



A Profile of the School Authority

ACCOUNTABILITY STATEMENT

The Education Plan for The International School of Macao commencing September 1, 2025 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. This plan was developed in the context of the Alberta provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the 2025/2026 Education Plan on May 26, 2025.

The International School of Macao

Howard Stribbell
Board Chair

OUR HISTORY

The International School of Macao, a non-for-profit school, was established in 2002 to provide a Canadian curriculum and accreditation to local and expatriate students. English is the primary language of instruction. The School opened with an initial total enrollment of 58 students on the campus of Macau University of Science and Technology.

By 2006, the school had grown to over 500 students and moved into the first phase of its new, purpose-built facility on the MUST campus. It also became accredited with the Ministry of Education in Alberta, Canada.

In 2008, TIS offered its first Grade 12 courses and by June 2009, 27 students had graduated. TIS graduates receive the Alberta High School Diploma which is recognized by universities and colleges around the world. It is also an IB World School offering the International Baccalaureate Diploma, since 2017. TIS received designation as an authorised school for the IB Primary Years Program in January 2025. The School is a member school of the Council of International Schools (CIS) and in the process of becoming accredited by CIS.

TIS TODAY

Today, TIS Macao has an enrollment of 1,285 students representing 40 different countries. The North Wing opened in the Spring of 2017, hence allowing an overall capacity of up to 1,600 students and keeping pace with Macau's educational demands.



OUR FOUNDATION

The vision of TIS is to develop students who achieve their personal level of excellence with a mindset that seeks to address challenges that face our world.



MISSION

“In a safe, caring and welcoming environment, our mission is to develop socially responsible, life long learners able to problem solve, think critically, and make positive changes in our global community.”



Our shared vision, mission and core values guide the school culture of caring, development of positive character and pursuit of academic and personal excellence to build a solid foundation for the future.

TIS VISION

Courage to innovate, 敢於創新,
Passion to pursue excellence, 勇於超越
Character to embrace challenges, 迎接挑戰

TIS’s distinct academic and character blueprint is aimed at developing the whole student. The emphasis is developing the skills and attitudes required for positive contribution to our global society.

VALUES

Caring,
心存關懷,

Respect,
行抱尊重,

Responsibility,
責任先行,

Student-centred
學生為本

The TIS Advantage

TIS offers a holistic and student-focused approach to education where learning is valued, growth through diversity is encouraged, individual uniqueness respected and personal excellence is fostered by dedicated staff. Enriched programs, the latest technology and a supportive environment all contribute to the education of well rounded students.

Our unique educational experience is founded upon three aspects:

- International Curriculum
- Approaches to Teaching and Learning
- Experiences and Community

International Curriculum

TIS is authorised to offer the Alberta Education program of studies. TIS accreditation status is rated at the highest possible level, Tier 4, demonstrating our ongoing commitment to excellence. We are also authorised to offer the International Baccalaureate [IB] Diploma Programme [DP] to give them extra academic values.

Approaches to Teaching and Learning

We work toward developing students who are self-regulated in their learning and are able to identify their strengths and weaknesses as learners. Our student well-being programs also allow students to learn about taking care of themselves and respecting the rights of others.

Experiences and Community

The third aspect of our educational program is primarily focused on educational experiences beyond the classroom. Our UN Sustainable Development Goals initiatives, Experience Week, Duke of Edinburgh, IB CAS, ECA, Leadership and Performance, and Athletics programs connect students with real-world issues and build their awareness of their responsibilities in our global society.





STRATEGIC PILLARS - THE MAIN PRIORITIES

TIS's strategic pillars create a framework for our team to deliver school growth over the 2024/2025 school year and beyond.



STRATEGIC PILLARS

Our strategic pillars are drawn from our mission, vision, values and school blueprint that guide TIS and prepare our students to graduate and succeed on their chosen pathway.



TIS Strategic Pillar 1: Promote Student Development

Pillar Description:

Enforce rigorous and innovative curriculum combining Alberta education, IB curriculum within local context.

Ensure positive relationship building with students and families that builds trust and build community.

Ensure the academic program culminates in tertiary opportunities for student success and building the school's reputation

Ensure a holistic approach to student development.

