



The International School of Macao Annual Educational Results Report [AERR] - November 2024

Who We Are	2
ACCOUNTABILITY STATEMENT	4
TRENDS AND ISSUES	5
May 2024 Three year plan and AERR November 2024	6
TIS Pillar #1 - Student Development	9
Academic Results Data and Analysis	11
TIS Pillar #2 - School Climate	38
TIS Pillar #3 - Staff Development	43
TIS Pillar #4 - Community Relationships	47
TIS Pillar #5 - Governance & Financial Operations	52

Who We Are

School Vision

Courage to Innovate

Passion to pursue excellence,
Character to embrace challenges

School Mission

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

Core Values

Caring, Respect, Responsibility, Student-centred

School Board (2024/25)

- i. John Crawford (Founding member)
- ii. KL Tong (Founding member)
- iii. Peter Lam (Founding member)
- iv. Howard Stribbell (School Supervisor, Board Chair)
- v. Lorne Schmidt (Head of School)
- vi. Crystal Kuan (Board Secretary, Parent Liaison)
- vii. Sarah Ip (Teacher representative)

Leadership Team (2024/25)

- i. Head of School - Lorne Schmidt
- ii. Primary School Principal - Nick Chignall
- iii. Secondary School Principal - Dominic Masters
- iv. Primary School Vice-Principal - Yoon Hee Jahng
- v. Primary School Vice-Principal - Brian Rooney
- vi. Middle School Vice-Principal - Sarah Ogamien
- vii. High School Vice-Principal - Ryan Connolly
- viii. Early Childhood Vice Principal - Hiede Schmidt
- ix. Inclusive Education Coordinator - Karine Estadieu
- x. English as an Additional Language (EAL) Coordinator - Katie Orr
- xi. Chinese Coordinator - Sarah Ip
- xii. IB PYP Coordinator - Darwin Balog-Ang
- xiii. IB DP Coordinator - Jody Hubert
- xiv. Athletic Director - Merrill Ross
- xv. Chief Operations Officer - Crystal Kuan
- xvi. Business Manager - Yvonne Fong
- xvii. Finance Manager - Rita Ng

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 **2023/2024 school year** was prepared under the direction of the Board/Board of directors in accordance with the responsibilities under the *Education Act* and the *Handbook for Alberta Accredited International Schools*. 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 2023/2024 was approved by the Board on *November 29, 2024*.

The International School of Macao

A handwritten signature in black ink, appearing to read 'H. Stribbell', is positioned above the name and title of the Board Chairman.

Howard Stribbell
Board Chairman

TRENDS AND ISSUES

We continue to expand the implementation of the IB Diploma Program along with the Alberta Curriculum courses in Secondary school. In the 2024/25 academic year we will undertake a verification visit in expectation of becoming an authorized IB Primary Years Programme school. Ongoing priorities are: emphasizing literacy and numeracy, supporting our EAL and Mandarin programs, and infusing STEAM education and community action into our curriculum. Our aim is for TIS Macao to be recognized as a top tier international school, a centre for professional development and collaborative practice, and an institution that cares for each other and the world around us..

School growth

The School saw some loss of student numbers between the end of the 2023/24 academic year and the start of the 2024/25 academic year. This was due to some students leaving Macau, smaller intake at Pre-K than the numbers graduating, and some students transferring to a prestigious, newly opened local school. The student population began the 2024/25 academic year with 1238 students.

Change of Leadership

- Nick Chignall was appointed Primary School Principal for the 2024/25 academic year
- No changes other in administration leadership position

May 2024 Three year plan and AERR November 2024

The 3 year plan submitted to Alberta Education in May 2024 was focused upon five Strategic Pillars:

1. Promote Student Development
2. Nurture a Positive School Climate
3. Invest in Staff Development
4. Foster Citizenship within Local and Global Contexts
5. Ensure Responsible Governance and Operations

The five strategic pillars for TIS have been adjusted and will be referenced for this AERR (see Fig. 1, column 1).

The alignment of the strategic pillars with the categories of inspection from the three accreditation bodies for TIS is outlined in Fig. 2.

The AERR uses current data to assess progress toward meeting the goals of the May 2024 Three Year Plan. Action plans for the 2024/25 may be added within the AERR report to better address the goals set in the Three Year Plan.

TIS Strategic Pillar	Alberta Education Domains	CIS Domains	IB Standards and Practices
Student Development School Climate Staff Development Community Relationships Governance & Financial Operations	Student Growth and Achievement Teaching and Leading Learning Supports Governance Local and Societal Context	Domain A: Purpose and Direction Domain B: Governance, Ownership and Leadership Domain C: The Curriculum Domain D: Teaching and Assessing Domain E: Well Being Domain F: Staffing Domain H: Community and Home Partnerships Domain G: Premises, Facilities, Technology systems and auxiliary services	Purpose: captures your school's philosophy, mission, strategy and values Environment: includes your school's physical, digital and human resources Culture: articulates school policies and how they are implemented Learning: outcomes that result from your school's purpose, environment and culture coming together to deliver curriculum through best practice in approaches to teaching, learning and assessment

Fig. 1: TIS / Alberta Education / Council of International Schools / IB Standards and Practices

In Fig. 2, the alignment between the TIS strategic pillars and our three accreditation bodies (Alberta Education, International Baccalaureate, Council of International Schools) are shown

TIS Strategic Pillar	Alberta Education Domains	CIS Domains	IB Standards and Practices
1. Student Development	Student Growth and Achievement Learning Supports	Domain C: The Curriculum	Learning
2. School Climate	Learning Supports	Domain E: Well Being	Culture Learning
3. Staff Development	Teaching and Leading	Domain D: Teaching and Assessing Domain F: Staffing	Environment
4. Community Relationships	Local and Societal Context	Domain H: Community and Home Partnerships	Purpose Learning
5. Governance & Financial Operations	Governance, Ownership and Leadership	Domain A: Purpose and Direction Domain B: Governance, Ownership and Leadership Domain G: Premises, Facilities, Technology systems and auxiliary services	Purpose

Figure 2: Strategic Pillar Alignment with TIS accreditation bodies.

TIS Pillar #1 - Student Development

Student Development refers to the ongoing progress students make in their learning, relative to identified Alberta Education learning outcomes, Canadian Achievement test norms and IB Diploma worldwide results. The School's mission is to develop lifelong learners able to problem solve and think critically.

Key indicators in achieving academic success and developing lifelong learners

- Students achieve prescribed Alberta Education and IB learning outcomes, demonstrating strengths in literacy and numeracy.
- Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need, and set new learning goals.
- 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.
- Wraparound services enhance conditions required for optimal learning.

Addressing Key Elements (2024/25)

- Formative assessment is used to provide students with feedback on their progress. Feedback may be in the form of self assessment, peer assessment and/or teacher assessment. Students' reflection on their progress is integral to the learning process, enabling identification of areas of growth and areas for celebration.
- Summative assessment is conducted at periodic intervals to measure student achievement progress.
- STEAM implementation is supported by two STEAM teacher specialists, one in Elementary school and one in Secondary school.
- Students are explicitly taught Approaches to Learning skills to support their learning journey.
- Students requiring high levels of support for their learning are typically supported within the classroom, rather than using a pull-out model
- 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.

- Social and emotional counsellors meet with students regularly to support needs
- Each year, CAT, PAT, Alberta Diploma exam and IB exam teachers undertake analysis of results to assess strengths and weaknesses.
- Action plans are developed to address making improvements.

Academic Results Data and Analysis

Alberta Provincial Achievement Tests (PAT) - Grade 6

Course		Measure		Macau University of Science an					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	Low	Maintained	Issue	127	74.0	84	69.0	53,806	68.8	54,859	66.7		
	Standard of Excellence	Intermediate	Improved	Good	127	18.1	84	11.9	53,806	24.8	54,859	21.8		
Social Studies 6	Acceptable Standard	High	Improved Significantly	Good	127	78.7	84	59.5	60,804	68.5	57,655	66.2		
	Standard of Excellence	Intermediate	Improved Significantly	Good	127	16.5	84	7.1	60,804	19.8	57,655	18.0		

Alberta Provincial Achievement Test (PAT) Results - Grade 6

Grade 6 PAT	Students at the acceptable standard						Students at standard of excellence					
	TIS 2022	Alberta 2022	TIS 2023	Alberta 2023	TIS 2024	Alberta 2024	TIS 2022	Alberta 2022	TIS 2023	Alberta 2023	TIS 2024	Alberta 2024
English Language Arts	79%	76%	84%	76.2%	No assessment*	No assessment*	19%	19%	11.8%	18.4%	No assessment*	No assessment*
Mathematics	89%	75%	85%	76.9%	No assessment*	No assessment*	21%	15%	23.5%	18.8%	No assessment*	No assessment*
Science	n/a	71%	69%	66.7%	74.0%	68.8%	n/a	24%	11.9%	22.5%	18.1%	25.6%
Social Studies	n/a	68%	59.5%	66.3%	78.7%	68.7%	n/a	21%	7.1%	18.5%	16.5%	20.4%

No assessment* - due to curriculum updates, no PAT 6 examinations were offered in ELA and Math.

