular) <p>C.</p> <ul style="list-style-type: none"> ● Academic counsellors to develop “University Plans” with Grade 9 &10 students ● Academic counsellors and High School Admin to meet with families of students prior to Grade 11 course selection to choose appropriate course options ● Academic counsellors to motivate and encourage more students to apply to top schools ● Instill in students the importance of getting good marks in Grades 10-12 as it impacts university choices <p>D.</p> <ul style="list-style-type: none"> ● Share and celebrate student achievements, community involvement and university offers via: <ul style="list-style-type: none"> ● Email and staff meetings ● Parent meetings 	<ul style="list-style-type: none"> ● School climate survey (parents, students, teachers, non-teaching staff) ● Number of ECA offerings and participation rates in ECAs ● Number of parent support sessions offered and attendance data ● Feedback on school progress from CIS, Alberta Ed., IB
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	<ul style="list-style-type: none">● Parent support workshops● School Website● School Social Media● Newspaper advertisements <ul style="list-style-type: none">● Expand the ECA program to offer more programmes after school and on weekends which the wider community may attend. <p>Year 2 (2025/26)</p> <p>A.</p> <ul style="list-style-type: none">● Apply for Council of Internationals Schools (CIS) accreditation (2025/2026 academic year)● Solidify teaching of ATLs across the school via planning documentation● Train teachers to leverage the data captured via the longitudinal data tracking and analysis software <p>B.</p> <ul style="list-style-type: none">● Seek and Implement further recommendations provided by external EAL specialist (Kathy Salmon)● Use data more effectively in tracking student English proficiency● Solidify teaching of the new Alberta Math curriculum from Grade SK-6● Solidify the delivery of the enhanced Math curriculum in G7-10● Build more systems and processes for using data analysis to inform teaching● Solidify the coordinated STEAM program	
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	<ul style="list-style-type: none">● Expand additional after school support sessions for Mathematics and Chinese to meet diverse needs● Expand the dual language Mandarin program to Junior Kindergarten <p>C.</p> <ul style="list-style-type: none">● Increase university offer targets to:<ul style="list-style-type: none">○ top 100: 70%○ top 50: 55%○ top 30: 40% <p>D.</p> <ul style="list-style-type: none">● Continue to share and celebrate student achievements, community involvement and university offers <p>Year 3 (2026/27)</p> <p>A.</p> <ul style="list-style-type: none">● Consider application for MYP authorization● Undertake self-study of DP program for IB re-authorization● Continue to enhance use of longitudinal tracking data to better meet individual needs <p>B.</p> <ul style="list-style-type: none">● Maintain systems and processes for using data analysis to inform teaching● Expand the dual language Mandarin program to incorporate Senior Kindergarten	
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	<p>C.</p> <ul style="list-style-type: none">● Increase university offer targets to:<ul style="list-style-type: none">○ top 100: 75%○ top 50: 60%○ top 30: 45% <p>D.</p> <ul style="list-style-type: none">● Continue to share and celebrate student achievements, community involvement and university offers	
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TIS Strategic Pillar 2: Nurture a Positive School Climate

Alberta Education Assurance Domain: Learning Supports

CIS: Domain E - Well Being

IB: Culture through Policy Implementation

General Objectives

Develop a school wide culture that is:

- A. respectful, inclusive, caring and compassionate when interacting with others
- B. mindful of the wellbeing of each individual
- C. supportive of individual learning needs
- D. known by the community as a healthy and positive environment

Specific Goals/Targets	Strategy	Evidence
<p>A.</p> <ul style="list-style-type: none"> • All staff adopt and model our core values of Caring and Respect • Incorporate teaching of Tiger Traits (IB Learner Profile) of Principled and Caring within curriculum delivery • Ensure all staff at the school understand their responsibility for Child Safeguarding <p>B.</p> <ul style="list-style-type: none"> • Develop and implement a school wide social and emotional teaching and learning program for students • Ensure staff have sufficient mental health support to be able to function at a high level 	<p>Year 1 (2024/25)</p> <p>A.</p> <ul style="list-style-type: none"> • Welcome Back Week - review the core values for TIS with all staff • Explicit teaching of the Tiger Traits (IB Learner Profile) will be undertaken, with documentation in unit planners • Welcome Back Week - session with all staff on Safeguarding processes at TIS • All staff will undertake an online Safeguarding course every two years. • Celebrate inclusion via Pink Day, Orange Day, etc. 	<ul style="list-style-type: none"> • Alberta staff and student survey • School climate survey (parents, students, teachers, non-teaching staff) • Safeguarding reports (tracking data) • Diverse graduation pathways are documented • Participation rates in colour days (Pink day, Orange day, etc.)



