

Annual Education Results Report
2023-2024

Canadian International School Abu Dhabi



Table of Contents

Accountability Statement.....	5
Our Vision, Mission and Values.....	6
Our Vision.....	6
Our Mission.....	6
Our Values.....	6
Guiding Principles.....	7
School Profile.....	8
Future Focused Learning.....	9
Summary of Accomplishments.....	10
Performance Outcomes.....	14
Provincial Measures – 6 and 9 PAT, grade 12 diploma.....	14
Grade 6 Provincial Achievement Test Results.....	14
Graphs of PAT Results by Course (Grade 6).....	14
Social Studies Performance.....	15
Key Strengths.....	15
Focus Areas for Growth.....	15
Grade 9 Provincial Achievement Test Results.....	15
Graphs of PAT Results by Course (Grade 9).....	16
Grade 12 Diploma Results.....	19
Graphs of Diploma Examination Results by Course.....	20
High School Completion.....	23
University Offers of Admission.....	24
Implications for the CIS Education Plan Based on PAT and Diploma Results.....	25
1. Strengthening Core Academic Areas.....	25
2. Narrowing Disparities Between Internal and External Assessments.....	25
3. Targeting Excellence and Giftedness.....	26
4. Enhancing Research and Critical Thinking Skills.....	26
5. Embracing Curriculum Changes.....	26
6. Increasing Stakeholder Engagement.....	27
7. Measurement and Monitoring.....	27
Teaching and Leading.....	28

Areas of Strength	28
Education Quality:.....	28
Engagement in Learning:	28
Professional Development:.....	28
Areas for Growth.....	28
Citizenship and Active Engagement:.....	28
Student Respect and Collaboration:	28
Alignment of Curriculum Goals:.....	29
Implications for the Education Plan	29
Focus on Citizenship and Community Engagement:.....	29
Support for New Curriculum Implementation:.....	29
Social-Emotional Learning (SEL):.....	29
Enhancing Collaborative Practices:	29
Monitoring and Feedback:	29
Continuous Improvement at CIS	31
Data-Informed Practices	31
Professional Development, Leadership, and Mentorship.....	31
Targeted Support for Diverse Learners	31
Stakeholder Collaboration	32
Alignment with Strategic Goals.....	32
Learning Supports	33
Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE).....	33
Areas of Strength:	33
Areas of Growth:.....	34
Implications for the Education Plan:	34
Access to Supports and Services.....	35
Areas of Strength:	35
Areas of Growth:.....	35
Implications for the Education Plan:	35
Strengthen Awareness Campaigns:	35
Expand Capacity:.....	35
Align Services with Student Needs:	36

Governance	36
Overview	36
Areas of Strength	36
Areas of Growth	37
Implications for the Education Plan	37
Acknowledgements.....	39
Appendix	40

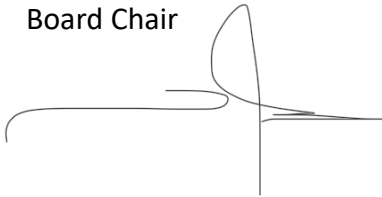
Accountability Statement

The Annual Education Results Report for Canadian International School Abu Dhabi, Authority 1480, for the 2023/2024 school year was prepared under the direction of the Board of Directors in accordance with the 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 student learning and results.

This Annual Education Results Report for 2023/2024 was approved by the Board on November 25, 2024.

Mr. John Saliba

Board Chair

A handwritten signature in black ink, consisting of a series of loops and a long horizontal stroke extending to the left.

Our Vision, Mission and Values

The Canadian International School is committed to providing educational excellence that meets each student's interests, abilities and needs within a common curricular framework. CIS strives to continuously develop a learning environment which reflects and promotes an understanding of, and appreciation for, diversity in our community as an integral part of school life. CIS challenges each student to develop intellectual independence, creativity and curiosity, to achieve their potential, to pursue excellence, and to contribute responsibly in the world of today and tomorrow.

Our Vision

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

Our Mission

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.

Our Values

We believe:

- that all children can learn and are entitled to a safe and caring learning environment.
- that students from many countries and cultures can work together to create a unique and caring learning community.
- in the importance of developing students who become contributing citizens of the world and who have the abilities and attitudes to make our world a better place.

Guiding Principles

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 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 C.R.E.A.T.E an environment for student success!

School Profile

The Canadian International School (CIS) Abu Dhabi is a vibrant learning community located in Khalifa City, approximately 30 kilometres from downtown Abu Dhabi. With an enrolment of close to 1,000 students from more than 80 nationalities, CIS reflects a diverse and inclusive environment that celebrates cultural richness and global perspectives.

CIS offers a modern campus equipped with state-of-the-art facilities, including spacious classrooms, science laboratories, libraries, performance spaces, and dedicated learning hubs. Specialized amenities such as an indoor swimming pool, gymnasium, shaded play areas, and outdoor sports fields enhance both academic and extracurricular experiences. Our school is proud to integrate Alberta's internationally recognized curriculum, emphasizing inquiry-based learning to inspire curiosity, critical thinking, and problem-solving skills.

Recognized as a top-tier Alberta International School, CIS continues to excel in meeting international and local benchmarks. In 2024, ADEK awarded CIS an "Outstanding" rating, affirming our dedication to academic excellence, innovation, and student well-being.

CIS promotes a well-rounded educational experience, offering a variety of academic, athletic, artistic, and leadership opportunities. Programs such as the Duke of Edinburgh Award, National Honor Society, and inter-school competitions allow students to develop skills and character beyond the classroom. Our inclusive ethos ensures that every student is supported to reach their fullest potential, preparing them for success in a rapidly evolving, interconnected world.

CIS is more than a school; it is a community where students, staff, and families collaborate to create a nurturing environment that inspires lifelong learning and global citizenship.



Future Focused Learning

At CIS, we are committed to preparing students for a rapidly changing and interconnected world through a future-focused approach to education. This philosophy ensures that students are equipped not only with foundational knowledge but also with the skills and attributes needed to thrive as global citizens, innovative thinkers, and ethical leaders.

Our curriculum emphasizes critical thinking, collaboration, and creativity, enabling students to navigate complex challenges and seize emerging opportunities. Inquiry-based learning forms the core of our instructional strategy, encouraging students to explore, question, and develop solutions to real-world problems. This approach is further supported by cross-curricular projects that integrate concepts from various disciplines, helping students make meaningful connections and fostering deeper understanding.

Leadership development is another cornerstone of our future-focused learning strategy. Programs such as the Duke of Edinburgh Award, National Honor Society, and the CIS Ambassador Program empower students to take initiative, collaborate with peers, and contribute positively to their communities. These experiences not only build confidence but also instil a sense of responsibility and purpose.

Global citizenship is embedded throughout the CIS experience, with students participating in cultural exchange programs, international service trips, and activities that promote intercultural understanding. By engaging with diverse perspectives and challenges, students develop empathy, adaptability, and the ability to work effectively in multicultural contexts.

In alignment with the Alberta Education Assurance Framework, CIS is committed to continuous improvement in teaching practices, integrating innovative approaches and technologies to support personalized and differentiated learning. This future-focused mindset ensures that CIS graduates are not only academically prepared but also equipped with the skills and values to lead and succeed in an evolving global landscape.



