



"A Premier Islamic School"

School Authority: **Al-Zahra Islamic Research Foundation (A. 2457)**

Annual Results Report (AERR)

2024-2025

December 02, 2025

School: 2458 Al-Qaim International School

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2024/25 Fall School Authority Results Summary for Planning and Reporting

1. Message from the Director and Board Chair

The 2024–2025 school year marked Al-Qaim International School’s third full year of operation and our second year with a full cohort of junior high and Grade 9 students. During this time, we continued to grow in enrolment, program offerings, and staff capacity. Most notably, our Alberta Assurance measures show significant improvement across nearly every domain, especially in student learning engagement, citizenship, school climate, access to supports, and education quality.

Highlights from this year include:

- Student Learning Engagement increased from 49.2% in 2023–2024 to 82.2% in 2024–2025, closing most of the gap with the provincial result (83.9%).
- Citizenship improved from 52.6% to 74.7%, with an overall evaluation of Good.
- Education Quality, a key proxy for teaching and learning, rose from 53.5% to 80.2%, though still below the provincial result of 87.7%.
- Students achieved strong Grade 9 PAT results, with 75.0% of students meeting the Acceptable Standard (up from 68.8%) and 16.7% achieving the Standard of Excellence, both above the provincial results.
- Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) increased from 49.2% to 76.5%, and Access to Supports and Services increased from 51.4% to 75.5%.

While the overall picture is very positive, Parental Involvement remains an area of concern, with results essentially unchanged (62.5% to 62.8%) and well below the provincial measure of 80.0%. This will continue as a major focus in the coming year.

We are grateful to our students, staff, parents, and community partners for their dedication and trust. Together, we will continue to build a safe, faith-filled, and academically rigorous learning environment where all students can thrive.

Sincerely,

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

Syed Abbas

Director & Board Chair

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2. Accountability Statement

The Annual Education Results Report for Al-Qaim International School for the 2024/2025 school year was prepared under the direction of the Al-Zahra Islamic Research Foundation in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The Al-Zahra Islamic Research Foundation 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. The data in this report are drawn primarily from:

- The Fall 2025 Required Alberta Education and Childcare Assurance Measures (Student Learning Engagement, Citizenship, PAT 9 Results, Education Quality, WCRSLE, Access to Supports and Services, and Parental Involvement) for Al-Qaim International School.
- Provincial Achievement Test (PAT) results by course and measure evaluation for Grades 6 and 9.

Caution should be used when interpreting results, as student and parent numbers are small and some data are suppressed where there are fewer than six respondents or students.

This report was developed in the context of the goals outlined in our Three-Year Education Plan 2025–2028, and aligns with the priorities of Alberta Education and Childcare.

The Board of Directors is committed to using the results in this report to improve student learning and maintain accountability to students, parents, and the community.

This Annual Education Results Report for 2024/2025 was approved by the governing body of Al-Zahra Islamic Research Foundation on November 28, 2025

A handwritten signature in black ink, appearing to read "Syed Abbas", with a stylized flourish at the end.

Syed Abbas

Director & Board Chair

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3. 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>

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4. School Profile and Local / Societal Context

Al-Qaim International School (2458) operates under the authority of the Al-Zahra Islamic Research Foundation (A. 2457), an independent educational non-profit that is committed to providing high-quality, values-based education within Alberta's private school framework.

Since its establishment in 2022, the school has grown steadily, reaching an enrolment of 110 students in 2024-25 across ECS to Grade 10. In 2025-26, Grade 11 programming is added, and the school's total capacity is at 125 students.

Students at Al-Qaim come from diverse socio-economic backgrounds and cultural heritages - primarily from Middle Eastern, South Asian, and Gulf States. Many are multilingual, and the school offers targeted EAL and speech-language supports to assist in student learning and communication.

The school currently employs Alberta-certified teachers, education assistants, and administrative support staff. In the 2024–25 school year, the team included **11** certified teachers and **2** non-certified educational staff. Recruitment efforts include participation in career fairs and partnerships with post-secondary institutions to host student-teachers.

Al-Zahra Islamic Research Foundation provides governance and oversight, including board review and approval of the Education Plan, AERR, and school budget. The Board maintains ongoing engagement with families and staff through scheduled meetings, parent gatherings, and strategic planning discussions.

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

5. Overview of Alberta Assurance Measures – Fall 2025

Assurance Domain	Measure	Al-Qaim International School			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	82.2	49.2	49.2	83.9	83.7	84.4	Low	Improved Significantly	Good
	Citizenship	74.7	52.6	52.6	79.8	79.4	80.4	Intermediate	Improved Significantly	Good
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	75.0	68.8	68.8	62.5	62.5	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	16.7	3.1	3.1	15.6	15.4	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	80.2	53.5	53.5	87.7	87.6	88.2	Very Low	Improved Significantly	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.5	49.2	49.2	84.4	84.0	84.9	Very Low	Improved Significantly	Acceptable
	Access to Supports and Services	75.5	51.4	51.4	80.1	79.9	80.7	Low	Improved Significantly	Good
Governance	Parental Involvement	62.8	62.5	62.5	80.0	79.5	79.1	Very Low	Maintained	Concern

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 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).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.

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5.1 Summary of Results

- **Student Growth and Achievement**

- Student Learning Engagement: 82.2% (up from 49.2%). Achievement remains Low, but Improvement is Improved Significantly, yielding an overall evaluation of Good.
- Citizenship: 74.7% (up from 52.6%). Achievement is Intermediate, Improvement Improved Significantly, Overall Good.
- PAT 9 – Acceptable: 75.0% (up from 68.8%), above Alberta at 62.5%. Achievement and Improvement are both Intermediate/Maintained, Overall Acceptable.
- PAT 9 – Excellence: 16.7% (up from 3.1%), comparable to Alberta at 15.6%. Overall Acceptable.

- **Teaching and Leading**

- Education Quality: 80.2% (up from 53.5%). Achievement remains Very Low relative to provincial 87.7%, but Improvement is Improved Significantly, Overall Acceptable.

