



The International School of Macao AERR - November 2022

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Who We Are

a. Board of Directors

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

b. Leadership

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

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Macau University of Science and Technology Foundation [A. 0230] and The International School of Macao [S. 1341] for the 2021/2022 **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 2021/2022 was approved by the Board on *November 29, 2022*.

The International School of Macao

A red circular seal with a double border. The outer ring contains the text "The International School of Macao" at the top and "1990" at the bottom. The inner circle features a stylized logo with the letters "IS" and "M" intertwined, and the Chinese characters "澳門國際學校" around the perimeter.

Howard Strippel
Board Chairman

TRENDS AND ISSUES

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

COVID19

- Despite the pandemic, the school campus remained open for classroom instruction for the majority of the 2021/22 academic year. There was a 2-week period in October 2021 where the school underwent online learning due to school closures. Schools in Macau were prematurely closed for the academic year, on June 24th, due to a community COVID outbreak.
- Due to school closure in June, most PAT and Diploma examinations were not undertaken (exams scheduled from June 24 to the end of June). Only Part A of Social Studies and English Diploma exams were written.
- Only Part A of the PAT examinations were written
- The trend for many expat families leaving Macau due to loss of employment continued throughout the year.
- New teachers hired from outside of Macau for the 2020-21 academic year continued to have entry into Macau blocked due to border restrictions.
- 5 new teachers were hired and were able to enter Macau via previously working in China.
- 1 new teacher arrived in February via entry from Hong Kong
- Throughout the school year, 5 secondary school teachers awaiting to enter Macau, were hired as blended learning teachers, providing instruction remotely to secondary students in classrooms at TIS. 2 of those teachers were able to join us in January via entry from China.
- ECAs offerings were reduced, however, sport teams and co-curricular activities continued.

School growth

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

Change of Leadership

- Howard Stribbell continued as interim Head of School for the 2021/22 academic year due to the appointed candidate withdrawing from the position prior to arriving.
- No changes other in administration leadership positions

Leadership Appointments

- In November 2021, Lorne Schmidt was appointed Head of School for the 2022/2023 academic year
- In November 2021, Amanda Kiat was appointed Secondary School Principal for the 2022/2023 academic year
- In November 2021, Nick Chignall was appointed Elementary School Vice-Principal for the 2022/2023 academic year

Domains

Student Growth and Achievement

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

Key Elements

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

Addressing Key Elements (2021/22)

- Formative assessment is used to provide students with feedback on their progress. Opportunities for students to reflect on their progress and identify areas of growth are provided.
- STEAM implementation is being supported by a teacher specialist in Elementary school
- The school's Activist in Residence program leveraged upon activists within the local Macau community (Mangrove preservation, USJ Mangrove Society) and abroad (Coral reef restoration based in Bali, Andrew Taylor).
- Experience Week provides students with opportunities to apply knowledge, understanding and skills in real life contexts and situations. The experience week activities were done in the local context only, due to COVID travel restrictions.

Academic Results

Alberta Provincial Achievement Test results for Grade 6 PAT

Grade 6 PAT	Students at the acceptable standard						Students at standard of excellence					
	TIS 2019	Alberta 2019	TIS 2021	Alberta 2021	TIS 2022	Alberta 2022	TIS 2019	Alberta 2019	TIS 2021	Alberta 2021	TIS 2022	Alberta 2022
English Language Arts - Overall	96%	92%	89%	95%	n/a	n/a	27%	37%	14%	37%	n/a	n/a
Reading	95%	90%	86%	94%	n/a	n/a	38%	59%	27%	59%	n/a	n/a
Writing	94%	92%	83%	94%	n/a	n/a	12%	21%	12%	21%	n/a	n/a
Mathematics - Overall	94%	79%	86%	84%	92%	75%	27%	16%	20%	27%	22%	15%
Math computation	89%	71%	79%	79%	72%	68%	62%	43%	50%	52%	50%	39%
Math concepts	94%	81%	88%	86%	92%	77%	27%	17%	20%	25%	19%	14%

Due to school closure, only Mathematics PATs were written.

Strategic Plan link: Drive Academic Excellence and Nurturing Environment

Comment on PAT 6 Results:

Grade 6 PAT exams were only written in Mathematics. The early school closure prevented the other exams from being taken.

Mathematics

- TIS students scored well above Provincial averages in both Acceptable Standard and Standard of Excellence.

Comment on Strategy Effectiveness (PAT 6 Results:):

The School should continue with its greater emphasis on building foundational Math skills, especially for students near Standard of Excellence.

Canadian Achievement Test (CAT4) results from June 2022 % of TIS students who are <i>at or above</i> grade level expectations			
	Reading	Writing Conventions	Canadian %
Grade 3	58%	75%	77%
Grade 4	88%	94%	77%
Grade 5	71%	55%	77%

Canadian Achievement Test (CAT4) results from June 2022 % of TIS students who are <i>at or above</i> grade level expectations			
	Mathematics	Computation and Estimation	Canadian %
Grade 3	82%	75%	77%
Grade 4	82%	70%	77%
Grade 5	87%	79%	77%

TIS Strategic Plan link: Drive Academic Excellence and Nurturing Environment

Comment on CAT 4-6 Results:

Reading & Writing:

- Grade 3 is significantly below Canadian average in Reading
- Grade 4 is significantly above Canadian average in Reading and Writing
- Grade 5 is slightly below Canadian average in Reading and significantly below Canadian average in Writing

Mathematics / Computation & Estimation

- Grades 3, 4, 5 are significantly above Canadian average in Mathematics (+5-10%)
- Grades 3, 4 are slightly below Canadian average in Computation and Estimation
- Grade 5 is slightly above Canadian average in Computation and Estimation

Factors that may have contributed to the weaker Reading/Writing results:

- This is the first time we have written these tests on the computer/online. Not a familiar test format for these students.
- This cohort has 2+ years of interrupted learning due to covid (online/face-to-face).
- High % EAL student population.

Comment on Strategy Effectiveness (Grade 4-6):

The School should seek to provide more support toward English Language proficiency development.

- Add more English Additional Language teachers in Elementary school
- Implement the new Alberta English curriculum from K-3
- Use of Alberta benchmarks should be incorporated into all Grades. This requires teacher training on how to use the benchmark tool.

