



"A Premier Islamic School"

School Authority: **School: 2458 Al-Qaim International School**
Education Plan and Annual Results Report (AERR)

2023-2024

December 02, 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
Fall 2024 Required Alberta Education Assurance Measures – Overall Summary	09
Student Growth and Achievement.....	10
➤ Student Learning and Engagement.....	10
➤ Citizenship.....	12
➤ Grade 6 Provincial Achievement Tests.....	15
➤ Grade 9 Provincial Achievement Tests.....	15
Teaching & Leading.....	16
➤ Education Quality.....	16
➤ Professional Learning, Supervision, and Evaluation.....	16
Learning Supports.....	17
➤ Welcoming, Caring, Respectful and Safe Learning Environment.....	17
➤ Access to Supports and Services.....	17
Governance.....	17
P.A.T Results Course By Course Summary By Enrolled With Measure Evaluation.....	19
Early Numeracy and Early Literacy	22
Al Qaim International School Commitment to Truth and Reconciliation with First Nations, Metis, and Inuit Cultural Perspectives and Awareness.....	24
Whistleblower Protection Policy.....	26
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,

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.

Syed Abbas

A handwritten signature in black ink, appearing to read "Syed Abbas", written over a white background.

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

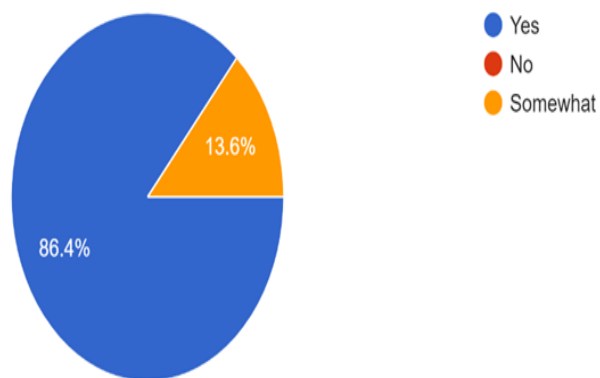


ECS, Grades 1-9 2023-2024:

• 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

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Al-Zahra Islamic Research Four			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	49.2	n/a	n/a	83.7	84.4	84.8	n/a	n/a	n/a
	Citizenship	52.6	n/a	n/a	79.4	80.3	80.9	Very Low	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	58.3	*	n/a	68.5	66.2	66.2	Very Low	n/a	n/a
	PAT6: Excellence	0.0	*	n/a	19.8	18.0	18.0	Very Low	n/a	n/a
	PAT9: Acceptable	68.8	n/a	n/a	62.5	62.6	62.6	Intermediate	n/a	n/a
	PAT9: Excellence	3.1	n/a	n/a	15.4	15.5	15.5	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	53.5	n/a	n/a	87.6	88.1	88.6	Very Low	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	49.2	n/a	n/a	84.0	84.7	85.4	n/a	n/a	n/a
	Access to Supports and Services	51.4	n/a	n/a	79.9	80.6	81.1	n/a	n/a	n/a
Governance	Parental Involvement	62.5	n/a	n/a	79.5	79.1	78.9	Very Low	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams 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.
7. 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.
8. 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.

Student Growth and Achievement

➤ *Student Learning and Engagement:*

Student Learning Engagement – Measure Details

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

	Authority										Province													
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	49	49.2	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	54.2	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41	44.3	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

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.

School: 2458 Al-Qaim International School

➤ *Citizenship:*

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																								
	Authority										Measure Evaluation			Province										
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	49	52.6	Very Low	n/a	n/a	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	57.5	Very Low	n/a	n/a	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41	47.7	Very Low	n/a	n/a	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

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***

- 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***

- 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:*

- 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:*

- 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:*

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.

School: 2458 Al-Qaim International School (EAL)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Al-Zahra Islamic Research Four							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53,806	68.8	54,859	66.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	Very Low	n/a	n/a	12	58.3	n/a	n/a	60,804	68.5	57,655	66.2
	Standard of Excellence	Very Low	n/a	n/a	12	0.0	n/a	n/a	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	Low	n/a	n/a	8	75.0	n/a	n/a	59,096	69.5	56,255	71.4
	Standard of Excellence	Very Low	n/a	n/a	8	0.0	n/a	n/a	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	Intermediate	n/a	n/a	8	62.5	n/a	n/a	58,577	52.7	55,447	54.4
	Standard of Excellence	Very Low	n/a	n/a	8	0.0	n/a	n/a	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	52.2	1,815	52.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	Intermediate	n/a	n/a	8	62.5	n/a	n/a	59,072	67.6	56,311	66.3
	Standard of Excellence	Very Low	n/a	n/a	8	0.0	n/a	n/a	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	High	n/a	n/a	8	75.0	n/a	n/a	59,125	60.5	56,309	58.4
	Standard of Excellence	Low	n/a	n/a	8	12.5	n/a	n/a	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. 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.
5. 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.
6. 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.

