3 Year Education Plan

Last updated: Oct. 2018 (*Contents under review and subject to change)
Accountability Statement

The Annual Education Results Report for the 2017-2018 school year and the Three-Year Education Plan commencing September 1, 2018 for Qatar Canadian School were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government’s business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2017/2018 school year and the Three Year Education Plan for 2018/2021 on October 16, 2018.
Foundation Statements

SCHOOL VISION

To be a global leader in providing accessible, experiential, progressive learning experiences that prepare students for academic success at the primary, intermediate, secondary and post-secondary education levels.

SCHOOL MISSION

To have outstanding school leaders and educators facilitate the development of knowledge and character in our students through a caring, supportive and culturally sensitive learning community that brings together international and local students in a harmonious, creative, supportive environment.

At Blyth Academy we believe:

- Authentic learning is founded upon curiosity, creativity, engagement and critical thinking.
- A broad, balanced and manageable curriculum is the foundation of life-long learning.
- Both a global perspective and international collaboration are central to becoming valuable world citizens.
- Environmental awareness and sustainability are our social responsibility.
- Staff and student interactions must be based on respect, integrity, and striving for excellence.
- Healthy learning communities are founded on safety, humility, empathy, caring, sensitivity and inclusion.
- A balanced lifestyle is important for both students and staff with regard to family, academic and social responsibilities.
A Profile of the School Authority

SCHOOL PROFILE

Qatar Canadian School, now Blyth Academy, was established in 2006 for children of employees of the College of the North Atlantic. Since most of their employees are Canadian, provision of a Canadian education for these children is seen as an employment benefit. The governing bodies and individual leaders chose to use the Alberta program of study from Kindergarten to Grade 8 and opened its doors to 55 students in 2006/2007.

The school applied for accreditation in December 2010 after several years of exploring and expanding the Alberta Programs of Study. After three years of pre-accreditation in the 2010/2011, 2011/2012, and 2013/2014 school years, the school successfully staffed Alberta credentialed teachers or those whose credentials met the Alberta standards. Qatar Canadian School, now Blyth Academy became fully accredited in the 2012/2013 (with an interim year again in pre-accreditation) and then with a return to accreditation in 2014/2015 and 2015/2016; and signed the required accreditation agreements with Alberta Education as an Alberta Accredited International School. In July of 2016 BA was acquired by Blyth Academy headquartered in Toronto, Ontario. In 2016-2017 Blyth received accreditation status from the Ministry of Education of Alberta. In 2018-2018 Blyth was granted Tier 3 accreditation.

Today BA will continue to serve its learning community under the direction of the Ministry of Education, Qatar in addition to operating as an Alberta Accredited International School. With a current enrolment of approximately 390 students at the school, Junior Kindergarten to Grade 12, the school’s vision is “to create, foster, maintain, and act as a learning environment that embraces the curricula, pedagogy, and interactions that develop compassionate, intelligent and creative problem solvers for our global future.”

The facility is now populated by a diverse population with many students from employees of CNAQ and UCQ however the student body is becoming increasingly more diverse and includes a small number of local students. The school continues to grow in popularity and functions at capacity.

BA offers programming to students in Junior Kindergarten to Grade 12 using the Alberta Education Program of Studies that is modified and augmented by the programs mandated by the Qatari MoEd. The complementary timetable addresses local programming requirements and options, including: Arabic Language studies, Islamic Studies and Qatar History courses coupled with specialized options for CTF (e.g. Academic Literacy, Business Literacy, Theatre Arts, Nutritional Literacy, and Digital Literacy) in the Junior High and a series of bundled CTS Modules for the options in the Senior High (e.g. Business Foundations, computer studies, French and many on-line options are offered).

Teachers at BA are diverse in nature and most teachers are Canadian trained. They hold either an Alberta Teachers' certificate (interim or permanent) or a Letter of Authority from Alberta Education. The teachers who are an exception to this rule are those that are hired locally to teach Arabic Language and Islamic Studies - these professionals must be licensed by the authority of the Supreme Education Council (MoED) as well as the small number of teachers filling positions that BAQ was unsuccessful in filling with Canadian trained teachers. All teachers have teacher certification.
## Trends and Issues