The School should make some targeted changes in Mathematics

- Incorporate greater emphasis on building foundational Math skills
- Implement the new Alberta Math curriculum from K-6

Despite the declining results in Reading and Language, we feel the following strategies should continue to be implemented:

- Teacher Collaboration - the expectation that teachers meet and collaborate on a weekly basis has been successful in the Elementary school, and should be continued. More attention towards increasing our Standard of Excellence numbers in these collaborative meetings will be encouraged.

Alberta Provincial Achievement Test results for Grade 6 PAT

Grade 9 PAT	Students at the acceptable standard						Students at standard of excellence					
	TIS 2019	Alberta 2019	TIS 2021	Alberta 2021	TIS 2022	Alberta 2022	TIS 2019	Alberta 2019	TIS 2021	Alberta 2021	TIS 2022	Alberta 2022
English Language Arts - Overall	84%	85%	97%	94%	n/a	n/a	18%	16%	30%	34%	n/a	n/a
Reading	79%	80%	92%	92%	n/a	n/a	18%	20%	31%	36%	n/a	n/a
Writing	95%	90%	100%	95%	n/a	n/a	28%	21%	30%	38%	n/a	n/a
Mathematics - Overall	89%	67%	91%	84%	n/a	n/a	36%	21%	20%	27%	n/a	n/a
Math computation	80%	50%	78%	79%	n/a	n/a	46%	21%	50%	52%	n/a	n/a
Math concepts	89%	73%	94%	86%	n/a	n/a	40%	23%	20%	25%	n/a	n/a

Due to school closure, only Part A of English Language Arts and Social Studies were written. Since Part B was not written, no data is available on the Part A results.

Canadian Achievement Test (CAT4) results from June 2022 - Reading					
	TIS			Canadian Norm	
	Proficient (Stanine 7+)	Competent (Stanine 4+)	Mean Grade Equivalent	Proficient (Stanine 7+)	Competent (Stanine 4+)
Grade 7	19%	88%	8.2	23%	77%
Grade 8	42%	94%	10.5		
Grade 9	32%	92%	10.9		

Canadian Achievement Test (CAT4) results from June 2022 - Writing Conventions					
	TIS			Canadian Norm	
	Proficient (Stanine 7+)	Competent (Stanine 4+)	Mean Grade Equivalent	Proficient (Stanine 7+)	Competent (Stanine 4+)
Grade 7	25%	83%	8.5	23%	77%
Grade 8	35%	95%	10.9+		
Grade 9	42%	96%	11.9+		

Canadian Achievement Test (CAT4) results from June 2022 - Mathematics					
	TIS			Canadian Norm	
	Proficient (Stanine 7+)	Competent (Stanine 4+)	Mean Grade Equivalent	Proficient (Stanine 7+)	Competent (Stanine 4+)
Grade 7	57%	98%	9.9+	23%	77%
Grade 8	56%	99%	10.7		
Grade 9	70%	94%	11.9+		

Canadian Achievement Test (CAT4) results from June 2022 - Computation and Estimation					
	TIS			Canadian Norm	
	Proficient (Stanine 7+)	Competent (Stanine 4+)	Mean Grade Equivalent	Proficient (Stanine 7+)	Competent (Stanine 4+)
Grade 7	57%	95%	9.9+	23%	77%
Grade 8	67%	96%	10.9+		
Grade 9	71%	96%	11.9+		

Strategic Plan link: Drive Academic Excellence and Nurturing Environment

Comment on CAT 7-9 Results:

Reading & Writing:

- All of Grade 7-9 were at or above the Canadian average in both Acceptable Standard (stanine 4+) and Standard of Excellence (stanine 7+), with one exception: Grade 7 Standard of Excellence (stanine 7+) is slightly below the Canadian average in Reading

Mathematics / Computation & Estimation

- All of Grade 7-9 were significantly above the Canadian average in both Acceptable Standard (stanine 4+) and Standard of Excellence (stanine 7+)

Comment on Strategy Effectiveness (Grade 7-9):

- Providing students with experience in addressing PAT-style questions has been a successful strategy and should be continued.
- Use of the *General Bulletins* and other resources provided by Alberta Education as guidance for preparing students for the Provincial Achievement Tests should be retained.
- Readers' and Writers' Workshop is now a part of the G7-9 program, has been successful and should be retained.
- The mentoring program for teachers new to the School as well as for teachers in their first 5 years of teaching which should be retained
- The TIS Math curriculum committee has mapped the Math curriculum across K-12 and suggestions for enrichment and extension of the current curriculum to offer better extension opportunities to capable learners.

Alberta Diploma Examination Subject results

Grade 12 Alberta Diploma Courses	TIS 2021 (Final Marks)		TIS 2022 (Final Marks)		TIS 2022 (Diploma Exam Part A Results)	
	Diploma Subject	Pass (%)	Excellence (%)	Pass (%)	Excellence (%)	Pass (%)
English 30-1	100	69	100	53	97	18
English 30-2	100	42	100	30	100	7
Soc. St. 30-1	100	53	100	88	97	29
Soc. St. 30-2	95	5	100	38	88	12
Math 30-1	93	46	98	58		
Math 30-2	100	13	100	44		
Biology 30	100	35	100	89		
Chemistry 30	100	56	94	88		
Physics 30	100	46	100	57		
Science 30	100	0	100	20		
Overall Final marks	98%	43%	99%	59%		
Diploma Course Participation Rate	70%		53%			

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Comment on DP results:

Very few students were able to sit the external Provincial examinations due to the nation-wide school closure in June. Likewise, teacher-generated final examinations were not given.

The Diploma course participation rate decreased significantly.

The student results on the teacher-generated examinations showed variation with 2021 school issued results. Due to border restrictions on incoming teachers, blended learning took place in: Math 30-1 and 30-2 classes.

Comment on Strategy Effectiveness (Diploma exam courses):

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

The following strategies appear to be effective in all subjects:

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

ELA 30-1, 30-2:

- Emphasis on critical essay writing has been beneficial
- Targeted challenges should be provided to more capable students to raise the % of standard of excellence.

SST 30-1, 30-2

- Providing students with more structure when answering written assignments has been helpful.
- Targeted challenges should be provided to more capable students to raise the % of standard of excellence.

