



**Results Review  
2022-2023  
CIS Abu Dhabi**

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## Annual Education Results Report 2022-2023

The Canadian International School Abu Dhabi is a vibrant community of learners from over 80 different countries. We are proud to share our Annual Education Results Review (AERR) and highlight our many accomplishments.

CIS has long been identified for its strong sense of community and parental support. Our ongoing goal is to harness the support from all stakeholders to set CIS on a path of continuous improvement and instill in students a passion for lifelong learning. The class of 2023 received acceptance at over 60 post-secondary institutions from around the world!

We are proud of CIS, and in the spirit of transparency and assurance, we share our success with the greater community through our AERR.



## Assurances Statement

The Annual Education Results Report for the 2022 - 2023 school year for the Canadian International School Abu Dhabi, was prepared under the direction of the Board of Directors in accordance with its responsibilities under the *Education Act* and the *Handbook for Alberta Accredited International Schools*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge skills and attitudes they need to be successful and contributing members of society. The Board approved this Annual Education Results Report for the 2022 - 2023 school year on November 28, 2023.



On behalf of John Saliba and the Ownership Group

**Deirdre Elder**  
**Principal**

# Foundational Statements

## **Vision**

CIS students embrace challenges, respect diversity, and achieve personal and academic excellence.

## **Mission Statement**

To provide a rich learning environment for students to develop the self-confidence necessary to achieve their potential, pursue excellence, and contribute responsibly in the world of today and tomorrow.

## **School Values**

We are a student-centered community of learners who:

- Believe that all children can learn and are entitled to a safe and caring learning environment;
- Believe that students from many countries and cultures can work together to create a unique and caring learning community;
- Believe in the importance of developing graduates who become contributing citizens of the world and have the abilities and attitudes to create a positive influence in any field they choose.

## **Students at CIS are:**

### **Challenged**

Learning experiences that stretch the students' capacities ultimately lead to personal and academic growth. Success is defined by having been challenged and, consequently, learning and growing from the experience.

### **Respected**

As members of our global community, students bring diverse experiences to the classroom. To contribute their voices to the community of learners, students need to feel respected and to be respectful of others.

### **Encouraged**

What students DO with knowledge is more important than simply comprehending it. Students need the support of parents, teachers, and colleagues to take the risk to develop knowledge beyond the recognition and comprehension stages. Being able to analyze and evaluate information leads students to creative and critical thinking.

## **Academic, Artistic, Athletic**

Engaging students in all aspects of school life allows them to achieve their individual potential and to ignite learning across a variety of dimensions.

## **Thinkers**

When students are encouraged to develop the skills and strategies needed to interpret, analyze, evaluate, infer, synthesize and explain information, they reach a level of metacognition that enables creative and critical thinking. Developing creative and critical thinkers today ensures that our next generation of leaders will have the cognitive skills to solve problems locally, regionally and globally.

## **Empowered**

Developing a positive sense of SELF (Self-directed, Self-reliant, Self-confident, Self-motivated) in a child is a long and patient process that is very rewarding for parents, teachers, and students alike. Independence comes in stages and emerges when children are continuously provided with and participate in positive learning experiences.

***We CREATE an environment for student success!***







## School Profile

The Canadian International School Abu Dhabi (CIS) enjoys the benefits of a modern campus in Khalifa City, an Abu Dhabi neighbourhood, which is approximately 30 km from downtown Abu Dhabi. With just over 1000 students, from over 80 different countries, CIS is a diverse school community. CIS is an inclusive environment that works to support students to achieve their personal potential. In 2021, CIS earned the top Tier 4 status with Alberta Education, only the second international school worldwide to earn the designation and in July of 2022 ADEK increased the school ranking to Very Good, based on a full school inspection. The campus features a bright three-story main building with walls of windows, allowing students to learn in the splendour of natural light. The main building consists of six wings: one for kindergarten, one for grade 1 and 2, one for grades 3 and 4, one for grades 5 and 6, one for grades 7 to 9 and another for grades 10 to 12. The building also holds two libraries, science labs, a computer lab, elementary art rooms, learning hubs, the student services department, the school administration, and an inviting reception area. The Canadian International School Annex building houses a gymnasium, a 25-metre indoor pool, two music rooms (band and choral), a well-equipped art studio, drama room, and a design lab. The campus also includes a shaded grass soccer field, a central shaded grass courtyard, separate elementary school playgrounds, a cafeteria, and an indoor, air-conditioned kindergarten playground.