Grade 6 PAT Results Summary	Action Plan
<p>English: no PAT offered</p> <p>Math: no PAT offered</p> <p>Science: Slightly above Alberta in reaching Acceptable Standard but well below Alberta in Standard of Excellence.</p> <p>Social Studies: Above Alberta in reaching Acceptable Standard but below Standard of Excellence.</p>	<p>Science:</p> <ul style="list-style-type: none"> ● Knowledge question answers are par; focus on teaching skill questions more explicitly ● Transition to new science curriculum and new science PAT in 2024-2025 - ensure that the standards are well incorporated in unit plans and explicitly taught <p>Social Studies</p> <ul style="list-style-type: none"> ● Focus more on learning engagements focusing on skills and processes <p>General</p> <ul style="list-style-type: none"> ● Administer PAT in the morning to reduce student cognitive overload ● Continue to engage in field testing experiences ● Continue strong instruction ● Continue to refine PYP framework and Alberta Education overlap for planning, teaching and learning

Alberta Provincial Achievement Test (PAT) Results - Grade 9

Course		Measure		Macau University of Science an						Alberta				
				Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	Intermediate	Declined Significantly	Issue	80	82.5	71	97.2	59,098	69.5	56,255	71.4		
	Standard of Excellence	Intermediate	Declined	Issue	80	10.0	71	21.1	59,098	11.8	56,255	13.4		
Mathematics 9	Acceptable Standard	High	Declined	Acceptable	80	78.3	71	83.1	58,577	52.7	55,447	54.4		
	Standard of Excellence	Very High	Maintained	Excellent	80	28.3	71	21.1	58,577	14.0	55,447	13.5		
Science 9	Acceptable Standard	Very High	Maintained	Excellent	80	85.0	71	87.3	59,072	67.8	56,311	66.3		
	Standard of Excellence	Very High	Maintained	Excellent	80	28.8	71	28.2	59,072	20.8	56,311	20.1		
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	80	73.8	71	74.6	59,125	60.5	56,309	58.4		
	Standard of Excellence	Intermediate	Maintained	Acceptable	80	16.3	71	16.9	59,125	15.8	56,309	15.9		

Alberta Provincial Achievement (PAT) Test Results for Grade 9

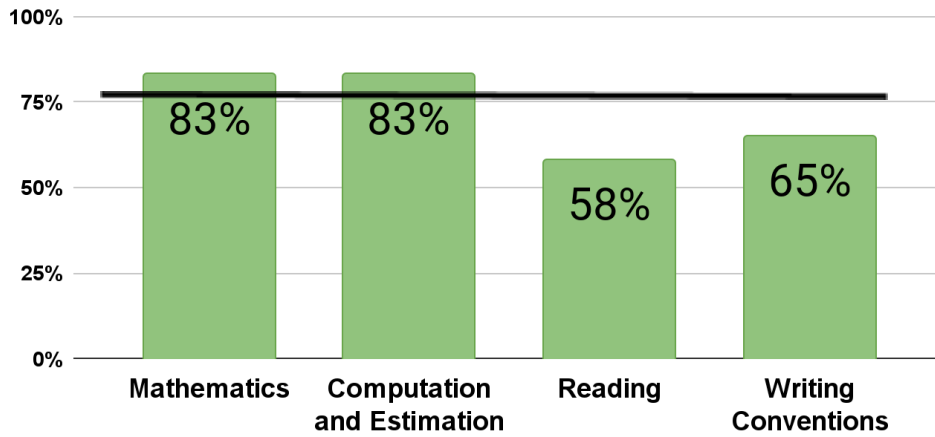
Grade 9 PAT	Students at the acceptable standard						Students at standard of excellence					
	TIS 2022	Alberta 2022	TIS 2023	Alberta 2023	TIS 2024	Alberta 2024	TIS 2022	Alberta 2022	TIS 2023	Alberta 2023	TIS 2024	Alberta 2024
English Language Arts - Overall	n/a	85%	97.2%	85.1%	83.5%	83.4%	n/a	16%	21.1%	15.9%	10.1%	13.7%
Reading	n/a	81%	84.5%	80.1%	70.9%	78.9%	n/a	18%	14.1%	19.9%	12.7%	20.2%
Writing	n/a	89%	100%	88.8%	94.9%	86.6%	n/a	21%	40.8%	20.1%	13.9%	16.3%
Mathematics - Overall	n/a	63%	83.1%	53.2%	76.3%	51.4%	n/a	20%	21.1%	13.0%	26.3%	13.7%
Math computation	n/a	48%	70%	47.6%	66.3%	45.0%	n/a	20%	34.3%	17.1%	33.8%	19.9%
Math concepts	n/a	71%	87.1%	70.7%	90.0%	68.9%	n/a	22%	24.3%	17.9%	26.3%	17.0%
Science	n/a	67%	87.3%	65.5%	85%	66.8%	n/a	23%	28.2%	20.1%	28.8%	20.9%
Social Studies	n/a	60%	74.6%	57.6%	73.8%	60.0%	n/a	17%	16.9%	15.9%	16.3%	15.9%

Grade 9 PAT Results Summary	Action Plan
<p>English, Math, Science, Social Studies: Above Alberta in reaching Acceptable Standard</p> <p>Math, Science: Well above Alberta in reaching Standard of Excellence.</p> <p>English: Below Alberta in reaching Standard of Excellence</p> <p>Social Studies: At Alberta in reaching Standard of Excellence</p>	<p>This year, the EAL department will support the Science, Social Studies, and English departments by emphasising vocabulary, reading, and writing.</p> <p>Math</p> <ul style="list-style-type: none"> • Extra time to be spent on numbers concepts - rational numbers, powers and exponents, square roots of squares and non-perfect squares. • Reliance on calculators needs to be reduced in lessons • Introduce a system of numeracy assessments and numeracy-based work in grade 7 with a small amount of “top-up” numeracy work in grades 8 -10. • Timeline: Review progress at the end of each term. • Responsible: Science Department Head, Middle School Vice Principal <p>ELA</p> <ul style="list-style-type: none"> • The category of Conventions shows a notable decline, so working on doing more editing and self-evaluation of written work • Focus on persuasive writing • Focus on writing with intention to answer the prompt • Scaffolded writing assignments where students are learning personal and critical/analytical writing in stages • Encouraging parents to read at home with students • Timeline: Review progress at the end of each term. • Responsible: Science Department Head, Middle School Vice Principal <p>Science</p> <ul style="list-style-type: none"> • Extra attention to be given to the <i>Electrical Principles & Technologies</i> unit. • If we want to give the students more chance to perform better on the PAT exam, summative assessments could/should be formatted more like PATs (Multiple Choice) • EAL will support • Timeline: Review progress at the end of each term. • Responsible: Science Department Head, Middle School Vice Principal <p>Social Studies</p> <ul style="list-style-type: none"> • Continued work and practice to develop source analysis and interpretation skills.

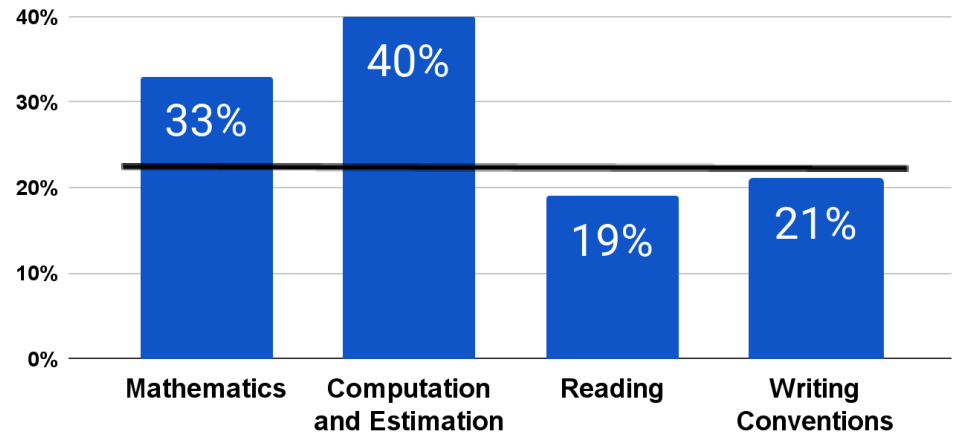
	<ul style="list-style-type: none">• Further oral and independent reading in class to develop fluency and focus in reading, with help drawing attention to key ideas/concepts.• Further practice comparing differing opinions/perspectives and identifying the differences. Formulating generalizations from the characteristics identified.• Knowledge- more time spent on Canadian specific content (judicial system YCJA & immigration policies and processes).• Timeline: Review progress at the end of each term.• Responsible: Science Department Head, Middle School Vice Principal
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Canadian Achievement Tests (CAT) Results (June 2024 - Grades 3-6)

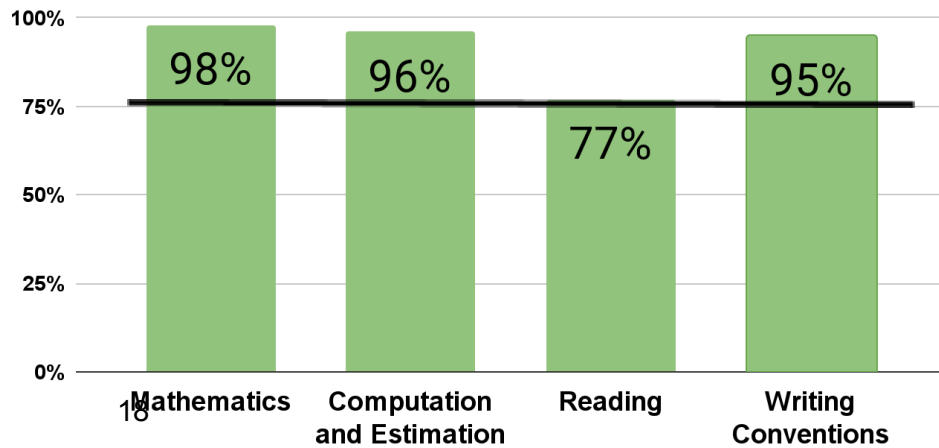
Grade 3 Acceptable Standard ($\geq 50\%$) vs. Canadian norm: 23%