Math 30-1, 30-2

- Raising expectations in terms of homework completion needs to be maintained and enforced
- TIS Math committee has mapped the Math curriculum across K-12 and suggestions for enrichment and extension of the current curriculum is in place in order to prepare students for not only 30 level courses, but also IB diploma courses.

Chemistry 30:

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

Physics 30:

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

Canadian Achievement Test (CAT4) results from June 2022 - Informational/Literary Reading					
	TIS			Canadian Norm	
	Proficient (Stanine 7+)	Competent (Stanine 4+)	Mean Grade Equivalent	Proficient (Stanine 7+)	Competent (Stanine 4+)
Grade 10	29%	88%	12.1	23%	77%
Grade 11	12%	73%	10.9		

Canadian Achievement Test (CAT4) results from June 2022 - Writing Conventions					
	TIS			Canadian Norm	
	Proficient (Stanine 7+)	Competent (Stanine 4+)	Mean Grade Equivalent	Proficient (Stanine 7+)	Competent (Stanine 4+)
Grade 10	35%	92%	12.8	23%	77%
Grade 11	15%	77%	11.4		

Canadian Achievement Test (CAT4) results from June 2022 - Mathematics					
	TIS			Canadian Norm	
	Proficient (Stanine 7+)	Competent (Stanine 4+)	Mean Grade Equivalent	Proficient (Stanine 7+)	Competent (Stanine 4+)
Grade 10	45%	98%	12.9	23%	77%
Grade 11	44%	77%	12.9		

Canadian Achievement Test (CAT4) results from June 2022 - Computation and Estimation					
	TIS			Canadian Norm	
	Proficient (Stanine 7+)	Competent (Stanine 4+)	Mean Grade Equivalent	Proficient (Stanine 7+)	Competent (Stanine 4+)
Grade 10	58%	97%	12.9	23%	77%
Grade 11	37%	89%	12.9		

Reading Scores (based on Gates-MacGinitie reading test)

<u>Sept. 2021</u>	<u>Sept. 2022</u>
Grade 10 = 9.4	Grade 10 = 9.5
Grade 11 = 8.9	Grade 11 = 10.5
Grade 12 = 10.0	Grade 12 = 10.1

Grade 10 → Grade 11 cohort showed a grade level improvement of 1.1 years
Grade 11 → Grade 12 cohort showed a grade level improvement of 1.3 years

Strategic Plan link: Drive Academic Excellence and Nurturing Environment

Comment on CAT 10-11 Results and Reading Scores:

Reading & Writing:

- Grade 10 is significantly above Canadian average in Reading and Writing in both Acceptable Standard (stanine 4+) and Standard of Excellence (stanine 7+)
- Grade 11 is significantly below Canadian average in Reading and Writing in the Standard of Excellence (stanine 7+)
- Grade 11 is slightly below Canadian average in Reading at Acceptable Standard (stanine 4+) and at Canadian average in Writing at Acceptable Standard (stanine 4+)

Mathematics / Computation & Estimation

- Grade 10 is significantly above Canadian average in Mathematics and Computation in both Acceptable Standard (stanine 4+) and Standard of Excellence (stanine 7+)
- Grade 11 is significantly above Canadian average in Mathematics and Computation in Standard of Excellence (stanine 7+)
- Grade 11 is significantly above Canadian average in Computation in Acceptable Standard (stanine 4+)
- Grade 11 is on par with Canadian average in Mathematics in Acceptable Standard (stanine 4+)

Comment on Strategy Effectiveness (CAT 10-11):

- The Grade 10 cohort is performing very well in both ELA and Mathematics, so maintaining current practices are in order.
- The Grade 11 cohort will need additional support, especially in the area of targeting the students in the Acceptable Standard to provide the opportunity for them to achieve Standard of Excellence in ELA
 - Strategies include: additional after school help sessions, targeted interventions by ELA and Social Studies teachers

Approaches to Learning (ATL) % change in Q2 reports from Q1 reports:

	Excelling	Meeting	Approaching	Not Yet
Responsibility & Self-Regulation	11.10%	-3.70%	-6.90%	0.00%
Organization	10.90%	-7.60%	-3.30%	-0.10%
Independence	12.00%	-5.60%	-5.90%	-0.60%
Initiative	5.90%	5.30%	-10.50%	-0.70%
Collaboration	9.70%	-3.80%	-5.20%	-0.70%

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Comment on ATL changes:

- **Responsibility & Self Regulation:** 11.1% increase in those attaining Excelling demonstrates marked improvement in this area. Meeting and Approaching decreased, which is explained by the increase to Excelling.
- **Organization, Independence, Collaboration:** 9.7%-12.0% increase in those attaining Excelling demonstrates marked improvement in this area. Meeting and Approaching decreased, which is explained by the increase to Excelling. A decrease also shown in Not Yet, which means fewer students in that category.
- **Initiative:** 5.9% increase in those attaining Excelling demonstrates improvement in this area. 5.3% increase in those attaining Meeting also shows improvement. Approaching decreased by 10.5% which is explained by the increase to Excelling and Meeting. A decrease also shown in Not Yet, which means fewer students in that category.

Comment on Strategy Effectiveness:

- The data shows marked improvement in all of the ATL skills that have been targeted in 2021/22.
- Explicit teaching of how students can improve in these areas should be retained,

End of Year Mark Averages						
Graduating Year	2022/23 Grade level (Current year)	Average of GPAs 2020-2021		Average of GPAs 2021-2022 (%)		% Difference between 2022 and 2021
2023	G12	G10	77.1	G11	75.0	-2.1
2024	G11	G9	80.3	G10	80.2	-0.1
2025	G10	G8	78.0	G9	80.6	2.6
2026	G9	G7	77.2	G8	76.5	-0.7

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Comments on Grade tracking:

- Current G12 cohort showed a large decline in GPA when comparing G10 to G11.
- Current G11 cohort showed a very slight decline in GPA when comparing G9 to G10.
- Current G10 cohort showed a large improvement in GPA when comparing G8 to G9.
- Current G9 cohort showed a very slight decline in GPA when comparing G7 to G8.

As each year level becomes academically more demanding, maintaining or improving results shows good progress. The current G12 cohort showed a significant decline, indicating a concern in the cohort's ability to meet expected standards as demands increase.

The current G10 cohort showed excellent progress in meeting the demands of G9, showing a 2.6% increase.