Summary of Accomplishments

The 2023-2024 school year marked another successful year for the Canadian International School Abu Dhabi, with significant accomplishments across academic, extracurricular, and community initiatives. Highlights include:

Academic Excellence

- **Outstanding ADEK Rating:** CIS achieved an "Outstanding" rating during its 2023-2024 ADEK inspection, reflecting the school's commitment to academic excellence, innovation, and student well-being.
 - **Diploma Exam Success:** CIS students outperformed provincial averages in key subjects, with a notable improvement in Chemistry and Biology results. The school reduced the grade differential between school-awarded and diploma grades by 11%, demonstrating enhanced alignment and rigor in assessments.
 - **Provincial Achievement Tests (PATs):** 100% of Grade 6 students achieved the acceptable standard in Mathematics, with 63% reaching the standard of excellence. Other subjects also showed marked improvement in results year-over-year.
 - **Enhanced Curriculum Implementation:** CIS successfully incorporated Alberta's new curriculum into grades 4, 5 and 6, supported by professional development for teachers and collaborative lesson planning across departments.
 - **Graduation:** 100% of the students registered in grade 12 at CIS completed high school in three years.
 - **International Testing:** Students in grades 3 to 10 wrote the MAP Growth test in English (Reading and Language fluency), Mathematics, and Science. The British Columbia, Canada curriculum was used for English and Mathematics, while the international curriculum was used for Science.
-

Student Leadership and Global Citizenship

- **Sports Week – Indigenous Winter Games:** Students engaged in culturally enriching activities, learning traditional Indigenous games. These activities highlighted CIS's commitment to promoting diversity and inclusion.
- **National Honor Society:** Membership grew significantly, offering students opportunities to engage in service-learning projects and demonstrate leadership within the school and broader community.

- **Duke of Edinburgh Award:** 29 students participated in the program, completing adventurous journeys and demonstrating their commitment to personal growth and leadership.
- **International Service:** 23 students attended the community service international trip to Cambodia where they worked on projects to build a foundation for a new English school, build bathrooms, and teach English. They also learned about the many local issues the Cambodians face, and how the projects positively impact the local community.
- **CIS Ambassador Program:** over 40 students joined this initiative to be active, volunteer leaders in our school community's events, Extra Curricular Activities (ECAs) and teams. They also participated in leadership workshops throughout the year.

Innovative Teaching and Learning

- **Reggio Emilia Inspired Approach in KG:** Following staff professional development in Italy, CIS successfully implemented key elements of the Reggio Emilia approach in the KG department, enhancing student engagement and inquiry-based learning.
- **Integration of Technology in Learning:** CIS expanded its use of digital platforms such as Raz Kids, Mathletics, and Membean, supporting differentiated instruction and personalized learning across all grade levels.
- **Science lab upgrade:** Enhancing and the science laboratories to provide increased opportunities for hands-on learning, fostering deeper engagement with the program of studies and real-world applications.
- **Cross-Curricular Learning:** Collaborative planning allowed students to experience seamless integration of concepts across subjects, fostering deeper understanding and critical thinking.

Extracurricular Excellence

Over 100 ECA clubs/committees ranging from KG-Grade 12

- **Sports Achievements:**
 - U19 Girls and Boys Basketball teams won the All-Canadian Tournament.
 - U19 Boys Football, U19 Girls Basketball, U19 Girls Volleyball all won gold in the Abu Dhabi Sports Championship.

- U15 Boys and U19 Boys Football team clinched the league championship in the Abu Dhabi School Sports Association (ADISSA).
- The Senior Swim team ranked in the top 5 schools across Abu Dhabi.
- The Triathlon team was reinstated and 30 students represented CIS at the local Tri Yas event in February.
- 49 sports teams (30 competitive, 19 non-competitive).
- **Arts and Competitions:**
 - Students showcased their talents in the Fine Arts Show and participated in the University of Waterloo Mathematics and Computing Contest (CEMC) Math and Science competitions.
 - CIS participated in World Math Day, ranking 18th overall in the UAE, with several students in the top 100.
 - CIS proudly participated in the Beaver Computing Challenge (BCC), where 23 participants scored in the top 25% internationally, with one student achieving a top 5% ranking.

Community and Cultural Engagement

- **Terry Fox Run:** CIS raised AED 11,000 for cancer research, with full participation from students and staff, honouring the legacy of a Canadian hero.
- **Environmental Initiatives:** Students participated in sustainability projects and campus beautification efforts, reinforcing the importance of environmental stewardship. The environmental team competed in the ADNOC STEM Net Zero Challenge.
- **Book Fairs and Literacy Activities:** Two successful book fairs and a Book Week celebration encouraged reading across all grades, supported by engaging literacy activities.

Focus on Inclusion and Support

- **Differentiated Learning:** Programs for gifted and talented students (GATE) expanded, offering more opportunities for advanced learning. Additional support was provided for students requiring remediation or accommodation.
- **Behaviour Management:** Enhanced classroom behaviour strategies were implemented, supported by teachers and EAs, ensuring a productive learning environment for all students.

Teacher Development

- **Professional Learning:** Teachers participated in workshops on Indigenous Ways of Knowing, data-driven instruction, and cross-curricular teaching. Focused training sessions on formative assessments and experimental learning strategies ensured continual improvement in pedagogy.
 - **Distributed Leadership:** The newly appointed Student Performance Improvement Coordinators supported targeted interventions and professional collaboration across departments.
-

CIS's accomplishments in 2023-2024 reflect its unwavering dedication to fostering a community of excellence, diversity, and innovation. As the school moves forward, it remains committed to ensuring that every student is empowered to achieve their fullest potential.



Performance Outcomes

Provincial Measures – 6 and 9 PAT, grade 12 diploma

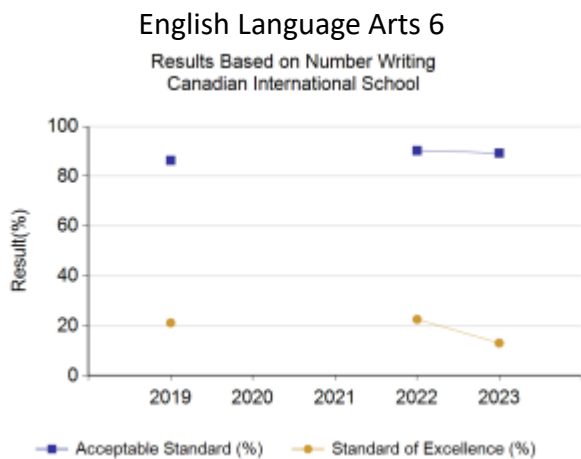
Grade 6 Provincial Achievement Test Results

In the 2023-2024 academic year, our Grade 6 students participated in the Provincial Achievement Test (PAT) for Social Studies while piloting the new curriculum for Mathematics, Science, and English Language Arts. Consequently, no PAT results are available for the piloted subjects, but Social Studies data provide insights into our students' achievements.