Right from the embracing arch at the entrance of Canadian International School (CIS), students, parents, teachers, and staff know that they are walking into a facility that has been purposely designed for a community of learners to meet the demands of our international world. The Alberta Program of Study provides the internationally renowned standards and curriculum framework to support Inquiry-Based Learning, a student-centered educational philosophy that has proven to increase students' abilities to problem-solve. Math, English, Social Studies, Science, Arabic, Information and Communication Technology, Fine Arts and a broad range of additional option classes fuse together, as they are explored in real life contexts that demand and allow for multiple intelligences to shine.

# Summary of Accomplishments in 2022/2023

## Student Growth and Achievement

- Students in KG to Grade 3 embraced the new Alberta curriculum
- 100% of grade 12 students completed high school in three years
- SLA's and Alberta based Assessment Tools were administered to a sample group of grade 3 students
- Provincial Achievement Tests (PATs), and grade 12 students wrote Provincial Diploma Exams (DIP)
- Students wrote the MAP Growth exams in English (Reading and Language Fluency), Mathematics and Science
- Teacher professional development and increased expectations on data analysis, specifically MAP and standardized provincial assessments, have allowed teachers to identify trends in student achievement and adapt planning to provide enrichment and remediation for/of learning
- Students participated in CEMC Math competitions and the Science and Innovation Fair
- Provided membership and learning opportunities through the National Honor Society (NHS) and National Junior Honor Society (NJHS)
- Over 70 students participating in Duke of Edinburgh Award
- Student work was featured in a school wide Fine Arts Show
- In support of Numeracy, CIS participated in a World Math Day competition and placed 18<sup>th</sup> overall in the UAE with several students in the top 100 in the UAE
- Pi Day activities saw all students engage in numeracy activities across the school
- Two Book Fairs and Book Week featured a variety of Literacy activities for all students
- A return to the high level of extra-curricular activities to support the social-emotional and physical health for students, including more than 40 athletic teams for all ages schoolwide, with several teams earning local recognition:
  - U19 Girls Basketball won the ALL-Canadian Tournament
  - U19 Boys Basketball won the ALL-Canadian Tournament
  - U19 Football boys won their League in ADISSA
  - U9 Football boys won their League in ADISSA
  - Senior Swim team came top 5 of all schools in Abu Dhabi



## Teaching and Leading

- The school conducted a Mock Inspection in October, with the school leadership team viewing over 200 lessons in a 3-day span to inform professional development and promote best practices in teaching
- Implementation of broad cycle of on-going observation of teachers was implemented and monitored by the leadership team on a monthly basis



- Student-centered observation cycles to investigate and inform enrichment for more able students were maintained
- Professional training was provided to teachers in learning support platforms: Math Seeds and Mathletics (K-12), Raz Kids (K-6), Membean (7-12)
- 2 professional development sessions were provided to staff on the implementation and interpretation of MAP results
- Professional development for elementary PE teachers on implementation of the new PE curriculum
- The growth of a professional learning community for teachers around Indigenous Ways of Knowing and implementing research opportunities for students within these lessons.
- PE teachers are implementing more opportunities for students to explore and apply numeracy skills in PE lessons.
- A distributed leadership model was used in the hiring for the Student Performance Improvement Coordinator role for the 2023-2024 school year
- Implementation of monthly meetings for staff teaching Moral Education, UAE Social Studies, and LANE. These meetings have allowed for greater collaboration across grade teams.
- Lead teachers guided grade level and department teams through reporting period reflection of progress for individual, grade level, and other identified student groupings (e.g., boys, girls, Emirati Non-Emirati)
- Staff participated in a variety of professional development sessions offered by the Edmonton Regional Learning Consortium (ERLC), included series on the new curriculum
- Teachers have focused on strengthening both horizontal and vertical alignment across the school
- Structure and content of Lead Teacher meetings was revised in order to embrace a more distributed leadership model
- The leadership capacity of Lead Teachers was developed further through with the integration of scholarly articles on a monthly basis
- The Book Look process was adapted in the later half of the year for grades 4 – 6 to a collaborative cross-grade experience, in support of vertical alignment
- Administrators, Lead Teachers, and teachers worked collaboratively and independently triangulating: attendance, behaviour logs, summative and formative assessments, and international test results
- 23 students and 3 staff ventured to Kenya during fall break in support of the Real-World Studies program and to support local projects in their community