- **Learning Supports**

- Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE): 76.5% (up from 49.2%), with an overall evaluation of Acceptable.
- Access to Supports and Services: 75.5% (up from 51.4%), Overall Good.

- **Governance**

- Parental Involvement: 62.8% (essentially unchanged from 62.5%), significantly below provincial results. Achievement Very Low, Improvement Maintained, Overall Concern.

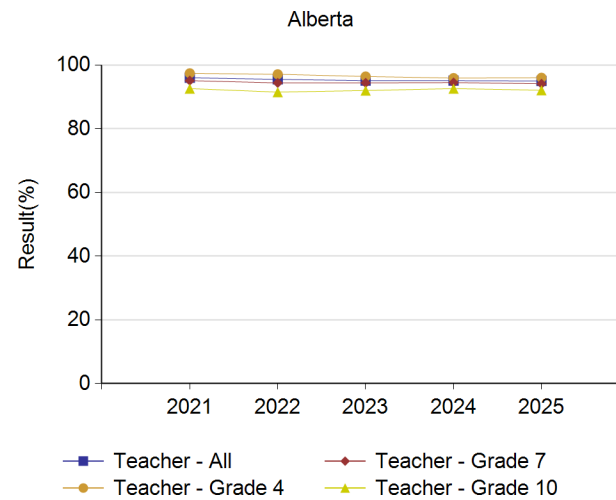
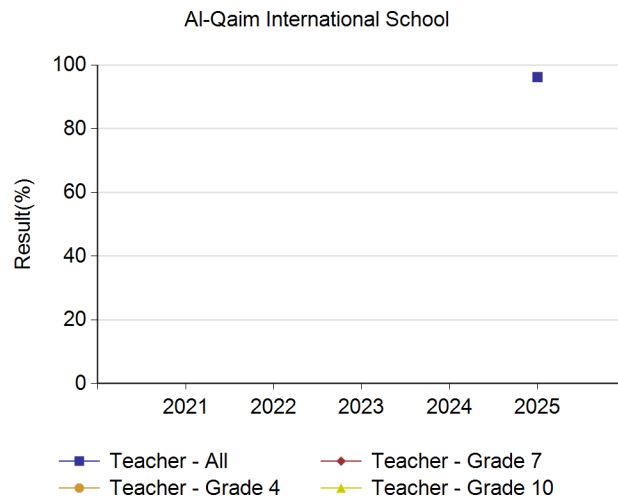
Overall, Al-Qaim International School moved from a profile with several “Issue/Very Low” designations in 2023–2024 to one where most measures are now rated “Acceptable” or “Good,” with consistently “Improved Significantly” trends.

6. Domain: Student Growth and Achievement

6.1 Student Learning Engagement

Measure definition: Percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Al-Qaim International School				Alberta												
	2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	49	49.2	63	82.2	Low	Improved Significantly	Good	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	8	54.2	5	*	*	*	*	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	41	44.3	54	68.3	Intermediate	Improved Significantly	Good	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	n/a	n/a	9	96.2	Intermediate	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0



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.

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2024–2025 Results

- Overall: 82.2% (up from 49.2% in 2023–2024; Alberta 83.9%). Achievement Low, Improvement Improved Significantly, Overall Good.
- Students (all): Student agreement increased from 44.3% to 68.3%, though still below the provincial student result of ~69–71%.
- Grade-level patterns show strong gains, especially in Grades 7–9 and 10, where student engagement results rose sharply compared to 2023–2024.

Because teacher and parent respondent numbers remain under six, some group-level data are suppressed, but the overall measure clearly indicates major improvement.

Comparison to 2023–2024

In last year's AERR, Al-Qaim International School identified student engagement as a critical concern, with overall results of 49.2% and student results of 44.3%, far below provincial averages. The school outlined strategies including differentiated instruction, project-based learning, increased extracurricular options, and stronger communication with families.

The 2024–2025 results suggest that these strategies are beginning to have a tangible impact. Student agreement has increased by more than 24 percentage points, and the overall measure improved enough to move the evaluation from an “Issue” position to Good.

Key Factors / Interpretation

- **Instructional practices:** Teachers have incorporated more active learning, group projects, and hands-on activities, which students report as more engaging and relevant.
- **Student voice:** The school expanded student leadership opportunities (clubs, assemblies, feedback forums), giving students more influence over school activities.
- **Extracurricular programming:** Additional clubs and events, including sports, arts, Qur'an competitions and STEM activities, provided avenues for students to connect with school beyond the classroom.
- **Language and transition supports:** Targeted support for EAL learners and new-to-Alberta students appears to have reduced feelings of disconnection.

Next Steps (2025–2026)

- Continue professional learning for teachers on formative assessment, student choice, and culturally responsive pedagogy.

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- Formalize student advisory councils at each division to co-design activities and provide feedback.
- Align homework and assessment practices to ensure workload is challenging but manageable.
- Monitor engagement data by division and cohort, using school-based surveys twice per year to respond quickly to concerns.