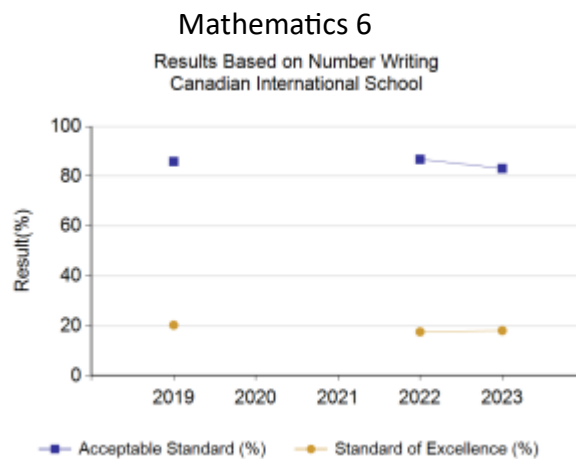
ELA 6	Math 6	Science 6	Social Studies 6
PAT Mark School Piloted new curriculum.	PAT Mark School Piloted new curriculum.	PAT Mark School Piloted new curriculum.	PAT Mark School 2024 Acceptable – 85.9 2024 Excellence – 37.6 PAT Mark Province 2024 Acceptable – 68.7 2024 Excellence – 20.4

Green highlighting demonstrates greater achievement in a category.

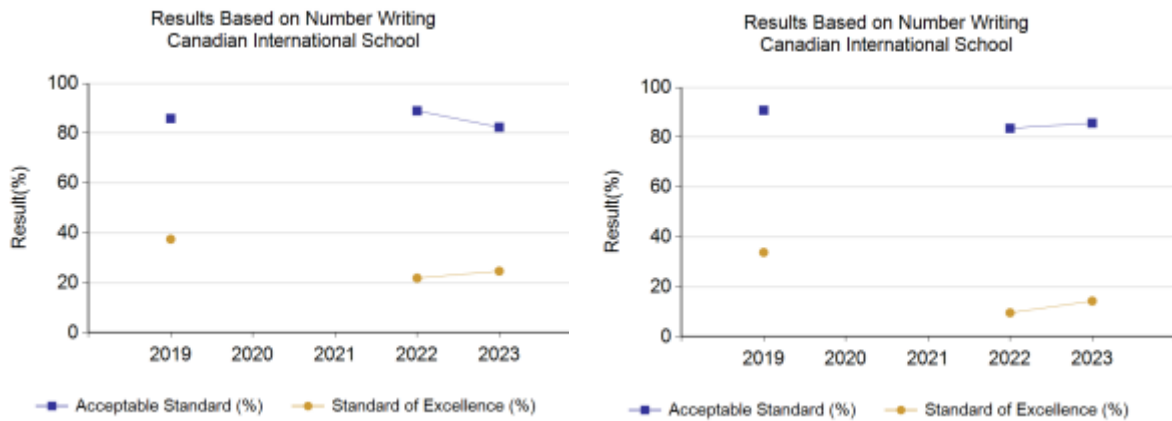
Graphs of PAT Results by Course (Grade 6)



Science 6



Social Studies 6



Social Studies Performance

Participation Rate: 100% of eligible students completed the Social Studies PAT.

Acceptable Standard: 86.9% of students achieved this benchmark, significantly surpassing the provincial average of 80.7%.

Standard of Excellence: 38.1% of students achieved the Standard of Excellence, far exceeding the provincial average of 24.0%.

Key Strengths

Knowledge and Understanding:

Students excelled in questions requiring the recall of democratic principles and local/provincial government roles.

Performance in historical topics, such as Ancient Athens and the Iroquois Confederacy, demonstrated high comprehension.

Skills and Processes:

Analysis and critical thinking were highlighted as strengths, with students outperforming provincial averages in interpreting timelines and synthesizing ideas.

Focus Areas for Growth

Developing a deeper understanding of complex decision-making structures, such as those within the Iroquois Confederacy.

Enhancing skills in evaluating media bias and active citizenship to align with curriculum objectives.

Grade 9 Provincial Achievement Test Results

In the 2023-2024 academic year, our school achieved results exceeding the province in the Grade 9 Provincial Achievement Tests (PATs). These outcomes underscore our dedication to

delivering quality education and reflect targeted efforts to enhance student learning outcomes.

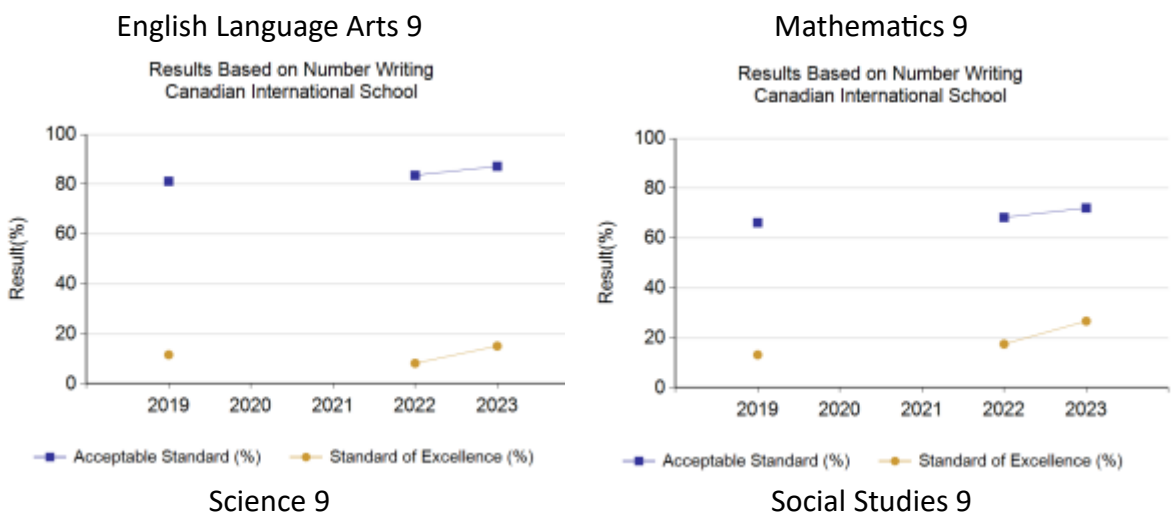
ELA 9	Math 9	Science 9	Social Studies 9
PAT Mark School	PAT Mark School	PAT Mark School	PAT Mark School
2024 Acceptable – 90.8	2024 Acceptable – 75	2024 Acceptable – 89.0	2024 Acceptable – 88.2
2024 Excellence – 15.8	2024 Excellence – 15.8	2024 Excellence – 30.1	2024 Excellence – 28.9
PAT Mark Province	PAT Mark Province	PAT Mark Province	PAT Mark Province
2024 Acceptable – 83.4	2024 Acceptable – 51.4	2024 Acceptable – 78.4	2024 Acceptable – 60.0
2023 Excellence – 13.7	2024 Excellence - 13.7	2024 Excellence – 23.5	2024 Excellence – 15.9

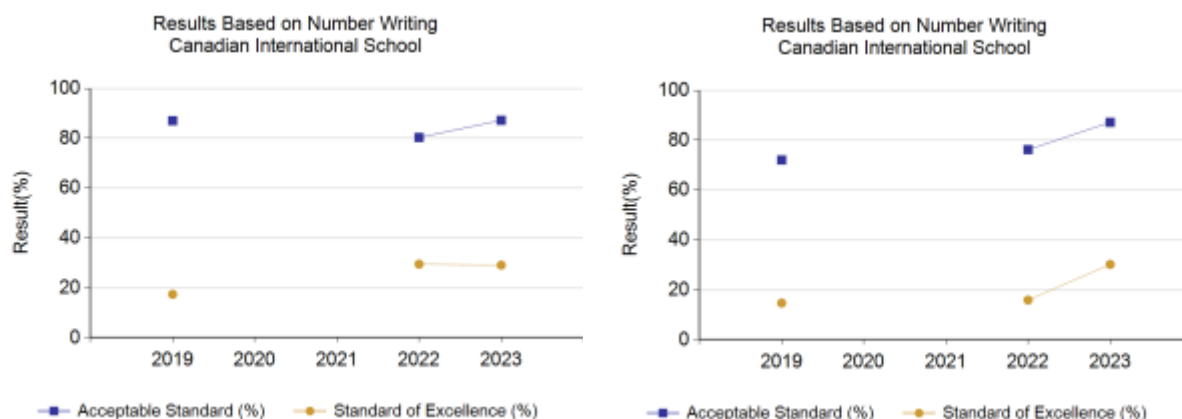
Green highlighting demonstrates greater achievement in a category.

