

Annual Education Results Report

2024–2025 School Year

Accountability Statement

The Annual Education Results Report for Canadian School Querétaro (CSQ) for the 2024/2025 school year was prepared under the direction of the Board/Board of directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. 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.

In reflecting on the 2024-25 school year, Canadian School Querétaro is pleased to report a period of substantial growth and significant achievement.

The school's continued expansion culminated in the successful launch of a new Junior High section, which welcomed 41 Grade 7 students in its inaugural year. This strategic development was supported by the recruitment of a specialized team of subject-area teachers and the appointment of a prior instructional coach to the principal role for the new section. Furthermore, new programs were successfully introduced to enhance the Junior High experience, including an intramural athletics program and a mandatory three-day overnight educational camp.

While the school successfully navigated mid-year staffing adjustments, considerable diligence was applied to minimize any disruption to student learning. Finding candidates who meet the required profile of an Alberta Certified teacher while also meeting the high standards of excellence required by Canadian School Querétaro remains a significant challenge. The school is committed to a rigorous recruitment process, and this focus has ensured the continued retention and integration of strong, dedicated educators across all grade levels.

Infrastructure growth also marked the year, with the addition of brand-new, modern, and state-of-the-art facilities. This includes a new building dedicated to the Early Years section. Our commitment to technology and hands-on learning was significantly enhanced with the opening of two cutting-edge MAKER space studios and a dedicated science laboratory. Additionally, a new multi-sport court was added to enhance the athletic facilities available for students' use.

Students were provided with extensive opportunities to engage in a range of enriching extra-curricular activities and high-level competitions. Notable highlights included participation in the Math World Cup, the Wonder Fair (a science and innovation event), and the National Robotics Competition. The school participated in the Grizzly Cup (an inter-campus athletics competition) and a local dance competition involving other schools and professional studios.

From an academic perspective, we celebrate the outstanding performance of our Grade 6 students on the Provincial Achievement Tests (PATs). Our students not only demonstrated competency levels consistent with their

peers in Alberta but also significantly surpassed the provincial average on the Math PAT, underscoring the quality of our educational programs and the dedication of our teaching staff. Moving forward, we remain dedicated to prioritizing the recruitment and retention of exceptional educators to ensure the continued success of our students.

We want to thank our parents and students and our whole community for trusting your trust in our school and the educational project have been invaluable, and we are grateful for the opportunity of walking with you through the path of your child's education. As long as we are together, we are sure we will face challenges and continue to provide an exceptional learning environment for our students

Our Vision: *To cultivate the forthcoming generation of leaders by developing ethical citizens, independent thinkers, responsible individuals, effective communicators, creative problem solvers, and lifelong learners.*

Mission Statement: *To ensure that every experience at Canadian School is exceptional, thereby effecting the transformation of our students through education.*

Key Features and Updates in 2024-25:

- Inauguration of a new Junior High program on campus, featuring 41 Grade 7 students, 5 new Junior High Teachers, and a Junior High Principal.
- The campus now comprises 3 buildings: Dedicated structures for each of the three school sections: Early Years, Elementary, and the new Junior High Section in its inaugural year.
- Technology integration initiatives: Two MakerSpace (STEAM) facilities have been established. One is situated within the new Early Years building, and the other is located in the Junior High building.
- A 1:1 iPad program is implemented in Grades 4-6; and 1:1 MacBook workstations are provided in Grade 7.
- iPads are available for use from Kindergarten through Grade 3.
- A new multi-sport court has been added to supplement the two pre-existing grass sports fields, enhancing the numerous sport facilities.
- The curriculum operates as a full-English immersion program.
- The educational focus is centered on student achievement in literacy, numeracy, creativity, innovation, and global citizenship.
- An extensive catalogue of extra-curricular programs

Required Alberta Education Assurance Measures - Overall Summary- Fall 2025 - School: Canadian School Querétaro

Assurance Domain	Measure	Canadian School Queretaro				Alberta			
		Current Result	Prev Year Result	3 Year Average	1 Year Diff	Current Result	Prev Year Result	3 Year Average	CSQ to AB Diff
Student Growth and Achievement	Student Learning Engagement	65.2	79.7	79.1	-14.5	83.9	83.7	84.4	-18.7
	Citizenship	81.9	71.7	71.2	10.2	79.8	79.4	80.4	2.1
Teaching & Leading	Education Quality	80.4	96.3	97.4	-15.9	87.7	87.6	88.2	-7.3
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92	86.8	85.9	5.2	84.4	84	84.9	7.6
	Access to Supports and Services	83.3	77.8	78	5.5	80.1	79.9	80.7	3.2
Governance	Parental Involvement	91.4	n/a	n/a	n/a	80	79.5	79.1	11.4

Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Canadian School Queretaro				Alberta			
	Current Result	Prev Year Result	3 Year Average	1 Year Diff	Current Result	Prev Year Result	3 Year Average	CSQ to AB Diff
In-Service Jurisdiction Needs	40	n/a	n/a		81.7	81.1	82.3	-41.7
Lifelong Learning	66.7	n/a	n/a		80.8	79.9	80.4	-14.1
Program of Studies	81.6	n/a	n/a		83	82.8	82.9	-1.4
Program of Studies - At Risk Students	83.8	77.8	78	6	80.5	80.6	81.2	3.3
Safe and Caring	95.3	92.7	90.6	2.6	87.3	87.1	87.8	8
Satisfaction with Program Access	54	69.1	68.1	-15.1	72.1	71.9	72.5	-18.1
School Improvement	88.9	95.9	98	-7	76.6	75.8	75.1	12.3

Required Alberta Education Assurance Measures

Assurance Domain	Measure	Canadian School Queretaro				Alberta			
		Current Result	Prev Year Result	3 Year Average	1 Year Diff	Current Result	Prev Year Result	3 Year Average	CSQ to AB Diff
Student Growth and Achievement	Student Learning Engagement	65.2	79.7	79.1	-14.5	83.9	83.7	84.4	-18.7