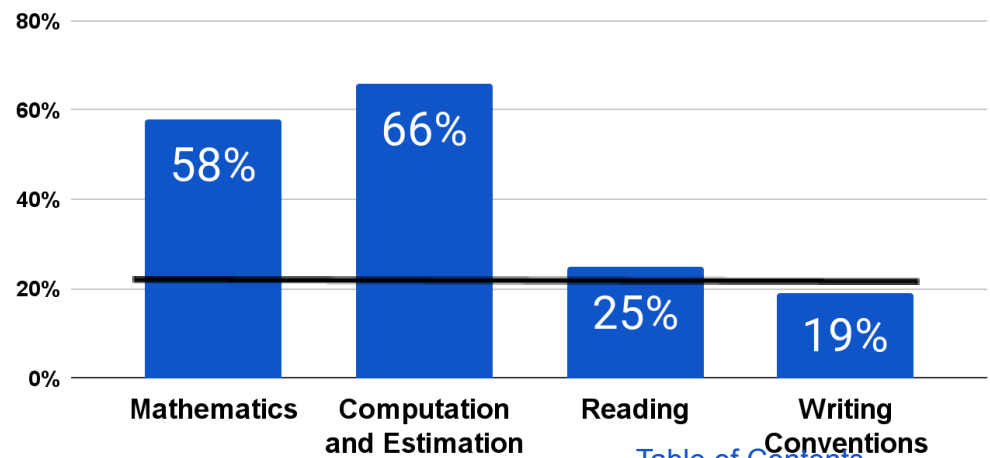
Grade 3 Standard of Excellence ($\geq 50\%$) vs. Canadian Norm: 23%



Grade 4 Acceptable Standard ($\geq 50\%$) vs. Canadian Norm: 77%

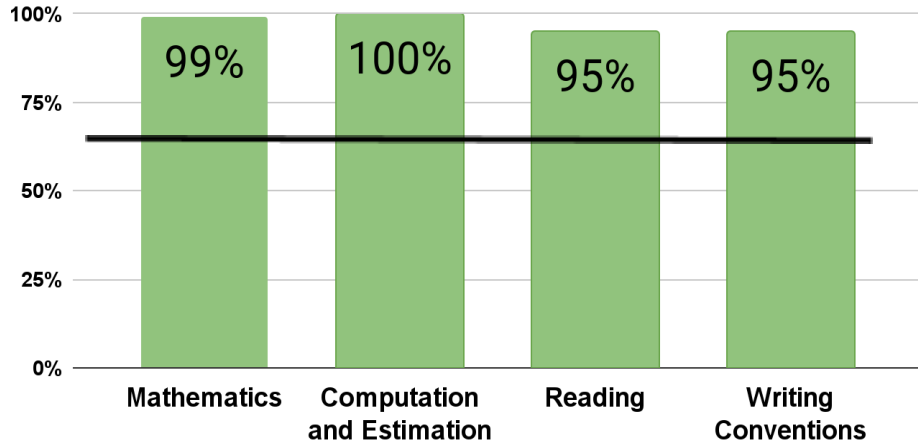


Grade 4 Standard of Excellence ($\geq 50\%$) vs. Canadian Norm: 23%

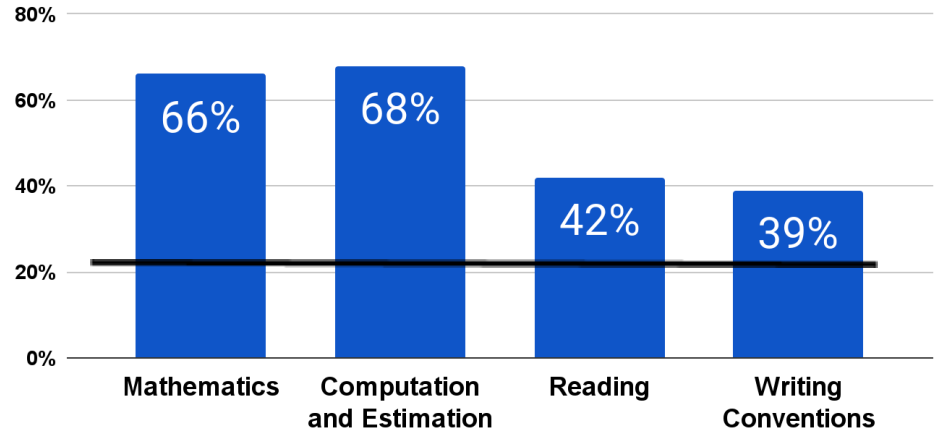


Canadian Achievement Tests (CAT) Results (June 2024)

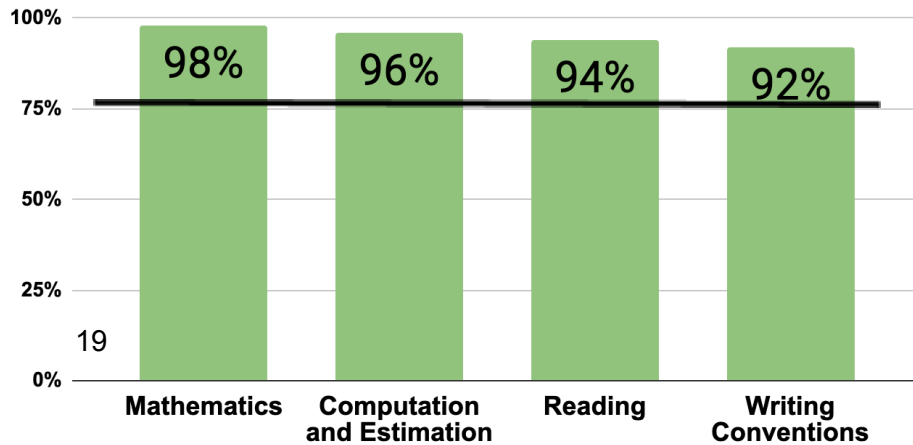
Grade 5 Acceptable Standard ($\geq 50\%$) vs. Canadian Norm: 77%



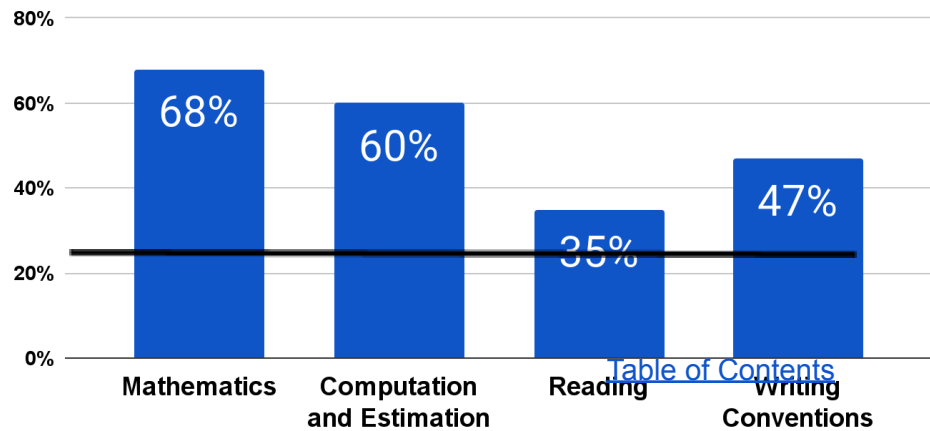
Grade 5 Standard of Excellence ($\geq 80\%$) vs. Canadian Norm: 23%



Grade 6 Acceptable Standard ($\geq 50\%$) vs. Canadian Norm: 77%



Grade 6 Standard of Excellence ($\geq 80\%$) vs. Canadian Norm: 23%



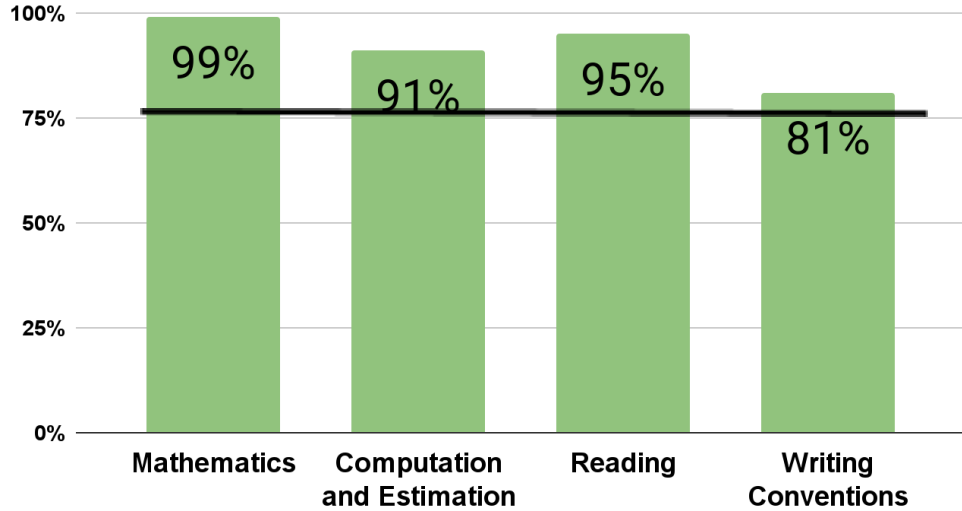
Canadian Achievement Tests (CAT) (June 2024 - Grades 3-6)

Results Summary	Action Plan
<p>Math & English</p> <ul style="list-style-type: none"> Well above Canadian norms in Grades 4-6 at both Acceptable Standard and Standard of Excellence, with the exception of Reading at Acceptable level in Grade 4 (at the benchmark) and Writing Conventions at the Standard of Excellence being below the Canadian benchmark. Grade 3 is above Canadian norms in Math, however, Reading and Writing Conventions is well below the benchmark at both Acceptable level and Standard of Excellence. 	<p>Math</p> <ul style="list-style-type: none"> Continue strong math instruction Continue to refine PYP framework and Alberta Education overlap for planning, teaching and learning Implement and use literacy screeners and benchmarks (Alberta Education, Acadience, in-house) to triangulate data and better assess student literacy skills and needs Explicit pre-reading instruction, including UFLI (research and evidence based phonics program) implementation (rollout from Grade 1-3 in 2024-2025) Review reading and writing curriculum resources, instruction and learning for Grade 3 and 4 EAL/IE work with Homeroom Teachers to adopt universal instruction model first, and continue refining targeted literacy intervention support for students significantly below grade level Continue strong literacy instruction in Grade 5 and 6 Timeline: Review progress at the end of each term. Responsible: Science Department Head, Middle School Vice Principal <p>ELA</p> <ul style="list-style-type: none"> The category of Conventions shows a notable decline, so working on doing more editing and self-evaluation of written work Focus on persuasive writing Focus on writing with intention to answer the prompt Scaffolded writing assignments where students are learning personal and critical/analytical writing in stages Encouraging parents to read at home with students Timeline: Review progress at the end of each term. Responsible: Science Department Head, Middle School Vice Principal <p>Science</p> <ul style="list-style-type: none"> Extra attention to be given to the <i>Electrical Principles & Technologies</i> unit.