### Learning Supports

- The Learning Centre Coordinator worked collaboratively with administration and Student Services to identify and support students in grade 7 to 12 with remediation in specific core subject areas and to accelerate student access to supports earlier in the school year
- Staff investigated and implemented relevant and meaningful applications of technology to provide learning supports for all students: Read Theory, Membean, Raz Kids, Mathletics
- Focused review and feedback by leadership provided to teachers on the quality and quantity of feedback provided to students
- Staff were mobilized and schedules were adjusted to support a Grade 1 and 2 Stream Reading program
- Additional literacy supports provided to ELL learners with no English language acquisition
- Literacy and Numeracy Enrichment (LANE) now includes library time, with students having the opportunity to visit the library twice a month to check out books
- Small group and 1-on-1 sessions were provided to grade 12 students in preparation for post-secondary entrance supplemented with an English Language Arts research and writing assessment at the grade 11 and 12 levels
- Hired an Arabic Social Worker to support families
- Purchase of Labster, an online Science experiment software programming allowing students to perform labs individually and with chemicals that would not normally be available within the school
- Expanded extra-curricular opportunities for lower elementary students included Zumba, Art Club, and Yoga Club
- Talk for Writing initiative introduced in KG2 - had a positive impact on creative writing and fluency
- Science lab materials and storage have been improved to increase access to labs for students
- 4 square area was re-tiled and painted to provide additional learning spaces

### Governance

- The Parent-Liaison Executive representative, working collaboratively with Parent Council have proactively addressed and positively supported parents both new and returning to CIS
- Regularly scheduled onsite Parent Council (VIPs) meetings were re-established
- The online application portal was revised for re-registrations, in support of a more streamlined approach
- Hiring of staff included job fairs in both Edmonton and Calgary, Alberta
- Access to the online portal Schrole has been implemented to assist with the hiring of teachers

- Teacher requests for classroom resources have been supported to the highest level with investment in the classroom and school infrastructure: painting, new doors, new AC, retiling of swimming pool etc.
- Social media was used more effectively to feature the great work in classrooms at CIS and within our Athletics program

#### Local and Societal Context

- Mask restrictions were lifted in November and the opportunity for student activities outside of the school was reinstated
- A new government program entitled Emiratization set requirements for the hiring of Emirati citizens, resulting in 2 local hires in our building
- First school in Abu Dhabi to host an international trip for students after COVID
- School community- environmental beach clean-up-with parents and students



# Alberta Assurance Performance Summary

## Spring 2023 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Canadian 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	86.5	85.0	85.0	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	90.4	88.6	85.6	80.3	81.4	82.3	Very High	Improved Significantly	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	71.9	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	15.5	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	64.2	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	11.7	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.2	93.4	91.6	88.1	89.0	89.7	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.9	92.7	92.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	92.1	88.2	88.2	80.6	81.6	81.6	n/a	Improved Significantly	n/a
Governance	Parental Involvement	98.0	96.8	92.7	79.1	78.8	80.3	Very High	Improved	Excellent

### Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- 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. Caution should be used when interpreting high school completion rate results over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, and 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.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