<p>ASSURANCE DOMAIN: Student Growth and Achievement Measure: Student Learning and Engagement</p> <p>Related 3 Year Education Plan Goal(s): Students are supported, engaged and successful with teachers who have a thorough understanding of the progression of literacy and math outcomes and its relationship to learning within a cross-curricular context.</p>	
<p>Alberta Survey Data:</p> <p>Students at CSQ responded with an accumulated score of 73.4 versus 69.3 for the Alberta benchmark</p> <p>Teacher respondents had an accumulated score of 57.1 versus 95.0 for the Alberta Benchmark</p>	<p>Canadian School Data:</p> <p>Students reported a score of 5.9 (out of 10) among elementary students and a score of 5.6 among junior high students for academic satisfaction.</p> <p>Parents reported a score of 6.0 in the same category.</p>
<p>Strengths:</p> <p>Teachers and principals have been pivotal in fostering student engagement and success through close collaboration. A key element of this effort has been the seamless integration of literacy skills across all subject areas. This approach enables students to apply reading, writing, speaking, and listening skills in authentic contexts, which not only deepens their content understanding but also significantly boosts overall literacy development. This year, there was also a strong focus on enhancing students' mathematical skills. Crucially, we consistently explore and implement innovative strategies to maximize student engagement, including the effective use of project-based learning, hands-on activities, and modern delivery tools such as educational applications and interactive digital platforms.</p> <p>Furthermore, the department of Student Success has played a supportive role by empowering teachers to design and implement effective, differentiated instructional strategies that address the diverse needs of all students. A central focus of this effort has been a strong push toward Universal Design for Learning (UDL)</p>	<p>Areas for Growth:</p> <p>The school faces several key challenges in fostering deep student engagement and interest in learning. Firstly, operating in a rapidly changing, increasingly digital world where AI is prevalent means traditional curriculum can feel irrelevant; the immediate accessibility of information and the pervasive digital sphere compete constantly with classroom content, requiring continuous adaptation of instructional methods to integrate digital literacy meaningfully.</p> <p>Secondly, high student participation in extensive external activities, such as extra-curriculars and athletics, often leads to mental fatigue and a reduced capacity for deep academic engagement, frequently prioritizing outside commitments over schoolwork.</p> <p>Thirdly, the growing diversity of the learner profile, encompassing varied strengths and challenges, makes achieving personalized, consistently engaging instruction for all students a significant</p>

techniques, which ensure that all learners can be engaged by offering flexible ways of presenting content, allowing for varied methods of expression, and providing multiple means of engagement. Instructional coaches and principals have been key to providing this support. Through professional development and resources, the department of Student Success has enabled teachers to create engaging lessons that promote active participation and critical thinking. This support has led to a consistent, high-quality, and cohesive approach to both literacy and math instruction school-wide.

The dedication of CSQ to supporting student engagement and success, coupled with an emphasis on value-based education within a cross-curricular framework, has had a profound impact on students' overall growth and achievement.

logistical and pedagogical hurdle, despite the school's focus on Universal Design for Learning (UDL).

Finally, the notable disparity in the Teacher Survey Data for Student Learning Engagement (57.1 compared to the Alberta benchmark of 95.0) signals a strong internal perception among teaching staff that current efforts or resources are insufficient to meet high engagement standards, underscoring the need for targeted support and professional intervention in this area.

Responses, New and Continued Initiatives:

- Two brand-new MakerSpace learning spaces and a brand new science lab to support hands-on learning opportunities
- Project-based learning
- Educational Applications such as Lexia, Mathletics, Solero, Blooket and Kahoot
- Teacher training in UDL practices
- Student Success support with diverse learner needs

Assurance Domain	Measure	Canadian School Queretaro				Alberta			
		Current Result	Prev Year Result	3 Year Average	1 Year Diff	Current Result	Prev Year Result	3 Year Average	CSQ to AB Diff
Student Growth and Achievement	Citizenship	81.9	71.7	71.2	10.2	79.8	79.4	80.4	2.1

ASSURANCE DOMAIN: Student Growth and Achievement

Measure: Citizenship

Related 3 Year Education Plan Goal(s):

Students are engaged learners when they are able to demonstrate global citizenship.

Alberta Survey Data:	Canadian School Data
<p>Students at CSQ responded with an accumulated score of 75.3 versus 70.3 for the Alberta benchmark</p> <p>Teacher respondents had an accumulated score of 88.6 versus 90.5 for the Alberta Benchmark</p>	<p>Students reported scores of 5.8 and 5.9 respectively for elementary and junior high students with regards to Relationships Between Students. They report scores of 6.2 and 5.8 respectively for a Sense of Belonging and Pride.</p> <p>Teachers responded with a cumulative score of 5.8 in the category of Relationships and Human Quality and a 6.0 in Integration and Teamwork. They also reported a score of 5.7 in a Sense of Belonging.</p> <p>98% of parents agree that their child is encouraged to be involved in activities that help the community. (values and social responsibility). 92% of parents agree that the Canadian School Way values are present in all the activities. 96% of the families are proud to belong to Canadian School.</p>
<p>Strengths:</p> <p>Students who are engaged learners and demonstrate global citizenship possess a diverse set of strengths that foster their academic and personal development. These key strengths include a strong sense of curiosity and passion for learning, excellent critical thinking and problem-solving skills, and effective communication abilities. They also have a capacity for collaboration and teamwork, demonstrate empathy and strong cultural awareness, and show a commitment to social responsibility and community engagement. Finally, they possess adaptability and resilience.</p> <p>Our school community actively reinforces this commitment to social responsibility through a calendar of constant</p>	<p>Areas for Growth:</p> <p>While students may already possess some strengths in engagement and global citizenship, there are always areas for growth and improvement. Here are some opportunity areas for students to further develop as engaged learners and global citizens: Cultivating a growth mindset, developing further empathy and cultural awareness, encouraging active participation, promoting critical thinking and problem-solving, engaging in service-learning and community involvement, fostering global awareness, and developing effective communication skills, including active listening, speaking clearly and confidently, and expressing their thoughts and ideas effectively. By focusing on these opportunity areas, students can further develop as engaged</p>

community projects aimed at supporting our surrounding neighbors. These efforts include regular donation drives, collecting essential items for local shelters and families in need, and hands-on volunteer initiatives. In these initiatives, students, their families, and dedicated staff members work side-by-side, dedicating their time to assist the less fortunate. This consistent engagement not only provides tangible support to the community but also instills in our students the profound value of active global citizenship and service.

By acknowledging and cultivating these qualities, educators can further boost student engagement and global citizenship. This prepares them to become well-rounded individuals capable of making a positive global impact

learners and global citizens, preparing them to make a positive impact in their communities and the world.