2025/26		
General Objectives	Specific Goals/Targets	Strategies
<p>A. Implement a rigorous and innovative curriculum combining Alberta education & IB with acknowledgement of our local context</p>	<p>Raise the level of academic expectations and achievement for students across all Grade levels.</p> <ul style="list-style-type: none"> • Achieve CIS accreditation • Achieve improved Approaches to Learning skill ratings between Secondary School Term 1 and Term 3 interim reports by XX% • Grade 6 PAT achievement <ul style="list-style-type: none"> ○ Science: improve from 74% in 2024 to 80% of students at or above the Alberta acceptable standard ○ Science: improve from 18% in 2024 to 20% of students at or above the Alberta standard of excellence ○ Social Studies: improve from 79% in 2024 to 80% of students at or above the Alberta acceptable standard 	<ul style="list-style-type: none"> • Council of International Schools (CIS) self study team verification visit (Nov. 2025) • Develop the ATL skill teaching to include all of the strands identified in IB Programs • Employ services of EAL specialist to continue to assist with developing structures and strategies for EAL literacy development • Implement training for Primary admin on Concept Based Instruction to enhance delivery of PYP • Elementary VP and Secondary Head of Math to review scope and sequence of the Math program across the school to



	<ul style="list-style-type: none"> • Achieve Alberta Grade 12 diploma marks at or above provincial marks in all subjects. • Maintain IB diploma scores (2024) at a school average of at least 34. • Improve from teacher rating of 89% to 93% and student rating of 84% to 93% in the Alberta assurance student and teacher survey, Domain A4: Quality of Education • Maintain at least 84% satisfaction rate in the Alberta assurance teacher survey, Domain A8: Work Preparation • Undertake feasibility study for seeking MYP authorization 	<ul style="list-style-type: none"> • Fully develop the IBDP School Plan • Provide additional IB DP teacher and student support by appointing an Assistant DP Coordinator
<p>B. Provide all students the opportunity to achieve their personal level of excellence</p>	<ul style="list-style-type: none"> • Improve from 66% (2024) to 75% rating in the Alberta assurance student survey, Domain 1: students are engaged in their learning at school. <p>Provide targeted academic support in all academic areas, with priority given to the areas of:</p> <ul style="list-style-type: none"> • English <ul style="list-style-type: none"> ○ EAL WIDA data demonstrate improvement by more than one grade level over the year ○ MAP English data show 100% of students improved by at least one grade level 	<p>General Approaches</p> <ul style="list-style-type: none"> • Train teachers to use data visualization software to inform teaching progression for individuals and cohorts • Implement MAP tests (G4-11) that measure English and Mathematics achievement to inform differentiation approaches • Differentiate curriculum to meet the needs of all students • Administer MAP tests in September and May for G4-11 • Administer Acadience tests in October and June for SK-G6 to provide information for targeted individual growth interventions <p>Specific Approaches</p>



	<ul style="list-style-type: none"> • Mathematics - MAP Math data demonstrate improvement by at least one grade level over the year • STEAM - All students from G1-7 receive instruction in: AI, Coding, Digital Literacy, demonstrating learning via completed STEAM projects • Chinese - Number of Chinese character recognition and use targets: <ul style="list-style-type: none"> ○ Kindergarten: 100 characters ○ G3: ??? ○ G6: ○ G9: 	<ul style="list-style-type: none"> • Implement a Grade 10 Extended program for high achieving students in core subjects • Open an English Advancement class for Grades 7, 8 and 9 • Use Acadience tests (SK-G6) that measure English achievement to inform differentiation approaches • All students from G1-7 receive instruction in: AI, Coding, Digital Literacy • Develop and deliver a coordinated STEAM program across Elementary and Secondary school • Provide resources and support to the Robotics program (curricular and extra-curricular) • Implement the dual language Chinese program for Pre-Kindergarten • Increase expectations for character recognition and use in all Grades to Grade 9 to acquire targets • Provide additional after school support sessions for Mathematics and Chinese
<p>C. Provide pathways for students to international post-secondary education institutions</p>	<ul style="list-style-type: none"> • Provide multiple pathways for graduation by developing a Collegiate pathway program • Maintain an 85% satisfaction rate (2024) in the Alberta assurance student and teacher surveys, Domain A1b: Broad Range of Programs of Study • Maintain reaching the targets for University acceptances to schools in <ul style="list-style-type: none"> ○ top 100: 65% 	<ul style="list-style-type: none"> • Build partnerships with universities for dual credit via Collegiate program • Apply for IB Careers Programme candidacy (CP) process • Academic counsellors to continue to: <ul style="list-style-type: none"> ○ Develop “University Plans” with Grade 9 &10 students