## Spring 2023 Required Alberta Education Assurance Measures – Overall Summary

Measure	Canadian 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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.3	2.5	n/a	n/a	n/a
In-Service Jurisdiction Needs	83.4	78.3	71.8	82.2	83.7	84.3	Intermediate	Improved	Good
Lifelong Learning	99.0	94.0	90.8	80.4	81.0	78.8	Very High	Improved	Excellent
Program of Studies	92.6	88.4	86.0	82.9	82.9	82.6	Very High	Improved Significantly	Excellent
Program of Studies - At Risk Students	92.7	89.0	88.4	81.2	81.9	83.4	Very High	Improved Significantly	Excellent
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	71.9	70.2	68.3	n/a	n/a	n/a
Safe and Caring	94.6	94.6	91.4	87.5	88.8	89.1	Very High	Improved Significantly	Excellent
Satisfaction with Program Access	91.8	85.8	84.1	72.9	72.6	73.9	Very High	Improved Significantly	Excellent
School Improvement	91.7	87.2	83.3	75.2	74.2	77.9	Very High	Improved Significantly	Excellent
Transition Rate (6 yr)	n/a	n/a	n/a	59.7	60.3	60.2	n/a	n/a	n/a
Work Preparation	91.8	93.2	88.5	83.1	84.9	84.5	Very High	Maintained	Excellent

### Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

## Performance Outcomes:

### Results and Highlights

The charts above are evidence of the commitment to ongoing growth and improvement that exists at CIS Abu Dhabi. We are very proud of the significant improvements that we continue to make as a top Tier 4 school for Alberta International Schools and as a designated Very Good school within Abu Dhabi.

### Student Growth and Achievement

#### Student Learning Engagement:

From last year to this year our school results increased 1.5%, while the province of Alberta decreased from last year. Our school level of student engagement was 2.1% higher than the province of Alberta, given that COVID restrictions were still in place up to November of 2022, this is even more impressive.

A detailed review of the survey results related to Student Learning Engagement provides the following insight.

#### Areas of Strength:

- 100% of students in grade 7 acknowledge:
  - students are learning what they need to know
  - literacy skills they are learning are useful
  - numeracy skills they are learning are useful
- 100% of students in grade 10 acknowledge:
  - students are learning what they need to know
  - numeracy skills they are learning are useful
- Students in Grade 4 – 6 showed a 12% and 13% increase when asked if they like learning language arts and math, respectively.



#### Areas of Growth:

- Students in grades 7 – 9 identify that their core subjects are useful to them (average 79%), but the percentage who agree that they are interesting declines (average 71%). A similar pattern was identified in grades 10-12 with corresponding percent average of 82% and 74% respectively.

#### Implications and Alignment to our Education Plan:

- Outcomes 1 and 2 of our Education Plan are directly aligned to literacy and numeracy growth in the school
- Data will be shared with all relevant departments for staff to review
- Secondary staff will look for activities to increase student interest in the core subjects



### Citizenship:

We are very proud to see the strength that our school has in the area of citizenship. In 5 years, the overall rate in this area has increased 10.2% to 90.4% and currently exceeds the province by over 10%!

A detailed review of the survey results related to Citizenship provides the following insight.

#### Areas of Strength:

- Comparing CIS students to the province in the area of **students modeling the characteristics of active citizenship** showed an incredible difference:



	CIS	Alberta	Difference
Student – All	86.1%	71.3%	+13.8%
Student – Grade 4 - 6	88.3%	74.9%	+13.4%
Student – Grade 7 - 9	83.3%	70.1%	+13.2%
Student – Grade 10 - 12	86.6%	68.8%	+17.8%

- Students were asked 5 questions regarding citizenship. At the grade 7 level every question showed an increase from last year, with 4 of the 5 scoring a 100% level of agreement. At the grade 10 level, every question showed an increase with 3 of the 5 scoring at the 100% level.

#### Areas of Growth:

- Students in grades 7 – 9 support of citizenship is still very high, but we see a decline in students helping each other and respecting each other. The three-year comparison to 2019 still shows these areas up 11% and 14% respectively, but it will be a focus for the year and an area of focus in grade level assemblies during the school year.