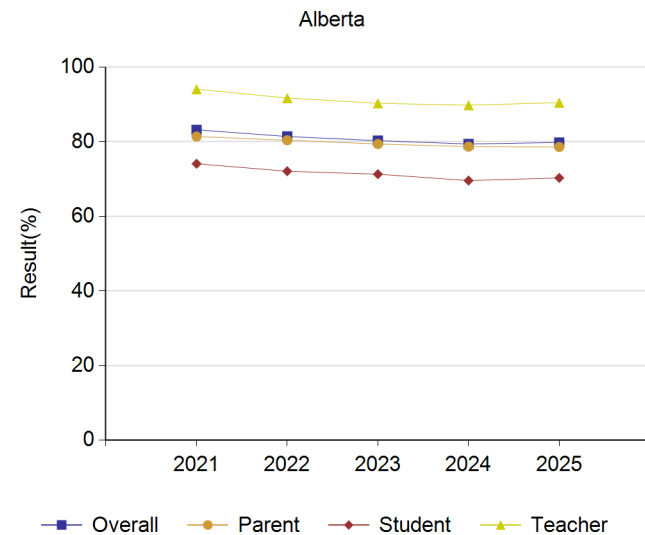
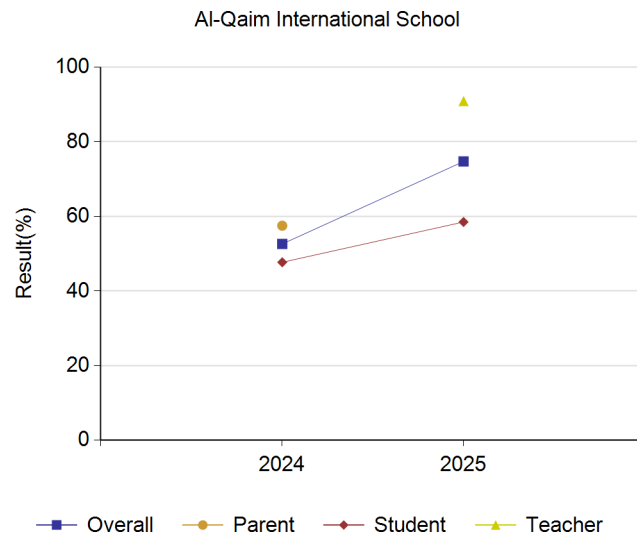
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6.2 Citizenship

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

	Al-Qaim International School							Alberta									
	2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	49	52.6	63	74.7	Intermediate	Improved Significantly	Good	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	8	57.5	5	*	*	*	*	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	41	47.7	54	58.5	Low	Improved	Acceptable	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	n/a	n/a	9	90.9	Intermediate	n/a	n/a	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5

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.
3. 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.

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2024–2025 Results

- **Overall:** 74.7% (up from 52.6% in 2023–2024; Alberta 79.8%). Achievement Intermediate, Improvement Improved Significantly, Overall Good.
- **Parents:** 57.5% (unchanged from 57.5% in 2023–2024), considerably below provincial parent results (~79%).
- **Students (all):** Increased from 47.7% to 58.5%, narrowing the gap with provincial student citizenship results.
- **Teachers:** 90.9% (first year with sufficient teacher respondents), in line with provincial teacher citizenship results above 90%.

Comparison to 2023–2024

In 2023–2024, Citizenship was rated Very Low, driven by low student and parent perception data. The new results show a substantial increase of over 20 percentage points in the overall measure, moving from “Very Low” to Intermediate achievement and an overall rating of Good.

Key Factors / Interpretation

- Implementation of character education and Islamic values across subjects has made expectations for respectful behaviour and responsibility more explicit.
- Increased opportunities for service-learning, fundraising, and community outreach have allowed students to practice citizenship in authentic contexts.
- Clearer behaviour expectations and restorative discipline processes have improved consistency.
- While student and teacher perceptions are now relatively strong, parent views remain more cautious, suggesting that communication about how citizenship is taught and reinforced needs further strengthening.

Next Steps (2025–2026)

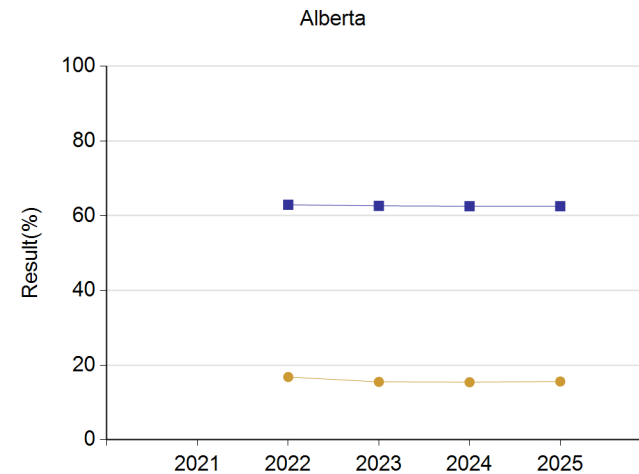
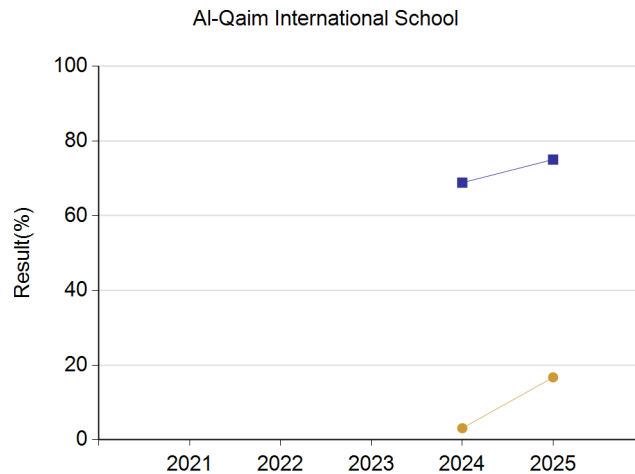
- Continue and expand service projects tied to curricular outcomes and community needs.
- Provide regular communication to parents about citizenship initiatives, classroom activities, and student leadership.
- Incorporate student reflections on citizenship into report cards or portfolios.
- Use student focus groups to better understand differences in citizenship perceptions across grade levels.

6.3 Provincial Achievement Tests (PAT) – Grade 9

6.3.1 PAT 9 – Overall Aggregated Results

	Al-Qaim International School					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	n/a	n/a	8	6	n/a	n/a	n/a	n/a	53,039	57,925	60,682	61,071
Acceptable Standard %	n/a	n/a	n/a	68.8	75.0	Intermediate	Maintained	Acceptable	n/a	62.9	62.6	62.5	62.5
Standard of Excellence %	n/a	n/a	n/a	3.1	16.7	Intermediate	Maintained	Acceptable	n/a	16.8	15.5	15.4	15.6

Notes:



— Acceptable Standard % — Standard of Excellence %

— Acceptable Standard % — Standard of Excellence %

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires 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. 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.

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These results indicate that Al-Qaim International School students outperformed the province overall at both Acceptable and Excellence levels, despite our small cohort (N=6 in 2025). However, due to the limited number of students, achievement remains categorized as Intermediate and trends as Maintained in the Alberta Assurance evaluation.