	<ul style="list-style-type: none"> ○ top 50: 50% ○ top 30: 35% 	<ul style="list-style-type: none"> ○ Meet with families of students prior to Grade 11 course selection to choose appropriate course options ○ Encourage more students to apply to top schools ○ Instill the importance of getting good marks in Grades 10-12
D. Ensure the public are aware of our academic excellence	<ul style="list-style-type: none"> ● Raise community awareness of the quality of our holistic program. ● Raise the level of awareness in students and families of the range of universities and admission requirements. ● Maintain at least 85% satisfaction (2024) in CIS student and parent surveys in Domain C (Curriculum) and D (Teaching and Learning) ● Maintain at least 83% satisfaction (2024) in Alberta Assurance survey Domain A6: Student Learning Engagement, Citizenship and Education Quality 	<ul style="list-style-type: none"> ● Share and celebrate student achievement and university offers via: <ul style="list-style-type: none"> ○ Email and staff meetings ○ Parent meetings ○ Parent support workshops ○ School Website ○ School Social Media ○ Newspaper advertisements ● Acquire a parent communication platform to improve school-parent communication. ● Use parent survey data to inform ECA programs that families find of value. External and internal ECA providers can then be sourced.
2026/27		
General Objectives	Specific Goals/Targets	Strategies
A. Implement a rigorous and innovative curriculum combining Alberta education & IB with acknowledgement of our local context	<p>Raise the level of academic expectations and achievement for students across all Grade levels.</p> <ul style="list-style-type: none"> ● Undertake IB Careers Programme candidacy (CP) ● If the feasibility study for MYP authorization is positive, begin the process for candidacy application. 	<ul style="list-style-type: none"> ● Provide training opportunities for PYP teachers on Concept Based instruction ● Administration to consider the process and structure for PYP culmination in Grade 5, MYP Year 1 in Grade 6 (if feasibility study shows MYP to be the best program for the School.

	<ul style="list-style-type: none"> • Successful DP program for IB re-authorization • Specific targets for PAT data to be determined after release of 2025 exam results. • Maintain IB diploma scores at a school average of at least 34. • Maintain or improve 2025/26 satisfaction rates in the Alberta assurance student and teacher survey, Domain A4: Quality of Education. 	<ul style="list-style-type: none"> • DP Coordinator to coordinate the IB DP program self-study in conjunction with the re-evaluation visit.
<p>B. Provide all students the opportunity to achieve their personal level of excellence</p>	<ul style="list-style-type: none"> • Continue to focus on improving satisfaction rates from 2025/26 in the Alberta assurance student survey, Domain D1: students feel engaged in their learning at school. • Ensure high performing students achieve to their ability 	<ul style="list-style-type: none"> • Continue to enhance use of longitudinal tracking data to better meet individual needs. • Use data more effectively in tracking student English proficiency • Solidify teaching of the new Alberta Math curriculum from Grade SK-6 • Solidify the delivery of the enhanced Math curriculum in G7-10 • Build more systems and processes for using data analysis to inform teaching • Solidify the coordinated STEAM program • Expand additional after school support sessions for Mathematics and Chinese to meet diverse needs • Expand the dual language Mandarin program to Junior Kindergarten
<p>C. Provide pathways for students to international post-secondary education institutions</p>	<ul style="list-style-type: none"> • Implement the Collegiate pathway program • Maintain or improve 2025/26 satisfaction rates in the Alberta assurance student and teacher surveys, Domain A1b: Broad Range of Programs of Study 	<ul style="list-style-type: none"> • Hire a Collegiate program / Secondary curriculum coordinator to implement the collegiate program and assist with curriculum review and alignment across all Secondary