Overall Highlights

- **Participation Rate:** All eligible students participated across all four subject areas (English Language Arts, Mathematics, Science, and Social Studies), achieving a 100% participation rate.
- **Acceptable Standard:** Across all subjects, 86-91% of students met or exceeded the Acceptable Standard, surpassing the provincial averages in most areas.
- **Standard of Excellence:** Performance at the Standard of Excellence ranged from 15% to 30%, consistently aligning with or exceeding provincial norms.

Graphs of PAT Results by Course (Grade 9)





Subject-Specific Performance

English Language Arts (ELA)

- **Acceptable Standard:** 90.8% of students achieved this benchmark, exceeding the provincial average of 83.4%.
- **Standard of Excellence:** 15.8% of students achieved this benchmark exceeding the provincial average of 13.7%.
- **Strengths:** Reading standard for all types of “text and skills in reading” showed 2 points higher in CIS students than the province. (CIS 37, province 35.2) Standard of Excellence in Reading for CIS students exceeded Standard of Excellence in provincial students (CIS 27.6 %, province 20.2%. Functional Writing shows CIS to be higher than provincial average in Content and Content Management in the Proficient to Excellent Category. (Content CIS 3.9 %, province 3.3% and Management CIS 9.2%, province 4.1%)
- **Focus Areas:** Continued emphasis on writing to move students from the Satisfactory range to proficient and excellent in the Narrative Essay for Content, Organization and Sentence structure so that CIS is at level or higher than the province.

2. Mathematics

- **Acceptable Standard:** 75% achieved the benchmark, with notable strengths in patterns and relations as well as rational numbers.
- **Standard of Excellence:** 15.8%, above the provincial average of 13.7%.
- **Strengths:** Students performed well in algebraic operations and problem-solving under moderate complexity.

- **Focus Areas:** Enhancing proficiency in high-complexity problem-solving and statistical concepts.

3. Science

- **Acceptable Standard:** 86.7%, surpassing the provincial average of 78.4%.
- **Standard of Excellence:** 29.3%, significantly higher than the provincial average of 23.5%.
- **Strengths:** Exceptional results in knowledge-based questions on biological diversity and electrical principles.
- **Focus Areas:** Bridging gaps in chemical reaction dynamics, environmental chemistry and Technology used in space exploration.

4. Social Studies

- **Acceptable Standard:** 88.2% of students reached this level, exceeding the provincial average of 73.5%.
- **Standard of Excellence:** 28.9%, well above the provincial average of 21.3%.
- **Strengths:** High performance in consumerism, quality of life, understanding the political and judicial systems as well as individual and collective rights.
- **Focus Areas:** Enhancing process-based skills like source analysis and contextual interpretation. Specifically drawing conclusions from multiple sources.

Grade 12 Diploma Results

In the 2023-2024 academic year, our school achieved improved performance outcomes in Diploma Examination results across several subject areas. These results reflect a combination of targeted interventions, enhanced instructional strategies, and focused support for both high-achieving and struggling students.

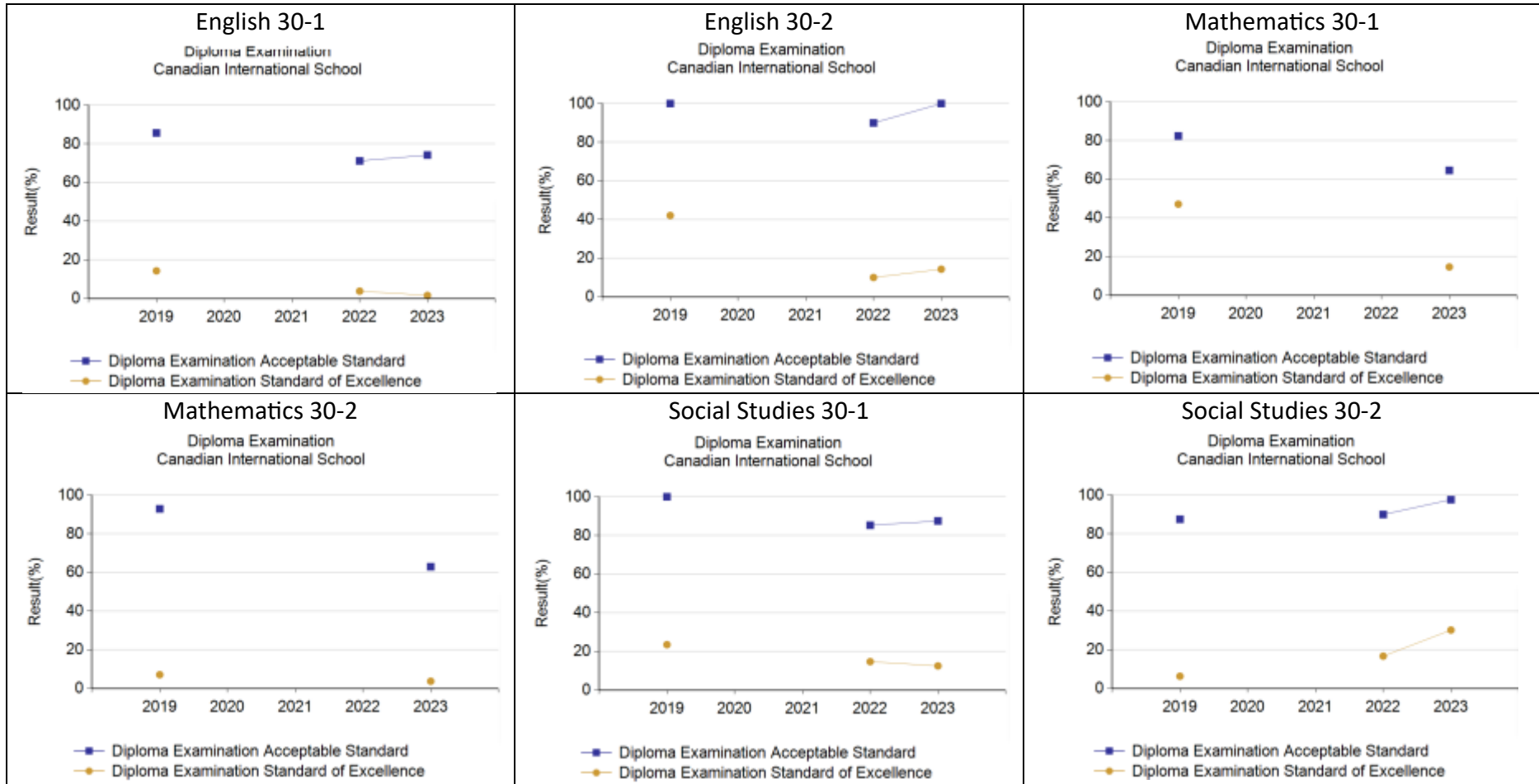
ELA 30-1	ELA 30-2	Math 30-1	Math 30-2
Diploma Mark School	Diploma Mark School	Diploma Mark School	Diploma Mark School
2023 - 57.1	2023 – 69.7	2023 – 57.8	2023 – 51.3
2024 - 60	2024 – 75.7	2024 - 66	2024 – 61.4
Diploma Mark Province	Diploma Mark Province	Diploma Mark Province	Diploma Mark Province
2023 62.3	2023 64.4	2023 – 63.2	2023 – 58.8
2024 63.1	2024 64	2024 – 64.6	2024 – 59.4