Areas of Strength:

- **Social Studies 9:** The "Acceptable Standard" for Social Studies 9 is high (75%), outperforming the provincial average of 60.5%.
- **Mathematics 9:** The "Acceptable Standard" is intermediate (62.5%), above the provincial average of 52.7%. This indicates moderate strength in achieving minimum expectations.

2. Areas of Concern:

- **Very Low Achievement in "Standard of Excellence":**
 - In **English Language Arts 9, Mathematics 9, Science 9, and Social Studies 6**, the "Standard of Excellence" is 0%, significantly below provincial averages.
- **Social Studies 6:**
 - The "Acceptable Standard" is very low (58.3%) compared to the provincial average of 68.5%.
- **Science 9 and Mathematics 9:**
 - Intermediate levels for "Acceptable Standard" (62.5% for both) indicate room for improvement to exceed or meet provincial standards.
 -
- **English Language Arts 9:**
 - The "Acceptable Standard" is slightly higher than the provincial average, but the "Standard of Excellence" remains a critical weakness.

3. Trends and Challenges:

- **Disparities in Excellence:** Consistently low "Standard of Excellence" across subjects suggests challenges in fostering higher-order thinking and advanced competencies.
- **Impact of External Factors:** Results may reflect disruptions from COVID-19, natural disasters, and other events mentioned in the notes, making trends less reliable.
-

Strategies for Improvement:

1. Boosting Excellence Across Subjects

- **Enrichment Activities:**

- Implement advanced-level problem-solving workshops and writing clinics to challenge high-achieving students.
- Use project-based learning to deepen critical thinking, creativity, and analytical skills.

- **Targeted Skill Development:**

- Incorporate strategies like Bloom's Taxonomy to design tasks promoting application, analysis, and synthesis.

- **Recognition and Motivation:**

- Reward academic achievements through school awards or provincial competitions to motivate striving for excellence.

2. Improving Foundational Competencies

- **Differentiated Instruction:**

- Use diagnostic tools to identify gaps in understanding and tailor lessons accordingly.
- Provide scaffolded learning support with visual aids, real-world examples, and peer tutoring programs.

- **Focused Interventions:**

- Offer after-school or weekend remedial sessions in Social Studies 6, Science 9, and Mathematics 9.
- Partner with parents to reinforce learning through home assignments and collaborative projects.

3. Professional Development for Teachers

- Train educators on innovative teaching practices and data-driven interventions.
- Facilitate workshops on differentiated instruction, formative assessments, and integrating technology in classrooms.

4. Leveraging Technology

- Utilize interactive tools like Kahoot, Quizizz, and Desmos for Mathematics and Science.
- Introduce online reading platforms and gamified learning for English and Social Studies.

5. Student Engagement and Support

- Provide mentorship programs pairing students with older peers or teachers to guide academic and emotional growth.
- Create engaging curricula that connect classroom content with real-world applications.

6. Enhanced Assessment Practices

- Conduct periodic formative assessments to monitor progress and adapt strategies accordingly.
- Use reflective practices where students self-assess and set learning goals.

7. Collaboration with Stakeholders

- Collaborate with parents and community members to create a supportive learning environment.
- Share progress transparently through regular updates and parent-teacher meetings.



Expected Outcomes:

By implementing these strategies, the school can expect:

- Improved achievement in "Acceptable Standard" across weaker subjects.
- A gradual rise in students achieving the "Standard of Excellence."
- Enhanced student engagement, confidence, and readiness for higher academic challenges.

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. For literacy grades students in grades k-4 were assessed by the assessment tool, Fountas and Pinnell. 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 had a group (every Thursday, 8th block) and worked with the assigned group on reading strategies based on their levels. Students from 1-5 were grouped based on their levels.
 - Students across the school had access to IXL for Math, L.A and Science to complement their learning.
 - All Students ECS to grade 6 had access to Raz-Kids for reading.
 - Students in grades 5-9 literacy abilities were assessed by their homeroom teachers.





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.