Responses, New and Continued Initiatives:

- Launching community service activities. Monthly collection of pantry items for a local foster home. Collect blankets during winter for less privileged communities, toys donations for kids in far areas, recycling initiatives
- Continued delivery and improvement of 'The Canadian School Way' values program.
- "Caring is Cool" Initiative
- Be Kind Program with the parent community

Assurance Domain	Measure	Canadian School Queretaro				Alberta			
		Current Result	Prev Year Result	3 Year Average	1 Year Diff	Current Result	Prev Year Result	3 Year Average	CSQ to AB Diff
Teaching & Leading	Education Quality	80.4	96.3	97.4	-15.9	87.7	87.6	88.2	-7.3

<p>DOMAIN: Teaching & Leading Measure: Education Quality</p> <p>Related 3 Year Education Plan Goal(s): Students are successful, engaged and supported with staff who are provided opportunities to enhance their professional capacity and leadership within a culture of collaboration.</p>	
<p>Alberta Survey Data:</p> <p>Students at CSQ responded with an accumulated score of 91.7 versus 84.8 for the Alberta benchmark</p> <p>Teacher respondents had an accumulated score of 69.0 versus 93.9 for the Alberta Benchmark</p>	<p>Canadian School Data</p> <p>Students reported a score of 5.9 (out of 10) among elementary students and a score of 5.6 among junior high students for academic satisfaction.</p> <p>Parents reported a score of 6.0 in the same category.</p>
<p>Strengths:</p> <p>The academic program boasts several profound strengths that contribute directly to the success and holistic development of our student body. These strengths are fundamentally rooted in the human capital and structural agility of the institution. A cornerstone of our academic success is our highly dedicated and professional staff. Every member of the faculty and administration is committed to a philosophy of student-centered decision-making. This means all curricular, pedagogical, and policy choices are evaluated through the lens of maximizing student benefit and addressing individual learner needs. Our educators go beyond standard duties, demonstrating a sincere and active passion for the well-being and achievement of every student, ensuring that the learning environment is supportive, equitable, and focused on achieving the best possible outcomes for all.</p> <p>Furthermore, our faculty exhibits an exceptional dedication to continuous professional growth. Recognizing that effective education is an evolving field, our staff proactively engages in career-long</p>	<p>Areas for Growth:</p> <p>The academic program faces significant multifaceted challenges that impede effectiveness and consistent student achievement.</p> <p>A primary challenge is the successful execution of our blended curriculum program, which requires the simultaneous instruction of two distinct and demanding frameworks: the Alberta curriculum and the SEP (Secretaría de Educación Pública) curriculum. This dual mandate creates a severe time constraint for teachers, leading to a frantic pace.</p> <p>Our institution experiences a high-turnover rate among teaching staff. This instability creates an ongoing, resource-intensive burden on the administration and remaining faculty. Every new cohort of teachers requires significant and constant investment in retraining and professional development to ensure they are fully aligned with the school's specific blended curriculum model, instructional methodologies, and academic expectations. This continuous cycle of onboarding diverts resources, both financial and human, that</p>

learning. This commitment extends to ongoing professional development, participation in current educational research, and the mastery of cutting-edge pedagogical techniques. This proactive stance ensures that our educators remain at the forefront of their respective disciplines and are equipped with the most effective, research-backed instructional strategies necessary to challenge and inspire the children we serve.

Finally, the school's academic structure is intentionally designed for agility and innovation. We maintain an institutional culture that is perpetually seeking and integrating new and innovative ways to deliver instruction, assess student understanding, and structure the learning experience. This involves piloting new technologies, adopting interdisciplinary approaches, and adjusting methodologies based on performance data and emerging educational best practices. This commitment to structural flexibility ensures that the academic program is not static but dynamically evolves to meet the complex and changing needs of 21st-century learners, guaranteeing a high-quality, relevant educational experience.

could otherwise be dedicated to enhancing existing staff expertise or developing innovative pedagogical strategies.

The entire student population consists of English as an Additional Language (EAL) learners. While these students are highly capable, they begin their academic journey without the foundational advantages and implicit cultural knowledge held by native English speakers. This linguistic reality requires specialized instructional support, differentiated materials, and dedicated EAL strategies across all subject areas. The challenge is ensuring that students acquire the complex academic content of two rigorous curricula while simultaneously mastering the language of instruction, placing them at a distinct disadvantage compared to peers in native-speaking environments. This necessitates innovative and targeted support systems to bridge the linguistic and academic gaps.

Responses, New and Continued Initiatives:

- TQS professional growth plan and Design Team goals are directly related to data-driven student success targets
- Professional development supporting reporting on outcomes including application of learning.
- Administration of the assessment framework across the program to monitor student progress and identify learning targets and instructional interventions
- Literacy and Numeracy Instructional Coaches
- Expansion of coaching model to Early Years and Numeracy supported by the current Literacy Coach
- Opportunities for greater collaboration across grade level and subject area teams to share best practices and design vertical alignment for targeted areas of need, especially in ELA, Sciences and Mathematics
- Ongoing professional development in the assessment framework tools and use of data to inform instruction
- Securing of a more diverse and experienced staff to enrich professional dialogue and collaboration
- Review and focus of phonemic awareness screening and implement instructional strategies embedded into word study for Early Years, Elementary (UFLI) 23-24
- Additional acquisition of digital resources to support vocabulary development of English Language Learners in Early Years and Elementary
- The introduction of a Student Transition Program in which teachers in the years of kindergarten and grade 1, as well as grade 6 and grade 7 work together to ensure as smooth a transition as possible for students changing sections at the end of the school year.

Assurance Domain	Measure	Canadian School Queretaro				Alberta			
		Current Result	Prev Year Result	3 Year Average	1 Year Diff	Current Result	Prev Year Result	3 Year Average	CSQ to AB Diff
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92	86.8	85.9	5.2	84.4	84	84.9	7.6

DOMAIN: Learning Supports

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

Related 3 Year Education Plan Goal(s):

Students are successful, engaged and supported with a school community that is safe, caring, and inclusive. Students are engaged in a variety of initiatives that create a positive school climate where every person belongs.

Alberta Survey Data:	Canadian School Data
<p>Students at CSQ responded with an accumulated score of 86.1 versus 75.7 for the Alberta benchmark</p> <p>Teacher respondents had an accumulated score of 97.9 versus 92.3 for the Alberta Benchmark</p>	<p>54% of elementary students reported encountering instances of bullying, while 22% of junior high students reported the same. Students reported scores of 5.8 and 5.9 respectively for elementary and junior high students with regards to Relationships Between Students and 6.3 and 6.5 respectively for safety. They report scores of 6.2 and 5.8 respectively for a Sense of Belonging and Pride.</p> <p>Teachers responded with a cumulative score of 5.8 in the category of Relationships and Human Quality and a 6.0 in Integration and Teamwork. They also reported a score of 5.7 in a Sense of Belonging.</p> <p>93% of parents agree or strongly agree that their child is treated fairly by adults at school. 93% of parents agree or strongly agree that their children are safe at school. 91% of parents agree or strongly agree that teachers care about their child.</p>
<p>Strengths:</p> <p>Our school is defined by its warm, caring, and familial atmosphere. We have actively cultivated several core characteristics to support this environment. These include fostering an increased</p>	<p>Areas for Growth:</p> <p>A critical challenge lies in ensuring that all students possess a clear and actionable understanding of the distinction between typical peer conflict (which is mutual and occasional) and bullying (which is</p>

sense of belonging and providing essential emotional support to enhance the mental health of our students. We offer opportunities for personal growth and build resilience by providing a safe space for self-expression. Furthermore, we emphasize collaboration and cooperation, alongside a commitment to diversity and inclusion. Our supportive community empowers its members to effectively advocate for both themselves and others. Central to our ethos is the promotion of understanding, empathy, and acceptance, which facilitates the development of long-lasting relationships among all members of our school community.

repeated, aggressive, and involves a power imbalance). This lack of clarity can lead to confusion in reporting and intervention.