Comment on Strategy Effectiveness:

- The improvement in ATL skills in 2021/22 has not necessarily translated into improved GPAs in all grade levels. Ongoing data needs to be collected to assess the level of impact ATLs are having on academic achievement.
- Greater levels of support will be needed for the current G12 cohort to enable successful completion of their High School diploma.

IB Diploma courses average (1-7) scale:

TIS: 5.52

World: 5.19

Full IB Diploma total points average (45 points available):

TIS: 35.00

World: 32.13

Note: only 3 students undertook full IB

Significant Stats:

- 100% of our full IB students graduated with a Diploma. The world average is 87%.
- One student received a bilingual diploma
- 75% of our courses scored above the world average
- 95% of our marks were 4 or above
- All students received either an A or B on their Extended Essay

Strategic Plan link: Drive Academic Excellence and Nurturing Environment

Comments on IB Results:

- The full IB participation numbers decreased to 3 students
- The number of students taking IB courses remained consistent from previous years
- Student results were well above world averages

Comment on Strategy Effectiveness (IB results):

- Greater emphasis required on the benefits of taking IB courses
- Restructuring the manner in which IB courses are delivered is needed to raise participation rates
- Greater emphasis on preparing students in G7-10 for IB readiness is required

Alberta Education Assurance Measures

A.7 Lifelong Learning													
Percentage of teacher satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.													
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Teacher	71	72.1	78	71.9	n/a	n/a	74	78.5	52	76.3	High	Improved	Good

Notes:

- The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. **Caution should be used when interpreting trends over time.**
- A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. **Caution should be used when interpreting trends over time.**

A.8 Work Preparation													
Percentage of teachers who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.													
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Teacher	69	89.9	78	92.3	n/a	n/a	74	78.4	52	96.2	Very High	Improved Significantly	Excellent

Notes:

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

S.1 Student Learning Engagement										
The percentage of teachers and students who agree that students are engaged in their learning at school.										
	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	497	77.5	748	73.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	422	67.6	695	67.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	75	87.4	53	80.3

Notes:

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

A.1b Program of Studies													
Percentage of teachers 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.													
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	405	85.6	198	89.2	n/a	n/a	495	82.1	477	82.3	Low	Declined Significantly	Concern
Student	334	84.1	120	98.2	n/a	n/a	420	81.4	424	82.2	Low	Declined Significantly	Concern
Teacher	71	87.1	78	89.3	n/a	n/a	75	82.8	53	82.5	Low	Declined Significantly	Concern

Notes:

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

A.6 Citizenship													
Percentage of teachers and students who are satisfied that students model the characteristics of active citizenship.													
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	585	85.4	282	86.2	n/a	n/a	497	82.2	749	80.0	High	Declined Significantly	Issue
Student	514	78.4	204	78.6	n/a	n/a	422	76.5	696	71.1	Low	Declined Significantly	Concern
Teacher	71	92.4	78	93.8	n/a	n/a	75.0	88	53	88.9	Very High	Declined	Good

Notes:

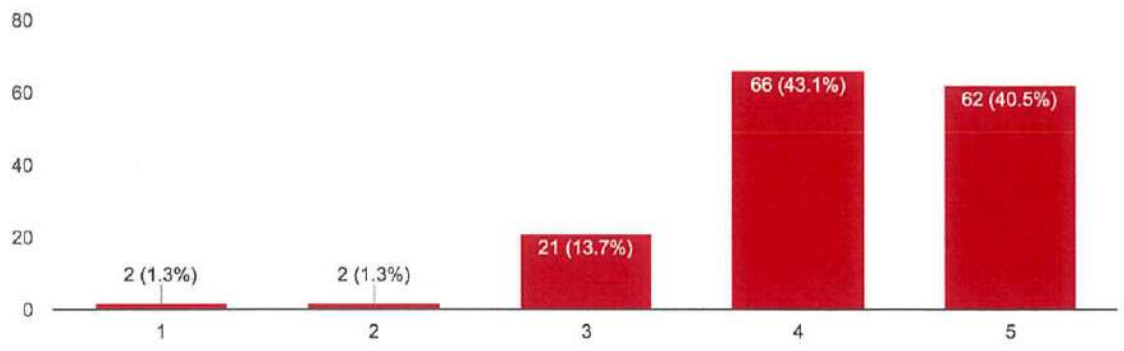
- The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.
- The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. **Caution should be used when interpreting trends over time.**

TIS Parent Survey (May 2022)

My child/ren are learning the skills they need in order to be successful.

是否同意孩子正學習引領成功的技能？

153 responses



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Comment on Alberta Assurance Measures and TIS Parent Feedback:

Lifelong learning: Some improvement over previous historical TIS ratings.

Work preparation: Significant improvement over previous historical TIS ratings. Detailed analysis shows lowest teacher ratings in middle Elementary school and highest ratings in High School. Ratings by High School teachers could be due to some blended learning teachers arriving in Macau during the 2021/22 year.

Student learning engagement: only last year's data to consider; no change in student rating, significant decline in teacher rating. Detailed analysis shows Gr 4-6 rated this lowest, G7-9 and and G10-12 students ratings improved from the previous year. Secondary students rated this higher than last year. May be attributed to the ATL focus throughout Secondary.

Program of Studies: Significant decline when compared to pre-COVID ratings. Teacher rating has significantly changed from 2021-2022 Overall in 4-6 Student rating was stable with a slight -3% drop still at 84%

MS Student rating had the most significant drop at -8% satisfaction having it dip under 80%

HS Student rating had a significant increase by +13% satisfaction bringing them above 90%

Citizenship: Significant decline when compared to pre-COVID ratings.

Detailed analysis:

G 4-6 Students: very large drop from 77.1% in 2019 and 56.7% in 2022. We introduced Tiger Traits in 2021/22 so results are puzzling. Possibly, students are now more cognisant of what it means to be a good citizen and they see that many students aren't doing those things?

G 7-9: steady since 2018

G 10-12: hovered right around 80 the last 4 years so steady results in HS as well.

Teacher ratings dropped slightly in each division.

Parent Feedback: 83.6% strongly agreed/agreed children are learning what they need to learn. This equates to a rating of HIGH in the Work Preparation section of the Alberta Assurance Survey.