	<ul style="list-style-type: none"> • Improve 2025/26 satisfaction rates in the Alberta assurance teacher survey, Domain A7: Lifelong Learning • Maintain or improve 2025/26 satisfaction ratee in the Alberta assurance teacher survey, Domain A8: Work Preparation • Increase university offer targets increase to: <ul style="list-style-type: none"> ○ top 100: 70% ○ top 50: 55% ○ top 30: 40% 	<ul style="list-style-type: none"> • Maintain Academic Counselling strategies
D. Ensure the public are aware of our academic excellence	Parent survey data: <ul style="list-style-type: none"> ○ Maintain or improve 2025/26 satisfaction rates in CIS community survey Domain C (Curriculum) and D (Teaching and Learning) 	Continue to share and celebrate student achievements, community involvement and university offers
2028/29		
General Objectives	Specific Goals/Targets	
A. Implement a rigorous and innovative curriculum combining Alberta education & IB with acknowledgement of our local context	Raise the level of academic expectations and achievement for students across all Grade levels. <ul style="list-style-type: none"> • Achieve full authorization for IB Careers Programme • If the feasibility study for MYP authorization is positive, undertake the candidacy phase. 	<ul style="list-style-type: none"> • IB Careers Programme authorization
B. Provide all students the opportunity to achieve	<ul style="list-style-type: none"> • Ensure high performing students achieve to their ability 	We will assign actions based on the successes of the previous years. By analyzing our achievements and learning from our experiences, we aim to build on our strengths and address any



their personal level of excellence		areas for improvement. This strategic approach will guide us in setting informed priorities and ensuring continued progress.
C. Provide pathways for students to international post-secondary education institutions	<ul style="list-style-type: none">Continue to develop the various pathways for graduation: Alberta, IB, Collegiate	We will assign actions based on the successes of the previous years. By analyzing our achievements and learning from our experiences, we aim to build on our strengths and address any areas for improvement. This strategic approach will guide us in setting informed priorities and ensuring continued progress.
D. Ensure the public are aware of our academic excellence	<ul style="list-style-type: none">Continue to promote awareness of student achievement to the community	We will assign actions based on the successes of the previous years. By analyzing our achievements and learning from our experiences, we aim to build on our strengths and address any areas for improvement. This strategic approach will guide us in setting informed priorities and ensuring continued progress.

TIS Strategic Pillar 2: Nurture a Positive School Climate

Pillar Description:

Develop school wide culture to be inclusive, caring and compassionate.

2025/26		
General Objectives	Specific Goals/Targets	Strategies
<p>A. Develop a school wide culture that is respectful, inclusive, caring and compassionate when interacting with others</p>	<ul style="list-style-type: none"> Improve from 86% (2024) to 90% satisfaction rate in the CIS faculty survey, Domain F: professional and trustful working environment. Maintain a 96% (2024) satisfaction rate in the CIS support staff survey, Domain F: professional and trustful working environment. Improve from 88% (2024) to 90% satisfaction rate in the CIS student survey, Domain E: feeling safe at school and school not tolerating bullying. Improve from 77% (2024) to 85% satisfaction rate in the Alberta assurance student survey, Domain B4: safe and caring school 	<ul style="list-style-type: none"> Encourage staff to take part in external PD to learn more about wellness at other schools and bring it back to TIS. Have a focus on wellness and relationship building through PD days. Continue to use the professional growth observation tool to build a trustful working environment Provide in-service training to staff on non-threatening peer coaching to build trust Develop a Parent Code of Conduct Improve communication with families by adopting WeCom communication platform Improve communication with students and families by adopting ManageBac as a platform for accessing and viewing curriculum outcomes and ongoing student progress Implement a school-wide anti-bullying program



	<ul style="list-style-type: none"> Improve from 74% (2024) to 85% satisfaction rate in the Alberta assurance student survey, Domain W1: learning environments are welcoming, caring, respectful and safe. 	<ul style="list-style-type: none"> Implement a school-wide digital citizenship program Use data analytics to review and visualize wellbeing trends across the school and note areas of improvement.
<p>B. Develop a school wide culture that is mindful of the wellbeing of each individual</p>	<ul style="list-style-type: none"> Maintain and further minimize accidents and injuries at school or on excursions. Establish stronger collaboration between divisions within the school to develop comprehensive transition plans for each grade level. Provide additional resources and workshops for families on these transitions. Improve from 87% (2024) to 90% satisfaction in the CIS student survey, Domain C: school supports socially and mentally. Maintain a 90% satisfaction rate (2024) in the CIS student survey, Domain E: school environment supports learning and wellbeing. 	<ul style="list-style-type: none"> Continue to review and refine our safety protocols, conduct regular drills and training sessions, and analyze incident data to identify areas for improvement. Use data analytics software to review incidents of injury to review safety practices and procedures. Use data analytics to review and visualize wellbeing trends across the school and note areas of improvement and provide interventions to individuals and groups that show need for additional support Develop a written character curriculum. Develop awards that exemplify desired character traits. Develop a “Global Connections Week” with themed activities and speakers from partner organizations. Focus on opportunities for students to demonstrate their character growth within the community and increase awareness of our character initiative.
<p>C. Develop a school wide culture that is</p>	<ul style="list-style-type: none"> Improve the awareness of health and wellness choices for students at the school. 	<ul style="list-style-type: none"> Expand our health education initiatives Introduce additional extracurricular activities related to