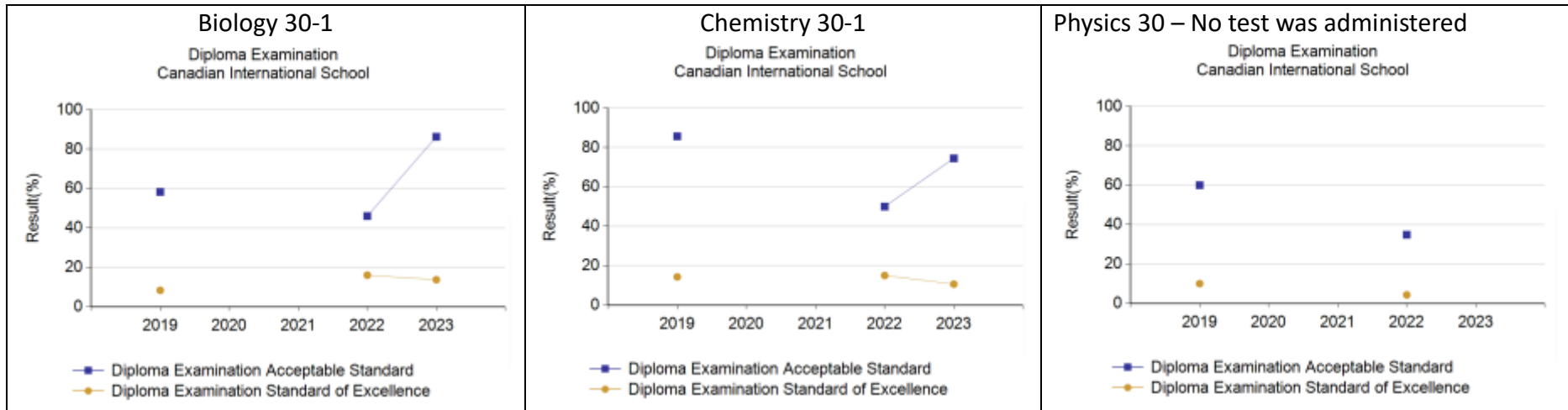
SS 30-1	SS 30-2	Bio 30	Chem 30
Diploma Mark School	Diploma Mark School	Diploma Mark School	Diploma Mark School
2023 – 66.2	2023 – 74.2	2023 – 63.8	2023 – 60.7
2024 – 65.8	2024 – 76.1	2024 – 69.2	2024 – 63.8
Diploma Mark Province	Diploma Mark Province	Diploma Mark Province	Diploma Mark Province
2023 – 65.2	2023 - 62.2	2023 – 68.9	2023 – 68.3
2024 – 65.8	2024 – 60.9	2024 – 68.5	2024 – 70.2

Green highlighting demonstrates greater achievement in a category.

CIS only exceeded the province in 3 out of 8 exams in 2023. In 2024 CIS exceeded the province in 6 out of 8 exams. Please note that physics has been exempt over the last 2 years.

Graphs of Diploma Examination Results by Course





Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 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.
3. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

English Language Arts

- **ELA 30-1:**

- CIS maintained a 100% acceptable standard and improved standard of excellence rates of 12.2% in the blended mark. Students are close to par with the province on diploma examination mark in the 65-79 B range (province 37% CIS 33.8%) and higher than the province in the 50-64 C range (province 36% CIS 44.6%). Areas for growth continue to be in both the Written Response (province 60% CIS 55.4%) and the Reading component (province 66.2% CIS 64.5%) Students continue to struggle with writing higher level thought/understanding, inferring, applying and analyzing text.

- **ELA 30-2**

- Results were exemplary, with 100% achieving the acceptable standard and greatly improved diploma examination marks above provincial average in the top two scoring categories: scores 80%-100% A province 12.2% CIS 16.7% and scores 65%-79% B province 40% CIS 66.7%. ELA 30-2 students were substantially above the province on the average score for writing and reading: writing province 63.8% CIS 74.3 and reading province 64.3% CIS 76.7%. This data shows CIS to be 10-12% higher than the provincial average. Areas for growth would be to help students move into the excellent range in school awarded marks. Critically analyzing longer selections of text will need attention and drawing information and meaning from two texts.

Mathematics

- **Math 30-1:**

- CIS improved its diploma average by 8% compared to the previous year, exceeding the provincial average by 2% in 2024 (from underperforming by 6% in 2023).
- The differential between school-awarded marks and diploma results decreased from -23% in 2023 to -12% in 2024, aligning with the provincial differential.
- Problem-solving and multiple-choice scores outperformed the provincial average. Written responses showed significant improvement, narrowing the gap with the provincial average to 2% from 10% in the prior year.

- **Math 30-2:**

- The overall diploma average increased by 10% (1% provincial improvement), with CIS surpassing the provincial average by 2%.

- The differential improved from -19% in 2023 to -8.3% in 2024, bettering the provincial benchmark by 2.3%.

Social Studies

- **Social 30-1:** CIS results were consistent with provincial standards, achieving a blended mark of 65.8%, equal to the provincial average. Efforts to improve reading and writing have begun, leveraging insights from diploma exam markers.
- **Social 30-2:** Results exceeded provincial performance significantly, with an average of 76.1%, compared to the provincial average of 60.9%. The differential between school-awarded and diploma marks remained minimal (0.8%).

Sciences (Biology, Chemistry, Physics)

- **Biology 30:**
 - CIS maintained strong results, with a 98.2% acceptable standard and 43% achieving the standard of excellence. Key areas for growth include improving performance in endocrine systems and molecular biology.
- **Chemistry 30:**
 - The acceptable standard rate was 97.9%, with 48% achieving excellence, well above provincial averages. Strengths included chemical equilibrium and thermochemical changes, while areas for growth focused on acid-base equilibria and electrochemical cells.

Key Interventions and Future Focus

1. **Data-Driven Interventions:** Continuous review of assessment data informs teaching strategies, particularly in underperforming curricular outcomes.
2. **Targeted Support:** Scaffolded support for students below acceptable standards and enrichment for high achievers ensures balanced growth.
3. **Enhanced Assessments:** Integration of diploma-style questions and practical applications in lessons improves readiness for exams.