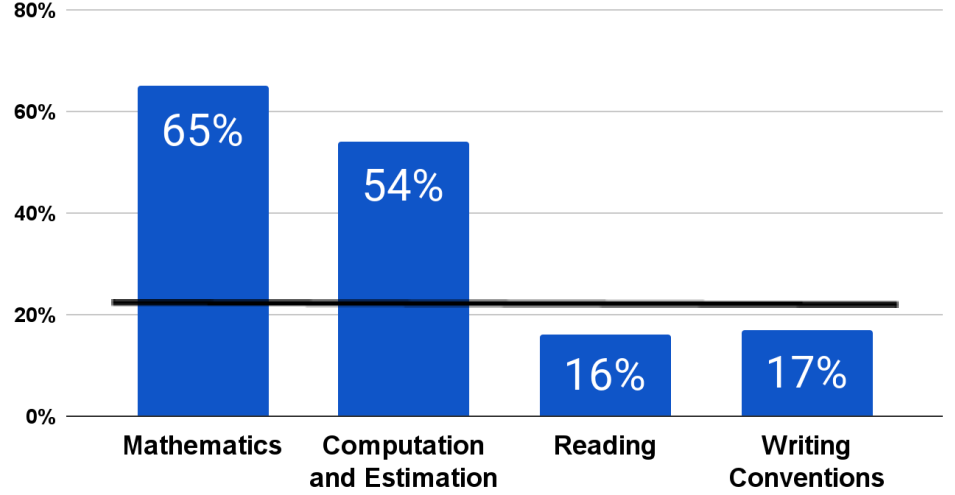
	<ul style="list-style-type: none"> ● If we want to give the students more chance to perform better on the PAT exam, summative assessments could/should be formatted more like PATs (Multiple Choice) ● EAL will support ● Timeline: Review progress at the end of each term. ● Responsible: Science Department Head, Middle School Vice Principal <p>Social Studies</p> <ul style="list-style-type: none"> ● Continued work and practice to develop source analysis and interpretation skills. ● Further oral and independent reading in class to develop fluency and focus in reading, with help drawing attention to key ideas/concepts. ● Further practice comparing differing opinions/perspectives and identifying the differences. Formulating generalizations from the characteristics identified. ● Knowledge- more time spent on Canadian specific content (judicial system YCJA & immigration policies and processes). ● Timeline: Review progress at the end of each term. ● Responsible: Science Department Head, Middle School Vice Principal
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Canadian Achievement Tests (CAT) Results (June 2024 - Grades 7-11)

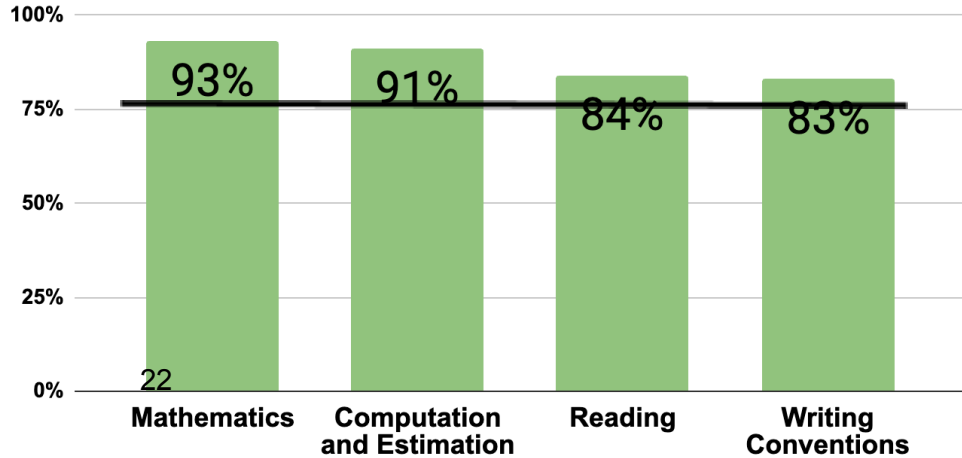
Grade 7 Acceptable Standard (≥ 50%) vs. Canadian Norm: 77%



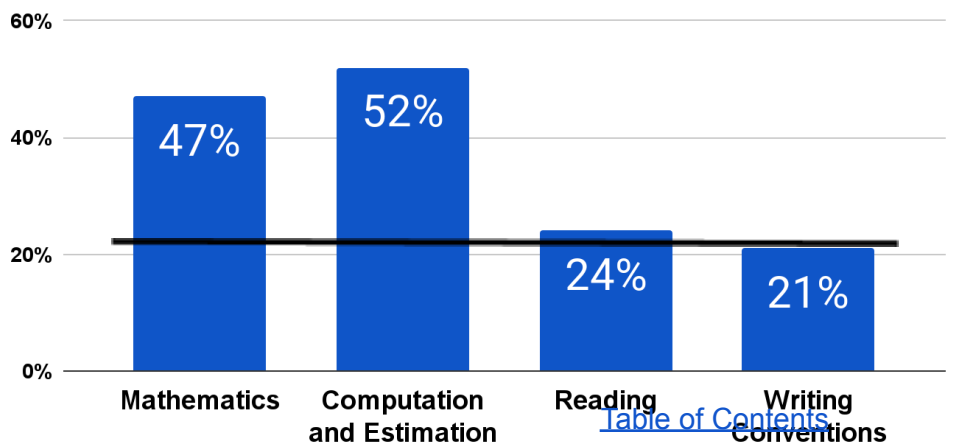
Grade 7 Standard of Excellence (≥ 80%) vs. Canadian Norm: 23%



Grade 8 Acceptable Standard (≥ 50%) vs. Canadian Norm: 77%

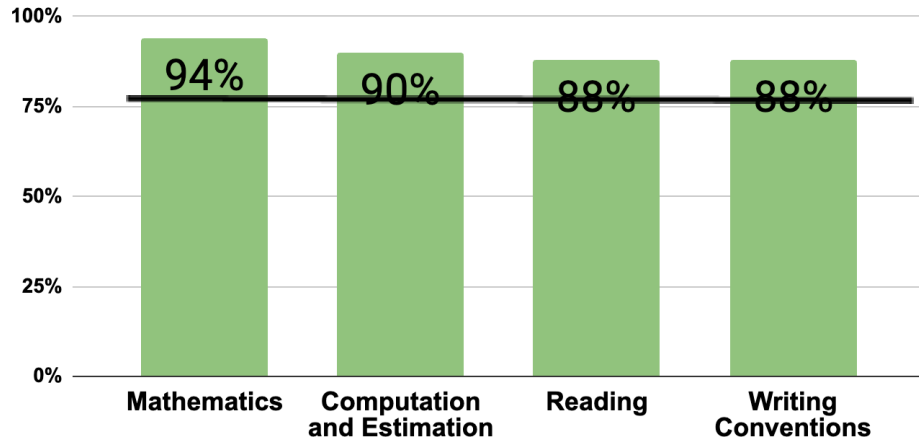


Grade 8 Standard of Excellence (≥ 80%) vs. Canadian Norm: 23%

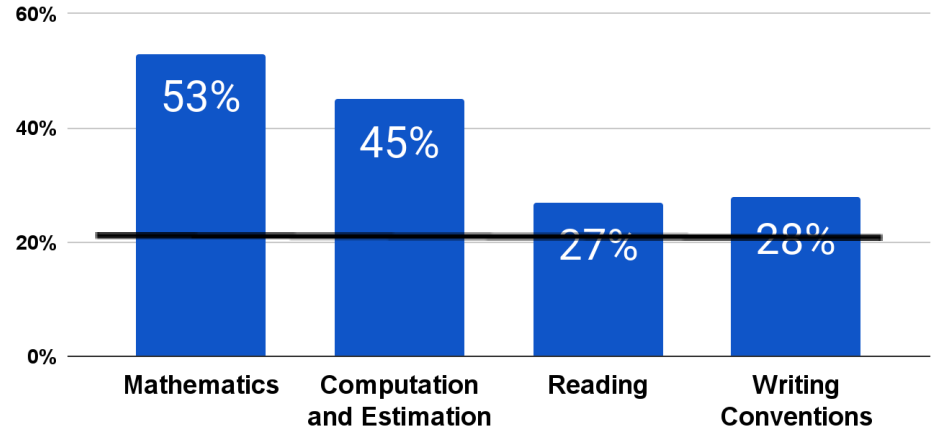


Canadian Achievement Test Results (CAT) Results (June 2024)

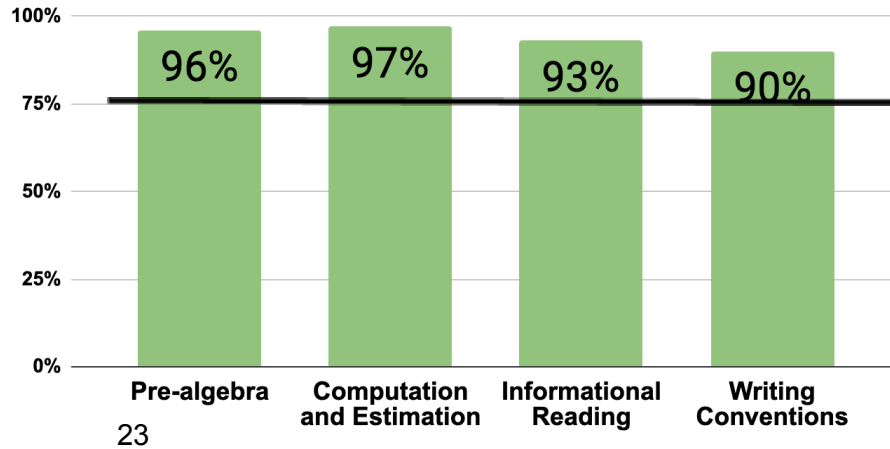
Grade 9 Acceptable Standard ($\geq 50\%$) vs. Canadian Norm: 77%