General comments:

- Experience week was offered as a local experience only
- Fewer ECAs were offered due to COVID-19 restrictions

Comment on Strategy Effectiveness based upon Alberta Assurance Measures and TIS Parent Feedback:

- ATL focus in Secondary seems to be increasing the level of Student Engagement and should be continued.

- Program of Studies: Middle School Student had the lowest rating. Possible reasons are that in G7 and G8, all students take the same options. The improved score in High School Student shows student satisfaction is in the Very High category, showing satisfaction at the upper end of the School
- Citizenship: Elementary students showed the largest decline. Suggests that continued work on Tiger Traits is imperative. Teacher ratings post COVID are expected to be lower due to limited service opportunities in the community and during Experience Week.
- Parents seem generally satisfied that students are learning what they need to learn, therefore, continued communication of school programs should be continued..

Adjustments to the May 2022 3-year plan:
TIS Strategic Pillar - Drive Academic Excellence and Nurturing Environment
Alberta Education Assurance Domain - Student Growth and Achievement

STRATEGY	YEAR PLAN SUCCESS INDICATORS
<ul style="list-style-type: none"> • Focus on the Approaches to Learning [ATL] focus to improve learning skills 	<ul style="list-style-type: none"> • Comparison of students self assessment & teacher assessment to view growth on a yearly basis <ul style="list-style-type: none"> ◦ Q3 report data shows a strong level of improvement in all ATL skills <ul style="list-style-type: none"> • ATL program is having positive impact on ATL ratings • Improved class average scores in each subject <ul style="list-style-type: none"> ◦ Of the Grade levels tracked, only one Grade level showed improved scores. Two Grade levels showed a slight decline, and one showed a significant decline. <ul style="list-style-type: none"> • More historical data tracking is needed to see if the focus on ATLs is having an impact. • A large amount of support is required for our current Gr. 12 cohort to enable successful completion of the High School Diploma <p>The School should continue to raise the profile of ATLs and expand the ATL skill areas to include Information Literacy and Critical Thinking</p>
<ul style="list-style-type: none"> • Continue to focus upon students' Approaches to Learning within course programming and delivery 	<ul style="list-style-type: none"> • Improved results on assessments that require a wider range of ATL skills (research papers, oral presentations, lab reports, extended writing projects, etc.)

<ul style="list-style-type: none"> • Full time IB DP Coordinator 	<ul style="list-style-type: none"> ○ Due to school cancellation, most PAT and Alberta and IB Diploma exams were not written, therefore, limited analysis can be undertaken • Improved PAT and Alberta diploma exam results <ul style="list-style-type: none"> ○ Due to school cancellation, most PAT and Diploma exams were not written, therefore, limited analysis can be undertaken • Increase in full IB participation <ul style="list-style-type: none"> ○ Increase from 5 full IB students in Year 1 at the start of 2021 to 12 full IB students in Year 1, showing improvement in this area <p>In order to increase full IB numbers: All students in G11 will be required to take Global Politics in 2022/23. Only IB course offerings in Mandarin, Art, Business and Economics. In 2023/24 only IB course offerings extended to English, Sciences, and Mathematics</p>
<ul style="list-style-type: none"> • Maintain Levelled Literacy Intervention and Morning Reading program • Specialist EAL teachers 	<ul style="list-style-type: none"> • Improved reading scores <ul style="list-style-type: none"> ○ Reading scores for G10 and G11 students increased more than one full year, showing good growth to our senior English acquisition students <p>Continued Reading Intervention (morning reading and LLI) is required.</p> <p>Focus upon recruitment of EAL trained teachers</p>

TIS Strategic Pillar - Develop Global Citizenship Mindset and Opportunities for Positive Action
Alberta Education Assurance Domain - Local and Societal Context

STRATEGY	YEAR PLAN OUTCOME
<ul style="list-style-type: none"> • Develop awareness of the crises facing the Earth currently by running the Activist in Residence Program. 	<ul style="list-style-type: none"> • Increased number of student volunteers for non-profit organisations in Macau and beyond. <ul style="list-style-type: none"> ○ 117 students have joined the Volunteer Team and participated in

<ul style="list-style-type: none"> ● Collaborate with external companies to educate students and provide online "excursions" to further student engagement ● Leverage upon the UN Sustainable Development Goals to raise student awareness and engagement with world issues and opportunities for positive world change 	<ul style="list-style-type: none"> ○ volunteer activities in 21-22. ○ 147 students have signed up for 22-23. ● some improvement shown in volunteer participation from 2020/21 to 2021/22. ● Increased number of opportunities for student engagement with non-profit organisations in Macau and beyond. ○ Full school engagement with the Bali Coral Reef restoration projects including: artworks connected to ocean life and conservation, student publications regarding sea-life, fundraising for coral reef structures, mangrove visit by Science teachers to incorporate into curricular programming, increased number of visits to the Macau Science centre. ● Increased frequency of student-led Sustainable Goals projects and initiatives. <ul style="list-style-type: none"> ○ Unable to gather accurate data
<ul style="list-style-type: none"> ● Promote behaviour character development programs for elementary students (eg: Tiger Trait) 	<ul style="list-style-type: none"> ● Reduced frequency of misbehaviour incidents in the school <ul style="list-style-type: none"> ○ Secondary school: 2020/21: 23 suspensions for at least 0.5 days, 2 students not invited back next year; 2021/22: 20 suspensions for at least 0.5 days, 0 students not invited back next year ● some improvement shown in areas of behaviour reports, suspensions and not invited back in Secondary School <ul style="list-style-type: none"> ○ Elementary school: 2020-2021 -1830 behaviour reports; 2021-2022 - 1698 reports -- some improvement shown in this area ● some improvement shown in areas of behaviour reports in Elementary School Recommend that the Tiger Traits character education continues to be a strong focus in Elementary school. Recommend that the school <ul style="list-style-type: none"> ○ Encourage teachers to send home positive messages of celebrations of success