There is a need to reinforce and clearly communicate the proper, assertive actions students should take when they witness or are confronted with bullying. Students require explicit training on safe reporting mechanisms and intervention strategies.

Continued emphasis is needed on developing deeper empathy and perspective-taking skills among the student body. While the community is caring, targeted programs are necessary to foster understanding of diverse experiences and emotional responses, mitigating miscommunication and unkind behavior.

The "Canadian School Way" values must be continually and explicitly reinforced not only through organized events but in daily classroom and social interactions to ensure they translate from abstract concepts into concrete, behavioral expectations for all students.

Responses, New and Continued Initiatives:

- Continuing of our 'Canadian School Way' Values Program focusing on our core values
- Pink Shirt Day and Neurodiversity Initiatives
- Engagement Events (Valentines, Christmas, Themed Days)
- Digital Citizenship Initiatives
- Caring is cool

Assurance Domain	Measure	Canadian School Queretaro				Alberta			
		Current Result	Prev Year Result	3 Year Average	1 Year Diff	Current Result	Prev Year Result	3 Year Average	CSQ to AB Diff
Learning Supports	Access to Supports and Services	83.3	77.8	78	5.5	80.1	79.9	80.7	3.2

DOMAIN: Learning Supports
Measure: Access to Supports and Services

Related 3 Year Education Plan Goal(s):

Students are engaged, successful, and supported in their learning when technology and design integration is used to support student-centered, personalized and authentic learning.

Students are successful, engaged and supported with a school that provides all students with the most appropriate learning environments and opportunities for them to best achieve their potential. Teaching staff have access to consultation and support from specialists to develop their capacity to meet the diverse needs of all students.

Alberta Survey Data:	Canadian School Data
<p>Students at CSQ responded with an accumulated score of 86.6 versus 78.7 for the Alberta benchmark</p> <p>Teacher respondents had an accumulated score of 80.0 versus 86.0 for the Alberta Benchmark</p>	<p>Students scored 6.1 and 5.3 respectively among elementary and junior high students in the category of Teacher Attention and Support.</p> <p>Parents scored 5.7 for Academics, 6.0 for Teachers, and 5.8 for Services.</p>
Strengths:	Areas for Growth:
<p>We take immense pride in our commitment to fostering an inclusive education environment, which serves as the cornerstone of our approach to supporting every learner. This commitment is brought to life through a philosophy that values diversity and ensures all students can access the curriculum and thrive. Our inclusive approach is meticulously coupled with a comprehensive and wide-ranging framework of support designed to address the multifaceted needs of both our students and their families. This support system is dynamic and responsive, evolving to meet the contemporary challenges of education.</p> <p>The structural backbone of this comprehensive support is our newly expanded Student Success Team. The current configuration of this team is a deliberate reflection of a holistic, 360-degree vision for student well-being and</p>	<p>With an ever increasingly diverse student body with unique learning challenges and needs, the school needs to be strategic in how to effectively deploy resources for targeted interventions and supports to extract the most value from them. A few critical areas require deliberate focus to maximize the impact of the school's comprehensive support system.</p> <p>Resource Deployment and Prioritization is a persistent challenge. The effective allocation of finite specialist and instructional time is difficult against a backdrop of increasing and complex student needs (e.g., EAL, learning differences, mental health support). The school must develop a highly strategic model for prioritizing which students receive which interventions, for what duration, and what criteria are used to determine "exit" from or "escalation" within the support</p>

achievement. It signifies a true partnership among various key school team members, moving beyond traditional, siloed support services. This collaborative structure ensures that the school is a profoundly supportive ecosystem, addressing student needs in an integrated manner.

Specifically, the Student Success Team's integrated efforts are focused on providing robust support across multiple critical dimensions. Technologically, this involves ensuring equitable access to necessary digital tools, platforms, and resources, and providing the instruction required for digital literacy and success in a modern learning environment. Academically, the team offers differentiated instruction, specialized learning supports, intervention programs, and enrichment opportunities to help every student master core content and achieve their full intellectual potential. Emotionally and socially, the team prioritizes mental health and well-being through counseling services, social-emotional learning curricula, behavioral support strategies, and a culture that promotes resilience, empathy, and positive peer relationships.

By bringing together expertise from diverse areas, including special education, counseling, instructional technology, and administration, the expanded Student Success Team works synergistically to identify barriers, deploy targeted interventions, and monitor student progress, truly making the school a place where every student is seen, supported, and positioned for success.

system. Without this clarity, resources can become diffused and less effective.

Enhanced Data-Driven Decision Making is necessary to move beyond general tracking to deep, predictive analysis. The challenge lies in efficiently collecting, standardizing, and rapidly interpreting performance data across *both* the Alberta and SEP curricula to create a single, clear, and actionable profile for each student. Teachers and the Student Success Team need training to seamlessly translate complex data into specific, targeted, and evidence-based instructional adjustments.

Communication and Transparency of Support is a key area for growth. The school needs to ensure that all stakeholders, especially parents and classroom teachers, have a clear, consistent, and transparent understanding of the available supports and the referral process. Currently, the complexity of the "360-degree vision" may inadvertently create confusion about which specialist or service to access for a particular need. Clear protocols and communication channels are necessary to demystify the support system and facilitate timely access for students.

