



"A Premier Islamic School"

School: **2458 Al-Qaim International School**

Education Plan and Annual Results Report (AERR)

2023-2024

December 08, 2024

Table of Contents

Message from Director and Chair of Al Qaim International School, Syed Abbas.....	03
Accountability Statement.....	04
Accountability Framework.....	05
Local and Societal Context	06
Student Growth and Achievement.....	09
➤ Student Learning and Engagement.....	09
➤ Citizenship.....	12
➤ Grade 6 Provincial Achievement Tests.....	16
➤ Grade 9 Provincial Achievement Tests.....	18
Teaching & Leading.....	20
➤ Education Quality.....	20
➤ Professional Learning, Supervision, and Evaluation.....	21
Learning Supports.....	22
➤ Welcoming, Caring, Respectful and Safe Learning Environment.....	22
➤ Access to Supports and Services.....	23
Governance.....	24
Early Numeracy and Early Literacy	25
Al Qaim International School Commitment to Truth and Reconciliation with First Nations, Metis, and Inuit Cultural Perspectives and Awareness.....	26
Whistleblower Protection Policy.....	27
Financial Statement (Attached).....	30



School: 2458 Al-Qaim International School

2023/24 Fall School Authority Results Summary for Planning and Reporting

Message from Director and Chair of Al Qaim International School, Syed Abbas

I hope this message finds you and your family in the best of health and Iman. As we journey together through another academic year, I am pleased to share with you the key highlights from the 2023-2024 Annual Education Results Report (AERR) for our school. The AERR serves as a vital tool in assessing the progress and performance of our students, teachers, and the school as a whole. It provides valuable insights into our achievements, as well as areas where we can strive for further growth. The report reflects several positive outcomes, especially in key areas such as academic performance, student engagement, and the integration of Islamic values into our curriculum. Our students continue to excel in provincial assessments, and their performance stands strong in comparison to other schools across Alberta. These results are a testament to the unwavering commitment of our dedicated staff, the encouragement of our supportive parents, and the hard work of our students. While we have much to celebrate, the AERR also highlights areas where we can strengthen our practices. As a school that values excellence, we are committed to identifying opportunities for improvement and taking proactive steps to address them. With the guidance of the AERR, we will continue to enhance our teaching strategies, support systems, and extracurricular offerings to ensure the holistic development of every student. At Al Qaim International School, we firmly believe in the power of a collaborative educational environment. In the coming weeks, we will be organizing a series of sessions with our teaching staff, administrative team, and parents to discuss the findings of the AERR in greater detail. Your insights and suggestions are invaluable as we work together to shape the future of our school.

Rooted in our Islamic values, we remain dedicated to nurturing a learning environment that fosters academic excellence, personal growth, and spiritual development. Together, with your continued support and dua, we aim to provide our students with the tools they need to succeed both in this life and in the hereafter.

Should you have any questions or suggestions regarding the AERR or any of our initiatives, please do not hesitate to contact the school office. Your feedback is always welcome and deeply appreciated.

We appreciate and value your ongoing trust and partnership. May Allah (SWT) bless our efforts and grant success to our school, students, and entire community.

Sincerely,

A handwritten signature in black ink, appearing to be "Syed Abbas", written in a cursive style.

Syed Abbas

Director and Chair of Al Qaim International School



School: 2458 Al-Qaim International School

Accountability Statement

Accountability Statement for the Annual Education Results Report The Annual Education Results Report for Al-Qaim International School for the 2023/2024 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2023/2024 was approved by the Board on November 29, 2024.

A handwritten signature in black ink, appearing to read "Syed Abbas", is written over a light blue horizontal line.

Syed Abbas

Director and Chair of Al Qaim International School

School: 2458 Al-Qaim International School

Accountability Framework

Alberta Education states:

The Assurance Framework, developed collaboratively with education partners, outlines key guiding principles, domains and processes for enhancing public trust and confidence that the education system is meeting the needs of students and students are successful.

In the Assurance Framework, all education stakeholders accept responsibility for building capacity of the education system – in classrooms, schools, school authorities and in government. Ensuring continuous improvement throughout the system necessitates a collective approach that recognizes diversity within Alberta, relies on evidence to make decisions, and is responsive to the needs of students in their local contexts.

This assurance is attained through capacity and relationship building, affiliation with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Al Qaim International School is committed to consistently using evidence from diverse data sources to ensure responsive and transparent decision-making and to help us know if the actions we are taking as an organization are having the intended influence on priorities of Al Qaim International School Community: achievement, life long learning, equity and well-being. Through the adoption of a data model and process as a district, Al Qaim International School ensures that what is “...measured and reported is consistent with the best interests of student growth and achievement, and the goals of education in the province of Alberta.

Alberta Education specifies that:

Assurance in the education system happens when community members, system stakeholders and education partners engage across five domains:

- Local and Societal Context
- Student Growth and Achievement;
- Teaching and Leading;
- Learning Supports;
- Governance; and

Reference: Funding Manual for School Authorities: <https://open.alberta.ca/publications/1485-5542>



Local and Societal Context

Al-Qaim International School is an accredited, rich learning environment taught by Alberta-certificated teachers. Its philosophy focuses on strong academics in an Islamic environment encouraging well-rounded personalities with strong character building in the guidance of teachings of the Quran and Ahlul Bayt (Family of the Prophet) (AS) .

The school's first year of operations was 2022-2023 for K-6. The school continues to grow and grades 7-10 were added. These classes were added in 2023-2024. There are no tuition or registration fees to ensure families have choice in education.

Al Qaim school is based on the belief that all children and youth can learn, grow, and become productive and talented members of the Canadian society and hold the citizenship values of global citizenship.

At Al-QAIM International School, we are deeply committed to providing a comprehensive education that integrates rigorous academic learning with strong religious and moral teachings. Rooted in Islamic principles, our curriculum is designed to nurture the spiritual growth of every student, instilling values of compassion, respect, and integrity. We strive to create a supportive environment where students can deepen their understanding of their faith while developing a sense of responsibility towards themselves, their community, and the broader world. Our religious teachings emphasize inclusivity, fostering an appreciation for diverse perspectives and encouraging students to embody the principles of kindness and justice in their daily lives. Further, to assert our commitment to the religious teachings, in addition to our scheduled classes, we have organized celebrations that commemorate religious events such as the birth of Prophet Mohammed (Peace Be Upon Him), Month of Ramadan celebrations, and the birth of our Prophet's Family Members.

Al Qaim is a safe and caring school. This means that the school:

- Sets behaviour expectations and gently guides children to self-improvement and self-accountability
- Works closely with parents to support learning with a strong belief that parents are partners in education and can help inspire a love of learning in their children
- Celebrates success and learns from challenges



Motto

- Actions speak louder than words

Vision

- AL-QAIM International School learners are knowledgeable, ethical, and entrepreneurial leaders of tomorrow.