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6.3.2 PAT 9 – Results by Course

Course	Measure	Al-Qaim International School							Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	*	*	*	9	*	12	58.3	50,053	64.1	59,230	67.4
	Standard of Excellence	*	*	*	9	*	12	0.0	50,053	18.5	59,230	18.9
English Language Arts 9	Acceptable Standard	Very High	Improved	Excellent	6	100.0	8	75.0	59,391	69.8	57,676	70.4
	Standard of Excellence	High	Improved	Good	6	16.7	8	0.0	59,391	11.1	57,676	12.6
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	47.4	1,360	49.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	5.2	1,360	5.6
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	75.2	3,262	76.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	9.3	3,262	10.7
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	84.8	595	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	16.4	595	21.0
Mathematics 9	Acceptable Standard	Very Low	Declined	Concern	6	33.3	8	62.5	58,911	51.7	57,012	53.5
	Standard of Excellence	Very Low	Maintained	Concern	6	0.0	8	0.0	58,911	14.0	57,012	13.7
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	49.7	1,891	52.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	11.0	1,891	10.6
Science 9	Acceptable Standard	Very High	Maintained	Excellent	6	83.3	8	62.5	59,453	68.6	57,692	66.9
	Standard of Excellence	Very High	Improved	Excellent	6	33.3	8	0.0	59,453	21.1	57,692	20.5
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	50.3	1,304	52.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	7.9	1,304	9.9
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	6	83.3	8	75.0	59,472	60.5	57,717	59.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	6	16.7	8	12.5	59,472	17.1	57,717	15.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	50.3	1,246	50.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	10.6	1,246	10.9

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 2020/21 to 2021/22. School years 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 wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province

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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

Alberta's "PAT Results Course by Course Summary by Enrolled with Measure Evaluation" identifies the following patterns:

- **English Language Arts 9**
 - Acceptable and Excellence rates improved over the previous year, with 3-year rolling averages now approaching provincial levels.
- **Mathematics 9**
 - Remains an area of concern. The 3-year rolling average for Acceptable Standard is 47.9%, below the provincial 52.9%, and there were no students at the Standard of Excellence in the current cycle.
- **Science 9**
 - **Area of strength:** 83.3% of students achieved the Acceptable Standard (up from 62.5%), and 33.3% achieved Excellence, both well above provincial results, earning a "Very High – Excellent" evaluation.
- **Social Studies 9**
 - Also a strong area: 83.3% Acceptable and 16.7% Excellence, again above provincial results, with a "Very High – Excellent" evaluation for Acceptable and "Intermediate – Acceptable" for Excellence.

Overall, results show that literacy-based and social science outcomes are improving rapidly, while Mathematics 9 remains the most significant academic challenge.

6.3.3 PAT 6 – English Language Arts & Social Studies

In 2024–2025, Grade 6 PATs were re-introduced for some subjects under the new curriculum. For ELA & Literature 6, 44.4% of students met the Acceptable Standard based on number enrolled, compared to 69.1% provincially; however, this is the first year of a new test and cohort size is small.

Al-Qaim International School will treat these Grade 6 results as a baseline and focus on early intervention, particularly in reading comprehension and written expression.

6.3.4 Interpretation and Next Steps

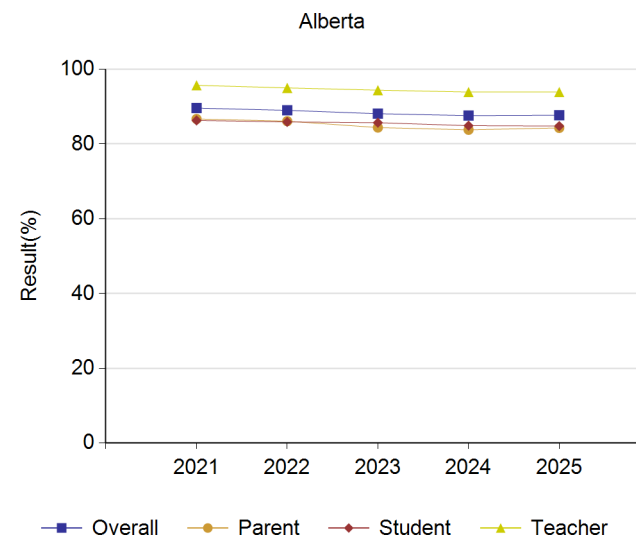
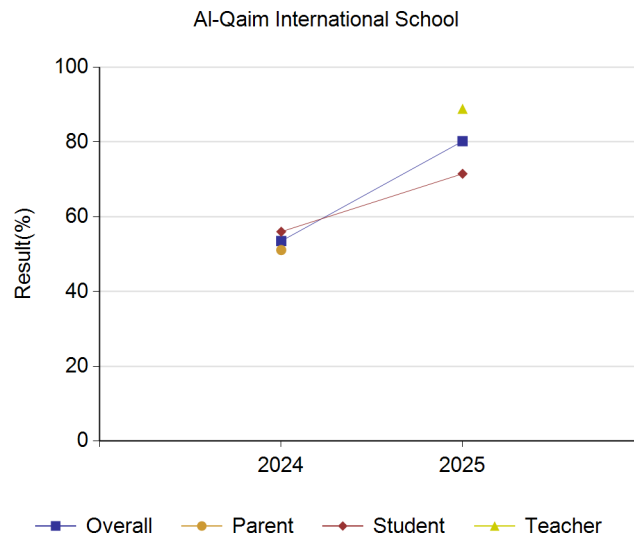
- Strength in **Science and Social Studies 9** suggests effective instruction and alignment with the Program of Studies, particularly in inquiry skills and content knowledge.
- Improvements in **ELA 9** indicate progress in literacy instruction, though additional work is needed to increase Excellence rates further.
- **Mathematics** requires intensified support:
 - Implementation of common unit plans and assessments.
 - Targeted numeracy intervention blocks for junior high students.
 - Ongoing professional learning for teachers in conceptual understanding, problem solving, and formative assessment.
- For **Grade 6**, the school will:
 - Use diagnostic assessments at the start and end of the year.
 - Provide targeted small-group interventions for reading and numeracy.
 - Monitor alignment between classroom assessment and the new PAT format.