Responses, New and Continued Initiatives:

- Ipad shared in Early Years and grades 1, 2, 3
- 1:1 ipad program for grades 4 to 6
- 1:1 MacBooks for junior high students
- Small group interventions
- Pull-outs and push-ins with targeted interventions
- Regular sessions with section principals and Student Success team to ensure and support well-being to students in follow-up
- Continued tracking of student progress through baseline assessments and development of plans for success by our team of teachers, our Student Success Team and our parents
- Data Analysis to identify specific interventions
- Technology Integration Team
- Investment of technology and educational equipment
- After school tutoring services offered on-campus

Assurance Domain	Measure	Canadian School Queretaro				Alberta			
		Current Result	Prev Year Result	3 Year Average	1 Year Diff	Current Result	Prev Year Result	3 Year Average	CSQ to AB Diff
Governance	Parental Involvement	91.4	n/a	n/a	n/a	80	79.5	79.1	11.4

<p>DOMAIN: Governance Measure: Parental Involvement</p> <p>Related 3 Year Education Plan Goal(s): Students are successful, engaged and supported with a school that promotes and values opportunities for parents and the community to work collaboratively in partnerships to support student success.</p>	
Alberta Ed Data:	Canadian School Data
Teacher respondents had an accumulated score of 91.4 versus 84.3 for the Alberta Benchmark	90% of parents are satisfied or very satisfied with the opportunity to be involved in decisions about their child's education.
Strengths:	Areas for Growth:
<p>In Querétaro, we have successfully cultivated a profoundly strong and highly involved school community, a cornerstone of our educational philosophy. This has been achieved through deliberate efforts to ensure open communication and mutual respect.</p> <p>A key indicator of our success is the high level of trust and comfort parents feel in approaching the school administration and faculty. Parents are actively encouraged to share their feedback, concerns, and suggestions, and they feel genuinely heard and taken into consideration. This atmosphere of open-door policy and responsiveness fosters a strong sense of partnership between home and school. We believe that a child's success is a shared responsibility, and this collaborative spirit is palpable in our daily interactions.</p> <p>Our leadership team, including the Head of School and Section Principals, maintains a deeply student-centric focus. They don't operate from behind closed doors; instead, they are highly visible and proactively involved in the daily life of the school. This involvement extends to knowing the students as individuals, understanding their academic progress, extracurricular participation, and personal well-being. When specific situations arise, the swift, informed, and personal involvement of the principals serves as a powerful reassurance to parents. It is a</p>	<p>A proactive and timely response from all educational staff, including teachers, administrators, and school leaders, is paramount to the ongoing cultivation of a robust and enduring parent-school relationship. This commitment is essential not only for establishing but, more critically, for maintaining the current high level of parental involvement. Effective communication, transparency in school operations and student progress, and consistent outreach are necessary components. We must continue to reinforce these strong practices to maintain the amazing school community we have built together.</p>

concrete sign that their children are not merely numbers, but are known, recognized, and valued members of our community. This deep-seated personal connection and commitment to knowing every student is a significant source of confidence for our parent body.

The strength of our community is evident in the vibrant participation in our many community events, such as the Grizzly Cup. Our parents not only love to actively participate in these activities but often take the initiative to plan and organize events themselves for the benefit of the entire school community.

Responses, New and Continued Initiatives:

- Weekly Parent Need to Know communication with a focus not only on information but also sharing tips or advice on important topics
- Digital Citizenship parent sessions, technology integration workshops and support sessions offered regularly to parents
- Open Door policy so parents get invited to participate in diverse activities.
- Parent Association who works collaborative with the school for several initiatives that have a direct impact in students growth and learning
- Numerous school community events that help to build a stronger community

Supplemental Alberta Education Assurance Measures

Measure	Canadian School Queretaro				Alberta			
	Current Result	Prev Year Result	3 Year Average	1 Year Diff	Current Result	Prev Year Result	3 Year Average	CSQ to AB Diff
In-Service Jurisdiction Needs	40	n/a	n/a	n/a	81.7	81.1	82.3	-41.7

Measure: In-Service Jurisdiction Needs	
Alberta Survey Data:	Canadian School Data
Staff responses scored a 40.0 versus the 81.7 for Alberta benchmark.	No internal data was collected at the school level for this measure.
<p>Strengths:</p> <p>The school demonstrates a strong commitment to staff development and curriculum alignment through a comprehensive two-week New Staff Onboarding program focused on the blended Alberta/SEP curriculum and instructional methodologies. Ongoing professional growth is mandated by SEP through regular CTE Professional Development days focusing on curriculum updates and pedagogical best practices, and further supported by a Teacher Quality Standard (TQS)-aligned Professional Growth Plan, which includes self-reflection, goal-setting, and targeted feedback via an observation cycle. The school also actively works to enrich professional dialogue by securing a more diverse and experienced staff and is focused on improving instructional effectiveness with ongoing training in assessment framework tools, data-driven instruction, and specific literacy initiatives like the review of phonemic awareness screening and the implementation of UFLI-embedded word study for Early Years and Elementary. Additionally, digital resources are being acquired to support the vocabulary development of English Language Learners, and a Student Transition Program is in place to ensure smooth student progression between key grade levels.</p>	<p>Areas for Growth:</p> <p>The disparity between the high Alberta benchmark (81.7) and the school's current result (40.0) highlights a significant need to improve the perceived effectiveness and relevance of our professional development (PD). This substantial gap points to a perception among staff that current PD offerings do not adequately address their jurisdiction-specific needs. Specifically, new staff concerns that there is too much information presented at the beginning of the year can lead to information overload and reduced retention of critical content. Furthermore, the feedback that some in-services are redundant indicates a lack of differentiation in PD content, resulting in veteran staff feeling their time is not efficiently used and possibly leading to disengagement. We need to shift towards a more needs-based, personalized, and sustained model of professional growth that clearly aligns with individual teacher PGP goals and the strategic needs of the school.</p>
<p>Responses, New and Continued Initiatives:</p> <ul style="list-style-type: none"> - New Staff Onboarding: A two-week pre-school year training for new staff on the blended Alberta/SEP curriculum, school culture, and instructional methods. - Mandated CTE Professional Development (PD): Regular SEP-mandated PD days focus on ongoing 	

teacher training, including curriculum updates and pedagogical best practices.

- Teacher Quality Standard (TQS) Professional Growth Plan (PGP): Teachers use a TQS-aligned PGP for goal setting, self-reflection, and leadership-led observation cycles for targeted feedback and continuous growth.
- Ongoing PD: Training in assessment tools and using data to inform instruction.
- Staffing: Secure a more diverse and experienced staff to enhance professional dialogue and collaboration.