Mission

- At Al-QAIM International School, learners are active members of a community that:
 - fosters high learning standards
 - develops entrepreneurial leaders
 - nurtures respect for everyone
 - cultivates a positive sense of self and resilience
 - inculcates character education

Core Values

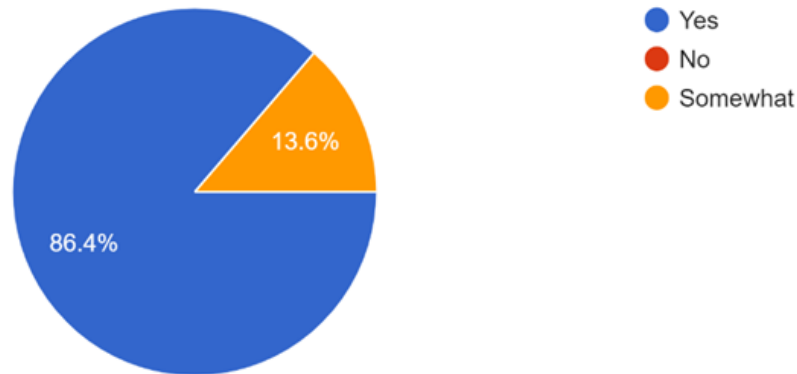
- Respect
- Honesty and truth
- Moral development
- Strong self-identity
- Belonging and connection
- Resiliency, self-regulation
- Learning how to learn
- Learning from mistakes

ECS, Grades 1-9 2023-2024:

As an accredited school, our programming is rooted in the Alberta Program of Studies, complemented by faith-based Islamic curriculum and foundational Arabic language instruction. Students have opportunities to develop new skills through various clubs, while field trips, such as skiing, swimming, and visits to the Science Centre and the Zoo, provide enriching experiences that help them connect as active learners and explore their community. The parent survey conducted in June 2024 highlighted field trips that support our students' mental health, which is an essential element that would empower our students' learning abilities, as one of the school's key strengths. (See figure below)

Do you believe that these activities adequately supplement your child's education?

22 responses



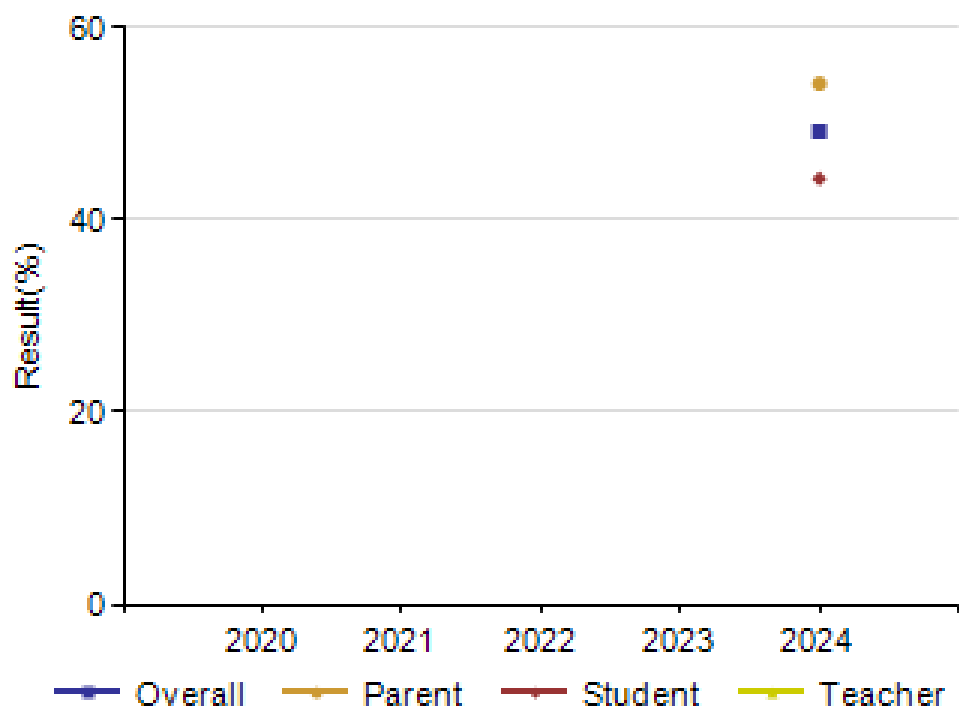
School: 2458 Al-Qaim International School

Student Growth and Achievement

➤ ***Student Learning Engagement:***

Student Learning Engagement – Measure Details

Graph of Authority Results



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.

Observations:

1. Overall Engagement:

- The authority's **overall score for 2024 is 49.2%**, significantly lower than the provincial average of **83.7%**.
- This indicates systemic issues in fostering student engagement at the school level.

2. Parent Responses:

- Parents rated engagement at **54.2%**, compared to the provincial average of **86.7%**.
- Parents through miscommunication might perceive a lack of effective teaching strategies, extracurricular opportunities, or communication regarding student progress. The school is planning to have an ongoing commitment to communication with the parents in order to engage them in their children's life learning goals and strategies at the school.

3. Student Responses:

- Students rated engagement at **44.3%**, far below the provincial average of **69.3%**.
- Still dealing with the impact of the Pandemic, this might suggest that students feel disconnected, uninspired, or unsupported in their learning environment.

4. Teacher Data:

- Teacher responses are unavailable for the authority, making it difficult to assess their perspective on student engagement. Provincially, teacher engagement remains consistently high (**95.1%**), indicating the need to align local practices with broader successful strategies. Subsequently, teacher data was missing due to low number of participation, less than six teachers participated in the survey.

Strategies for Improvement:

1. Enhance Teaching Strategies:

- Train teachers in differentiated instruction and active learning techniques to make lessons more interactive and student-centered.
- Incorporate project-based and experiential learning to connect curriculum content to real-world applications.

2. Foster Student Agency:

- Encourage students to take an active role in their learning through goal-setting, self-assessments, and participation in decisions about school programs and activities.
- Introduce student-led initiatives, clubs, and mentorship opportunities to promote engagement and ownership of their educational journey.

3. Increase Extracurricular Offerings:

- Develop programs such as arts, sports, STEM clubs, and cultural events to cater to a broader range of interests.
- Partner with community organizations to provide additional learning opportunities outside the classroom.

4. Strengthen Parent-School Relationships:

- Organize regular parent workshops, open houses, and conferences to keep families informed and involved.
- Communicate frequently about student progress and school activities through newsletters, online portals, and parent-teacher meetings.

5. Improve Classroom Environment:

- Create smaller class sizes, if possible, to ensure personalized attention.
- Foster a supportive atmosphere where students feel safe to express their ideas and take risks in their learning.

6. Leverage Technology:

- Integrate technology into learning to make it more engaging and accessible.
- Use online tools like interactive platforms, gamified learning apps, or virtual labs to diversify learning experiences.