### SCHOOL DEMOGRAPHICS

#### Student Body:

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Jr. Kindergarten</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>32</td>
<td>28</td>
<td>25</td>
<td>23</td>
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<tr>
<td>Grade 1</td>
<td>30</td>
<td>33</td>
<td>26</td>
<td>29</td>
<td>27</td>
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<tr>
<td>Grade 2</td>
<td>30</td>
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<td>Grade 3</td>
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<td>30</td>
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<td>Grade 5</td>
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<td>18</td>
<td>32</td>
<td>28</td>
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<td>Grade 6</td>
<td>28</td>
<td>30</td>
<td>15</td>
<td>35</td>
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<td>33</td>
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<td>Grade 7</td>
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<td>28</td>
<td>16</td>
<td>34</td>
<td>29</td>
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<tr>
<td>Grade 8</td>
<td>30</td>
<td>16</td>
<td>28</td>
<td>31</td>
<td>21</td>
<td>35</td>
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<tr>
<td>Grade 9</td>
<td>11</td>
<td>30</td>
<td>16</td>
<td>28</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>Grade 10</td>
<td>18</td>
<td>10</td>
<td>27</td>
<td>20</td>
<td>32</td>
<td>27</td>
</tr>
<tr>
<td>Grade 11</td>
<td>15</td>
<td>14</td>
<td>10</td>
<td>35</td>
<td>24</td>
<td>35</td>
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<tr>
<td>Grade 12</td>
<td>13</td>
<td>16</td>
<td>13</td>
<td>11</td>
<td>33</td>
<td>25</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>297</strong></td>
<td><strong>312</strong></td>
<td><strong>311</strong></td>
<td><strong>357</strong></td>
<td><strong>382</strong></td>
<td><strong>387</strong></td>
</tr>
</tbody>
</table>

Blyth Academy is growing in stature and popularity in Doha. The school is becoming increasingly international in regard to student population which is seen to be of great value to the school as provider of education in a 'global' perspective. The nature of this trend does lead to challenges in language and integration. While this is apparent the school is making every effort to teach acceptance and tolerance and is making a conscious effort to highlight and respect all students and their diverse backgrounds.
Summary of Accomplishments

- Improvements in all, or most, areas of the accountability survey.
- Significant improvements in PAT results
- Ranked highest among similar schools in Doha (MoEd)
- Growing reputation within the community
- Significant improvements in the area of student life
- Improvements in the area of staffing (qualified teachers)
- 100% of graduates in 2017/2018 accepted into post secondary institutions
- Growing teacher resources although we are aware this is a deficiency and we are working to resolve this issue.
- Increase program offerings. Additions include Music, Art, Language, ELL, Guidance and IT Specialists
- Collaborative leadership structure which is fluid and evolving
- Recognition from the Ministry of Education as a 'very good' school
- Improvement in the areas of student literacy and numeracy, notably at the primary and elementary level
- Strong PD at elementary level
- Implementation of New House system
- Revised elementary Progress Report that reflects Alberta Standards
- Improved Health Program in elementary
- Leadership support to Head of School with new Deputy Head position
## Combined 2018 Accountability Pillar Overall Summary (Required for Public/Seperate/Francophone/Charter School Authorities and Level 2 Private Schools)

<table>
<thead>
<tr>
<th>Measure Category</th>
<th>Measure</th>
<th>Qatar Canadian School</th>
<th>Alberta</th>
<th>Measure Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current Result</td>
<td>Prev Year Result</td>
<td>Prev 3 Year Average</td>
<td>Current Result</td>
</tr>
<tr>
<td>Safe and Caring Schools</td>
<td>Safe and Caring</td>
<td>81.7</td>
<td>81.9</td>
<td>84.3</td>
</tr>
<tr>
<td>Student Learning Opportunities</td>
<td>Program of Studies</td>
<td>68.3</td>
<td>56.2</td>
<td>52.3</td>
</tr>
<tr>
<td></td>
<td>Education Quality</td>
<td>88.3</td>
<td>88.7</td>
<td>88.3</td>
</tr>
<tr>
<td></td>
<td>Drop Out Rate</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>High School Completion Rate (3 yr)</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Student Learning Achievement (Grades K-9)</td>
<td>PAT: Acceptable</td>
<td>n/a</td>
<td>69.5</td>
<td>76.7</td>
</tr>
<tr>
<td></td>
<td>PAT: Excellence</td>
<td>n/a</td>
<td>10.9</td>
<td>17.2</td>
</tr>
<tr>
<td>Student Learning Achievement (Grades 10-12)</td>
<td>Diploma: Acceptable</td>
<td>n/a</td>
<td>82.5</td>
<td>82.9</td>
</tr>
<tr>
<td></td>
<td>Diploma: Excellence</td>
<td>n/a</td>
<td>12.5</td>
<td>20.2</td>
</tr>
<tr>
<td></td>
<td>Diploma Exam Participation Rate (4+ Exams)</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Rutherford Scholarship Eligibility Rate</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Preparation for Lifelong Learning, World of Work, Citizenship</td>
<td>Transition Rate (6 yr)</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Work Preparation</td>
<td>88.7</td>
<td>78.3</td>
<td>84.1</td>
</tr>
<tr>
<td></td>
<td>Citizenship</td>
<td>72.4</td>
<td>77.8</td>
<td>75.8</td>
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<tr>
<td>Parental Involvement</td>
<td>Parental Involvement</td>
<td>63.8</td>
<td>63.4</td>
<td>67.3</td>
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<tr>
<td>Continuous Improvement</td>
<td>School Improvement</td>
<td>86.0</td>
<td>47.1</td>
<td>49.8</td>
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</tbody>
</table>