High School Completion

While our Assurance Survey does not include official data on high school completion, 100% of CIS graduates earn the Alberta High School Diploma within a three-year timeframe. Every student receives personalized academic counselling to ensure they meet not only the requirements for graduation but also the criteria for post-secondary admission.

University Offers of Admission

CIS students receive offers from universities and colleges across the world. Students graduating from CIS consistently secure placements at top-tier institutions, reflecting their academic preparedness, extracurricular engagement, and leadership skills.

The Class of 2024 celebrated numerous achievements, receiving offers from over 60 post-secondary institutions across Canada, the United States, the United Kingdom, Europe, and beyond. Areas of study include Medicine, Engineering, Business, Arts, Law, and Technology, showcasing the diverse aspirations of our graduates.

Among the highlights:

- Acceptances to prestigious Canadian universities, including the University of Toronto, McGill University, and the University of British Columbia.
- Admissions to globally renowned institutions such as Imperial College London, Massachusetts Institute of Technology (MIT), and the University of Melbourne.
- Scholarships are awarded to students for exceptional academic and extracurricular achievements, demonstrating the calibre of CIS graduates on an international stage.

CIS remains proud of its graduates, who leave equipped with the skills and mindset necessary to excel in their chosen fields and to make meaningful contributions to society.



Implications for the CIS Education Plan Based on PAT and Diploma Results

The Provincial Achievement Test (PAT) and Diploma results provide a strong basis for actionable insights and targeted strategies to be included in the CIS Education Plan. Key implications include:

1. Strengthening Core Academic Areas

Reading and Writing:

Grade 6 and 9 PAT results and Diploma outcomes indicate a need for improvement in inferential thinking and synthesis skills across reading and writing tasks.

Plan Adjustments:

Incorporate targeted interventions in reading comprehension, particularly focused on inference and critical thinking.

Expand professional development for teachers to improve instructional techniques in writing for purpose and audience.

Leverage instructional strategies to enhance vocabulary and comprehension.

Mathematics and Science:

PAT and Diploma outcomes emphasize gaps in problem-solving and application of knowledge in Mathematics, alongside procedural and lab skills in Science.

Plan Adjustments:

Increase focus on real-world problem-solving scenarios in Mathematics and integrate cross-disciplinary numeracy.

Provide structured lab opportunities at earlier grade levels to develop procedural and analytical skills.

Enhance teacher training in utilizing Mathletics and MathSeeds for differentiated support.

2. Narrowing Disparities Between Internal and External Assessments

Discrepancies between school-awarded grades and PAT/Diploma results highlight a need for alignment.

Plan Adjustments:

Implement standardized assessment frameworks within internal evaluations to mirror provincial and international assessments.

Facilitate collaborative marking sessions and vertical alignment of assessments across grades.

Conduct regular “Book Look” sessions to monitor the rigor of internal assessments and provide actionable feedback.

3. Targeting Excellence and Giftedness

While CIS students perform well at the acceptable standard, fewer achieve the standard of excellence compared to potential.

Plan Adjustments:

Develop enrichment programs, including advanced projects, higher-order questioning techniques, and participation in international contests like the University of Waterloo Math Contests.

Create specific interventions for gifted students, with personalized ASPs and targeted challenges.

4. Enhancing Research and Critical Thinking Skills

Diploma and PAT results identify application and critical analysis as growth areas.

Plan Adjustments:

Integrate inquiry-based learning projects across grades to enhance research and higher-order thinking skills.

Provide professional development focused on Bloom’s Taxonomy and differentiation.

Use initiatives like the Science and Innovation Fair to showcase student research.

5. Embracing Curriculum Changes

The new Alberta curriculum piloted for Grades 1-6 in Math, Science, and ELA has implications for teacher training and resource allocation.

Plan Adjustments:

Schedule continuous professional development sessions on the new curriculum.

Investigate outside sources for professional development such as the Edmonton and Calgary Regional Consortiums.

Review and adapt classroom materials and assessments to reflect curriculum shifts.

6. Increasing Stakeholder Engagement

Results highlight the importance of a collaborative approach with parents and students for continuous improvement.

Plan Adjustments:

Strengthen partnerships with parents through workshops focused on supporting literacy, numeracy, and study skills at home.

Expand the representation of students and parents in planning and review committees for the Education Plan.

7. Measurement and Monitoring

Regular data-driven analysis will be critical to tracking progress.

Plan Adjustments:

Use tools like MAP, PISA, and TIMMS to benchmark student performance internationally.

Increase the frequency of internal assessment reviews (lateral and vertical) and align them with provincial testing.

Incorporating these strategies into the 2024-2027 Education and Development Plan ensures that CIS remains on track to meet its academic goals while aligning closely with Alberta Education and ADEK standards. This approach will support all students in achieving personal and academic excellence.

Teaching and Leading

Areas of Strength

Education Quality:

- The Education Quality measure remains **very high** at 92.2%, well above the provincial average of 87.6%. This reflects strong instructional strategies, teacher expertise, and positive relationships between staff and students.
- Teachers report high confidence in their ability to meet diverse student needs, with collaborative planning and professional development cited as key supports.

Engagement in Learning:

- Both teachers and students recognize the relevance of the curriculum, with 100% of teachers agreeing that students are learning what they need, and 98% noting that literacy and numeracy skills are useful.
- Positive results in student learning engagement indicate a strong alignment between teaching practices and curriculum outcomes.

Professional Development:

- Staff participation in workshops on new curriculum implementation and differentiation techniques has strengthened teaching capabilities.
- High satisfaction among teachers with the resources and supports provided for professional growth.

Areas for Growth

Citizenship and Active Engagement:

- While citizenship satisfaction remains high, there was a significant decline from 90.4% in 2023 to 85.6% in 2024. This indicates a need for targeted efforts to enhance students' active participation in community and citizenship-related activities.

Student Respect and Collaboration:

- While 92% of respondents agree that students help each other, satisfaction with mutual respect among students declined slightly, suggesting a need for improved social-emotional learning and community-building strategies.

Alignment of Curriculum Goals:

- Teachers note challenges in fully aligning their instructional methods with the piloted curriculum for grades 6-9. Additional resources and time for integration are necessary to enhance effectiveness.

Implications for the Education Plan

Focus on Citizenship and Community Engagement:

- Enhance programs that promote active citizenship, such as student-led community projects and partnerships with local organizations.
- Incorporate citizenship skills into the curriculum through cross-disciplinary projects.

Support for New Curriculum Implementation:

- Provide additional professional development to ensure all teachers are equipped to deliver the new curriculum effectively.
- Develop classroom resources that align with curriculum goals to aid teachers in lesson planning.

Social-Emotional Learning (SEL):

- Expand SEL programs to foster mutual respect, collaboration, and conflict resolution among students.
- Integrate SEL into daily lessons and provide training for teachers to model and teach these skills.

Enhancing Collaborative Practices:

- Continue fostering teacher collaboration through professional learning communities (PLCs), focusing on peer feedback and shared best practices.
- Increase opportunities for co-teaching and interdisciplinary projects to deepen student engagement and teacher skillsets.

Monitoring and Feedback:

- Strengthening feedback loops between teachers, students, and administration to identify emerging needs and adjust strategies accordingly.
- Utilize data from regular classroom assessments to align teaching practices with curriculum outcomes and identify gaps early.