<p>supportive of individual learning needs</p>	<ul style="list-style-type: none"> • Maintain a 90% satisfaction rate in the CIS student survey, Domain D: Learning needs are adequately supported by the school and students know where to go for support. • Improve from 63% (2024) to 75% satisfaction rate in the CIS faculty survey, Domain D: Student information about new students to the class. • Improve from 65% (2024) to 75% satisfaction rate in the CIS faculty survey, Domain D: identification of learning needs. • Improve from 78% (2024) to 85% satisfaction rate in the CIS faculty survey, Domain D: supporting students with learning needs. • Improve from 76% (2024) to 85% satisfaction in the Alberta assurance student survey Domain B2: Accessibility, effectiveness and efficiency of programs and services for students • Improve from 73% (2024) to 80% satisfaction in the Alberta assurance teacher survey Domain B2: Accessibility, effectiveness and efficiency of programs and services for students • Improve from 72% (2024) to 80% satisfaction in the Alberta assurance student survey Domain H1: Students have access to the appropriate supports and services at school • Improve from 72% (2024) to 80% satisfaction in the Alberta assurance student survey Domain B3: Programs for children at risk 	<p>fitness and well-being</p> <ul style="list-style-type: none"> • Collaborate with local health experts to provide specialized workshops and programs. • School to arrange PD opportunities for faculty to build capacity in: <ul style="list-style-type: none"> ○ Identifying learning needs ○ Supporting specific learning needs ○ Differentiation of learning tasks to address learning needs, including gifted and talented • School to regularly collect feedback from students on supports they feel are in need from the school, and develop systems/programs to meet student needs
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<p>D. Develop a school wide culture that is known by the community as a healthy and positive environment</p>	<ul style="list-style-type: none"> ● Continue building community-wide knowledge of safeguarding. ● Maintain a 90%+ satisfaction rating in the CIS parent survey, Domain E: Well-Being (E1, E2, E3) ● Improve from 82% (2024) to 90% satisfaction in in the CIS parent survey, Domain E: Well-Being - understanding of technology use policies ● Maintain a 90%+ satisfaction rate in the CIS student survey, Domain E: Well-Being (areas for further growth below). <ul style="list-style-type: none"> ○ E1: Sharing opinions - improve from 88% to 90% ○ E2: Feel safe at school - improve from 88% to 90% ○ E2: Dealing with bullying - improve from 86% to 90% ○ E3: Health care - improve from 85% to 90% ● Maintain an 85%+ satisfaction rate in the CIS faculty survey, Domain E: Well-Being (areas for further growth below). <ul style="list-style-type: none"> ○ E3: technology use policies - improve from 82% to 85% ○ E3: staff to assist families with transition into / out of the school - improve from 74% to 85% 	<ul style="list-style-type: none"> ● Offer workshops and seminars, and establish clear reporting mechanisms for safeguarding concerns. ● Offer workshops and seminars to parents on supporting well-being practices at home. ● Gather regular feedback from the parent community regarding their concerns about health and safety. ● Provide training to support staff on assisting families in transition
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2026/27		
General Objectives	Specific Goals/Targets	Strategies
A. Develop a school wide culture that is respectful, inclusive, caring and compassionate when interacting with others	<ul style="list-style-type: none"> • Maintain a 90% satisfaction rate in the CIS faculty and support staff surveys, Domain F: professional and trustful working environment. • Maintain a 90% satisfaction rate in the CIS student survey, Domain E: feeling safe at school and school not tolerating bullying. • Maintain a 90% satisfaction rate in the Alberta assurance student survey, Domain B4: safe and caring school • Maintain a 80% satisfaction rate in the Alberta assurance student survey, Domain W1: learning environments are welcoming, caring, respectful and safe. 	<ul style="list-style-type: none"> • Provide PD with a focus on inclusive practices in the workplace • Review our student code of conduct and staff code of conduct and make adjustments as necessary for improving clarity on behaviour expectations.
B. Develop a school wide culture that is mindful of the wellbeing of each individual	<ul style="list-style-type: none"> • Maintain a 90% satisfaction rate in the CIS student survey, Domain C: school supports socially and mentally. • Maintain a 90% satisfaction rate in the CIS student survey, Domain E: school environment supports learning and wellbeing. 	<ul style="list-style-type: none"> • Conduct site inspections to identify areas requiring added safety measures • Identify enhancements to local CCTV technology. • Develop a transition handbook based on current procedures.
C. Develop a school wide culture that is supportive of individual learning needs	<ul style="list-style-type: none"> • Maintain a 90% satisfaction rate in the CIS student survey, Domain D: learning needs are adequately supported by the school and students know where to go for support. • Achieve an 80% satisfaction rate in the CIS faculty survey, Domain D: Student information about new students to the 	<ul style="list-style-type: none"> • Develop a consistent procedure for informing teachers of the background of new students to the school • Continue to provide PD on supporting learning needs