<p>C. Provide support and pathways for students that have a diversity of learning needs</p> <p>D. Build community perception that TIS is a safe and caring school and a school that places priority on well-being.</p>	<p>B.</p> <ul style="list-style-type: none"> • Explicit teaching of well-being strategies will be undertaken, with documentation in unit planners • Regular check-ins with students regarding their state of well-being • Develop a comprehensive bullying awareness program to be delivered in Home Room class <p>C.</p> <ul style="list-style-type: none"> • Provide pathways for graduation based upon student ability and interests • Increase class teacher involvement in developing IEPs for students with identified learning needs • Provide inservice training for teachers to understand Alberta benchmarking of EAL students • Provide inservice training for teachers to gain strategies for differentiating curriculum for students at varying levels of English proficiency • Acquire data analysis software to track long-term academic and personal growth of students <p>D. Design more opportunities/events for parents to be at school eg. parent support sessions, field trips, guest reading to students, field days, special dress up days (Halloween, Chinese New Year, etc.r) so that they can gain a better understanding of the school climate and culture</p> <p>Year 2 (2025/26)</p> <p>A.</p> <ul style="list-style-type: none"> • Welcome Back week - sessions on: TIS Vision, Mission, Values; Safeguarding, Code of Conduct 	<ul style="list-style-type: none"> • Increase in number of parent support sessions offered and attendance data
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	<ul style="list-style-type: none">• Welcome Back Week - session with all staff on Safeguarding processes at TIS• All staff will undertake an online Safeguarding course every two years <p>B.</p> <ul style="list-style-type: none">• Maintain Year 1 strategies• Respond to well-being data by designing and implementing intervention strategies for students deemed to be 'at risk' in terms of well-being <p>C.</p> <ul style="list-style-type: none">• Provide teacher training on available options for data analysis to improve data-informed teaching and learning <p>D. Provide parent training session on well-being practices that can be supported at home</p> <p>Year 3 (2026/27)</p> <p>A.</p> <ul style="list-style-type: none">• Continue with Year 2 strategies <p>B.</p> <ul style="list-style-type: none">• Continue with Year 2 strategies <p>C.</p> <ul style="list-style-type: none">• Provide teacher training on using data-informed teaching and learning more effectively <p>D. Continue with Year 2 strategies</p>	
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TIS Strategic Pillar 3 - Invest in Staff Development

Alberta Education Assurance Domain - Teaching and Leading

CIS: Domain D - Teaching and Assessing, Domain F: Staffing

IB: Teacher Support, Approaches to Teaching, Approaches to Assessment

General Objectives

- A. Empower staff with professional development opportunities, technology training and resources to carry out best teaching practices
- B. Devote efforts toward recruiting, retaining and nurturing academic and administrative staff with the capacity to deliver high quality teaching and services
- C. Build capacity in our leaders through professional development to enable more effective leadership

Specific Goals/Targets	Strategy	Evidence
<p>A.</p> <ul style="list-style-type: none"> ● Source impactful PD workshops for PD days ● Implement a growth model for teacher and staff supervision and evaluation <p>B.</p> <ul style="list-style-type: none"> ● Ensure hiring practices take into consideration Diversity, Equity and Inclusion <p>C.</p> <ul style="list-style-type: none"> ● Build capacity in management and leadership 	<p>Year 1 (2024/25)</p> <p>A.</p> <ul style="list-style-type: none"> ● Ensure all staff at the school have Child Safeguarding training (every two years) ● Encourage all staff to access their PD budget allotment ● Provide PD opportunities to non-teaching staff ● PD committee to utilize the opportunity offered by the two-day PD schedule by sourcing relevant and impactful presenters ● Determine AI apps that staff find most useful and provide additional training to staff on using these apps ● Develop and implement a clearly defined Teaching and Learning Framework ● Develop and implement a process for; 	<ul style="list-style-type: none"> ● Alberta staff and student survey ● School climate survey (parents, students, teachers, non-teaching staff) ● Interview data from newly hired staff ● Teaching and Learning Framework documentation completed ● Professional Growth model documentation completed