By focusing on these areas of growth and leveraging current strengths, CIS can align its efforts with the Alberta Education Assurance Framework, ensuring sustained improvement in teaching and leading excellence.



Continuous Improvement at CIS

At CIS, continuous improvement is a cornerstone of our commitment to academic excellence, student well-being, and organizational growth. By embracing a culture of reflection, data-driven decision-making, and collaboration, CIS ensures that all aspects of the school community evolve to meet the changing needs of our students and stakeholders.

Data-Informed Practices

CIS employs a comprehensive approach to assessing performance and identifying areas for enhancement. Regular analysis of Alberta Education Assurance Measures (AEAM), Provincial Achievement Tests (PATs), Diploma Examination results, Measure of Academic Progress (MAP) testing, Programme for International Student Assessment (PISA) testing, and internal assessments provide valuable insights into student outcomes. This data is used to refine instructional strategies, target interventions, and align our practices with provincial and international benchmarks.

Professional Development, Leadership, and Mentorship

Leadership at CIS is structured around an experienced Senior Leadership Team, which includes a Head of School and three divisional heads overseeing the Elementary, Middle, and High School divisions. This team provides strategic direction, ensuring alignment between daily operations and the school's long-term vision. Leadership responsibilities are distributed across the school to foster collaboration and empower staff at all levels. This distributed leadership model enhances decision-making and encourages innovation across academic and operational areas.

Professional development is a key priority, with teachers participating in workshops, collaborative planning sessions, and training on innovative teaching practices. CIS also employs three School Improvement Coordinators to design and implement effective professional learning programs, ensuring alignment with school goals and teacher needs. Mentorship from Lead Teachers further supports professional growth by providing coaching, sharing best practices, and guiding the application of new instructional strategies in classrooms. Together, these leadership and professional development initiatives create a dynamic and collaborative learning culture.

Targeted Support for Diverse Learners

CIS prioritizes personalized learning by identifying and addressing the unique needs of every student. The school's experienced Literacy and Special Education Needs (SEN) team plays a vital role in this effort, providing targeted interventions for students who require additional time or instructional strategies to meet curricular outcomes. The team employs a combination of push-in and pull-out models to support student growth. Push-in sessions integrate specialized support into regular classroom instruction, building teacher capacity while

addressing learning needs in real-time. Pull-out sessions focus on individualized or small-group instruction, allowing for intensive skill development tailored to each learner's needs.

Through these targeted strategies, CIS ensures that all students are challenged and supported to reach their full potential, while also empowering teachers with the tools and knowledge to address diverse learning requirements effectively.

Stakeholder Collaboration

CIS places a strong emphasis on stakeholder collaboration to ensure a unified and supportive community. A dedicated Community Relations position bridges communication between parents and the school, fostering trust, transparency, and meaningful engagement. This role supports regular feedback mechanisms, enhances parent participation in school initiatives, and ensures that parent voices are heard and integrated into decision-making processes. Alongside the Parent Liaison, engagement through surveys, advisory committees, and open forums further strengthens the partnership between CIS and its families.

Alignment with Strategic Goals

CIS's improvement efforts are guided by our strategic priorities, which emphasize academic rigor, inclusivity, global citizenship, and well-being. By aligning daily practices with long-term objectives, CIS remains focused on achieving meaningful and sustainable progress.

Through these efforts, including the support of the Senior Leadership Team, distributed leadership, the Literacy and SEN team, School Improvement Coordinators, and the impactful mentorship from Lead Teachers, CIS continues to cultivate an environment of high expectations, innovation, and support. This ensures that all students are prepared for success in a dynamic and interconnected world. This commitment to continuous improvement aligns with the Alberta Education Assurance Framework and underscores our dedication to fostering a vibrant and thriving learning community.



Learning Supports

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

At CIS, fostering a welcoming, caring, respectful, and safe learning environment (WCRSLE) is foundational to our educational mission. We believe that a positive school culture is critical to student success, well-being, and academic achievement. Through a combination of strategic initiatives, supportive policies, and collaborative partnerships, we aim to ensure that every student feels valued, respected, and empowered to thrive.

The Alberta Education Assurance Framework provides a valuable lens through which we evaluate and enhance our efforts in this domain. By regularly assessing feedback from students, parents, and staff, we identify strengths to celebrate and areas where growth is necessary. This continuous improvement approach allows us to refine our practices, align with provincial standards, and remain responsive to the needs of our diverse school community.

In this section, we explore our school's performance in WCRSLE, outlining key areas of strength, opportunities for growth, and implications for our Education Plan to ensure a culture of safety, respect, and care for all.

Areas of Strength:

Positive Perceptions of Safety and Respect:

- 89.3% of respondents agreed that CIS provides a welcoming and caring environment, surpassing the provincial average of 84.0%.
- High scores in students feeling encouraged to try their best (100%) and in students helping each other when possible (92%) reflect a strong culture of support and mutual aid.

Teacher Engagement:

- Teachers consistently report high confidence in fostering respectful and safe environments, with a top-two-box satisfaction rate of 100% for rules adherence and mutual respect among students.

Programs Promoting Well-Being:

- Successful implementation of initiatives like anti-bullying campaigns, peer mentorship programs, social-emotional learning, and mindfulness practices has supported a positive school culture.

Areas of Growth:

Student Relationships:

- Respect among students scored lower (90%) compared to other indicators, and there was a slight decline from the previous year.
- Opportunities exist to further strengthen conflict resolution skills and inclusivity among students.

Implications for the Education Plan:

Enhance Social-Emotional Learning (SEL):

- Introduce additional SEL resources and integrate them into the curriculum to expand empathy, respect, and conflict resolution skills among students.
- Provide professional development for teachers on implementing SEL strategies in classrooms.

Expand Parent Engagement:

- Organize workshops for parents on supporting a safe and caring environment at home.
- Strengthen communication about ongoing initiatives and their outcomes to foster alignment between school and home environments.

Increase Monitoring and Reporting:

- Regularly assess student experiences through surveys and focus groups to track improvements in WCRSLE perceptions and address emerging concerns.
- Implement real-time monitoring tools for reporting and addressing safety and behavioural issues.



Access to Supports and Services

Areas of Strength:

Comprehensive Support Offerings:

- 91.3% of respondents indicated satisfaction with access to supports and services, well above the provincial average of 79.9%.
- Strong academic counselling programs ensure that all students receive guidance tailored to their needs, from academic challenges to post-secondary planning.

Resource Allocation:

- High levels of teacher satisfaction with professional resources and student access to learning aids.
- CIS offers well-coordinated intervention programs for students with additional needs, including access to targeted and specialized services.

Mental Health Support:

- Dedicated mental health resources, including school counsellors and partnerships with external mental health organizations, have been well-utilized and positively received by students and families.

Areas of Growth:

Awareness of Available Services:

- Some students and parents are not fully aware of the range of supports available, suggesting a need for improved communication and visibility.

Implications for the Education Plan:

Strengthen Awareness Campaigns:

- Develop a communication plan to enhance awareness of available supports among students and families.
- Use digital platforms and regular newsletters to highlight available resources and how to access them.

Expand Capacity:

- Increase staff capacity to meet rising demand for mental health and academic counselling services.

- Explore partnerships with external organizations to bring additional expertise and resources into the school community.