<ul style="list-style-type: none"> ● Incorporate Positive Education curriculum into secondary school TAP program to provide students with wellbeing strategies 	<ul style="list-style-type: none"> ● Improved scores of students' self-assessment of wellbeing status <ul style="list-style-type: none"> ○ Wellbeing scores (self reported by students) showed a drop of 0.5/20 in self reporting between start of year. and end of year. The first assessment may have been taken during the 'honeymoon period' at the start of the year. <p>Suggest that an mid-year assessment is undertaken to better gauge the level of student wellbeing at different points in the school year.</p> <p>Recommend that the school</p> <ul style="list-style-type: none"> ● Encourage student to reach out to adults when they are encountering stress at school ● Provide parent information sessions on how they can assist in providing a good balance at home between school work and family time
<ul style="list-style-type: none"> ● Increase anti-bullying awareness via MACE and TAP programs 	<ul style="list-style-type: none"> ● Reduced frequency of bullying reports <ul style="list-style-type: none"> ○ Secondary school: 2020/21: 10 bullying incidents reported; ○ Secondary school: 2021/22: 10 bullying incidents reported ● No change in recorded bullying incidents from 2020/21 to 2021/22. <p>Recommend that greater emphasis be placed upon anti-bullying awareness.</p>
<ul style="list-style-type: none"> ● Utilise the CAS framework to create opportunities in more parts of the school with emphasis on growth and reflection 	<ul style="list-style-type: none"> ● Higher frequency of CAS-type activities are undertaken in pre-IB diploma years <ul style="list-style-type: none"> ○ Unable to gather accurate data

Teaching and Leading

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

Key Elements

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

Addressing Key Elements

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

Alberta Education Assurance Measures

A.4 Education Quality													
Percentage of teachers and students satisfied with the overall quality of basic education.													
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	585	89.5	282	90.3	n/a	n/a	497	84.4	747	84.7	Intermediate	Declined	Issue
Student	514	87.7	204	88.7	n/a	n/a	422	77.0	694	80.5	Very Low	Declined Significantly	Concern
Teacher	71	91.3	78	91.9	n/a	n/a	75	91.7	53	88.9	High	Declined	Acceptable

Notes:

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

B.2 Satisfaction with Program Access													
Percentage of teacher and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.													
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	584	79.9	281	77.1	n/a	n/a	492	71.2	749	71.0	Low	Declined Significantly	Concern
Student	513	85.2	203	78.2	n/a	n/a	417	78.3	696	69.8	Low	Declined Significantly	Concern
Teacher	71	75.4	78	75.9	n/a	n/a	75	64.2	53	72.1	Low	Maintained	Issue

Notes:

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

D.6 In-Service Jurisdiction Needs

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

	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Teacher	70	70.5	78	72	n/a	n/a	70	74.3	51	74.8	Very Low	Improved	Issue

Notes:

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

Strategic Plan link: Drive Academic Excellence and Nurturing Environment

Comment on Alberta Assurance Measures

Education Quality: Significant decline in student rating, some decline in teacher rating compared to pre-COVID; student rating up in 2022 when compared to 2021.

Detailed analysis shows that Gr 4-6 and Gr 7-9 teachers rated this as declining when comparing 2021 to 2022. Gr 10-12 teachers rated this as improving (6.1% improvement). Reasons for the differentiation may be due to: the limitations in bringing Alberta certified teachers into Macau, especially in the lower grades in the school; impact COVID has had on individual teachers completing the survey.

Overall student decline may be attributed to sessions of online learning and general COVID impact.

Satisfaction with Program Access: Significant decline in student rating, some improvement in teacher rating for 2022 from 2021.

Student ratings:

- Large drop in 2019 (85 to 78%) and again in 2022 (78 to 70%)
- Alberta also had a large drop in 2021 (79 to 71%) but back up to 73% in 2023

Teacher ratings:

- Consistent at low 70's except 2021 where the drop was down to 64%,but back up again for 2022
- Grade 4 is significantly lower than the upper grades but it is a significant improvement on the year before (2021)

Suggestions for reasons for the decline:

- Reduction in perceived library services by the students. Teachers are satisfied with the library services
- Reduction in career planning and course planning
 - In 2021-2022 we ceased to offer lunch sessions with career experts that were well attended in 2021-2021
 - Academic Counsellors were taking on new responsibilities (HR, teaching, Gibbon management)

- In 2022 Course selections were significantly change and student did not have unlimited first choices
- In 2021, grade 4 teachers felt that there was not enough support for inclusive students, especially access to testing but it seems to have improved in 2022 which is close to pre-COVID numbers

In-Service: Improved ratings, but still very low, therefore a concern.

General comment regarding ratings below province:

- Having larger class sizes than previous years and off-site teachers (blended learning) will have contributed to the perceived levels of Education Quality
- Professional Development has been limited primarily to online offerings

Comment on Strategy Effectiveness:

Areas to target in Education Plan:

- ensure that teachers have relevant PD opportunities; search out online keynote speakers for PD day
- Increase cross curricular opportunities, such as incorporating SDG goals and STEAM projects into units

Satisfaction with Program Access:

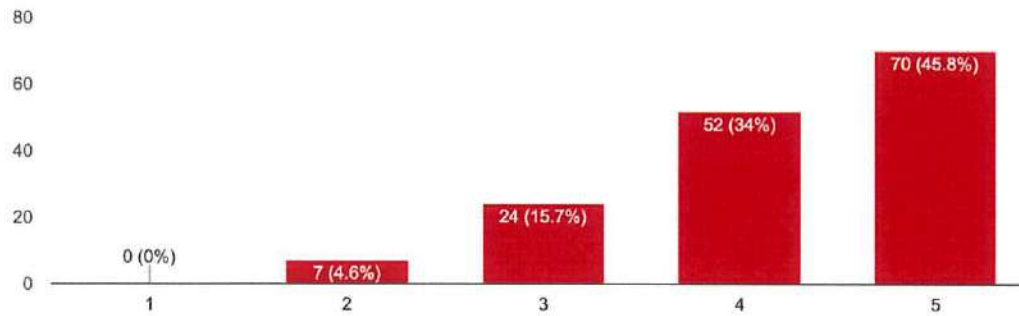
- Reinstate qualified librarian; especially for DP and PYP
- Bring back the career talks at lunch
- Have 2 full time Academic Counsellors

Parent Survey Data (May 2022)

My child/ren teacher/s are engaging and motivating. Do you Agree or Disagree?