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the Our/SCHOOL/TFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 8, 9, KAE); French (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, French Language Arts 30-2, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30; Biology 30, Science 30; Social Studies 30-1, and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
Outcome One: Alberta’s students are successful

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Results (in percentages)</th>
<th>Target</th>
<th>Evaluation</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).</td>
<td>n/a</td>
<td>n/a</td>
<td>69.5</td>
<td>83.9</td>
</tr>
<tr>
<td>Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).</td>
<td>n/a</td>
<td>n/a</td>
<td>10.9</td>
<td>23.4</td>
</tr>
</tbody>
</table>

**Comment on Results (OPTIONAL)**

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of “improved” or “improved significantly” on Accountability Pillar measures, may be included.

We recognize the significant decline in scores from 2016 to 2017. We are very pleased with the improvement and results of 2018 and will continue to try to improve.

**Strategies**

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

1. Review of PAT ‘style’ questions.
2. PAT preparation sessions both mandatory and optional
3. Mock exams
4. Increase of teacher supervision regarding curriculum delivery, assessment and evaluation
5. Increase teacher resources to enhance teaching and improve student success
6. Develop some method of tracking student grades by class, division etc..

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
Outcome One: Alberta's students are successful (continued)

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Results (in percentages)</th>
<th>Target</th>
<th>Evaluation</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).</td>
<td>78.7 90.4 75.9 82.5 72.5</td>
<td>85</td>
<td>LOW</td>
<td>Maintained Issue</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Overall</td>
<td>2019 2020 2021</td>
</tr>
<tr>
<td>Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).</td>
<td>12.8 31.5 16.7 12.5 17.0 15</td>
<td></td>
<td>Inter.</td>
<td>Maintained Acc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Overall</td>
<td>2019 2020 2021</td>
</tr>
</tbody>
</table>

Performance Measure

<table>
<thead>
<tr>
<th>Results (in percentages)</th>
<th>Target</th>
<th>Evaluation</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Drop Out Rate - annual dropout rate of students aged 14 to 18</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>High school to post-secondary transition rate of students within six years of entering Grade 10.</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Percentage of Grade 12 students eligible for a Rutherford Scholarship.</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Percentage of students writing four or more diploma exams within three years of entering Grade 10.</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

We are very concerned about the diploma results this year. Although not a strong class we were disappointed in the results. Experienced teachers suggest they had prepared the class as in previous years and they were also disappointed in the results. In the case of Social Studies the curriculum was not covered and this teacher is no longer at the school.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

1. Review diploma analysis with teachers.
2. Professional Development in the area of Assessment and Evaluation.
3. Focus on closing the gap between school granted grades and diploma results.
4. Increase resources for teachers that demonstrate and reinforce Alberta standards.
5. Work with Alberta Education in the procedure for diploma administration
6. Exam methods of exam preparation, study skill workshops for all students.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
Outcome One: Alberta’s students are successful (continued)

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Results (in percentages)</th>
<th>Target</th>
<th>Evaluation</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.</td>
<td>n/a</td>
<td>74.5</td>
<td>75.2</td>
<td>77.8</td>
</tr>
<tr>
<td>Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.</td>
<td>n/a</td>
<td>89.3</td>
<td>84.6</td>
<td>78.3</td>
</tr>
</tbody>
</table>

Comment on Results (OPTIONAL)
Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of “improved” or “improved significantly” on Accountability Pillar measures, may be included.

We are concerned with citizenship and are working hard in this area. It is a foundational principle of Blyth Education and we will dedicate time and resources to this area.

Strategies
For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

1. Ensure citizenship is integrated into curriculum
2. Model good citizenship within the community
3. Appoint a Guidance counsellor with a major responsibility in the area of Character education
4. Establish a recognition and reward program for good citizenship.
5. Recognize good citizenship in weekly newsletter
6. Offer 1 international service trip per school year. 2018 Tanzania is the destination
7. Continue with Student Life Lead with some focus on community awareness and citizenship
8. Become involved in the EcoSchool program
9. Continue and grow the Duke of Edinburgh Award program
10. Addition of ‘Student of the Week’ recognition program
11. Some facility upgrades to enhance attitude and confidence in the school.