Measure	Canadian School Queretaro				Alberta			
	Current Result	Prev Year Result	3 Year Average	1 Year Diff	Current Result	Prev Year Result	3 Year Average	CSQ to AB Diff
Lifelong Learning	66.7	n/a	n/a		80.8	79.9	80.4	-14.1

Measure: Lifelong Learning	
Alberta Survey Data:	Canadian School Data
Staff responses scored a 66.7 versus the 80.8 for Alberta benchmark.	No internal data was collected at the school level for this measure.
<p>Strengths:</p> <p>At our school we foster a culture of curiosity in which we hope students can take initiative of their own learning to find their passions and grow into contributing members of their communities. This culture is actively supported by a dedicated staff who are encouraged to see themselves as continuous learners. Our professional development and growth initiatives emphasize current pedagogical trends, personalized learning, and the cultivation of an instructional environment that models lifelong learning. By investing in the continuous growth of our educators, we ensure they are equipped to inspire and guide students toward self-directed inquiry and the development of essential 21st-century skills.</p>	<p>Areas for Growth:</p> <p>The significant discrepancy between our staff's score on Lifelong Learning (66.7) and the Alberta benchmark (80.8) strongly suggests that while we aim to foster a culture of curiosity and self-direction, our students' experience of "taking initiative of their own learning" is not yet meeting the desired standard. A key challenge is getting students to be actively engaged in their own learning, moving beyond passive reception of information to becoming genuine co-creators of their educational journey. This gap indicates a need for more explicit strategies and instructional practices that empower student voice, choice, and agency in the classroom, thereby strengthening their intrinsic motivation for continuous, self-directed learning.</p>
<p>Responses, New and Continued Initiatives:</p> <ul style="list-style-type: none"> - School events that encourage curiosity and active-participation in the students' own learning, such as the Wonder Fair and the Robotics Competition - A wide catalogue of extra-curricular activities so that students can explore their passions and find what interests them. - In-class projects that encourage student choice and are inquiry-led, allowing students to develop their own learning strategies and habits 	

Measure	Canadian School Queretaro				Alberta			
	Current Result	Prev Year Result	3 Year Average	1 Year Diff	Current Result	Prev Year Result	3 Year Average	CSQ to AB Diff
Program of Studies	81.6	n/a	n/a	n/a	83	82.8	82.9	-1.4
Program of Studies - At Risk Students	83.8	77.8	78	6	80.5	80.6	81.2	3.3

Measure: Program of Studies and Program of Studies - At Risk Students	
Alberta Survey Data:	Canadian School Data
Staff and student responses scored a 81.6 versus the 83 for Alberta benchmark, and a 83.8 versus the 80.5 for the Alberta benchmark for At Risk Students	Students scored 6.1 and 5.3 respectively among elementary and junior high students in the category of Teacher Attention and Support. Parents scored 5.7 for Academics, 6.0 for Teachers, and 5.8 for Services.
Strengths: The school offers rich and diverse programming so that students have opportunities to explore many subject areas, including a blended Alberta and local SEP curriculum that provides a well-rounded educational experience. We also offer specialized programs such as an extensive Visual Arts program, music instruction, and physical education that are integrated into the regular schedule. Additionally, the availability of various extra-curricular activities allows students to delve into their specific interests and passions outside of core academics. This comprehensive approach ensures that all students have access to a broad range of subjects and are well-prepared for future academic and career paths.	Areas for Growth: Developing clearer pathways or mentorship opportunities that allow students to connect their personal interests (identified in extra-curriculars or inquiry projects) with deeper, specialized academic or project-based work within the core curriculum.
Responses, New and Continued Initiatives:	
<ul style="list-style-type: none"> - Broad programming that allows students to engage in many different subject areas - Junior high options that allow students to try new areas of study - A broad catalogue of extra-curricular programs for students to partake in their passions outside of the classroom 	

Measure	Canadian School Queretaro				Alberta			
	Current Result	Prev Year Result	3 Year Average	1 Year Diff	Current Result	Prev Year Result	3 Year Average	CSQ to AB Diff
Safe and Caring	95.3	92.7	90.6	2.6	87.3	87.1	87.8	8

Measure: Safe and Caring	
Alberta Survey Data:	Canadian School Data
Staff and student responses scored a 95.3 versus the 87.3 for Alberta benchmark	Students reported scores of 5.8 and 5.9 respectively for elementary and junior high students with regards to Relationships Between Students and 6.3 and 6.5 respectively for safety. They report scores of 6.2 and 5.8 respectively for a Sense of Belonging and Pride.
Strengths:	Areas for Growth:
The school's significantly high score of 95.3 in the Safe and Caring measure (well above the Alberta benchmark of 87.3) is a powerful validation of the community's core commitment to student well-being. This excellent result confirms the deeply supportive, inclusive, and physically secure environment established for all students and staff. A critical factor underpinning this success is the Canadian School Way Values Program, which provides a cohesive framework for positive behavior, conflict resolution, and the promotion of core values like respect and empathy. Furthermore, the high level of trust and support is evident in the proactive and visible presence of school leadership and the implementation of specific anti-bullying and inclusion initiatives, such as Pink Shirt Day and Neurodiversity awareness programs. At our school, we have created an environment where students and their families know that they are cared for and that they can rely on the staff to be there for them when they need them.	The remarkably high score indicates that the foundational elements of safety and emotional support are firmly established. To build upon this strength and move from a safe environment to one that is truly empathetic and collaborative, we must focus on intentionally cultivating deeper relationships and mutual understanding among all stakeholders, students, staff, and parents. While students report a good sense of belonging, deliberately structured activities that promote cooperation, address misunderstandings proactively, and explicitly teach and model complex social-emotional skills like perspective-taking and conflict resolution are essential next steps to increase empathy and cooperation among all community members. This focus will ensure that our existing strength in safety translates into enduring relational health and a strong sense of collective responsibility.
Responses, New and Continued Initiatives:	
<ul style="list-style-type: none"> - Continuing of our 'Canadian School Way' Values Program focusing on our core values - Pink Shirt Day and Neurodiversity Initiatives - Engagement Events (Valentines, Christmas, Themed Days) - Digital Citizenship Initiatives - Caring is cool 	

Measure	Canadian School Queretaro				Alberta			
	Current Result	Prev Year Result	3 Year Average	1 Year Diff	Current Result	Prev Year Result	3 Year Average	CSQ to AB Diff
Satisfaction with Program Access	54	69.1	68.1	-15.1	72.1	71.9	72.5	-18.1

Measure: Satisfaction with Program Access

Alberta Survey Data:	Canadian School Data
Staff responses scored a 54.0 versus the 72.1 for Alberta benchmark.	Students scored 6.1 and 5.3 respectively among elementary and junior high students in the category of Teacher Attention and Support. Parents scored 5.8 for Services