7. Domain: Teaching and Leading

7.1 Education Quality

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

	Al-Qaim International School				Alberta												
	2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	49	53.5	63	80.2	Very Low	Improved Significantly	Acceptable	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	8	51.1	5	*	*	*	*	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	41	56.0	54	71.5	Very Low	Improved	Issue	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	n/a	n/a	9	88.9	Very Low	n/a	n/a	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9



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.

School: 2458 Al-Qaim International School

2024–2025 Results

- **Overall:** 80.2% (up from 53.5% in 2023–2024; Alberta 87.7%). Achievement Very Low, Improvement Improved Significantly, Overall Acceptable.
- **Students (all):** 71.5%, up from 56.0% in the prior year.
- **Teachers:** 88.9% of teachers reported satisfaction with education quality (first year with unsuppressed teacher data), slightly lower than the provincial teacher rate but still high.

Analysis

The substantial increase in Education Quality reflects:

- Better instructional planning and assessment practices, supported by professional learning in differentiated instruction, literacy and numeracy strategies, and use of formative assessment.
- Increased coherence between school-wide expectations (e.g., behaviour, academic integrity, homework) and classroom practice.
- Improved communication with students and families about learning goals, criteria for success, and progress.

At the same time, results remain below provincial averages, which is expected for a young school still building systems and supports.

7.2 Professional Learning, Supervision, and Evaluation

Al-Qaim International School prioritized the professional growth of teachers and instructional leaders during the 2024–2025 school year. Consistent with Goals 2 and 3 of the authority’s Education Plan 2025–2028, professional learning was structured around three core themes:

1. Inclusive Education and Differentiation
2. Instructional Leadership and Peer Coaching
3. Understanding FNMI Perspectives in Curriculum

Throughout the year, teachers participated in:

- Ten (10) full-day professional development (PD) sessions
- Bi-weekly faculty meetings to discuss overall individual teaching plans
- Instructional walkthroughs with feedback cycles
- External leadership symposiums and info/training sessions for administrators i.e. principal and vice principal

Feedback from the June 2025 internal teacher survey highlighted several impactful trends:

- Multiple staff members described the UDL-focused sessions as “eye-opening” and noted they were applying flexible lesson designs and choice-based assignments to meet diverse learner needs.
- Teachers valued the PD on “modifying tasks for ELLs and students with emerging literacy,” which they noted helped “bridge performance gaps across the grades.”
- One respondent commented, *“The PD on inclusivity and classroom practices was something I actually used the very next day.”*
- Regarding supervision, teachers expressed appreciation for “walkthroughs that felt more like coaching than evaluation,” and noted that leadership was “visible and supportive throughout the year.”
- Teachers suggested having more PD time dedicated to “assessment design,” “task alignment, especially for junior high,” and further training on Indigenous curriculum integration.

All teachers completed their Annual Professional Growth Plans (APGPs) in accordance with the Teaching Quality Standard (TQS). Informal feedback confirmed that many staff updated their plans throughout the year and used them during coaching conversations.

The principal conducted approximately over 50 classroom walkthroughs (formal and informal observations), followed by feedback and goal-setting sessions. These efforts supported a distributed leadership model, consistent with Strategy 3.1 in the Education Plan.

The professional learning model will continue in 2025–2026, with planned refinements based on teacher feedback. A special focus will be placed on data-informed instruction, Indigenous knowledge integration, and assessment practices.

8. Domain: Learning Supports

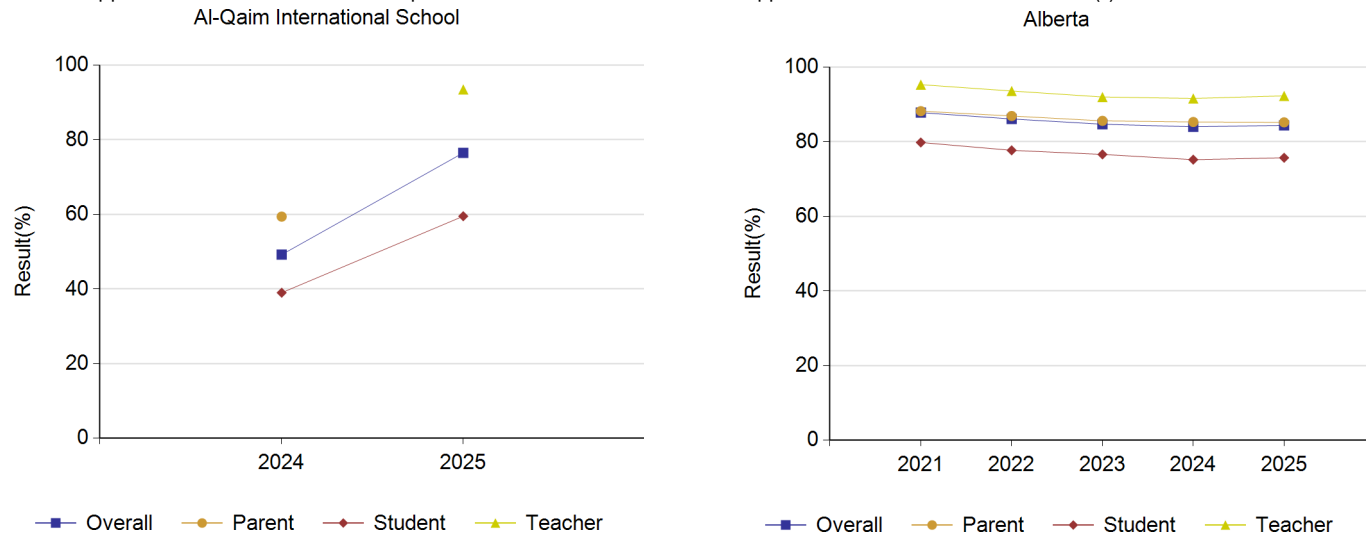
8.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)

Measure definition: Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Al-Qaim International School							Alberta									
	2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	49	49.2	63	76.5	Very Low	Improved Significantly	Acceptable	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	8	59.4	5	*	*	*	*	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	41	39.0	54	59.5	Very Low	Improved Significantly	Acceptable	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	n/a	n/a	9	93.5	Intermediate	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

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.