School: 2458 Al-Qaim International School

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

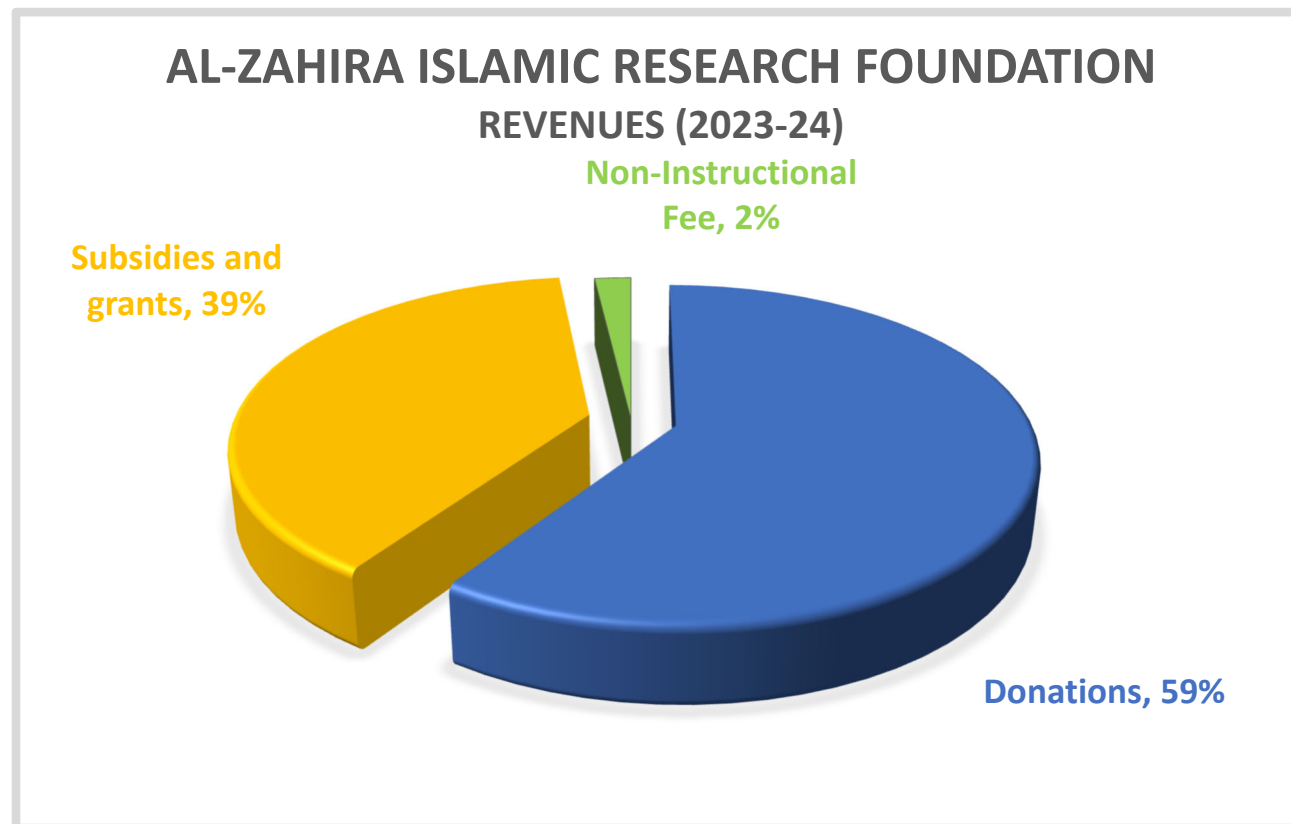
Last year, there were no reports from whistleblowers regarding misconduct, unethical behavior, or policy violations. This absence of reports could indicate a positive workplace culture where employees feel that issues are being addressed transparently and effectively through existing channels. However, 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

The financial performance of **Alzahra Islamic Research Foundation** shows a balanced structure of revenues and expenses, with current revenue sources comprising **59% from donations, 39% from subsidies and grants, and 2% from non-instructional fees**. On the expense side, the largest portion is allocated to **salaries and wages (41%)**, followed by **rental expenses (36%)**, **transportation (12%)**, **other expenses (9%)**, and **school supplies (2%)**.

Although the foundation is currently reliant on donations for a significant portion of its funding, this dependency is gradually declining. This trend is expected to continue and eventually phase out as the school prepares to launch its **international program**, which is projected to enhance revenue generation through diversified, sustainable income streams. This shift will help strengthen the foundation's financial independence and long-term stability.



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