Strengths:	Areas for Growth:
Our commitment to inclusive education ensures every learner can access the curriculum and thrive. The expanded Student Success Team is the structural backbone of this support, providing a holistic, collaborative ecosystem. This team offers robust support: Technologically, ensuring equitable access to digital tools and literacy; Academically, providing differentiated instruction, interventions, and enrichment for content mastery; and Emotionally/Socially, prioritizing mental health, social-emotional learning, and behavioral support to foster resilience. By integrating expertise (e.g., special education, counseling, technology), the team works synergistically to identify barriers, deploy targeted interventions, and monitor progress, supporting every student's success.	To effectively support a diverse student body, the school must focus resources strategically in three areas. First, a clear model is needed for Prioritized Resources to allocate limited specialist time (EAL, learning differences, mental health) against complex student needs. This includes defining criteria for intervention entry, duration, exit, and escalation to prevent resource dilution. Second, the school must move to predictive analysis for Data-Driven Decisions by standardizing and interpreting performance data across Alberta and SEP curricula. Training is required for teachers and the Student Success Team to translate this data into evidence-based instructional adjustments. Third, Clear Communication is essential, meaning all stakeholders, especially parents and teachers, need consistent, transparent information about available supports and the referral process via clear protocols for timely access.

- Responses, New and Continued Initiatives:**
- Ipad shared in Early Years and grades 1, 2, 3
 - 1:1 ipad program for grades 4 to 6
 - 1:1 MacBooks for junior high students
 - After school tutoring services offered on-campus
 - Pull-outs and push-ins with targeted interventions
 - Regular sessions with section principals and Student Success team to ensure and support well-being to students in follow-up
 - Continued tracking of student progress through baseline assessments and development of plans for success by our team of teachers, our Student Success Team and our parents
 - Data Analysis to identify specific interventions
 - Technology Integration Team

Measure	Canadian School Queretaro				Alberta			
	Current Result	Prev Year Result	3 Year Average	1 Year Diff	Current Result	Prev Year Result	3 Year Average	CSQ to AB Diff
School Improvement	88.9	95.9	98	-7	76.6	75.8	75.1	12.3

Measure: School Improvement	
Alberta Survey Data:	Canadian School Data
Staff and student responses scored a 88.9 versus the 76.6 for Alberta benchmark	No internal data was collected at the school level for this measure.
Strengths:	Areas for Growth:
The Canadian School Queretaro's strong score of 88.9, significantly above the Alberta benchmark of 76.6, confirms a high level of staff and student satisfaction with the current direction and vision of the school. This result is a direct reflection of the leadership team's intentional commitment to shared governance, transparent communication, and a continuous improvement culture. Key to this success is the Professional Learning Community (PLC)/Collaborative School Improvement (CSI) model, which empowers teachers to take ownership of instructional excellence by aligning their professional growth plans with strategic school goals. Furthermore, the systematic investment in instructional coaching provides targeted, job-embedded support, ensuring that new strategies and best practices are successfully implemented and sustained across all grade levels. This environment of professional growth and shared purpose creates a palpable sense of community and pride, driving the school's positive trajectory.	The school's significantly positive score in School Improvement should not lead to complacency, especially given the rapid growth rate. The current operational structures, while effective now, must be proactively audited and reinforced to scale successfully. Critical focus must be placed on System Capacity and Sustainability: ensuring that the Professional Learning Community (PLC)/Collaborative School Improvement (CSI) model remains robust despite increasing staff numbers; that instructional coaching and mentorship capacity expands to maintain quality control across new hires; and that data management systems can effectively handle a larger student body to ensure data-driven decisions remain timely and accurate. Without this diligence, rapid growth could dilute the positive culture and instructional consistency that has driven the current strong results.

Responses, New and Continued Initiatives:

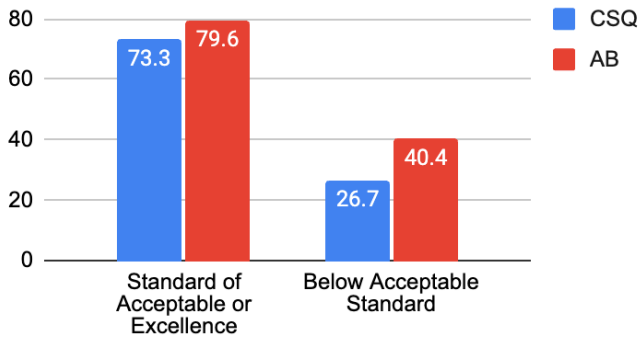
- Investigating potential models to facilitate grade level and subject area collaborative planning time
- Safeguarding common planning time during professional development days and staff meetings
- TQS professional growth plan goals are aligned to school-wide targets, which supports PLC action plans
- Data-driven instruction
- Investment in Instructional Coaches
- Acquisition of resources to support learning spaces
- Collaborative learning space design (student, parents, and teacher input)

Provincial Achievement Tests Results - Spring 2025

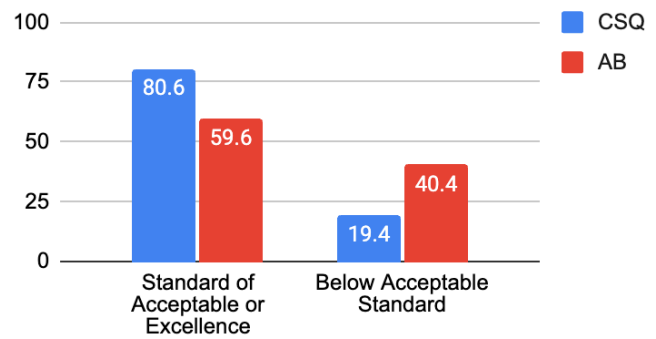
			CSQ			Alberta		
			2024	2025	2023 - 2025 Avg	2024	2025	2023 - 2025 Avg
English Language Arts & Lit 6	Participation	Students Enrolled	n/a	33	33	n/a	61,670	61,670
		Students Writing	n/a	30	30	n/a	53,045	53,045
		Students Writing %	n/a	90.9	90.9	n/a	86	86
	Results Based on Number Enrolled	Acceptable Standard %	n/a	66.7	66.7	n/a	69.1	69.1
		Standard of Excellence %	n/a	3	3	n/a	12.7	12.7
		Below Acceptable Standard %	n/a	24.2	24.2	n/a	16.9	16.9
	Results based on Number Writing	Acceptable Standard %	n/a	73.3	73.3	n/a	80.3	80.3
		Standard of Excellence %	n/a	3.3	3.3	n/a	14.7	14.7
		Below Acceptable Standard %	n/a	26.7	26.7	n/a	19.7	19.7
	Mathematics 6	Participation	Students Enrolled	n/a	33	33	n/a	61,656
Students Writing			n/a	31	31	n/a	53,321	53,321
Students Writing %			n/a	93.9	93.9	n/a	86.5	86.5
Results Based on Number Enrolled		Acceptable Standard %	n/a	75.8	75.8	n/a	53.1	53.1
		Standard of Excellence %	n/a	12.1	12.1	n/a	15.1	15.1
		Below Acceptable Standard %	n/a	18.2	18.2	n/a	33.3	33.3
Results based on Number Writing		Acceptable Standard %	n/a	80.6	80.6	n/a	61.4	61.4
		Standard of Excellence %	n/a	12.9	12.9	n/a	17.5	17.5
		Below Acceptable Standard %	n/a	19.4	19.4	n/a	38.6	38.6
		Participation	Students	39	33	36	60,804	50,053