是否同意孩子的老師都積極主動？

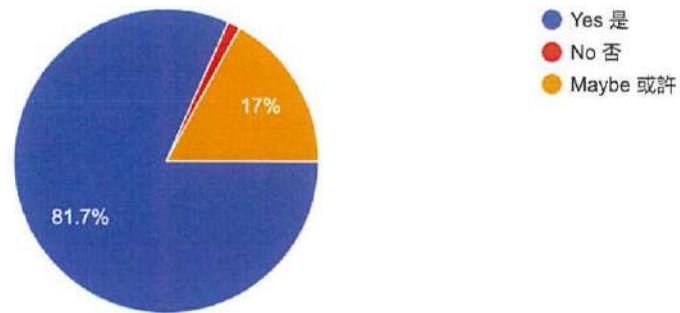
153 responses



Would you recommend TIS to other families for their child/ren?

是否會向其他家庭推介澳門國際學校？

153 responses



Strategic Plan link: Drive Academic Excellence and Nurturing Environment

Comment on Parent Survey Data

Catering to Individual Needs: 86.9% said yes

Teachers are Engaging and Motivating: 79.8% strongly agreed or agreed

Would recommend TIS to others: 81.7% said yes

Comment on Strategy Effectiveness:

Areas to target in Education Plan:

- There is a need to continue to place a greater emphasis on building parent understanding of school programs and offerings.

TIS Strategic Pillar - Drive Academic Excellence and Nurturing Environment
Alberta Education Assurance Domain - Teaching and Leading

STRATEGY	YEAR PLAN SUCCESS INDICATORS
<ul style="list-style-type: none"> • Increase parent involvement in their children's education 	<ul style="list-style-type: none"> • Increased communication and frequency of parent meetings regarding their child's educational progress, course choices and university choices. Recommend that the following practices are emphasized: <ul style="list-style-type: none"> ○ Continue to offer more parent information sessions at every division of the school ○ Provide more opportunities for parents to visit classrooms and participate in events at the school
<ul style="list-style-type: none"> • Provide more time for academic counselling with students 	<ul style="list-style-type: none"> • Increase in student offers from universities ranked in the top 100. <ul style="list-style-type: none"> ○ Offer more parent information sessions about university from G9-G12 • Increased communication and frequency of parent meetings regarding their child's educational progress, course choices and university choices. <ul style="list-style-type: none"> ○ Offer more one-on-one parent sessions about university with G11 and G12 families <p>Data to be collected to verify effectiveness of these initiatives.</p>

Learning Supports

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

Key Elements

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

Addressing Key Elements

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

Alberta Education Assurance Measures

H.1 Access to Supports and Services										
The percentage of teachers and students who agree that students have access to the appropriate supports and services at school.										
	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	496	78.7	749	76.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	420	81.4	424	82.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	75	82.8	53	82.5

Notes:

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

W.1 Welcoming, Caring, Respectful and Safe Learning Environments										
The percentage of teachers and students who agree that their learning environments are welcoming, caring, respectful and safe.										
	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	497	84.9	749	83.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	422	77.1	696	71.9
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	75	92.7	53	94.5

Notes:

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

B.4 Safe and Caring

Percentage of teacher 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.

	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	583	89.0	281	89.5	n/a	n/a	497	87.7	749	86.4	High	Declined	Acceptable
Student	512	82.3	203	84.1	n/a	n/a	422	80.4	696	76.6	Very Low	Declined Significantly	Concern
Teacher	71	95.7	78	94.8	n/a	n/a	75	94.9	53	96.2	Very High	Improved	Excellent

Notes: Caution should be used when interpreting trends over time.

Comment on Assurance Measures:

Strategic Plan Links: Promote Quality Teaching and Holistic Development

Access to Supports and Services: Similar ratings to 2021.

Safe and Caring:

Student: Student rating is significantly declining; TIS student average is about 6% below Alberta.

Teacher: Teacher rating is improving 92.7% → 94.5%; TIS teacher average is slightly higher than Alberta average.

Possible explanation: Students could be impacted by the constant threat of COVID.

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

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

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

Comment on Strategy Effectiveness:

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

Areas to target in Education Plan:

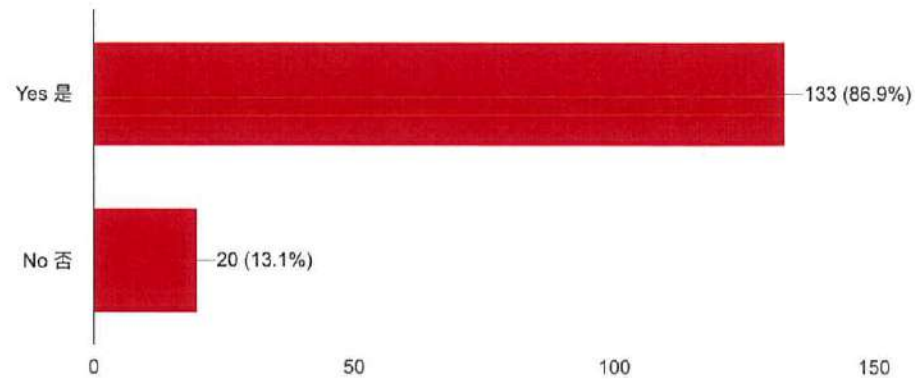
- transition from a specialist intervention model to specialist lead in capacity building of all teachers/EAs model (EAL, Inclusive Ed.)

- ensure that the qualities of kindness, caring and safety are promoted in all aspects of the school (classrooms, Tiger Trait promotion, school mission statement promotion, TAP, assemblies, Safeguarding awareness, fire drills, lockdowns, anti-bullying)

Do you believe that TIS caters to your child's learning needs?

是否認同澳門國際學校的學術課程切合孩子需要？

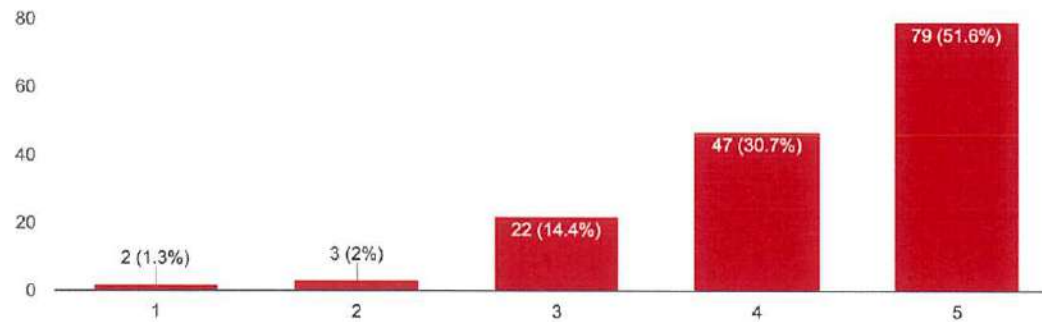
153 responses



My child is able to get support from teachers when required. Do you Agree or Disagree?