School: 2458 Al-Qaim International School

2024–2025 Results

- **Overall:** 76.5% (up from 49.2% in 2023–2024; Alberta 84.4%). Evaluation: Achievement Very Low, Improvement Improved Significantly, Overall Acceptable.
- **Students (all):** Increased from 39.0% to 59.5%, though still below provincial student results (~75–80%).

Detailed WCRSLE survey items show notable improvements in students feeling that they belong at school, feel safe, are treated fairly by adults, and feel that teachers care about them, particularly in Grades 4–6 and 7–9.

Key Strategies and Impact

- Daily homeroom and advisory structures emphasizing relationship building and check-ins.
- Clear behaviour matrices and progressive discipline practices, paired with restorative conversations.
- Increased staff presence in hallways, common areas and at recess to improve supervision.
- Social-emotional learning opportunities through Islamic Studies, Health, and assemblies.

Next Steps

- Continue to monitor incidents of bullying, conflict, and disciplinary referrals, seeking to reduce both frequency and severity.
- Provide student leadership training to peer helpers and club leaders to promote positive peer culture.
- Offer parent education sessions on digital citizenship, bullying prevention, and mental health.

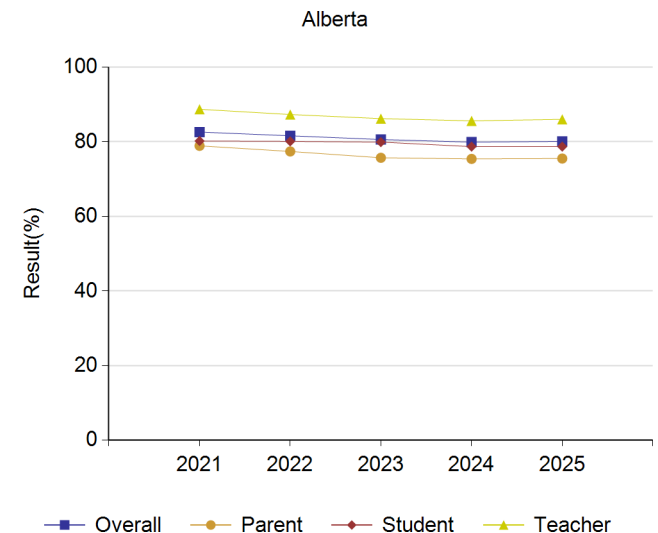
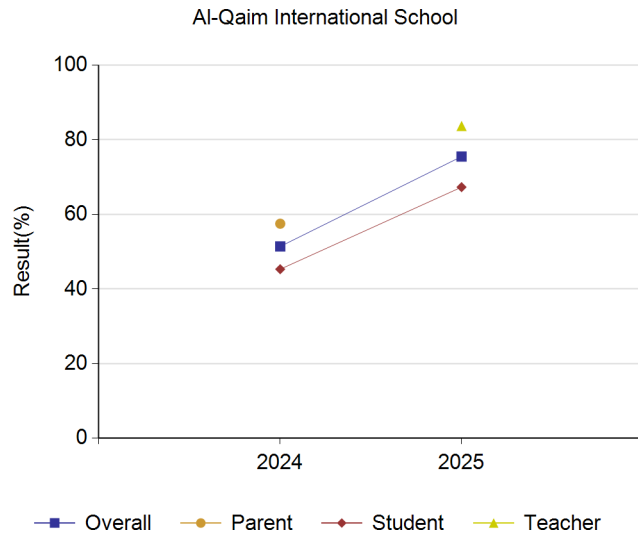
8.2 Access to Supports and Services

Measure definition: Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Al-Qaim International School							Alberta									
	2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	49	51.4	63	75.5	Low	Improved Significantly	Good	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	8	57.5	5	*	*	*	*	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	41	45.3	54	67.3	Very Low	Improved Significantly	Acceptable	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	n/a	n/a	9	83.7	Low	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

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.

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2024–2025 Results

- **Overall:** 75.5% (up from 51.4%; Alberta 80.1%). Achievement Low, Improvement Improved Significantly, Overall Good.

Interpretation

The marked increase suggests that students and families now experience more timely and visible support, including:

- Expansion of learning support blocks for literacy and numeracy.
- Better coordination with external specialists (speech-language, psychologists, occupational therapy) where appropriate.
- Use of Individual Support Plans for students with diverse learning needs.
- Increased counselling and pastoral care through school leadership and support staff.

8.3 Local Measures and Internal Feedback (2024–25):

- Tracking data from the school's internal support team showed that over 90% of students receiving structured EAL or academic interventions met their individualized learning goals by June 2025.
- Attendance during targeted support blocks averaged 95%, indicating strong engagement with learning interventions.
- Based on EAL Benchmark assessments conducted from September 2024 to May 2025:
 - 94% of EAL students showed improvement in reading skills
 - 70% improved in speaking
 - 82% improved in listening
 - 88% improved in writing

These gains reflect the impact of structured literacy support blocks and targeted language instruction aligned with Alberta's ESL benchmarks.

- Teachers collaborated to improve consistency and implementation of IPPs across grade levels, and several reported that shared planning time contributed to stronger support plans.

- A June 2025 parent feedback survey indicated that 10 out of 11 families with children on IPPs felt satisfied or very satisfied with the communication and level of support provided.
- Our Speech-Language Pathologist (SLP) collaborated with both students and teachers, documenting notable improvements in early language development, particularly in Grades 1 and 2, following multiple intervention sessions throughout the academic year. Based on the SLP's recommendations, the school invested in the Story Champs program, equipping classroom teachers with targeted strategies to strengthen students' reading and language comprehension skills.