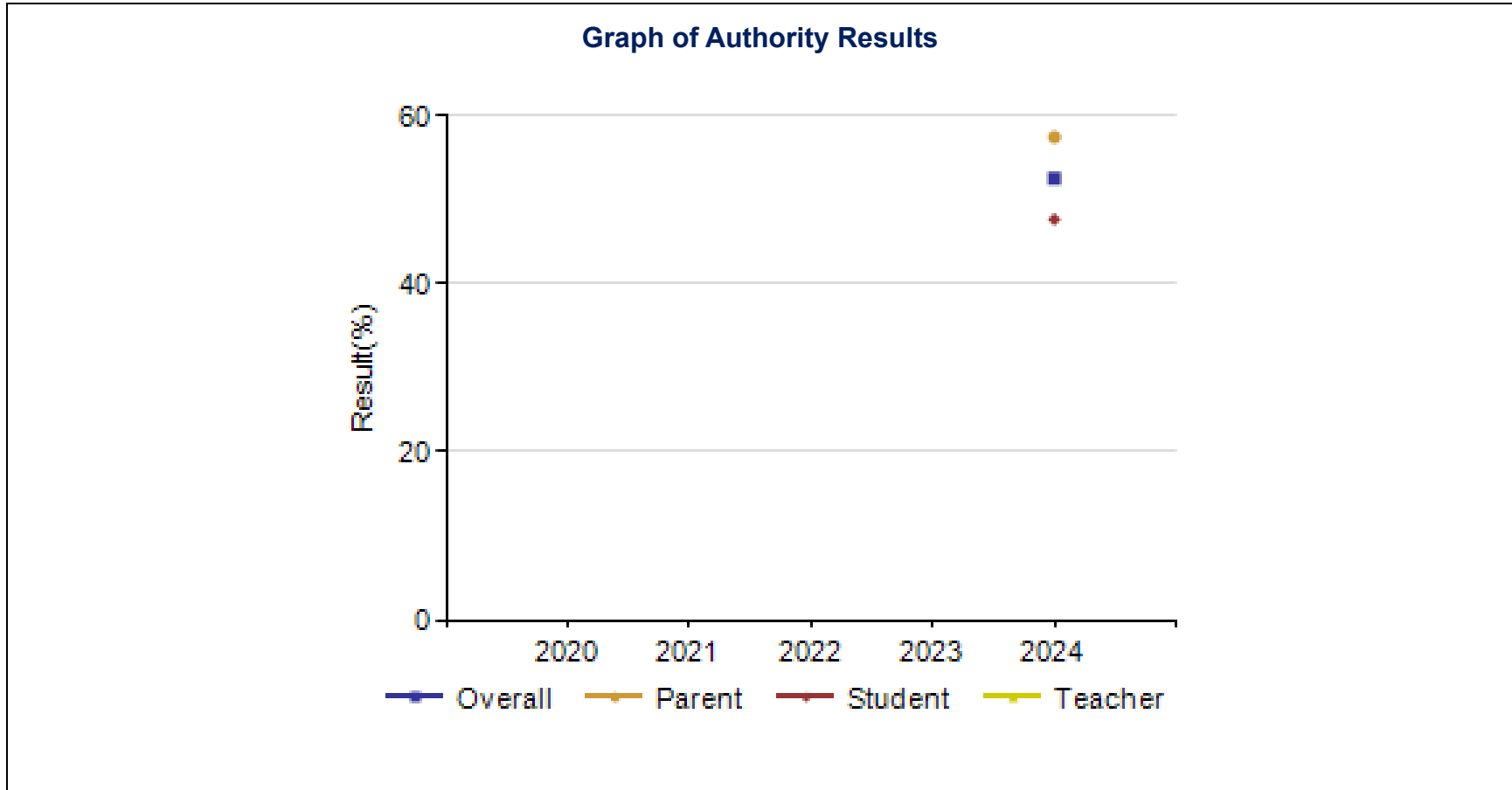
7. Monitor and Adjust:

- Conduct regular surveys to assess student, parent, and teacher perceptions of engagement.
- Use the feedback to adapt strategies and address specific areas of concern.

This is Al-Qaim International School first survey; however, the school was committed to enhancing student engagement and learning through innovative strategies. Teachers were trained in differentiated instruction and active learning techniques, integrating project-based and experiential approaches to connect lessons to real-world applications. The school fostered student agency by encouraging goal-setting, self-assessments, and participation in school initiatives, while offering diverse extracurricular programs like arts, sports, and cultural events. Strengthening parent-school relationships were prioritized through workshops, open houses, and consistent communication about student progress. Efforts to improve classroom environments included creating supportive spaces and maintaining smaller class sizes for personalized attention. Technology was leveraged to make learning more engaging and accessible, utilizing interactive tools and gamified platforms. Surveys and feedback mechanisms ensured strategies were continuously refined to meet the needs of students, parents, and teachers.

➤ **Citizenship:**

Citizenship – Measure Details



Notes:

3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
4. 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.
5. 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.

Observations:

1. Parent Responses:

- The authority's score is **57.5%**, far below the provincial average of **78.7%**.
- Low parental satisfaction might indicate disconnect between the school's activities with the students and parents being misinformed about these activities .

2. Student Responses:

- The authority's score is **47.7%**, well below the provincial average of **69.6%**.
- This suggests that students may not feel adequately supported or encouraged to engage as active citizens within their school or community.

○

3. Teacher Responses:

- No teacher data is provided for the authority, making it challenging to understand their perspective on citizenship initiatives. Provincially, teacher satisfaction is higher (**89.8%**), suggesting room for improvement in how teachers perceive or support these efforts locally. Subsequently, teacher data was missing due to low number of participation, less than six teachers participated in the survey. However, teachers were advised to participate in professional development that would improve the integration of citizenship values in their teaching.

Strategies for Improvement:

1. Introduce Citizenship-Focused Initiatives:

- Create clubs or activities centered on civic engagement, such as student councils, volunteer programs, or community service projects.
- Partner with local organizations to provide students with opportunities to contribute to their communities.

2. Enhance Parental Engagement:

- Hold workshops or events to educate parents about the school's citizenship programs and how they can support these efforts at home.
- Regularly communicate successes and milestones achieved by students in citizenship-related activities through newsletters or social media.

3. Empower Student Voice:

- Conduct student focus groups to understand their perceptions of citizenship and how they feel it can be better supported.
- Incorporate discussions about active citizenship into the curriculum, linking it to real-world examples and Islamic values.

4. **Professional Development for Teachers:**
 - Train teachers on how to integrate citizenship education into their lessons, emphasizing active learning strategies and community involvement.
5. **Recognition and Rewards:**
 - Implement a system to recognize and celebrate students' efforts in modeling active citizenship, such as awards or certificates.
 - Showcase student-led citizenship projects during school events to inspire others and foster pride.
6. **Cultural and Religious Awareness:**
 - The school, through the Fine Arts Program, celebrated cultural diversity in order to foster awareness and appreciation among students and staff cultural differences.
 - Through the religious studies, the students were taught the traits of patience, selflessness, and empathy, which were advocated through the Prophet Mohammed message of Islam.

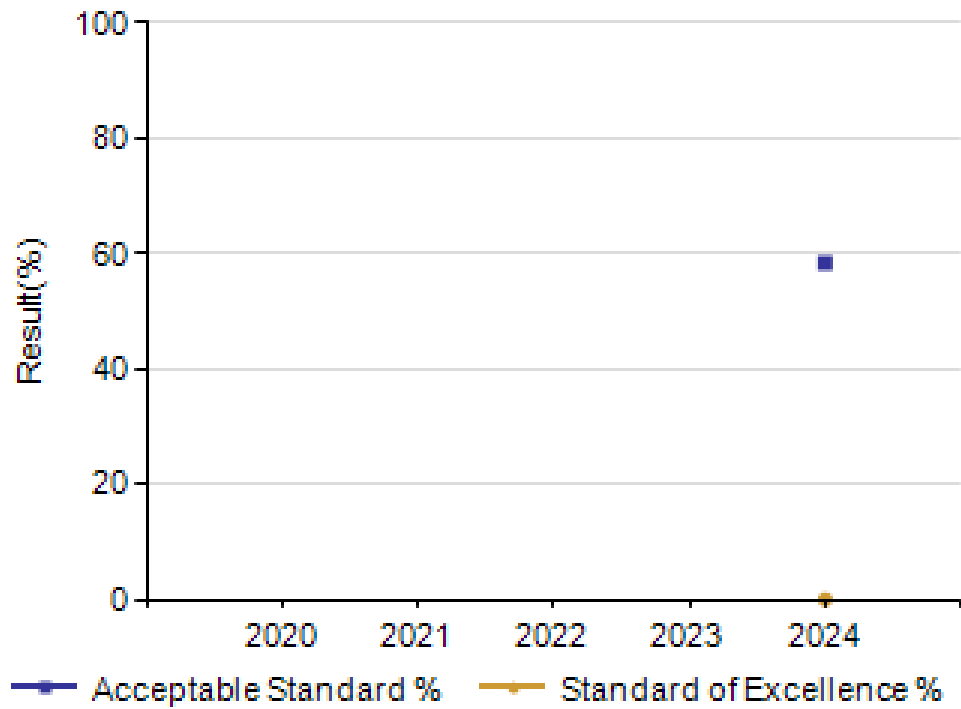
Al-QAIM International School has implemented comprehensive citizenship-focused initiatives to foster civic engagement and character development among students. The school encouraged participation in clubs and community service projects. Parents, through parent teacher interviews, newsletters, and school religious activities were encouraged to support their children in actively displaying and acting on citizenship values. Subsequently, student voices were empowered through focus groups and curriculum integration of active citizenship and Islamic values. Teachers were required to participate in professional development to incorporate citizenship education into lessons using active learning strategies. Student efforts were recognized through awards and showcased during school events, inspiring others. Additionally, cultural diversity was celebrated through the Fine Arts Program, and religious studies emphasize traits such as patience, selflessness, and empathy, reflecting the teachings of Prophet Mohammed (Peace Be Upon Him). But we believe that due to the nature of our students' lower learning abilities and the fact that this is their first time taking the survey may have contributed to the low outcome result in the survey. Subsequently, to better have the students truly understand the meaning of the survey and to have deeper understanding of citizenship values, the school is planning to implement the following strategies, which included the parents, for the school year 2024-2025:

- Virtue of the Month Program: Students attend an assembly every last day of the month where the principal, along with teachers, awards merit certificates for students that were chosen for modeling a certain virtue during the past month.

- A Monthly Newsletter for the parents is the works and the first one will be sent the first Monday of every month, where the categories are:
 - Note from staff (Teacher or Principal)
 - Featured teacher (Celebrating a teacher's success during the past month)
 - Upcoming events and reminders (Activities, Stat holidays, fieldtrips and celebrations)
 - Virtue of the month that includes an Islamic quote related to that virtue (Ex: November is for Self-Control and add an Islamic quote on self-control)
 - What's new in education? (Newest technology in education or worldwide news, studies, etc.)
 - Islamic highlights (where we will be putting all important Islamic dates for the month)

➤ *Grade 6 Provincial Achievement Tests*

Graph of Overall Grade 6 Provincial Achievement Test Results



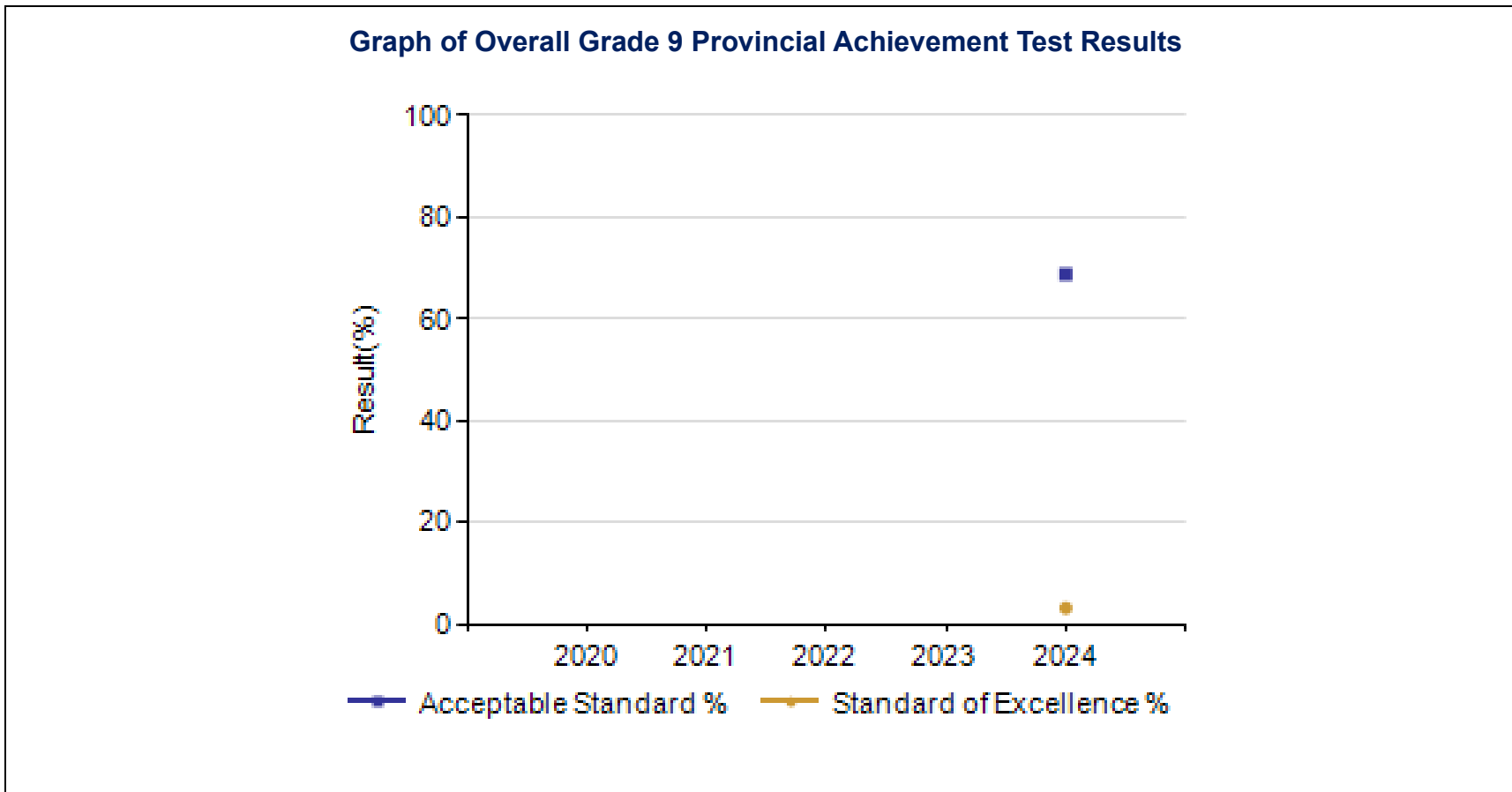
Notes:

6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
7. 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: Social Studies (Grades 6).
8. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
9. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

- This is the second year of Al-QAIM International School's operation, marking the first year that data for Grade 6 students has been recorded. In the previous year, the school's data was suppressed due to the low number of students participating in the tests. Currently, we are only 10% below the provincial average, a commendable achievement given that many of our students are English as an Additional Language (EAL) learners and some face learning challenges. It is important to note that no data is available for the science subject this year, as we were piloting a new science program. These results reflect our commitment to supporting diverse learners while continuously improving our educational programs. Further, at the school, we have implemented rigorous science strategies to ensure that our students are receiving the best quality education. These strategies included active learning such as having students work on projects, collaborative learning, and scientific research.