Social Studies 6	Enrolled	Students Writing	36	31	34	52,610	42,116	47,823
		Students Writing %	92.3	93.9	93.1	86.5	84.1	85.1
		Acceptable Standard %	66.7	72.7	69.7	68.5	64.1	66.3
	Results Based on Number Enrolled	Standard of Excellence %	5.1	9.1	7.1	19.8	18.5	18.8
		Below Acceptable Standard %	25.6	21.2	23.4	18	20.1	18.8
		Acceptable Standard %	72.2	77.4	74.8	79.2	76.1	77.9
	Results based on Number Writing	Standard of Excellence %	5.6	9.7	7.6	22.8	22	22.1
		Below Acceptable Standard %	27.8	22.6	25.2	20.8	23.9	22.1
		Acceptable Standard %	72.2	77.4	74.8	79.2	76.1	77.9

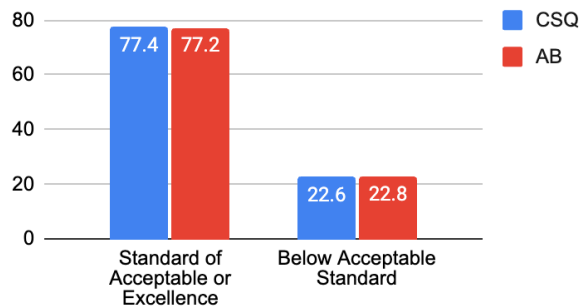
English Language Arts



Math



Social Studies



Strengths:	Areas for Growth:
<p data-bbox="217 304 857 363">2024 Provincial Achievement Test (PAT) Performance: Areas of Strength</p> <p data-bbox="217 396 860 699">The Canadian School Queretaro (CSQ) Grade 6 students demonstrated exceptional academic performance in the 2024 Provincial Achievement Tests (PATs), particularly in Mathematics and Social Studies. These results are a testament to the dedication of our students and the effectiveness of our instructional strategies, especially considering the complexities of operating a blended curriculum in an English as an Additional Language (EAL) environment. Exceptional Outperformance in Mathematics</p> <p data-bbox="217 730 740 821">CSQ students significantly outperformed the established Alberta Provincial Benchmark in Mathematics.</p> <ul data-bbox="251 852 893 1339" style="list-style-type: none"> • Acceptable Standard Achievement: CSQ achieved an "Acceptable Standard %" of 80.6% (based on the Number writing cluster). • Alberta Benchmark: This result is remarkably higher than the Alberta three-year average "Acceptable Standard %" of 61.4%. • Significance: This nearly 20 percentage point difference highlights the profound impact of CSQ's focused mathematics program. The data suggests that the targeted instruction in foundational numeracy skills, specifically number writing and related concepts, has been highly successful in building a robust mathematical understanding among our students. <p data-bbox="201 1373 771 1407">Strong Alignment and Success in Social Studies</p> <p data-bbox="217 1440 860 1533">In Social Studies, CSQ Grade 6 students performed at a level that successfully aligns with the high standards set by the Alberta context.</p> <ul data-bbox="251 1564 893 1875" style="list-style-type: none"> • Acceptable Standard Achievement: CSQ achieved an "Acceptable Standard %" of 77.4% in Social Studies. • Alberta Comparison: This score is nearly identical to the Alberta three-year average of 77.9%, demonstrating that our students are keeping pace with their peers in Alberta despite the unique challenges of learning complex historical and cultural concepts in an EAL setting. 	<p data-bbox="932 304 1549 487">The 2025 Grade 6 Provincial Achievement Test (PAT) results in English Language Arts & Literacy indicate a critical area for immediate instructional focus, specifically in achieving the Acceptable Standard and the Standard of Excellence, and most notably in strengthening writing proficiency.</p> <p data-bbox="932 518 1549 821">CSQ students demonstrated lower performance compared to the Alberta provincial average in ELA. While CSQ achieved an "Acceptable Standard %" of 73.3% (based on the Number Writing cluster), this is significantly below the Alberta three-year average "Acceptable Standard %" of 80.3%. Furthermore, CSQ's "Standard of Excellence %" of 3.3% is substantially lower than the Alberta average of 14.7%, indicating a significant need to challenge and develop advanced literary and writing skills.</p> <p data-bbox="932 852 1549 1276">This discrepancy in ELA performance, particularly at the Standard of Excellence level, points to systemic weaknesses in sophisticated literacy skills, with a core focus needing to be placed on writing. In an English as an Additional Language (EAL) context, the ability to synthesize, analyze, and express complex ideas in writing is the most significant barrier to higher achievement across all PAT subjects. The current performance suggests that while students have foundational comprehension, they struggle to articulate their knowledge with the clarity, complexity, and structural organization required for advanced academic writing.</p> <p data-bbox="932 1308 1549 1766">To address the fundamental deficits in writing, ELA proficiency cannot be confined to the ELA classroom. The school must adopt a unified, cross-curricular approach where all teachers, including those in Math, Science, and Social Studies, explicitly teach and assess the communication standards relevant to their subjects. This is essential for students to consistently practice and apply effective writing strategies, ensuring ELA becomes the tool for learning across the curriculum, rather than a separate subject. This integrated strategy is paramount for improving student performance not only in ELA, but also in the communication aspects embedded within all other PATs.</p>

- Significance: This outcome validates the school's approach to integrating Canadian and Mexican social studies curricula, ensuring that students acquire the mandated competencies while developing critical thinking and global awareness.

Conclusion on Strengths

The strong outperformance in Mathematics and the successful alignment in Social Studies are key indicators of instructional success. These results confirm that the school's decision to place a targeted instructional focus on these specific subject areas has yielded measurable and impressive academic dividends. These strengths will serve as the foundation for our ongoing school improvement planning and validate the commitment to providing a high-quality, internationally competitive education.