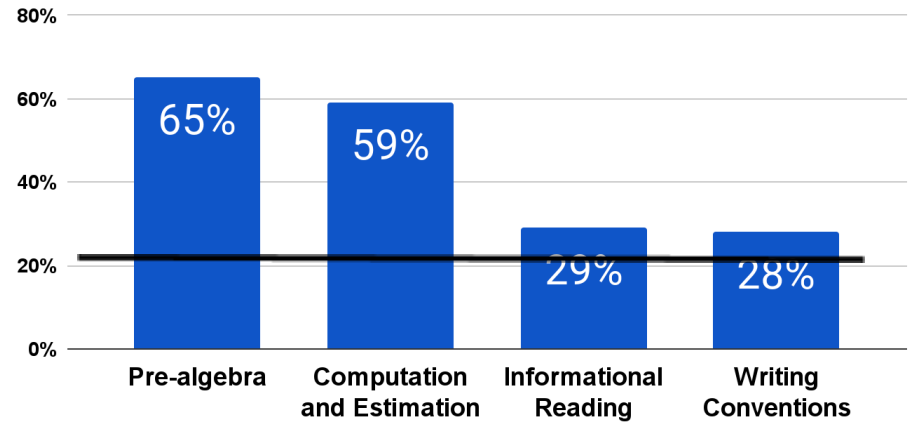
Grade 9 Standard of Excellence ($\geq 80\%$) vs. Canadian Norm: 23%



Grade 10 Acceptable Standard ($\geq 50\%$) vs. Canadian Norm: 77%

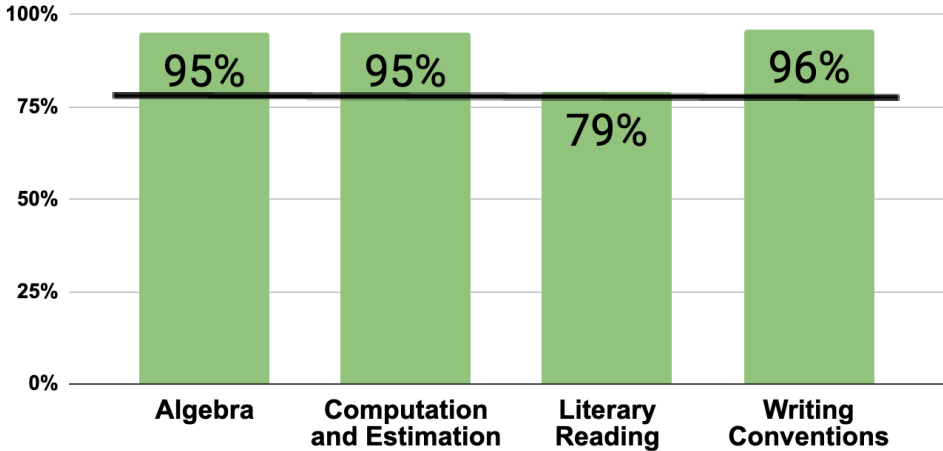


Grade 10 Standard of Excellence ($\geq 80\%$) vs. Canadian Norm: 23%

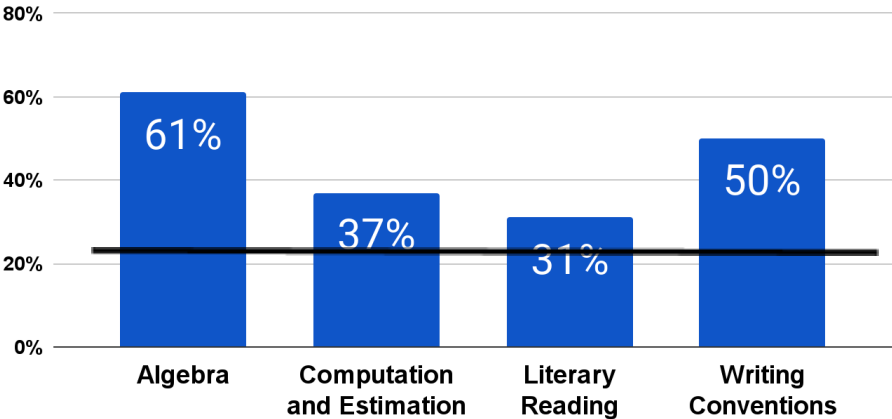


Canadian Achievement Tests (CAT) Results (June 2024 - Grades 7-11)

Grade 11 Acceptable Standard ($\geq 50\%$) vs. Canadian Norm: 77%



Grade 11 Standard of Excellence ($\geq 80\%$) vs. Canadian Norm: 23%



Canadian Achievement Tests (CAT) (June 2024 - Grades 7-11)

Results Summary	Action Plan
<p>Math & English</p> <ul style="list-style-type: none"> ● The analysis of the Competent (Acceptable Standard, Stanine 4+) results from the 2023-24 academic year compared with the 2022-2023 academic year indicates no significant differences exist. Students performed at the same percentile as they did during the 2022-2023 school year, suggesting consistency in student performance between the two academic years. ● The analysis of the Proficient (Standard of Excellence, Stanine 7+) results from the 2023-24 academic year compared with the 2022-2023 academic year indicate no significant differences. Students performed at the same percentile as they did during the 2022-2023 school year, suggesting consistency in student performance between the two academic years. <ul style="list-style-type: none"> ○ Well above Canadian norms in all Grades at both Acceptable Standard and Standard of Excellence ○ Well above Canadian norms in all Grades at both Acceptable Standard ○ Near Canadian norms in all Grades at Standard of Excellence, with G11 English an exception at well above 	<p>Math & English</p> <ul style="list-style-type: none"> ● When comparing the 2023 - 2024 CAT results to the 2022 - 2023 school year CAT results, reports align, and there are no vast differences. Since there are no significant differences, the Math and English departments will continue with the curriculum as they are, except that the math department will emphasise word problems and problem-solving types of questions and change to assessment methods—both formative and summative ● The Grade 7 cohort should be given extra attention to potential high achievers to raise the % of students reaching Standard of Excellence. This requires providing students with differentiated levels of challenge in the difficulty level of text choice and written tasks.

Alberta Diploma Examination Subject results (June 2024)

Alberta Diploma Courses		TIS (School Marks)		TIS (Final Blended Marks)		Alberta average (Final Blended Marks)	
Diploma Subject	# of Students	Pass (%)	Excellence (%)	Pass (%)	Excellence (%)	Pass (%)	Excellence (%)
English 30-1 - 2024	30	100	93.1	100	65.5	97.9	25.5
English 30-1 - 2023	25	100	40	100	32	97.9	29.2
English 30-2 2024	27	100	57.7	100	42.3	96.3	11.9
English 30-2 2023	46	100	19.6	100	19.6	96.6	19.6
Soc. St. 30-1 2024	46	100	38.1	100	31	99.0	33.0
Soc. St. 30-1 2023	26	100	76.9	100	65.5	99.1	37.7
Soc. St. 30-2 2024	11	100	70	100	20	95.1	15.5
Soc. St. 30-2 2023	46	100	28.3	100	28.3	96.6	6.8
Math 30-1 2024	27	100	25	100	16.7	92.6	39.5
Math 30-1 2023	51	100	45.1	94.1	39.2	93.4	41.5
Math 30-2 2024	8	100	0	100	0	91.4	21.3
Math 30-2 2023	20	100	15	85	10	92.4	22.2
Biology 30 2024	30	100	44.4	96.3	29.6	96.6	43
Biology 30 2023	17	100	58.8	100	52.9	96.9	46.3
Chemistry 30 2024	25	97.1	47.8	95.7	52.2	96.2	48.1

Chemistry 30 2023	26	100	46.2	100	40.7	96.8	48
Physics 30 2024	11	100	63.6	100	63.6	96.7	50
Physics 30 2023	10	100	50	100	50	97.7	52.4
Science 30 2024	4	100	25	100	25	95.8	27.3
Science 30 2023	4	100	50	100	25	95.8	29.1
Overall Final marks 2024	57	99.5	49.7	98.6	38.6		
Overall Final marks 2023	73	100	39	98	35		
Diploma Course Participation Rate 2024	100			100			

Alberta Diploma Exam Results Summary

Near or above Alberta in reaching Acceptable Standard and Standard of Excellence in all subjects.
In most subjects Diploma exam marks were below the school awarded mark.