➤ *Grade 9 Provincial Achievement Tests*



Notes:

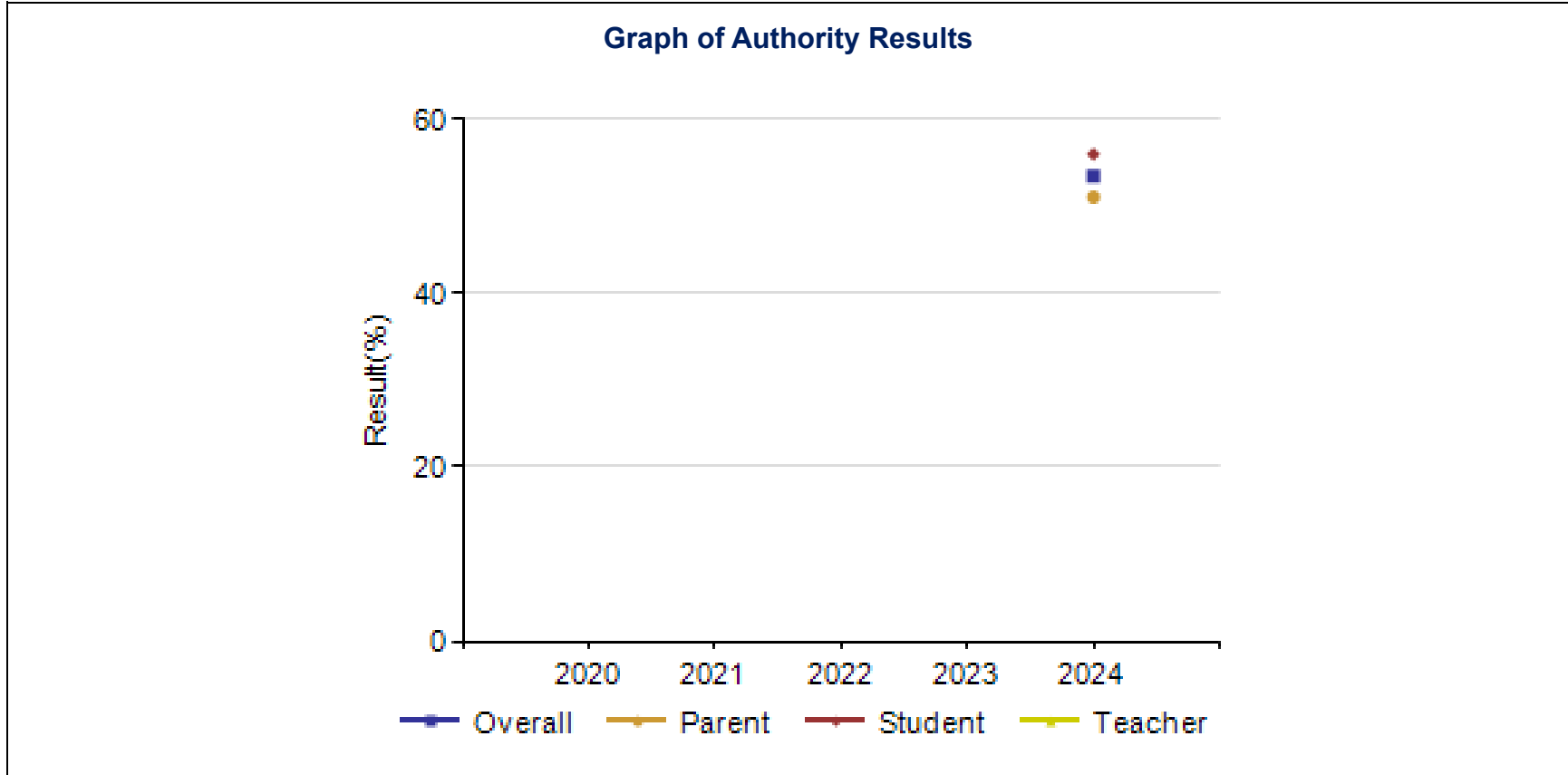
11. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
12. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
13. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
14. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
15. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

- This year marks the first time Grade 9 students at Al-QAIM International School have recorded Provincial Achievement Test (PAT) results since the school's inception two years ago. In the previous year, student marks were suppressed due to the low number of participants. Despite many of our students being English as an Additional Language (EAL) learners, 62.5% of students achieved the acceptable standard, closely aligning with the provincial benchmark of 62.6%, reflecting an intermediate level of achievement. However, only 3.1% of students attained the standard of excellence, significantly below the provincial average of 15.5%, resulting in a very low ranking. The students received extensive instructions through the use of EALs learning methods. In addition, the school implemented study groups to address gaps in foundational skills, provided additional resources and practice tests for students to encourage achievements and excellence. The school is aiming at improving our students P.A.Ts results by ten percent next year. For that, the school did and will continue to support the students in fostering academic excellence while maintaining steady progress in overall achievement.



Teaching & Leading

➤ *Education Quality:*



Notes:

- 16. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 17. 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.

- In its second year of operation, this is the school’s first year where students took the survey. The low outcome might be due to students misunderstanding of the true meaning of the question of the survey. The school carried on its own survey with the students, using the same questions used by the province, however the outcome was better than the one the students took earlier that year. However, to address the quality of education, the school hired highly qualified

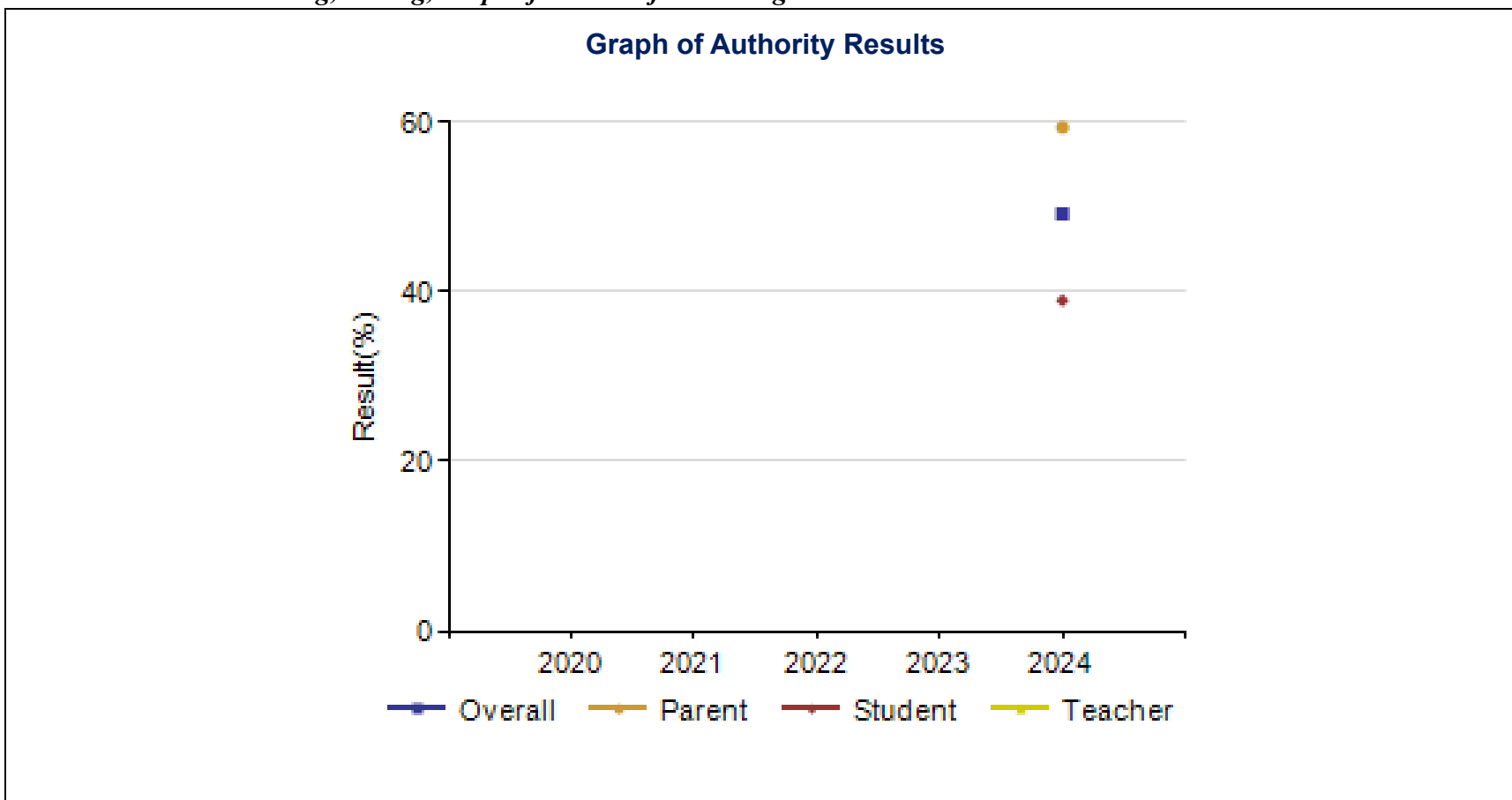
certified teachers, one instructor, and one educational assistant. The plan is to continue with this strategy and hire more certified teachers and educational assistants to supplement the learning of the students. The instructor was also aiding the students in their learning during some classes. In addition, the school acquired an experienced volunteer who, in collaboration with the mathematics teachers, was aiding the students, in smaller groups, with more mathematics instructions. Further, the school has provided the students with a mobile chrome book station and is planning to purchase more mobile chrome books and to instal more smart boards in classrooms and to create mathematics clubs to provide the students with surplus time for learning collaboratively. Subsequently, the school organized learning bound field trips in order for the students to have firsthand learning experiences.