	<ul style="list-style-type: none"> ○ a growth focused model for professional supervision and evaluation of performance ○ a timeline outlining stages and strategies for growth and development ○ Provide training to leaders on instructional coaching techniques <p>B.</p> <ul style="list-style-type: none"> ● Interview new staff after onboarding regarding onboarding process <p>C.</p> <ul style="list-style-type: none"> ● Implement a Middle Managers training program ● Send the Leadership team to the HIVE Leadership Retreat @ CISP in October, 2024 ● Encourage staff to present sessions at international conferences/workshops ● Offer the second annual Kindergarten conference <p>Year 2 (2025/26)</p> <p>A.</p> <ul style="list-style-type: none"> ● Continue with Year 1 strategies ● Provide training to mentors on how to be an effective mentor ● Provide training to peer teachers on instructional coaching techniques ● Provide training on analysis of data to inform teaching ● Expand training on usage of AI apps to improve working efficiency, student resource content, etc. 	<ul style="list-style-type: none"> ● Training package on team building and leadership for Middle managers ● Training package for instructional coaching ● Survey feedback on PD days ● Survey feedback on Kindergarten conference ● Survey feedback on Leadership Retreat
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	<p>B.</p> <ul style="list-style-type: none">• DEI committee to contribute to the drafting of a TIS Hiring guidelines document to ensure hiring practices are inclusive and equitable <p>C.</p> <ul style="list-style-type: none">• Enhance the Middle Managers training program to have multiple sessions during the year• Host the HIVE Leadership Retreat @ TIS• Apply to host the ACAMIS Leadership Conference <p>Year 3 (2026/27)</p> <p>A.</p> <ul style="list-style-type: none">• Continue with Year 2 strategies <p>B.</p> <ul style="list-style-type: none">• Implement recommendations set out in the TIS hiring guidelines document <p>C.</p> <ul style="list-style-type: none">• Continue to offer the Middle Managers training program• Continue participation of the School Leadership team in the HIVE Leadership Retreat	
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TIS Strategic Pillar 4 - Foster Citizenship Within Local and Global Contexts

Alberta Education Assurance Domain - Local and Societal Contexts

CIS: Domain H - Community and Home Partnerships

IB: Students as Lifelong Learners

General Objectives

- A. Provide opportunities and support for student involvement in raising awareness and taking action to address environmental and social challenges
- B. Provide opportunities to engage students holistically
- C. Nurture life long learners that have the skills and passion to address challenges
- D. Engage in building relationships with local and global organizations

Specific Goals/Targets	Strategy	Evidence
<p>A.</p> <ul style="list-style-type: none"> ● Raise student awareness of environmental and social challenges ● Incorporate teaching students about social responsibility into curriculum documentation and delivery <p>B.</p> <ul style="list-style-type: none"> ● Provide students with a range of extra-curricular clubs, Athletics, Leadership and Performance activities 	<p>Year 1 (2024/25)</p> <p>A.</p> <ul style="list-style-type: none"> ● Source guest speakers to come to the school to present on environmental and social challenges ● Unit planners modified to include social responsibility in addressing SGDs <p>B.</p> <ul style="list-style-type: none"> ● Source more outside providers for ECA activities ● Diversity teacher-led ECA to provide a more holistic offering of choices 	<ul style="list-style-type: none"> ● Alberta staff and student survey ● School climate survey (parents, students, teachers, non-teaching staff) ● ECA participation data ● High School course offering data



<ul style="list-style-type: none"> ● Provide pathways for students that allow for academic strengths and interests to be applied <p>C.</p> <ul style="list-style-type: none"> ● Infuse key approaches to learning and 21st century skills into curriculum at each grade level <ul style="list-style-type: none"> ○ communication ○ open-mindedness ○ innovation ○ perseverance ○ media literacy ○ critical thinking ● Increased numbers of student actively involved in the TIS Alumni Association <p>D.</p> <ul style="list-style-type: none"> ● Form partnerships with local and global organisations to promote student involvement in community outreach and support projects 	<ul style="list-style-type: none"> ● Provide specific High School courses that allow for differences in academic strength and interest <ul style="list-style-type: none"> ○ Investigate feasibility of IB CP ○ Offer a non-IB Social Studies 30 option class for students seeking Alberta graduation diploma ○ Investigate online courses accessible for student credit with Alberta and/or IB <p>C.</p> <ul style="list-style-type: none"> ● Promote student participation in academic competitions (essays, speeches, debates, Model United Nations, Mathematics, etc.) ● Incorporate classroom activities that require students to collaborate and provide innovative solutions to problems ● Officially establish the Alumni Association to raise the profile of Alumni via annual Alumni Awards, international meetups, etc. ● Encourage the Alumni Association to consider ways that they can support challenges with the local and global communities <p>D.</p> <ul style="list-style-type: none"> ● Experiential Learning teacher to forge partnerships with international excursion providers that incorporate service into the experience ● Volunteer team supervisors to liaise with local charities to provide community support opportunities for the volunteer team ● Explore partnerships with integrated resorts in the area to provide opportunities for exchange between students and business organisations 	<ul style="list-style-type: none"> ● Participation rates in academic competitions ● Fundraising data
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	<ul style="list-style-type: none">• Teachers to forge relationships with M.U.S.T. faculties that have similar areas of interest to generate opportunities for student visits to facilities• Continue to partner with the Rotary Club for the annual music concerts in a joint fundraising event <p>Year 2 (2025/26)</p> <p>A.</p> <ul style="list-style-type: none">• Maintain Year 1 strategies <p>B.</p> <ul style="list-style-type: none">• If IB CP program is feasible, appoint a CP coordinator to assist in operation of the program• Continue to investigate co-credit options with Alberta Ed. <p>C.</p> <ul style="list-style-type: none">• Maintain Year 1 strategies <p>Year 3 (2026/27)</p> <p>A.</p> <ul style="list-style-type: none">• Maintain Year 1 strategies <p>B.</p> <ul style="list-style-type: none">• Maintain Year 2 strategies	
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	<p>C.</p> <ul style="list-style-type: none">• Maintain Year 1 strategies	
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TIS Strategic Pillar 5 - Ensure Responsible Governance & Operations