Align Services with Student Needs:

- Regularly review data from feedback and interventions to ensure support services remain aligned with evolving student needs.
- Introduce more personalized approaches to academic and mental health support by leveraging technology and analytics.

Governance

Overview

Governance at CIS encompasses the collaborative efforts of school leadership, staff, parents, and other stakeholders to ensure the delivery of high-quality education in alignment with the Alberta Education Assurance Framework. By fostering open communication, encouraging parental involvement, and prioritizing accountability, CIS continues to strengthen its governance structures and processes.

Areas of Strength

Parental Involvement:

- The Parental Involvement measure remains **very high** at 90.7%, significantly outperforming the provincial average of 79.5%.
- Parents express high levels of satisfaction with opportunities to provide input into school decisions and the collaborative approach taken by school leadership.

Transparency in Decision-Making:

- Regular updates to parents and stakeholders through newsletters, meetings, and digital platforms have ensured transparency and trust in decision-making processes.
- The school's proactive communication about curriculum changes, assessment outcomes, and strategic initiatives has been positively received.

Strong Collaboration Among Stakeholders:

- CIS maintains a robust partnership with parents, teachers, and community members through advisory committees, workshops, and engagement events.
- The Parent Council (VIPS) actively contributes to decision-making, strengthening the connection between home and school.

Areas of Growth

Leveraging Technology for Broader Input:

- While communication is strong, there is potential to expand the use of digital tools, such as surveys and forums, to gather broader input from stakeholders.
-

Implications for the Education Plan

Inclusive Engagement Strategies:

- Develop initiatives to engage parents from diverse cultural and linguistic backgrounds, ensuring equitable representation and participation.
- Offer translated materials and interpreters at key events to enhance accessibility.

Enhanced Communication Channels:

- Increase the use of online platforms, such as live-streamed meetings and interactive surveys, to gather feedback from a wider cross-section of the parent community.
- Provide regular updates on how stakeholder input informs decisions, closing the feedback loop and reinforcing trust.

Focus on Building Capacity:

- Offer training and resources to parents and advisory groups to better understand governance processes and their role in supporting school improvement efforts.
- Expand the role of the Parent Advisory Council to include a focus on promoting active citizenship and community engagement among students and families.

Monitoring and Continuous Improvement:

- Incorporate regular reviews of parental involvement metrics to identify trends and areas for targeted action.
- Use feedback mechanisms to measure the effectiveness of engagement strategies and adjust as needed.

By addressing these areas of growth, CIS will continue to excel in governance, ensuring an inclusive, transparent, and collaborative environment that supports the success of all students and aligns with the Alberta Education Assurance Framework.

Local and Societal Context

CIS operates within a multicultural, globally connected community, serving families from diverse cultural and national backgrounds. This diversity fosters an environment where students can develop global awareness, cultural understanding, and the skills needed to navigate an interconnected world. Families in our school community place a strong emphasis on academic excellence and post-secondary preparation, reflecting the values of internationally focused education.

As a school operating under the national jurisdiction of the Ministry of Education (MOE) and the Abu Dhabi Department of Education and Knowledge (ADEK), CIS is guided by their regulatory frameworks and priorities. While adhering to these national standards, CIS delivers the Alberta Curriculum, which offers a comprehensive and rigorous educational program. This dual alignment allows the school to provide a globally recognized education while remaining deeply rooted in the local and national context.

Guided by the teachings of Sheikh Zayed bin Sultan Al Nahyan, CIS embraces principles of tolerance, unity, and ethical responsibility. Sheikh Zayed's vision of a society built on respect, inclusion, and collaboration deeply informs our approach to education. These values resonate within our school community as we strive to foster an environment where students not only excel academically but also learn to contribute meaningfully to the betterment of society. His emphasis on coexistence and the shared responsibility of shaping a sustainable and just future aligns with the global challenges we address in our curriculum.

The current cultural climate shaped by urgent global issues such as climate change, social justice, and ethical leadership, highlights the importance of preparing students to engage with the complexities of our time. Sheikh Zayed's teachings on stewardship and collective action serve as a foundation for developing programs that instill responsibility and a sense of purpose in our students. At the same time, the societal focus on mental health and well-being underscores the need to provide a supportive environment that promotes resilience and holistic growth.

CIS is committed to integrating these values into all aspects of the school experience. By emphasizing culturally responsive teaching, fostering global citizenship, and ensuring that all students feel valued and supported, we prepare our students to lead with purpose and empathy. These efforts align with the Alberta Education Assurance Framework while honouring the directives of the MOE and ADEK and the enduring principles of Sheikh Zayed's vision for a harmonious and inclusive society.

Acknowledgements

Thank you to the following CIS team members for contributing to the 2023-2024 AERR:

Paige Allanson, Lead Teacher Grade 5

Nneka Alleyne, Lead Teacher Grade 4

Janene Astra, Lead Teacher English Language Arts

Brandon Barnes, Athletics Director

Jan Edwards, Head of Elementary School

Dee Elder, Consulting Superintendent

Colin Haydu, Head of High School

Rob Longhurst, Student Performance Coordinator, Lead of Social Studies

Stacey Marianchuk, Head of Inclusion

Jaemie McCluskey, Student Performance and Advance Placement Coordinator, Lead of
Physical Education

Nicole McWhannell, Executive Administrative Assistant

Con Ó Donnagáin, Lead Teacher Grade 6

Dr. Shawn O'Neill, Head of School

Jodie Pomerleau, Lead Teacher Grade 1

Mike Saliani, Lead Teacher Mathematics

Jessica Harte, Human Resources and Administration Manager

Cole Savage, Lead Teacher Science

Leah Schmalenberg, Advance Placement Coordinator

Jenna Shermet, Lead Teacher Grade 3

Melissa Spack, Lead Teacher Grade 2

Graeme Worth, Head of Middle School

Appendix

The data and insights presented in the appendix are derived from the Alberta Assurance Survey, a comprehensive tool used to measure key areas of performance and stakeholder satisfaction within Alberta schools. These links provide direct access to the survey results, which include feedback from students, and teachers. Readers are encouraged to review the written analysis in the preceding sections before referencing the simplified charts in the appendix. This will provide essential context and a deeper understanding of the data, ensuring a more informed interpretation of the survey outcomes. The Alberta Assurance Survey reflects our commitment to transparency, accountability, and continuous improvement in meeting the needs of our school community.

[Student Growth and Achievement – Student learning Engagement](#)

[Student Growth and Achievement – Citizenship](#)

[Student Growth and Achievement – Grade 6 PAT Results](#)

[Student Growth and Achievement – Grade 9 PAT Results](#)

[Student Growth and Achievement – Grade 9 PAT Results by Course Summary](#)

[Student Growth and Achievement – Diploma Results](#)

[Student Growth and Achievement – Diploma Results by Course Summary](#)

[Overall Summary - Alberta Education Assurance Measure](#)

[Teaching and Leading – Education Quality](#)

[Learning Supports – WCSRLE](#)

[Learning Supports – Access to Supports and Service](#)

[Governance – Parent Involvement](#)

[Supplementary AEAM – Overall Summary](#)

[A7 – Lifelong Learning](#)

[A1B – Program of Studies](#)

[B3 - Program of Studies – At Risk Students](#)

[B2 – Satisfaction with Program Access](#)

[A8 – Work Preparation](#)