➤ ***Professional Learning, Supervision, and Evaluation:***

- Last year, the school prioritized professional learning, supervision, and evaluation to enhance teaching quality and support educators' growth. Teachers developed individual growth plans, aligning their professional goals with the school's mission and fostering a reflective approach to their practice. Regular professional development opportunities were offered, including workshops on emerging educational strategies and subject-specific training. Staff benefited from expert-led sessions, such as conflict regulation techniques and innovative approaches to teaching physical education. Peer collaboration was encouraged through mentorship programs and professional learning communities, allowing teachers to share best practices and address challenges collectively. Classroom observations and constructive feedback further supported teacher development, while participation in regional consortium events and AISCA's New Teacher Day and sessions provided by Calgary and Alberta Consortia and enriched their learning experiences. These initiatives ensured that teachers were well-equipped to meet diverse student needs and improve educational outcomes.

Learning Supports

➤ *Welcoming, Caring, Respectful and Safe Learning Environment:*



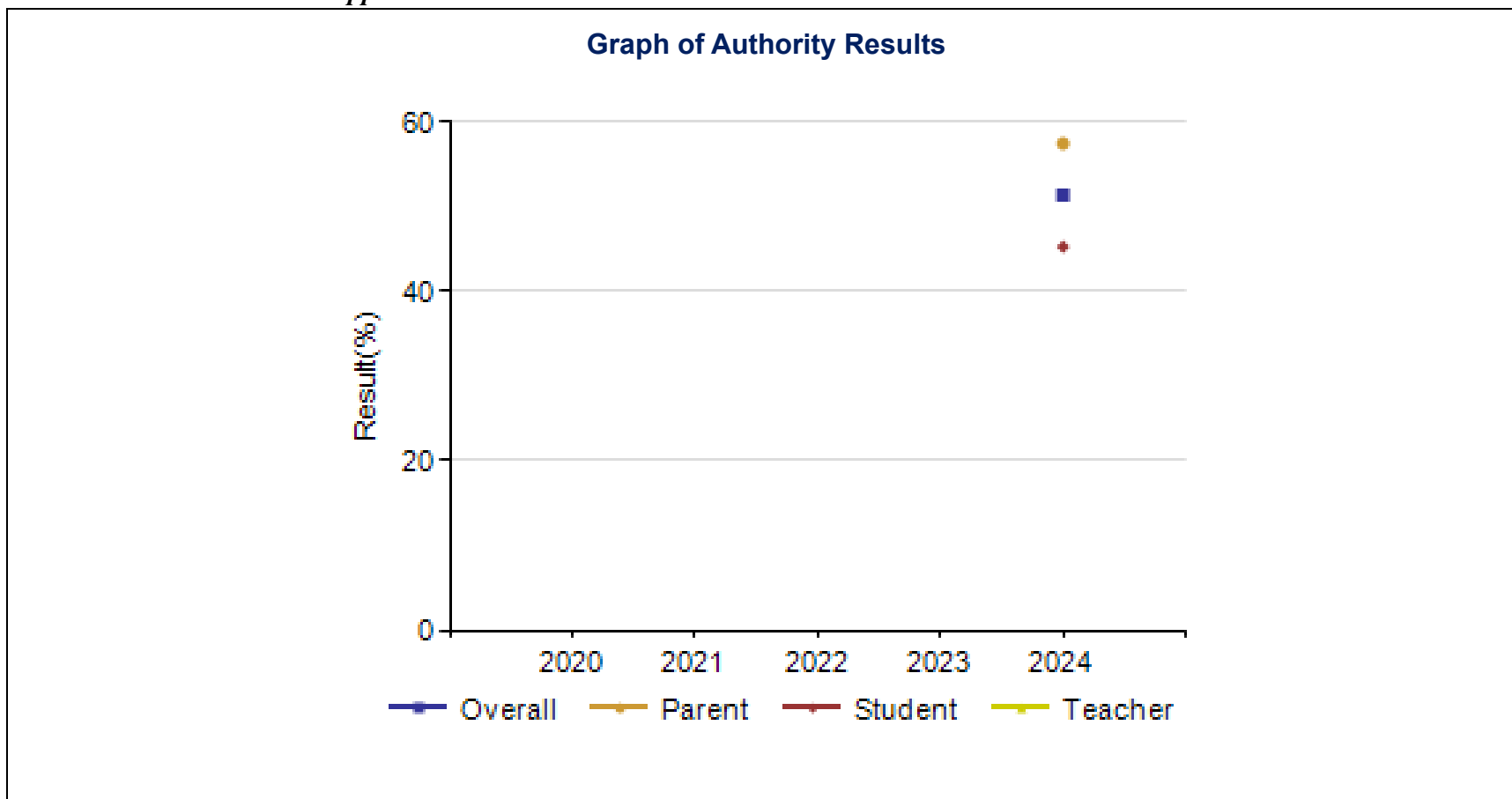
Notes:

- 18. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 19. 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.

In its second year of operation, the school prioritized creating a welcoming, caring, respectful, and safe learning environment, despite the absence of provincial or locally produced data to analyze. By the end of the school year, the school had another survey where the outcome was a bit better than the results of the earlier survey. To address the need

to improve the students learning supports, efforts were made to foster an inclusive atmosphere where all students felt valued and respected. The school emphasized open communication and encouraged understanding and appreciation of diverse perspectives, ensuring that every student could thrive in a supportive community. These initiatives contributed to building a strong foundation for a positive school culture. Islamic and citizenship values were included in addressing the need for a comprehensive feeling that the students are an integral part the school’s community.

➤ *Access to Supports and Services:*



Notes:

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

21. 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.

Recognizing the importance of addressing individual student needs, the school also focused on expanding access to supports and services. Without local data to guide its approach, the school proactively collaborated with external institutions such as Providence, occupational therapists, and speech and language therapists. These partnerships provided specialized assistance, enabling students to overcome learning barriers and succeed academically. The school's commitment to leveraging external expertise ensured that every student received the support they needed to achieve their potential.