#### Implications and Alignment to our Education Plan:

- Divisional and whole school assemblies will see the focus on citizenship affirmed on a more regular basis for all grade levels.
- Students in grades 7 – 9 will be targeted for opportunities to show leadership and engage with each other in a positive manner.



### High School Completion (3-year and 5-year data):



While there is no official data related to high school completion in the summary, it should be noted that 100% of students who graduate from CIS earn the high school diploma within the three-year timeframe. All students receive academic counseling with the perspective of ensuring that they not only have the requirements necessary for a diploma, but post-secondary entrance.

### Provincial Achievement Tests (PAT) and Diploma Exam Data

PATs are administered in the four core Alberta curriculum subjects: English Language Arts (ELA), Mathematics, Science and Social Studies. PATs are administered to grade 6 and 9 students in the province of Alberta and at all Alberta Accredited International Schools.

Grade 12 students take the Diploma Exams in their specific core subjects. Traditionally the diploma grade is worth 30% of the student's final grade for the 2022-2023 writing the province reduced the weighting to 20% of the student's grade.

### Grade 6 Provincial Achievement Tests

Relative to the province of Alberta our grade 6 students achieved comparable scores to those in Alberta and in some areas exceeded the provincial averages. The data regarding instructional topics and specific exam questions is being reviewed by divisional teachers to improve and support students across grades 4 to 6 to be better prepared for the PAT.

### Grade 6 Percentage Results:

	Percent Score	
	CIS	Province
English Total Test	64.2	67.1
Math Total Test	68.5	64.2
Science Total Test	65.8	65.8
Social Studies Total Test	63.0	65.0

### Grade 9 Provincial Achievement Tests

Relative to the province of Alberta our grade 9 students achieved comparable scores to those in Alberta and in some areas exceeded the provincial averages. The data regarding instructional topics and specific exam questions is being reviewed by divisional teachers to improve and support students across grades 7 to 9 to be better prepared for the PAT.

### Grade 9 Percentage Results:

	Percent Score	
	CIS	Province
English Total Test	66.2	65.1
Math Total Test	61.6	52.5
Science Total Test	67.6	62.7
Social Studies Total Test	67.4	58.6

### PAT Areas of Strength:

- At the grade 6 level Statistics and Probability were areas of strength on the Math exam.
- At the grade 6 level 81.3% of CIS students reached the acceptable standard in Social Studies 13.4% higher than students in the province of Alberta.
- At the grade 9 level 26.4% of students earning the standard of excellence on the Math exam relative to 13.0% of students in the province of Alberta.
- At the grade 9 level 86.2% of CIS students reached the acceptable standard in English 14.8% higher than students in the province of Alberta.
- At the grade 9 level 29.9% of CIS students earned the standard of excellence in Social Studies 14.0% higher than students in the province of Alberta.
- At the grade 9 level 86.2% of CIS students reached the acceptable standard in Science 20.7% higher than students in the province of Alberta.

### PAT Areas of Growth:

- In grade 6 Social Studies teachers will review content and critical thinking skills in an effort to increase the percentage of students earning the standard of excellence.
- In grade 6 Science teachers will work to include more lab and investigative work as an area of focus.
- In grade 9 English targeted work on the content side of functional writing should result in higher results in the future.

### Implications and Alignment to our Education Plan:

- Outcomes one, two and four of our Education Plan are directly aligned with Literacy, Numeracy and Assessment
- A focus on real-life applications, problem solving and critical thinking as outlined in the Education Plan will support and empower students on the PAT

## Grade 12 Diploma Exams

Relative to the province of Alberta our grade 12 students achieved comparable final course averages to those in Alberta and in some areas exceeded the blended provincial averages.