Diploma Examination Comments	Action Plan
<ul style="list-style-type: none"> • Examinations have returned to a 30% weighting of the overall grade. This academic year has been notably successful, with a 100% pass rate in all but two subjects. • English 30-1 and 30-2: we observed a decline in the excellence scores from School mark to blended for 30-1. To address this, we will enhance our exam preparation strategies. • Mathematics: over 50% of students participated in the 30-1 exam during Grade 11, and these results were reported to the board last year. Due to concerns regarding instructional quality, the teacher was requested to transition from TIS this year. The 30-2 class is currently under close monitoring, with the Head of Department conducting regular meetings with the High School Vice Principal. Additionally, the new teacher is receiving mentorship from the High School Vice Principal. • Social Studies: 30-1 scores met our expectations; however, the 30-2 course was identified as a concern early on by the secondary administration. Similar to the situation in Mathematics, this teacher was also asked to move on due to concerns about instructional quality. • The Science department remains strong, with performance in Chemistry, Science 30 and Physics aligning with our expectations. The mark differential between teacher issued marks and diploma exam marks were in very close alignment in Physics 30 and Science 30, and students achieved slightly higher marks on the diploma exam in Chemistry 30 than the teacher issued mark. This year, we will prioritize Biology, aiming to meet or exceed provincial averages. 	<p>Objective: Enhance academic performance and instructional quality across core subjects.</p> <ol style="list-style-type: none"> 1. English Department Improvements Action: Increase exam preparation activities for English 30-1 and 30-2. Timeline: Implement by the end of the first semester. Responsible: English Department Head. 2. Mathematics Monitoring and Support Action: Conduct regular meetings between the Head of Department, High School Vice Principal, and Mathematics teachers. Timeline: Ongoing throughout the academic year. Responsible: High School Vice Principal and Mathematics Department Head. 3. Social Studies Instructional Quality Action: Identify and implement professional development opportunities for Social Studies teachers. Timeline: By the end of the first semester. Responsible: Secondary Administration. 4. Strengthening Science Curriculum Action: Establish a focused improvement plan for Biology to meet or exceed provincial averages. Timeline: Review progress at the end of each term. Responsible: Science Department Head. 5. Regular Assessment and Feedback

<ul style="list-style-type: none"> Overall, TIS achieved a 100% graduation rate and 100% of students achieved the ABED Diploma, reflecting positively on our academic year when considering historical results. Moving forward, we will implement stronger instructional support in our examination classes and increase awareness among the secondary administration team to further enhance our academic outcomes. 	<p>Action: Schedule reviews of examination results and instructional quality across all departments. Timeline: Quarterly throughout the academic year. Responsible: Secondary Administration Team.</p> <p>Evaluation Progress will be evaluated based on mid-year course grade and year-end examination results, feedback from teachers, and overall student performance metrics.</p>
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IB Results (May 2024)

Year	Number of TIS full IB Diploma Candidates	TIS % of full IB Candidates awarded the IB Diploma	Worldwide % of full IB Candidates awarded the IB Diploma	TIS Full IB Diploma Average total points	World-wide Full IB Diploma Average total points	Number of TIS IB Course Candidates	TIS IB course Average grade	Worldwide IB course Average grade
2024	8	87.50	80.1	33.71	32.7	26	5.24	4.9
2023	3	100.00	82.00	31.33	30.99	21	5.00	4.94
2022	3	100.00	87.16	35.00	32.31	15	5.52	5.19
2021	8	100.00	88.93	32.77	33.00	11	5.11	5.19
2020	6	85.71	85.18	32.80	31.34	17	5.13	5.08

IB Diploma Point Total Rates for full IB Students awarded the IB Diploma (8 students)

IB Points (Max 45)	% of TIS full IB candidates	% of full IB candidates Worldwide
40 - 45	0.00	8.9
35 - 39	71.4	19.6
30 - 34	14.3	27.1
24 - 29	14.3	28.7

Assessment	IB Diploma Results Summary
IB Diploma Courses	IB Diploma courses average (1-7) scale: TIS: 5.24 World: 4.90
Full IB Diploma total points average	45 points available - Note: 8 students undertook full IB TIS: 33.71 World: 32.70
Significant Stats	<ul style="list-style-type: none"> • 100% of students scored at least 2 out of 3 points for TOK/EE • 55% of TIS courses were above the world average • 95% of TIS marks were 4 or above

IB Diploma Examination Comments	Action Plan 2024-25
1. Increase the number of full IB students and number of students taking partial IB, while maintaining an average that is well above world average.	Increase IB teacher understanding of how to best prepare students for IB assessment. Timeline: Periodic IB meetings and PD days in Feb. Responsible: DP Coordinator, HS Admin.
2. Increase the number of students achieving IB grades of 6 and 7.	IB teachers to raise achievement expectations for their students and provide challenging work to build higher level thinking skills Timeline: Periodic IB meetings and PD days in Feb. Responsible: IB Teachers, DP Coordinator, HS Admin

Survey Results - Student Development

Alberta Education Assurance Measures - Student Development

Lifelong Learning – Measure Details

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

	Macau University of Science an										Measure Evaluation			Alberta									
	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	74	78.5	52	76.3	51	84.4	56	80.4	High	Maintained	Good	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9
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	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3
Teacher	n/a	n/a	74	78.5	52	76.3	51	84.4	56	80.4	Intermediate	Maintained	Acceptable	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6

Student Learning Engagement – Measure Details

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

	Macau University of Science an										Measure Evaluation			Alberta									
	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	497	77.5	748	73.7	708	75.4	487	74.3	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	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	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	422	67.6	695	67.1	657	64.0	429	65.9	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	75	87.4	53	80.3	51	86.8	58	82.8	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

Alberta Education Assurance Measures - Student Development

Work Preparation – Measure Details

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

	Macau University of Science an										Measure Evaluation			Alberta									
	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	74	78.4	52	96.2	51	84.3	57	84.2	High	Maintained	Good	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8
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	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8
Teacher	n/a	n/a	74	78.4	52	96.2	51	84.3	57	84.2	Low	Maintained	Issue	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7

Program of Studies – Measure Details

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.

	Macau University of Science an										Measure Evaluation			Alberta									
	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	495	82.1	477	82.3	393	85.1	420	84.9	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	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	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	n/a	n/a	420	81.4	424	82.2	341	82.6	362	83.1	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	n/a	n/a	75	82.8	53	82.5	52	87.7	58	86.8	High	Maintained	Good	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2

Alberta Education Assurance Measures - Student Development

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.

	Macau University of Science an										Measure Evaluation			Alberta									
	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	496	78.7	749	76.2	709	81.6	487	80.5	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	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	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	421	77.5	696	71.5	658	73.5	429	72.2	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	75	79.9	53	80.9	51	89.6	58	88.9	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

At Risk Students – Measure Details

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

	Macau University of Science an										Measure Evaluation			Alberta									
	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	496	82.7	749	79.1	709	83.1	487	81.7	Low	Maintained	Issue	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
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	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5
Student	n/a	n/a	421	77.5	696	71.5	658	73.5	429	72.2	Very Low	Maintained	Concern	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	75	87.9	53	86.6	51	92.7	58	91.3	Low	Maintained	Issue	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5

Alberta Education Assurance Measures - Student Development

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.

	Macau University of Science an										Measure Evaluation			Alberta									
	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	492	71.2	749	71.0	708	74.7	485	74.5	Intermediate	Maintained	Acceptable	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9
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	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8
Student	n/a	n/a	417	78.3	696	69.8	657	72.4	427	75.9	Low	Improved	Acceptable	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0
Teacher	n/a	n/a	75	64.2	53	72.1	51	77.0	58	73.2	Low	Maintained	Issue	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8

CIS Parent Survey (Oct. 2024) - Student Development

9.Domain C: The Curriculum		
	Agree / Strongly Agree	Disagree / Strongly Disagree
C2. The curriculum meets my child's learning needs.	83.40%	16.7%
C3; D3. The cultural diversity of the school community is used to enrich my child's learning.	94.20%	4.60%
C3; D3. The school's curriculum provides my child with opportunities to learn about their own background and culture.	86.50%	11.40%
C3. The school appropriately provides for the development of multilingual learning.	89.60%	8.9%
C3; D6; E3. The school helps my child to use information technology (IT) and social media in a responsible way.	90.70%	5.2%
C6. School activities offered outside of classes match my child's interests.	83.80%	12.0%
I find my child(ren)'s teacher(s) motivating and engaging.	90.80%	6.9%
I find the curriculum program(s) offered at TIS prepares my child(ren) well for post-high school development.	79.90%	10.9%

10.Domain D: Teaching and Assessing for Learning		
	Agree / Strongly Agree	Disagree / Strongly Disagree
D1; C1. My child finds their lessons interesting.	90.30%	9.10%
D1; C1. My child's lessons/classes challenge them to learn and improve.	91.30%	6.5%
D3; C3. Local places and culture(s) are used to effectively enrich my child's learning.	88.60%	9.70%
D3; G5. The school effectively teaches my child about the impact people can have on the environment.	90.80%	6.5%
D4; D1. My child's learning needs are adequately supported by the school.	88.10%	10.3%

D4. I know where to go for advice and support for my child's learning.	85.40%	0%%
D5. The school has engaged with me on how to best support my child's language development.	82.70%	15.20%
D6; C3. The school effectively uses information technology (IT) to enhance my child's learning.	93.00%	4.9%
D7. The school provides sufficient information on the achievement and progress of my child.	82.70%	15.60%
D7. The school continuously provides my child with feedback on how to improve.	73.50%	21.6%
D7. I understand what my child's marks/assessment grades mean.	86.00%	9.2%

Survey Comments - Student Development	Action Plan 2024-25
<p>Lifelong Learning: on par with provincial rating, below previous TIS ratings in 2023</p> <p>Student Learning Engagement: well below provincial rating, but maintained from previous years</p> <p>Work Preparation: at provincial rating, maintained from 2023, but still an issue for teachers</p> <p>Program of Studies: excelling in this area</p> <p>Access to Supports and Services: on par with provincial rating</p> <p>At Risk Students: low, area of concern</p> <p>Satisfaction with Program Access: some improvement shown</p> <p>Curriculum Meeting Needs in Parent survey contradicts Alberta survey results in Program of Studies, but aligns more closely with At Risk students and Program Access</p>	<p>Student Learning Engagement is an area still requiring development.</p> <ul style="list-style-type: none"> ● integrate STEAM projects more intentionally to build student participation and engagement in their learning ● Integrate Community Action into curriculum <p>Work Preparation is an area requiring development</p> <ul style="list-style-type: none"> ● Academic Counselling to develop a student learning portfolio with students, including goals setting, university options and career pathways ● Focus on explicit teaching of Approaches to Learning <p>At Risk Students/Curriculum Meeting Needs</p> <ul style="list-style-type: none"> ● Continue to expand pathways for individual success ● Provide more differentiation within the classroom ● Involve more teachers in the IEP program planning for individual students

TIS Pillar #2 - School Climate

School Climate refers to the School being safe and caring in its approach to students, staff, parents and other stakeholders. The School is committed to remaining student-centred with each stakeholder fulfilling their shared responsibilities.