Governance

- During the 2022-2023 academic year, the school reflected on the challenges faced in the previous year, its inaugural year of operation, when stakeholders were unable to actively participate in the Annual Education Results Report (AERR) process due to insufficient data. The absence of adequate information continued to hinder meaningful involvement from teachers, parents, and community members, limiting the ability to collectively analyze, strategize, and improve educational practices. This gap in comprehensive data significantly impacted efforts to effectively assess and enhance educational outcomes. However, the school has effortlessly implemented strategies to overcome this challenge. The school, through its Islamic values and citizenship values, had vigorously applied programs that brings the community together. These programs included dialogues among students through clubs, parents' participation through communication, and teachers through professional development.
- The school recognized that robust data collection and analysis are critical for fostering evidence-based decision-making and collaboration among stakeholders. To address these challenges, the school sought support and explored strategies such as revisiting data collection methods, implementing new approaches, and seeking external resources. The importance of transparency and shared responsibility remained a focus, emphasizing the value of engaging all stakeholders in future AERR processes. These efforts aimed to build a learning environment that reflected the diverse perspectives of the school community, ensuring continuous improvement and more inclusive AERR initiatives in subsequent years.

Early Numeracy and Early Literacy

- With access to student language proficiency data, teachers conducted assessments of early numeracy and early literacy skills in September and October. The assessments revealed that some students were performing below grade level. In response, educators implemented a comprehensive, data-informed approach to support learning. For Early Numeracy, teachers incorporated hands-on activities, interactive games, and problem-solving exercises to build foundational skills such as counting, sorting, and pattern recognition. For Early Literacy, emphasis was placed on immersive storytelling, phonemic awareness, vocabulary development, and exposure to diverse reading materials. Tailored instruction, including one-on-one support and small group sessions, allowed teachers to address individual learning needs effectively. This targeted strategy fostered significant progress. When students were reassessed in December 2023 and June 2024, results showed that most had advanced in their linguistic learning abilities. However, despite the overall improvement, a small number of students continued to perform below their grade-level expectations. This data underscored the need for ongoing individualized support to ensure all students reach their full potential. Subsequently, the school has extensive plans up its sleeve to improve the literacy and numeracy learning opportunities. These plans to be implemented are:
 - Literacy Blocks: Teachers from Gr 1-5 will assess students in reading, early October, and this data was used to create four different groups based on Fountas & Pinnell levels. Each teacher will have a group (every Thursday, 8th block) and will work with the assigned group on reading strategies based on their levels. Students from 1-5 will be grouped based on their levels.
 - Students across the school will have access to IXL for Math, L.A and Science to complement their learning.
 - All Students ECS-grade 6 will have access to Raz-Kids for reading.

School: 2458 Al-Qaim International School

Al Qaim International School Commitment to Truth and Reconciliation with First Nations, Metis, and Inuit Cultural Perspectives and Awareness

- Last year, there were no Indigenous students attending Al Qaim International School. Nevertheless, the school was steadfast in its dedication to supporting the well-being and academic growth of all its students by cultivating an inclusive and dynamic learning environment. This dedication was particularly evident in its recognition and respect for the unique cultural identities and histories of First Nations, Métis, and Inuit (FNMI) communities. The school prioritized creating a culturally responsive and respectful environment, highlighting the importance of weaving FNMI perspectives, histories, and knowledge into the curriculum. This focus extended beyond the classroom, incorporating initiatives that promoted cultural understanding, honor traditions, and strengthen connections with the wider community. By integrating FNMI themes into the students' educational journey, the school championed diversity while fostering meaningful cross-cultural connections. Through this commitment, Al Qaim International School ensured a learning atmosphere that celebrates and values the contributions of students from all cultural backgrounds. By embedding FNMI inclusion into its practices, the school enriched the overall educational experience, nurturing a sense of belonging, empowerment, and mutual respect among all learners.

For that, the school:

- Celebrated FNMI cultural events such as participating in the national movement in acknowledging Orange Shirt Day – Truth and Reconciliation Day.
- Held an Indigenous Art Expo.
- Brought to its students, parents, and staff the highlighting the National Indigenous History Month in a manner where Indigenous culture was honoured and celebrated in various forms throughout the month of June.

Whistleblower Protection Policy

1. Purpose

This policy establishes a framework to protect individuals who report misconduct, unethical behavior, or violations of laws, regulations, or organizational policies within the organization. It aims to promote transparency, accountability, and a culture of integrity by ensuring that whistleblowers are protected from retaliation.

2. Scope

This policy applies to all employees, contractors, volunteers, and other stakeholders associated with the organization. It covers reports of suspected or actual misconduct, including but not limited to:

- Fraud or financial misconduct
- Violations of laws, regulations, or internal policies
- Harassment, discrimination, or workplace violence
- Health and safety violations
- Environmental harm

3. Policy Statement

The organization is committed to protecting whistleblowers who, in good faith, report concerns about misconduct or unethical practices. Retaliation, harassment, or adverse actions against whistleblowers will not be tolerated.

4. Reporting Misconduct

- **Confidential Channels:** Whistleblowers can report concerns through the following channels:
 - A designated whistleblower hotline or email
 - Anonymous submission via a secure online platform
 - Direct communication with a trusted supervisor, HR representative, or designated compliance officer
- **Anonymity:** Individuals may choose to report anonymously. The organization will make every effort to protect their identity unless disclosure is required by law.

5. Protection Against Retaliation

- **Definition of Retaliation:** Retaliation includes any adverse action taken against a whistleblower as a result of their report, including but not limited to:
 - Termination or demotion
 - Reduction in pay or hours
 - Harassment or ostracism
 - Denial of promotions or benefits
- **Zero Tolerance:** Any employee or stakeholder found to engage in retaliatory behavior will face disciplinary action, up to and including termination of employment or contract.

6. Good Faith Reporting

Whistleblowers must act in good faith when reporting concerns. Reports made with malicious intent or based on knowingly false information may result in disciplinary action.

7. Investigation Process

- **Acknowledgment:** Reports will be acknowledged within a set timeframe (seven business days).
- **Impartiality:** Investigations will be conducted impartially and independently to ensure fairness.
- **Confidentiality:** Information related to whistleblower reports will be kept confidential and shared only on a need-to-know basis.
- **Resolution:** Outcomes of investigations will be communicated to the whistleblower, where appropriate, while respecting privacy laws.

8. Responsibilities

- **Management:** Ensure all employees are aware of the whistleblower policy and reporting procedures.
- **Compliance Officer:** Act as the point of contact for whistleblower concerns, oversee investigations, and enforce protection measures.
- **Employees:** Report concerns in good faith and cooperate with investigations.

9. Training and Awareness

The organization will provide regular training on the whistleblower policy and reporting mechanisms to ensure that all stakeholders are informed about their rights and responsibilities.

10. Monitoring and Review

This policy will be reviewed annually to ensure its effectiveness and alignment with current laws and best practices.

11. Enforcement

Failure to comply with this policy will result in disciplinary action, up to and including termination of employment or contracts.