	Blended Score	
	CIS	Province
English 30-1	75.2	72.3
English 30-2	72.3	66.7
Social Studies 30-1	75.0	75.0
Social Studies 30-2	77.3	67.1
Biology 30	71.8	75.8
Chemistry 30	81.0	76.5
Math 30-1	75.6	73.5
Math 30-2	66.3	67.2

\*Physics 30 Diploma results are not included as students were exempted from the exam due to a conflict with the Eid holiday

### Diploma Areas of Strength:

- 6 of 8 diploma exams, saw blended score at or above the provincial level.
- Social 30-2 and English 30-2 exceeded the provincial average on the diploma exam.
- 30.2% of students who wrote the Social Studies 30-2 exam earned the standard of excellence, 17.6% higher than students in the province of Alberta.

### Diploma Areas of Growth:

- CIS has worked to better align the school awarded grade with the diploma exam grade with the goal being within 8-10%. Like the province we achieved this in English 30-2 and Social Studies 30-2 with a discrepancy of only 3.3% and 3.9% respectively. Neither CIS nor the province of Alberta were able to achieve this goal in other course areas.

### Implications for the Education Plan:

- CIS has identified Critical Thinking as a key area to be targeted for growth, this targets our specific areas for growth for all diploma exams.
- Divisional assessments need to reflect the style and standard of diploma exam questions to better prepare students for the diploma and to align school awarded grades to that of the exam.

## Teaching and Leading

### Education Quality

This category also shows as Improved with an increase from last year to 94.2%, 6.1% higher than the province of Alberta.

#### Areas of Strength:

- 100% of students in grades 7 indicated:
  - Students are learning what they need to know
  - Students find schoolwork challenging
  - Students understand what they are expected to learn
  - Students find schoolwork interesting
  - Satisfied with the quality of education and teaching that they are receiving
- 100% of students in grades 10 indicated:
  - Students are learning what they need to know
  - Students find schoolwork interesting
  - Satisfied with the quality of education and teaching that they are receiving
- 99% of students in grade 4 -6 rated the school as very good or good
- 95% of students in grade 7 – 9 and 96% of grade 10 - 12 rated the education they are receiving as very good or good



#### Areas of Growth:

- the data for grades 7 to 9 has shown improvement from the previous year, but is the lowest of our grade groups

#### Implications and Alignment to our Education Plan:

Effective Teaching and Leading is dependent on a common vision, ongoing school improvement, strong data collection and a model that is responsive to the needs of students. The quality of education is often related to the academic success that students experience and their sense of personal growth in their learning. “Deep dives” into achievement data at each of the three terms will provide ongoing calibration regarding student success.

Professional development for teachers in the area of Visible Learning by John Hattie, will work to increase the level and understanding of the impact of teacher efficacy on student learning. A review of additional high impact teaching strategies will also work to support the quality of teaching and leading at CIS Abu Dhabi.

## Learning Supports

### **Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE):**

CIS Abu Dhabi has a long history of being a school with a strong sense of community. An inclusive setting that supports students to reach their individual potential. While all data for Alberta has trended down for the past 3 years, CIS has remained high and has increased over the same time period.

#### Areas of Strength:

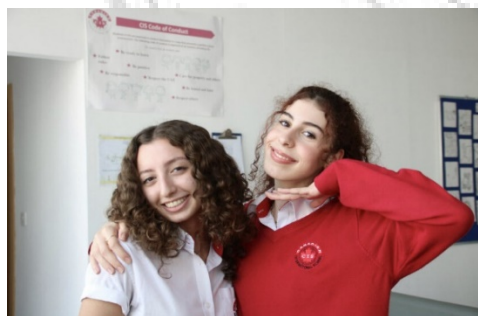
- 88% of all students agree that their learning environments are welcoming, caring, respectful and safe, 10.8% higher than students in the province of Alberta.
- Students in grade 7 responded at a level of 100% in agreement to all 7 questions that make up this category.
- Students in grade 10 responded at a level of 100% in agreement to 6 of the 7 questions that make up this category.
- Students in grades 10 to 12 rated all questions over 80%, highlighted with 96% feeling safe at school.