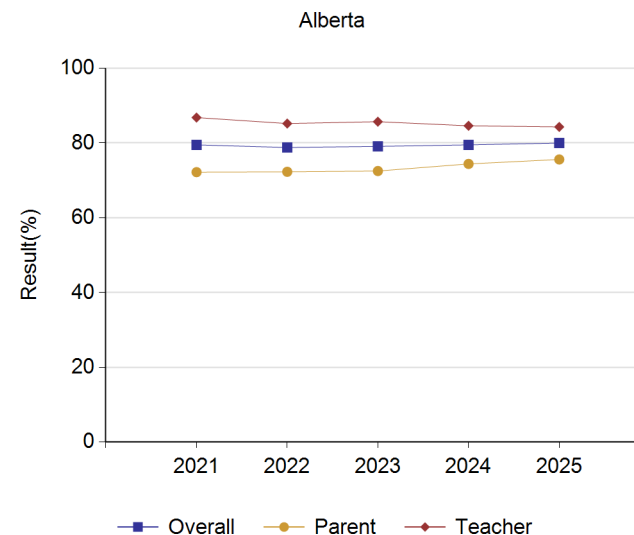
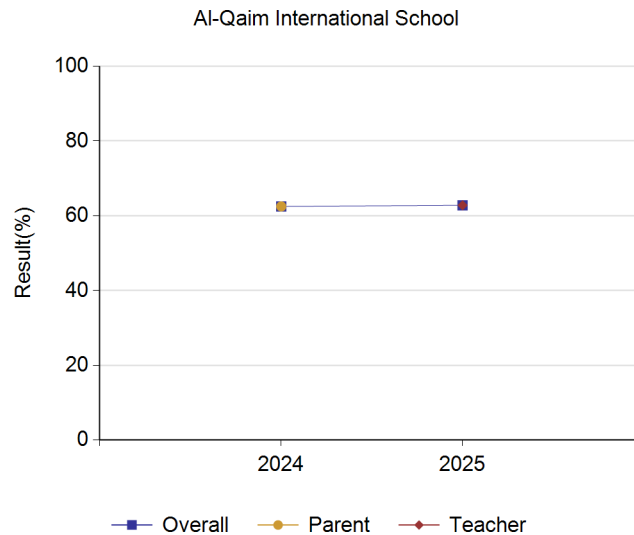
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9. Domain: Governance

9.1 Parental Involvement

Measure definition: Percentage of teachers and parents who are satisfied with parental involvement in decisions about their child's education.

	Al-Qaim International School				Alberta												
	2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	8	62.5	9	62.8	Very Low	Maintained	Concern	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	8	62.5	5	*	*	*	*	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	n/a	n/a	9	62.8	Very Low	n/a	n/a	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3



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.

2024–2025 Results

- **Overall:** 62.8% (up slightly from 62.5%; Alberta 80.0%). Achievement Very Low, Improvement Maintained, Overall Concern.

Analysis

Despite improvements in other domains, parent perceptions of involvement have not changed significantly. Several factors may contribute:

- Many families are still adjusting to Canadian schooling norms and expectations for parent involvement.
- Language barriers may limit some parents' ability to fully engage with school communications and decision-making.
- As a relatively new school, Al-Qaim International School is still building formal structures for ongoing parent input (e.g., school council, focus groups).

Current Strategies

During 2024–2025, Al-Qaim International School:

- Continued to host parent-teacher conferences, open houses, and information sessions.
- Increased use of digital communication tools (email, messaging apps, online portals).
- Invited parents to volunteer for events, clubs, and supervision when possible.

Next Steps

Parental Involvement will remain a priority area in 2025–2026 with the following actions:

- Establish and strengthen a Parent Advisory Council/School Council with clear terms of reference and regular meetings.
- Provide translation or interpretation support for key meetings and documents where possible.
- Offer workshops for parents on Canadian curriculum, assessment, high-school pathways, and how to support learning at home.
- Implement short, frequent parent surveys to gather feedback on communication, involvement opportunities, and priorities.

10. School-Based Measures: Early Literacy and Numeracy

10.1 Early Literacy

In 2024–2025, Al-Qaim International School continued to use **beginning-, mid-, and end-of-year literacy screeners** (e.g., phonological awareness, decoding, reading fluency and comprehension) for students in ECS–Grade 6. Results indicate:

- A growing proportion of students meeting **grade-level expectations by spring**, with especially strong gains among students who received targeted small-group intervention.
- EAL learners continue to require additional time and support to develop academic vocabulary and comprehension.

During the 2024–2025 academic year, Al-Qaim International School implemented the **Fountas and Pinnell Benchmark Assessment System (BAS)** as the primary screening tool for early literacy in Grades 1–8. This assessment is aligned with Alberta Education expectations and provides levelled reading data to guide early intervention and instructional decisions.

Assessment Details:

Grade	Oct-Feb-May (% Student Shown Growth)
Kindergarten	80%
Grade 1	83%
Grade 2	85%
Grade 3	83%
Grade 4	92%
Grade 5	86%
Grade 6	89%
Grade 7	90%
Grade 8	83%

Intervention and Support Strategies

- A Tiered Support Model was implemented across K–8 for early literacy:
 - Daily guided reading based on benchmark levels
 - Use of Story Champs for oral language and comprehension
 - Leveled Literacy Intervention (LLI) with struggling readers

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- Decodable readers and word-study routines in lower elementary
- SLP Collaboration: Grades 1–2 students received language enrichment through the school’s Speech-Language Pathologist, with documented improvements in expressive and receptive language.
- ELL Support: According to internal benchmarking data:
 - 94% of ELL students improved in reading
 - 70% improved in speaking, 82% in listening, and 88% in writing
- IPP Tracking: Students requiring continued support had IPPs in place and were monitored through academic data meetings each term.

Parent Communication

- Student reading levels and interventions were shared with families through:
 - Report cards and teacher feedback (each term)
 - Parent-teacher conferences
 - IPP review meetings for students requiring additional support
 - Literacy events and take-home tools to strengthen home-school connection

11. Indigenous Perspectives and Truth & Reconciliation

As of the 2024–2025 school year, Al-Qaim International School does not have any students who self-identify as First Nations, Métis, or Inuit.