Key Indicators in achieving a positive climate in the School

- Students are active, healthy and well.
- 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 fulfill 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.
- Stakeholders treat each other with dignity.
- Stakeholders take their share of responsibility in their roles in the school.
- All School Staff are accountable to standards of professional conduct and standards of professional practice.

Addressing Key Elements (2024/25)

- TIS Tiger Learner Profiles are promoted across the School
- The School's core values are upheld in personal and interpersonal interactions.

Survey Results - School Climate

Alberta Education Assurance Measures - School Climate

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.

	Macau University of Science an										Measure Evaluation			Alberta									
	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	497	84.9	749	83.2	711	84.1	487	84.3	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	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	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	422	77.1	696	71.9	660	73.3	429	73.6	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	75	92.7	53	94.5	51	94.9	58	95.1	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

Welcoming, Caring, Respectful and Safe Learning Environments – 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.

	Macau University of Science an										Measure Evaluation			Alberta									
	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	497	87.7	749	86.4	711	86.6	487	86.1	High	Maintained	Good	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
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	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	n/a	n/a	422	80.4	696	76.6	660	77.5	429	77.4	Intermediate	Maintained	Acceptable	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	n/a	n/a	75	94.9	53	96.2	51	95.7	58	94.8	High	Maintained	Good	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

CIS Student Survey (June 2024) - School Climate

12.Domain E: Well-being		
	Agree / Strongly Agree	Disagree / Strongly Disagree
E1. The school environment supports students' learning and well-being.	91.10%	7.80%
E1. I am able to share my opinions on matters concerning my learning and well-being.	88.10%	11.00%
E2; G2. I feel safe at school.	87.80%	9.30%
E2. Harmful or bullying behaviours between students like hitting, spreading rumours, or making threats, are not tolerated in our school.	86.00%	12.40%
E2. I know what to do if I experience harmful or bullying behaviours by other students.	90.00%	8.30%
E2. I understand how I am expected to behave in school.	97.30%	1.70%
E3. The school provides me with good health care when I am unwell.	85.40%	11.80%
E3. At school, I learn how to be healthy.	90.10%	8.50%
E4. I feel safe going on school trips.	91.50%	6.60%
E5. I felt supported by my teachers when I first started in the school.	90.70%	7.00%
E6. I am satisfied with the effectiveness of the school's university/college/career guidance and counselling processes.	72.00%	9.10%

9.Domain B: Governance, Ownership, and Leadership		
	Agree / Strongly Agree	Disagree / Strongly Disagree
B5. I feel the school's leaders show respect for my culture and the cultures of other students.	92.60%	4.90%

CIS Parent Survey (Oct 2024) - School Climate

12.Domain E: Well-being		
	Agree / Strongly Agree	Disagree / Strongly Disagree
E1. The school has a supportive environment for students' well-being.	95.30%	3.80%
E1. Effective systems are in place through which students can give input regarding their learning and well-being.	86.70%	10.50%
E2. I understand and have received effective training on the school's child protection policies.	95.30%	4.80%
E2. I understand and am able to carry out my responsibilities related to the school's child protection policies.	99.00%	1.00%
E2. I am confident in my ability to recognise when a child is suffering from harm or abuse.	98.10%	1.00%
E2. I have received training on how to identify the signs of harm or abuse by adults working with children.	87.60%	11.40%
E2. If I am concerned that an adult in school may be harming or abusing a child, I know how to report my concern in school.	98.10%	1.90%
E2. I understand and am able to carry out my responsibilities regarding the school's policies and practices related to students' behaviour.	99.00%	1.00%

E3. I am informed if any of my students have health conditions that might affect their performance in my classes.	84.70%	14.30%
E3. The school provides students with good health care when they are unwell.	84.80%	13.30%
E3; G2. I understand and am able to carry out my responsibilities regarding the school's policies and practices related to health, safety, and security.	95.20%	4.80%
E3. The school facilitates awareness and understanding of local health services, local health requirements, and potential health concerns.	83.80%	14.30%
E3. The school has well understood policies in place for incidents of misuse of technology.	81.90%	15.30%
E4. When planning trips, faculty are required to follow formal procedures, including risk assessment, to ensure the health and safety of students.	97.10%	1.90%
E5. The school designates staff with the expertise to facilitate transition activities and programmes for students and families moving into or out of the school.	74.20%	14.30%

Survey Comments - School Climate	Action Plan 2024-25
<p>Welcoming, Safe, Caring</p> <ul style="list-style-type: none"> ● data shows a high level of satisfaction ● Responses showing areas for growth; <ul style="list-style-type: none"> ○ Bullying reports ○ Care when ill ○ Local health supports ○ Family transitions 	<p>Bullying</p> <ul style="list-style-type: none"> ● Develop an age appropriate anti-bullying curriculum <p>Care when ill</p> <ul style="list-style-type: none"> ● Review and adjust standard operating procedures to ensure parent communication is undertaken and student awareness of support is raised <p>Local Health supports</p> <ul style="list-style-type: none"> ● Develop a community health awareness program, with support from SKH counselling services <p>Family transitions</p> <ul style="list-style-type: none"> ● Provide more frequent parent information sessions at school transition points between divisions ● Provide more parent and student information sessions on transition from high school to university ● MS Students to begin building a university application portfolio

TIS Pillar #3 - Staff Development

Staff development refers to teachers, leaders, educational assistants and support staff applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, support and optimum learning for all. We aim to promote confidence via qualified teachers and leaders who demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard). Non-teaching staff also demonstrate their commitment to lifelong learning.

Key Indicators of successful Staff Development

- 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.
- 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.
- Non-teaching educational and support staff undertake professional development related to their roles and responsibilities in the School.

Addressing Key Elements

- Each teacher and educational assistant provides a Professional Growth Plan (PGP) and meets with an administrator to discuss their plan.
- Staff supervision and evaluation is carried out by the Principals or as designated by the Principal or Line Manager in a growth model of professional development.
- Each teacher has access to professional development funds, up to a maximum of 7000MOP.
- Each educational assistant has access to professional development funds, up to a maximum of 2000MOP.
- Peer learning engagement opportunities allow non-teaching staff the opportunity to network and collaborate with peers in similar roles in other schools.

- Each year, two professional development days are allocated to the school calendar. The first PD day had a keynote session on AI usage in schools, led by an expert via an online interactive platform. Elementary staff had a second online keynote session on planning PYP units. The Secondary staff had a face-to-face session on AI usage in Secondary classroom and face-to-face training on leading Experience week trips.

The second PD day had teacher-led sessions for Elementary staff, followed by PYP training and Secondary had in-house sessions offered by admin on ManageBac and face-to-face training on addressing emergencies during Experience Week.

Our Kindergarten team also presented sessions at our first ever ECE conference, attracting teachers from the Greater Bay Area.

- Collaboration time is given to Elementary School grade level teams.
- Collaboration times are allocated across the school at various dates across the school year
- Capacity building of regular classroom teachers is promoted in order to address high needs students in the regular classroom

Survey Results - Staff Development

Alberta Education Assurance Measures - Staff Development

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.

	Macau University of Science an										Measure Evaluation			Alberta									
	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	70	74.3	51	74.8	51	69.1	54	66.5	Very Low	Maintained	Concern	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	n/a	n/a	70	74.3	51	74.8	51	69.1	54	66.5	Very Low	Maintained	Concern	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

CIS Faculty Survey (June 2024) - Staff Development

13.Domain F: Staffing	Agree / Strongly Agree	Disagree / Strongly Disagree
F3. The school provides professional development which is relevant to my needs.	84.40%	15.60%
F3. The school provides professional development appropriate for the range of students' needs in the school.	74.70%	24.20%
F3. There is a defined process for allocation of professional development.	93.20%	4.90%

CIS Parent Survey (Oct 2024) - Staff Development

12.Domain F: Staffing		
	Agree / Strongly Agree	Disagree / Strongly Disagree
F1. I have confidence that my child's teachers have the necessary skills and competencies to teach the curriculum.	88.80%	9.6%
F2; I4. I understand and have confidence in the way that the school selects and screens its staff and volunteers to make sure that they are suitable to work with children.	92.20%	6.2%

Survey Comments - Staff Development	Action Plan 2024-25
<p>Professional Development provided by the School</p> <ul style="list-style-type: none"> ● Survey results contradict between the Alberta survey (66.5%) and the CIS Faculty survey (84.4%). It is unclear which aspects of the question in the Alberta survey is yielding the lower level of satisfaction - it may be one or more of three factors: <ol style="list-style-type: none"> 1. Past 3-5 years is not in the CIS survey 2. In-service provided directly by the authority (Alberta) vs. PD opportunities staff are provided (CIS) 3. Focused and systematic is not stated in CIS survey 	<p>Professional Development</p> <ul style="list-style-type: none"> ● The PD committee will survey staff regarding their PD needs for the PD days. ● Seek external PD providers to lead face to face sessions during PD days <ul style="list-style-type: none"> ○ Kathy Salmon - EAL, Benchmarking, Differentiation ○ Anne van Dam - Inquiry ○ IBO - ATLs, Extended Essay ● Continue to support the mentorship program ● Implement a growth model of teacher supervision to allow for identification of areas for professional improvement ● Acquire all staff access to the PeerSphere platform to provide PLC opportunities relevant to teaching area

TIS Pillar #4 - Community Relationships

Community Relationships refers to the opportunities provided to students to engage within the School and beyond into the wider community to support in areas of need.

Key Indicators of successful relationships

- Students are engaged in supporting their classmates in their pursuit of excellence.
- Students and staff work collaboratively to support each other across the grade level and across the School.
- Students and staff work collaboratively to support local community charities and initiatives.
- Students and staff work collaboratively to support global charities and initiatives to address global challenges.