Alberta Education Assurance Domain - Governance, Ownership and Leadership

CIS: Domain A - Purpose and Direction, Domain B - Governance, Ownership and Leadership, Domain G - Premises, Facilities, Technology Systems and auxiliary services

IB: Purpose, Leadership and governance

General Objectives

- A. Achieve and maintain financial sustainability to support ongoing growth of school operations, facility maintenance and expansion
- B. Implementation of and support for effective teaching technologies, upgrading resources and expanding programs that foster creativity and innovation

Specific Goals/Targets	Strategy	Evidence
<p>A.</p> <ul style="list-style-type: none"> ● Stabilise student enrollment within an increasingly competitive market ● Rebuild reserves to put toward future school development and expansion ● Source business partnerships with local organisations and businesses <p>B.</p> <ul style="list-style-type: none"> ● Ensure teaching resources keep pace with development in technology ● Expand opportunities for students to participate in robotics, coding clubs, etc. 	<p>Year 1 (2024/25)</p> <p>A.</p> <ul style="list-style-type: none"> ● Increase the number of opportunities for prospective parents to visit the school with: <ul style="list-style-type: none"> ○ More frequent parent information sessions ○ Targeted parenting sessions for TIS parents and guests ● 5-7% tuition increase, while carefully considering staff salary increments ● Expand revenue streams by offering ECAs to non-TIS families on weekends or evenings ● Increase revenue income by offering ECA camps during Fall, Christmas and Spring breaks ● Partner with CanCham Macau to promote TIS as an option for a Canadian education in Macau 	<ul style="list-style-type: none"> ● Alberta staff and student survey ● School climate survey (parents, students, teachers, non-teaching staff) ● Safeguarding reports (tracking data) ● Number of external ECA offerings and participation rates in ECAs ● Partnership agreements with local organisations



<ul style="list-style-type: none"> • Ensure curriculum planning provides for opportunities for students to develop creative and innovative solutions to problems • Install large interactive screens in classrooms to better use technology and online resources to enhance teaching and learning • Upgrade classroom furniture to better facilitate cooperative learning 	<ul style="list-style-type: none"> • Partner with local businesses to forge programs that benefit both the business and TIS students <p>B.</p> <ul style="list-style-type: none"> • Ensure evergreening of devices is undertaken by the IT department • Acquire updated financial software to replace obsolete versions • Employ a developer for the student information system (Gibbon) • Design and implement a coordinated coding curriculum from Grade 1-9 • Provide teachers with training in teaching coding appropriate to their grade level coding curriculum • Investigate and promote highly useful AI engines to improve teacher workflow and usage by students • Install large-size interactive computer screens in 1/3 of classrooms • Upgrade classroom furniture in G1-6 classrooms <p>Year 2 (2025/26)</p> <p>A.</p> <ul style="list-style-type: none"> • Maintain the strategies used in Year 1 <p>B.</p> <ul style="list-style-type: none"> • Integrate financial software with data contained in Gibbon • Enhance the coding program to include more robotics instruction in Grade 4-9 	<ul style="list-style-type: none"> • Documentation of a comprehensive coding and robotics program • Acquisition of licensing for useful AI engines • Student work that leverages AI effectively
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	<ul style="list-style-type: none">● Acquire school-wide licensing for highly useful AI engines to improve teacher workflow and usage by students● Provide teacher inservice on using highly useful AI engines to improve teacher workflow and usage by students● Install large-size interactive computer screens in 1/3 of classrooms● Upgrade classroom furniture in Middle School classrooms <p>Year 3 (2026/27)</p> <p>A.</p> <ul style="list-style-type: none">● Maintain the strategies used in Year 1 <p>B.</p> <ul style="list-style-type: none">● Solidify coding and robotics program from Grades 1-9● Continue to support staff training in effective use of AI.● Install large-size interactive computer screens in 1/3 of classrooms	
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