是否同意孩子能在需要時得到老師的支持？

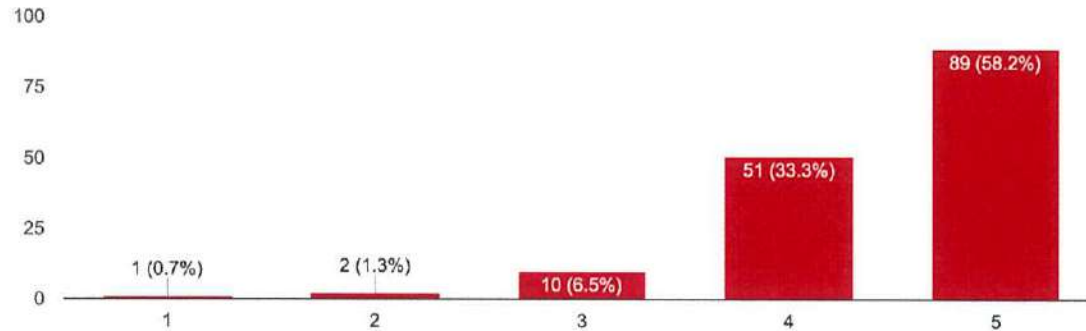
153 responses



TIS is a welcoming school. Do you Agree or Disagree?

是否同意澳門國際學校是一所充滿熱情的學校？

153 responses



Comment on Parent Survey Data:

Strategic Plan Links: Promote Quality Teaching and Holistic Development

TIS caters to learning needs: 87% of parents said yes.

Students get the support they need: 82.3% agreed or strongly agreed

TIS is welcoming: 93.5% agreed or strongly agreed

Comment on Strategy Effectiveness:

- There is only one year of collected data regarding: Access to supports and a Welcoming school from Alberta Ed. Therefore, categorizing the level is difficult to determine.

Areas to target in Education Plan:

Continue to hold parent information sessions and encourage teachers to keep up regular communication with the parents of their students, including sending home positive messages of celebration of success.

TIS Strategic Pillar - Develop Global Citizenship Mindset and Opportunities for Positive Action
Alberta Education Assurance Domain - Learning Supports

STRATEGY	YEAR PLAN OUTCOME
<ul style="list-style-type: none"> ● Promote behaviour character development programs for elementary students (eg: Tiger Trait) ● Incorporate Positive Education curriculum into secondary school TAP program to provide students with wellbeing strategies 	<ul style="list-style-type: none"> ● Reduced frequency of misbehaviour incidents in the school Recommend that the school <ul style="list-style-type: none"> ○ Encourage teachers to send home positive messages of celebrations of success ● Improved scores of students' self-assessment of wellbeing status Recommend that the school <ul style="list-style-type: none"> ○ Encourage student to reach out to adults when they are encountering stress at school ○ Provide parent information sessions on how they can assist in providing a good balance at home between school work and family time

Governance

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

Key Elements

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

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

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

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

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

Addressing Key Elements

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

C.1 Parental Involvement													
Percentage of teachers satisfied with parental involvement in decisions about the students' education.													
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Teacher	71	68.6	78	75.8	n/a	n/a	75	69.8	53	78.1	Intermediate	Improved Significantly	Good

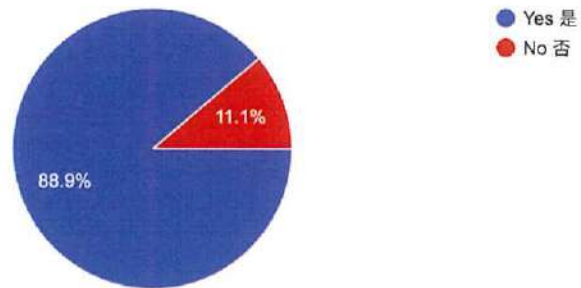
Notes:

Caution should be used when interpreting trends over time.

In your opinion have you achieved the desired involvement in your child's education?

在您看來，自身是否達到如期望一般，參與子女的教育？

153 responses



Comment on Assurance Measures and Parent Survey Data:

Strategic Plan link: Foster Community Contribution and Meaningful Relationships

Parental Involvement: Significant Improvement

Comment on Strategy Effectiveness:

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

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

Areas to target in Education Plan:

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

E.2 School Improvement

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

	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	585	77.3	282	72.5	n/a	n/a	486	56.9	741	55.4	Very Low	Declined Significantly	Concern
Student	514	80	204	78.4	n/a	n/a	414	65.2	692	59.7	Very Low	Declined Significantly	Concern
Teacher	71	74.6	78	66.7	n/a	n/a	72	48.6	49	51	Very Low	Declined Significantly	Concern

Notes:

Caution should be used when interpreting trends over time.

Comment on Assurance Measures:

Strategic Plan link: Drive Academic Excellence and Nurturing Environment

School Improvement: Significant decline from pre-COVID ratings.

Comment on Strategy Effectiveness:

- Due to COVID, TIS was not able to bring many new teachers until August 2022; only hires from China or Macau were possible
- Blended Learning was instituted to allow programs in Secondary School to continue to be offered.
- Locally certified teachers were hired as Support teachers, but many were placed as Grade level teachers in Elementary School
- Upgrades to the campus were limited to upkeep maintenance with no new projects undertaken until July 2022.

All the above factors contributed to the declining survey ratings.

- Facilities: New playgrounds added to TIS in July/August 2022 (after surveys were taken).

Areas to include as targets in the Education Plan:

- Focus upon hiring Alberta certified teachers, with teaching experience, preferably with previous international teaching experience
- Continue to promote Professional Development of teachers to build teaching capacity
- Continue to review the Program of Studies scope and sequence alignment to ensure all outcomes are being met/exceeded at the appropriate age level to ensure students are fully prepared for High School and IB courses.
- Set high targets for university acceptances
- Continue to make improvements to the facility