#### Areas of Growth:

- While the data for all grades is consistent there are marginal shifts in the data of 2-4% in most areas. For grades 7 – 9, a 4% decline in students respecting each other is a concern.
- 90% of students in grades 10-12 feel the school is a welcoming environment, a 6% decline from last year.

#### Implications and Alignment to our Education Plan:

We believe that the addition of an additional counselor in the 2023-2024 school year will strengthen our success in this area. Our Education and School Development Plan 2023-2026 will include a greater focus on the social-emotional support for all students to strengthen our success in WCRSLE across all divisions



### **Access to Supports and Services**

Our Student Services department does an exceptional job supporting our diverse group of learners. Once again showing significant improvement, overall, we are 11.5% higher than the province with an impressive satisfaction rating of 92.1%.

#### Areas of Strength:

- 100% of teachers agreed that when students need it, teachers are available to help them and that students are able to get help with problems that are not related to schoolwork.
- 98% of teachers agree that the school's continuum of support and services are responsive to student needs.

- 97% of students in grades 4 to 6 agree that teachers at our school are available to help them.

#### Areas of Growth:

- 77% of students in grade 7 to 9 indicated they can get help at school with problems that are not related to schoolwork. This is an increase of 3% from last year, but still below where we would like the response level to be from students.
- 75% of students in grades 10 to 12 agree that they can get help at school with problems that are not related to schoolwork. This is an increase of 7% from last year, but still below where we would like the response level to be from students.

#### Implications and Alignment to our Education Plan:

The 2023-2024 school year will include additional counselling support and separate academic/post-secondary support for students. The secondary Learning Centre will be staffed with students assigned for support from the beginning of the school year.

### Governance

CIS Abu Dhabi has a rich tradition of parental involvement. Our Parent Council, the Very Involved Parents (VIPs), works closely with the administration to ensure effective communication and to provide community enrichment events and opportunities to students and staff.

#### Parental Involvement

#### Areas of Strength:

- 98.0% of teachers are satisfied with parental involvement in decisions about their child's education, the highest in the previous 5 years and over 18.9% higher than the provincial average.



#### Areas of Growth:

- The ability to have the province of Alberta administer the survey to parents would assist international schools in correlating the data more efficiently and potentially increase the parent response rate.

#### Implications and Alignment to our Education Plan:

CIS values parents as partners in their children's education and will continue to administer the Assurances Survey annually. A low response rate in 2023 prevented us from using the data. Our Parent Relations Executive continues to work closely with our parent community and attends weekly Parent Council meetings. Members of the administration attend meetings on a monthly basis to provide ongoing support and to hear parent perspectives on emerging school issues.



Regular meetings with administration and ownership representation will ensure that resources are best aligned to address the ongoing needs of students and staff.

## Local and Societal Context



CIS Abu Dhabi is under the national jurisdiction of the Ministry of Education (MOE) within the United Arab Emirates and Abu Dhabi Education and Knowledge (ADEK) locally. Both entities have increased their expectations for staff and students in recent years. MOE has mandated that all teachers and administrators write a competency exam, regardless of their level of qualifications or country of origin. Staff must pass the exam within a three-year period to maintain their employment within the country.

Academically, ADEK has mandated that schools participate in standardized assessments and that all results are shared with the authority and with parents. This year, CIS Abu Dhabi will be administering the MAP British Columbia (BC) International Exam in September and in May to measure student growth in Reading, Language Usage, Science, and Mathematics. All MAP results will be shared on progress reports as percentiles.

ADEK has rated CIS Abu Dhabi as a “Very Good” school, placing it in the top third of all private schools in Abu Dhabi and the only Canadian curriculum school to have earned this level of recognition. CIS Abu Dhabi has done exceptional work to meet and align the varying expectations of three different government organizations: MOE, ADEK and Alberta Education.

## Parental Involvement and Communication Plan

As critical stakeholders, parents are partners in educating their child(ren). Members of the Parent Council and parents within the greater school community have been informed and advised during the development of this document and have been given the opportunity for input into this Annual Education Results Report. This report will be placed on the school website as of November 30, 2023.