Addressing Key Elements

- Explicit teaching of the Tiger Learner Profile to develop interpersonal communication, and promote a caring attitude towards responsible citizenship.
- Incorporating student action into teaching and learning as part of responsible citizenship.
- Providing leadership training to students via clubs and committees.
- Providing community action opportunities to students across the School.
- Collaboration with the Parents' Association to promote community involvement.

Survey Results - Community Relationships

Alberta Education Assurance Measures

Satisfaction with Program Access – Measure Details

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

	Macau University of Science an											Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	497	82.2	749	80.0	709	81.4	487	83.3	Very High	Improved	Excellent	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	
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	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	
Student	n/a	n/a	422	76.5	696	71.1	658	69.9	429	72.6	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	n/a	n/a	75	88.0	53	88.9	51	92.9	58	94.1	High	Maintained	Good	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	

Alberta Education Assurance Measures

Citizenship – Measure Details

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

	Macau University of Science an											Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	497	82.2	749	80.0	709	81.4	487	83.3	Very High	Improved	Excellent	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	
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	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	
Student	n/a	n/a	422	76.5	696	71.1	658	69.9	429	72.6	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	n/a	n/a	75	88.0	53	88.9	51	92.9	58	94.1	High	Maintained	Good	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	

Parental Involvement - Measure History

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

	Macau University of Science an										Measure Evaluation			Alberta									
	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	75	69.8	53	78.1	51	72.9	58	69.1	Very Low	Maintained	Concern	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
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	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	n/a	n/a	75	69.8	53	78.1	51	72.9	58	69.1	Very Low	Maintained	Concern	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

CIS Student Survey (June 2024):

15.Domain H: Community and Home Partnerships		
	Agree / Strongly Agree	Disagree / Strongly Disagree
H2; E1. The school provides opportunities to develop my leadership skills.	90.80%	6.70%
H2; E1. My school provides me with opportunities to engage in service learning or community service.	91.70%	5.00%
H2; E1; G5. My school provides me with opportunities to engage in projects that promote environmental responsibility.	91.00%	6.70%

CIS Student Survey (June 2024):

8.Domain A: Purpose and Direction		
	Agree / Strongly Agree	Disagree / Strongly Disagree
A1. I understand my school's mission, vision, and values.	91.80%	6.40%
A3; D3. The school has helped me understand how to develop as a global citizen.	91.60%	6.60%
A3; C3. At school, I am learning how to behave/interact with people of different backgrounds and cultures.	92.70%	6.40%

CIS Parent Survey (Oct 2024) - Staff Development

14.Domain H: Community and Home Partnerships		
	Agree / Strongly Agree	Disagree / Strongly Disagree
I am satisfied with the level of parent volunteer involvement at the school.	89.70%	2.9%

CIS Faculty Survey (June 2024):

15.Domain H: Community and Home Partnerships		
	Agree / Strongly Agree	Disagree / Strongly Disagree
H2; E1. Partnerships external to the school are effective at enhancing students' learning.	88.90%	5.10%
H2; E1. Service learning is an area of focus for developing students' leadership and agency.	90.90%	3.00%
H2; E1; G5. Environmental stewardship is an area of focus for developing students' leadership and agency.	84.80%	8.10%

Survey Comments - Community Relationships	Action Plan 2024-25
<p>Citizenship</p> <ul style="list-style-type: none"> Survey results show community citizenship to be a strength of the School <p>Parent Involvement</p> <ul style="list-style-type: none"> Teachers indicate that parental involvement with the the School is an area to be addressed 	<p>Parent Involvement</p> <ul style="list-style-type: none"> Work more closely with the Parents' Association (TISPA) to garner frequent feedback and address questions and concerns Provide an increased number of opportunities for parents to come to the school <ul style="list-style-type: none"> Coffee chats Community days Field Trips Story reading Career talks TISPA events Community events eg. Run of Hope

TIS Pillar #5 - Governance & Financial Operations

Governance & Financial Operations 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. Policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

Key Indicators of successful governance and operations

- Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.
- 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.
- The School employs a cycle of evidence-based continuous improvement to inform ongoing strategic planning and priority setting.

Addressing Key Elements

- School Vision, Mission and Values are promoted throughout the academic year.
- Periodic review and reporting of the School's finances.
- Monthly report to the Board by the Head of School.
- Ongoing support for the Parent's Association.
- Parent information meetings regarding curricular changes and facility enhancements.
- Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of students and their families, staff and communities

Survey Results - Governance and Financial Operations

Alberta Education Assurance Measures

Program of Studies – Measure Details

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.

	Macau University of Science an										Measure Evaluation			Alberta									
	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	495	82.1	477	82.3	393	85.1	420	84.9	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	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	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	n/a	n/a	420	81.4	424	82.2	341	82.6	362	83.1	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	n/a	n/a	75	82.8	53	82.5	52	87.7	58	86.8	High	Maintained	Good	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2

Education Quality – Measure Details

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

	Macau University of Science an										Measure Evaluation			Alberta									
	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	497	84.4	747	84.7	712	87.2	487	86.4	Intermediate	Maintained	Acceptable	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
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	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	n/a	n/a	422	77.0	694	80.5	661	81.5	429	84.0	Intermediate	Improved	Good	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	n/a	n/a	75	91.7	53	88.9	51	92.8	58	88.7	Very Low	Maintained	Concern	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

School Improvement – Measure Details

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.

	Macau University of Science and Technology										Measure Evaluation			Alberta									
	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	486	56.9	741	55.4	706	56.3	474	62.9	Very Low	Improved Significantly	Acceptable	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
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	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	n/a	n/a	414	65.2	692	59.7	657	65.6	424	69.9	Low	Improved Significantly	Good	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	n/a	n/a	72	48.6	49	51.0	49	46.9	50	56.0	Very Low	Maintained	Concern	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2

CIS Parent Survey (Oct 2024) - Governance & Financial Operations

7.Domain A: Purpose and Direction		
	Agree / Strongly Agree	Disagree / Strongly Disagree
A1; B4. I understand the mission, vision, and values of my child's school.	96.10%	3.50%
A1. The mission, vision, and values of my child's school guide the school in its decision-making.	93.10%	4.90%
A3; D3. The school has helped me understand how it is developing my child as a global citizen.	91.10%	20.90%
A3; C3. My child is effectively learning how to interact with people of different backgrounds and cultures.	93.60%	5.9%
A6; D2. Upon admission, and beyond, the school ensures that there is an appropriate match between my child's needs and the programme offered.	86.20%	11.30%

CIS Parent Survey (Oct 2024) - Governance & Financial Operations

8.Domain B: Governance, Ownership, and Leadership		
	Agree / Strongly Agree	Disagree / Strongly Disagree
B1; B5. The governing body/board and the head of school work together in establishing positive relationships with parents.	91.80%	7.10%
B2. The head of school, as the educational leader, shows ultimate responsibility and accountability for the students' education and well-being.	93.80%	4.1%
B3. As appropriate, the school's plans are effectively communicated to parents.	92.80%	7.10%
B3. I believe the school operates in a financially responsible manner.	90.70%	3.6%
B4. The actions of the school's leadership/governing body/board appear aligned with the school's mission, vision, and values.	92.30%	2.6%
B5. The head of school and leadership team have the intercultural skills needed within the school's cultural context.	92.80%	4.1%

CIS Parent Survey (Oct 2024) - Governance & Financial Operations

13.Domain G: Premises, Facilities, Technology Systems, and Auxiliary Services		
	Agree / Strongly Agree	Disagree / Strongly Disagree
G1. The classroom and other teaching spaces at my child's school are suitable for learning.	98.30%	1.7%
G2. School premises are both clean and well maintained.	96.60%	2.8%
G2. The school provides a secure environment for all members of the school community.	98.30%	1.20%

G2. I have confidence in the school's emergency procedures for critical incidents such as a fire, earthquake, or intruders.	92.60%	2.8%
G3; H1. The school's technology systems for parents enhance my understanding of my child's education.	92.60%	6.3%
G4. I am satisfied with the quality of food served at school.	68.70%	19.3%
G5; D3. The school considers environmental impact when using resources.	91.50%	4.0%

CIS Student Survey (June 2024) - Governance & Financial Operations

14.Domain G: Premises, Facilities, Technology Systems, and Auxiliary Services		
	Agree / Strongly Agree	Disagree / Strongly Disagree
G1. The classroom and other teaching spaces at my school are suitable for learning.	94.90%	4.20%
G2. School premises are both clean and well maintained.	78.30%	20.20%
G2. The school provides a secure environment for all members of the school community.	93.70%	4.40%
G2. I know what to do if there is an emergency at my school.	94.30%	4.80%
G3; D6. I have enough access to technology for my learning.	93.60%	5.50%
G4. I am satisfied with the quality of food served at school.	63.30%	31.60%
G5; D3. Students consider environmental impact when using resources.	81.20%	16.30%

Survey Comments - Governance and Financial Operations	Action Plan 2024-25
<p>Program of Studies:</p> <ul style="list-style-type: none"> Maintained strong positive results <p>Education Quality:</p> <ul style="list-style-type: none"> Teacher ratings dropped slightly while student ratings improved. Teacher ratings may have dropped due to the program shift of the IB PYP implementation. <p>School Improvement:</p> <ul style="list-style-type: none"> Teacher ratings improved, but remain low. It is unclear if the term 'improvement' in the Alberta survey is targeting facilities or programming. Based on Education Quality, teachers may have focused on programming as they adjust to the PYP framework. Student ratings improved. Both well below Alberta ratings. Parents and students are dissatisfied with the food service at the School The work done in developing Core Values and a School Vision Statement had a positive effect on parent understanding of the School's mission, vision and values 	<p>Education Quality:</p> <ul style="list-style-type: none"> Continue to support teachers with ongoing professional development of PYP teaching <p>School Improvement:</p> <ul style="list-style-type: none"> Involve students and parents in the selection of food service providers when the contract comes up for renewal Continue to provide feedback to the food service provider, both negative and positive (when students enjoy the food).