However, the school remains committed to fostering reconciliation and awareness through integration of Indigenous perspectives in the curriculum and learning environments. The school authority, Al-Zahra Islamic Research Foundation, recognizes its role in advancing the spirit of the Truth and Reconciliation Commission’s Calls to Action, particularly in the areas of education and intercultural understanding.

Key Actions Taken in 2024–25:

- **Curriculum Integration:** Teachers incorporated age-appropriate content related to Indigenous history, cultures, and current issues into social studies, language arts, and health classes.
- **Professional Learning:** All teaching staff participated in an internal PD session in Fall 2024 focused on:
 - Treaty education and the history of residential schools
 - Cultural sensitivity when teaching Indigenous topics

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- Promoting understanding of Indigenous contributions in Alberta and Canada
- **Literature and Storytelling:** Indigenous-authored texts and oral storytelling resources were added to the K–8 reading library, including works by Cree, Métis, and Inuit authors.
- **Land Acknowledgment:** All major events begin with acknowledgment that the school is located on Treaty 6 territory, with discussion about what this means woven into classroom routines.
- **Community Connection Goals:** In 2025–26, the school plans to invite local Indigenous speakers and elders for cultural awareness sessions, to build deeper learning opportunities.

12. Whistleblower / Public Interest Disclosure

Al-Qaim International School continues to adhere to the Public Interest Disclosure (Whistleblower Protection) Act. The school's Public Interest Disclosure Policy and Procedures set out processes for employees to disclose serious wrongdoing in good faith, protections from reprisal, and steps for investigation and resolution.

During the 2024–2025 school year:

- No formal disclosures were received under the Act.
- The policy was shared with staff at the start of the year and is available in the staff handbook and school office.

13. Looking Ahead

The 2024–2025 results show that Al-Qaim International School is on a strong upward trajectory. Significant improvements in student engagement, citizenship, school climate, access to supports, education quality, and PAT performance confirm that our strategies are working. At the same time, the school acknowledges ongoing work needed in:

- Strengthening Mathematics achievement, particularly at the junior high level.
- Continuing to close gaps between Al-Qaim International School and provincial results in Education Quality and WCRSLE.
- Substantially increasing Parental Involvement so that families feel like true partners in their children's education.

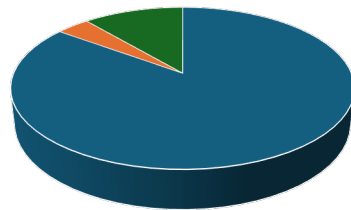
These focus areas will be embedded in our 2025–2028 Education Plan and monitored through both provincial and school-based measures.

13. Financial Results

Al-Qaim International School prepares annual financial statements in accordance with applicable accounting standards and Alberta Education and Childcare requirements. The summary table of revenues and expenditures is attached below:

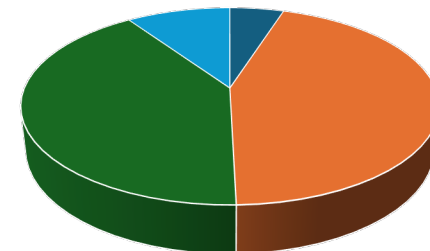
Financial Summary	2024-2025	Percentage
REVENUES		
Total Alberta Education and Childcare Revenues	757,473	85%
Non-instructional fees (O&M, Transportation, Admin, etc.)	33,170	4%
Gifts and donations	100,000	11%
Total Revenues	890,643	100%
EXPENSES		
Instruction - ECS	86,448	5%
Instruction - Grades 1 to 12	774,945	45%
Operations and maintenance	709,160	41%
Transportation	166,378	10%
Total Expenses	1,736,931	100%
SURPLUS (DEFICIT)	(846,288)	

Revenues Composition



- Total Alberta Education and Childcare Revenues
- Non-instructional fees (O&M, Transportation, Admin, etc.)
- Gifts and donations

Expenditure Composition



- Instruction - ECS
- Instruction - Grades 1 to 12
- Operations and maintenance

In 2024–2025, the school generated total revenues of \$890,643, the majority of which (approximately 85%) came from Alberta Education and Childcare grants, with a further 4% from non-instructional fees and 11% from gifts and donations. Total expenses were \$1,736,931, directed primarily to classroom instruction (ECS and Grades 1–12) and to operations and maintenance. This resulted in an operating deficit of \$846,288 for the year.

The deficit was funded by drawing on cash reserves that had been established in the previous year through a significant one-time donation, which had fully met the school’s cash-flow requirements in 2023–2024. The school continues to operate without long-term debt, and the Board is closely monitoring cash flow and the sustainability of current expenditure levels.

The Board remains committed to:

- Ensuring that public, parent and donor funds are spent primarily on teaching and learning for students.
- Maintaining transparent, compliant and prudent financial practices as outlined in the school’s Financial Accountability Policy and related procedures.
- Aligning resource allocation with the priorities identified in this report and in the Education Plan 2024–2027, while carefully managing cash flow and reserves.

Local Measures – Impact of Financial Strategy

In 2024–25, the school used targeted local measures (internal teacher surveys, student performance monitoring, and parent feedback) to assess how budget allocations supported educational goals. Key outcomes include:

- **Early Literacy Investment:**
 - Funding allocated to literacy resources (Fountas & Pinnell kits, Story Champs, decodable readers)
 - Over weighted average growth of 86% of Grade 1–8 students demonstrated growth on literacy benchmarks
- **ELL Program Enhancement:**
 - EAL support staff and resources supported 70–90% improvement rates across language domains (reading, writing, speaking, listening)
- **Professional Development:**
 - 100% of teachers participated in at least 10 formal PD days; internal surveys reported improved confidence in differentiation, IPPs, and assessment alignment
- **Student Services Expansion:**
 - SLP and counselling services expanded to reach early years and middle school
 - Documented improvements in oral language skills in Grades 1–2 following intervention

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Access to Financial Information

Parents and stakeholders may access detailed financial reports by contacting the school office or the school authority directly:

Al-Zahra Islamic Research Foundation

coordinator@alqaimschool.ca

825-540-3220

Full audited financial statements available upon request and submitted to Alberta Education as per regulatory timelines.