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
Outcome Three: Alberta’s education system respects diversity and promotes inclusion

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Results (in percentages)</th>
<th>Target</th>
<th>Evaluation</th>
<th>Overall</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>n/a</td>
<td>87.1</td>
<td>84.0</td>
<td>81.9</td>
<td>81.7</td>
</tr>
</tbody>
</table>

Comment on Results (OPTIONAL)
Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Student safety is of paramount importance at Blyth Academy. We want all students to feel safe and secure while in our care and will do what is required to achieve this. We are vexed with the results of this survey and when we ask the students to bring clarity to this issue they cannot articulate why they feel this way.

Strategies
For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

1. Re-establish safe arrival program for JK-8. This is not common practice in Qatar.
2. This will be addressed within the Character Education program with the addition of more guidance time
3. Continue having monitors ride buses to and from school
4. Review the Inclusive Education Policy & implement where applicable
5. Increase the input of leadership and SAC

Authorities should describe the strategies implemented to ensure that all children and students have access to meaningful and relevant learning experiences that include appropriate instructional supports to demonstrate that the jurisdiction is meeting its obligations as stated in the Inclusive Education Policy. For further information and resources, visit https://education.alberta.ca/inclusive-education/what-is-inclusion/

Notes:
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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
Outcome Four: Alberta has excellent teachers, and school and school authority leaders

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Results (in percentages)</th>
<th>Target</th>
<th>Evaluation</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>n/a</td>
<td>53.4</td>
<td>47.5</td>
<td>56.2</td>
</tr>
</tbody>
</table>

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of “Improved” or “Improved significantly” on Accountability Pillar measures, may be included.

We will continue to provide support and resources for our current staff in these areas. We are very limited by our facility but are pleased we have been able to add several programs.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

1. Increase resources for the Arts.
2. Significant improvement in IT infrastructure, increase will capacity and speed.
3. Initiate a ‘Bring Your Own Device’ program grades 7-12.
4. Implement Google Classroom grades 7-12 and Classroom Dojo k-6.
5. Provide necessary professional development to staff.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
## Outcome Five: Alberta’s education system is well governed and managed

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Results (in percentages)</th>
<th>Target</th>
<th>Evaluation</th>
<th>Overall</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>n/a</td>
<td>61.3</td>
<td>41.1</td>
<td>47.1</td>
<td>56.0</td>
</tr>
<tr>
<td>Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.</td>
<td>n/a</td>
<td>67.4</td>
<td>71.0</td>
<td>63.4</td>
<td>63.8</td>
</tr>
<tr>
<td>Percentage of teachers, parents and students satisfied with the overall quality of basic education.</td>
<td>n/a</td>
<td>91.5</td>
<td>87.6</td>
<td>85.7</td>
<td>88.3</td>
</tr>
</tbody>
</table>

### Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "improved" or "improved significantly" on Accountability Pillar measures, may be included.

The data suggests that we are making progress in the area of school improvement. We believe we will see a significant improvement in the data in this area this year. We are well aware that our community will not be satisfied as long as we remain in this facility and school ownership is looking at this issue. Parental involvement is challenging as parents do not show up to our School Advisory Council meetings, although those who do are very supporting of the school and the direction we are taking.

### Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

1. **Improve communication and involvement around School Council**
2. **Employ Canadian and Alberta trained teachers**
3. **Develop a survey for parents to establish what they want in the area of decision making and involvement.**
4. **Intensify Professional Development**
5. **Increase budget and access to teaching resources**
6. **Continue search for facility**

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 8. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
Note:

Summary of Financial Results
• For details please refer to the appropriate policy and requirements for planning and results reporting guide.

Qatar Canadian School/BA had sufficient revenue collections in 2016-17 and 2017-18 to cover its ongoing operating costs and capital costs to improve the school's infrastructure.

Budget Summary
• For details please refer to the appropriate policy and requirements for planning and results reporting guide.

Next year's budget won't see any major changes as compared to 2017-18. We forecast to same number of student enrollments and similar costs as the prior year.

Capital and Facilities Projects
• For details please refer to the appropriate policy and requirements for planning and results reporting guide.

Following capital and facilities projects were undertaken in the current year:
➢ Replacement of the photo copier machine and scanner (coloured)
➢ Interactive televisions as a replacement for smartboards
➢ Replace clinic items (defibrillator, patient trolley, foot stool etc.)
➢ PE equipment
➢ Accounting package (QuickBooks)
➢ School furniture
➢ Repairs and renovations
Summary of Facility and Capital Plans

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

Parental Involvement

Qatar Canadian School/BA has an active and supportive School Advisory Council. Meetings are held monthly, although during short months and during exam months meetings are not held. The SAC is made up of parents, students, teachers and staff. A chair is elected each September. While the Council is active attracting parents and having parents attend remains a challenge. The SAC is the vehicle for parents to be directly involved in school decision making.

Timelines and Communication

1. Initial report to Alberta June 15
3. Posting on website Nov. 30, 2018

Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner’s website at www.yourvoiceprotected.ca