Approved date: November 28, 2024

Review Date: November 01, 2027

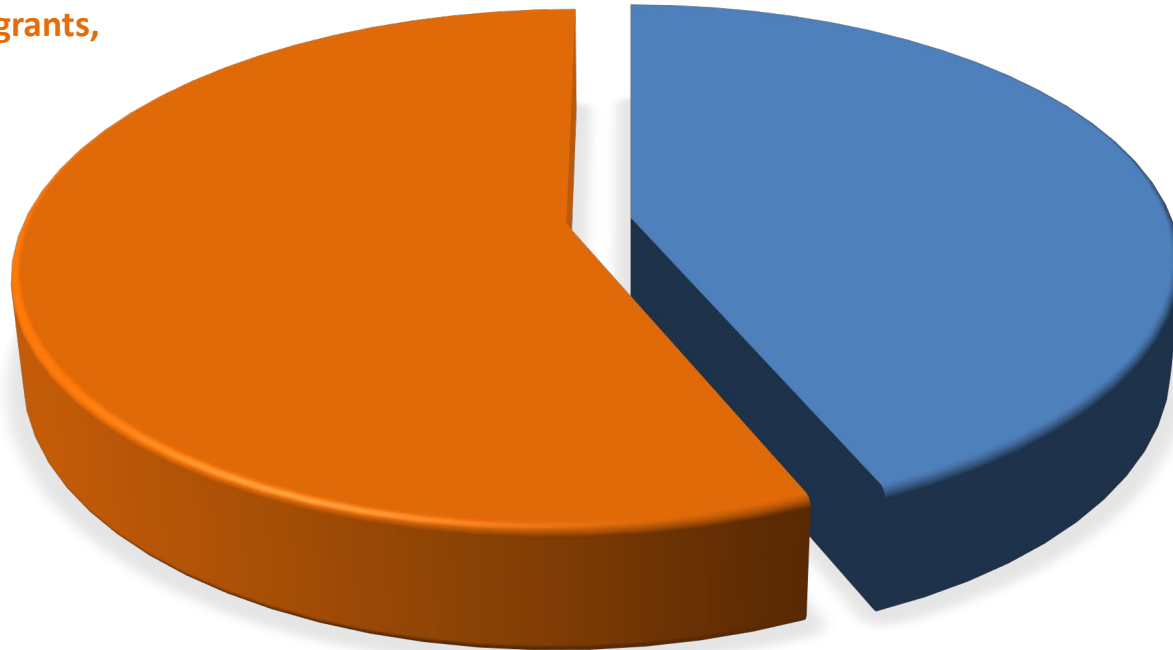
Reporting on Reports from Whistle Blowers for year 2023-2024

Last year, there were no reports from whistleblowers regarding misconduct, unethical behavior, or policy violations. This absence of reports could indicate a positive workplace culture where employees feel that issues are being addressed transparently and effectively through existing channels. However, it is also recognized that the lack of reports may reflect underutilization of whistleblowing mechanisms due to a lack of awareness or fear of retaliation. To ensure continued accountability and trust, the organization remains committed to reinforcing its whistleblower protection policy, promoting awareness of reporting procedures, and fostering an environment where individuals feel safe and empowered to speak up about concerns.

Financial Statement

**AL-ZAHIRA ISLAMIC RESEARCH FOUNDATION
REVENUES (2023-24)**

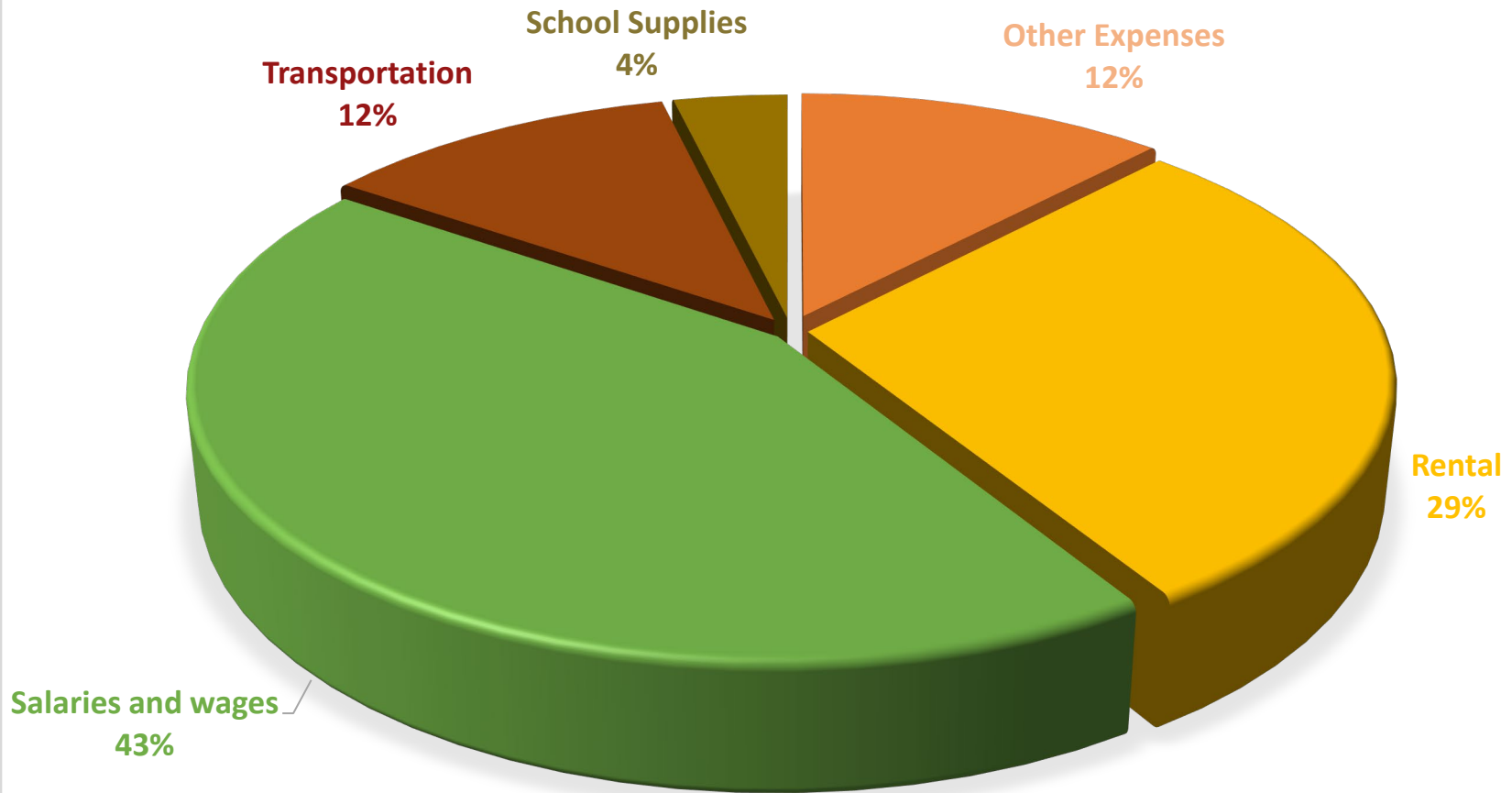
**Subsidies and grants,
57%**



Donations, 43%

The figures are based on unaudited accounts. The audit is currently in progress, and the information will be updated here as soon as it becomes available.

AL-ZAHIRA ISLAMIC RESEARCH FOUNDATION EXPENCES (2023-24)



The figures are based on unaudited accounts. The audit is currently in progress, and the information will be updated here as soon as it becomes available.



Financial Statement:

If you have any questions or require detailed financial information regarding the Al-Zehra Islamic Research Foundation's 2023-2024 financial statements, please book an appointment with the central office by contacting us at accounts@alisoncollege.ca or by calling 403-365-1515 and asking for accounts.

Please note that the 2023-2024 accounts are currently under audit and are expected to be available by the end of December 2024. The data provided in the upper charts are based on unaudited accounts.

Thank you for your interest in our foundation.

Alqaim International School

(Al-Zehra Islamic Research Foundation)