	<p>class, identification of learning needs, and supporting students with learning needs.</p> <ul style="list-style-type: none"> • Achieve 85% satisfaction in Alberta assurance student survey Domain B2: the accessibility, effectiveness and efficiency of programs and services for students • Achieve 85% satisfaction in Alberta assurance student survey Domain H1: students have access to the appropriate supports and services at school • Achieve 85% satisfaction in the Alberta assurance student survey Domain B3: Programs for children at risk 	
<p>D. Develop a school wide culture that is known by the community as a healthy and positive environment</p>	<ul style="list-style-type: none"> • Maintain a 90% satisfaction rate in the CIS parent survey, Domain E: Well-Being • Maintain a 90% satisfaction rate in the CIS student survey, Domain E: Well-Being • Maintain a 90% satisfaction rate in the CIS faculty survey, Domain E: Well-Being 	<ul style="list-style-type: none"> • Offer workshops and seminars, and establish clear reporting mechanisms for safeguarding concerns. • Offer workshops and seminars to parents on supporting well-being practices at home. • Gather regular feedback from the parent community regarding their concerns about health and safety.
2027/28		
General Objectives	Specific Goals/Targets	Strategies
<p>A. Develop a school wide culture that is respectful, inclusive, caring and compassionate when interacting with others</p>	<ul style="list-style-type: none"> • Host international conferences or events that bring together educators, researchers, and experts from around the world. • Provide a platform for our faculty and staff to showcase their work, collaborate with peers, and contribute to the global educational discourse. 	<p>We will assign actions based on the successes of the previous years. By analyzing our achievements and learning from our experiences, we aim to build on our strengths and address any areas for improvement. This strategic approach will guide us in setting informed priorities and ensuring continued progress.</p>



<p>B. Develop a school wide culture that is mindful of the wellbeing of each individual</p>	<ul style="list-style-type: none"> • Strive for zero accidents and injuries over the course of the year. Establish a collaborative safety committee that includes students, staff, and parents to continuously evaluate and innovate safety practices. • Utilize data analytics to predict and prevent potential incidents, while hosting community safety events to raise awareness and engage the broader community in our safety efforts. • Establish the school as a model for transition support by creating a comprehensive framework that can be shared with other schools. • Implement innovative digital tools for tracking student progress during transitions and provide ongoing training for staff on the latest best practices. • Establish our school as a leader in character education by developing a comprehensive character education model that can be shared with other institutions. 	<p>We will assign actions based on the successes of the previous years. By analyzing our achievements and learning from our experiences, we aim to build on our strengths and address any areas for improvement. This strategic approach will guide us in setting informed priorities and ensuring continued progress.</p>
<p>C. Develop a school wide culture that is supportive of individual learning needs</p>	<ul style="list-style-type: none"> • Develop a comprehensive individualized education plan that meets the strengths and interests of each student 	<p>We will assign actions based on the successes of the previous years. By analyzing our achievements and learning from our experiences, we aim to build on our strengths and address any areas for improvement. This strategic approach will guide us in setting informed priorities and ensuring continued progress.</p>
<p>D. Develop a school wide culture that is known by the community as a</p>	<ul style="list-style-type: none"> • Develop a comprehensive wellness framework that integrates health education, safeguarding, and community involvement into a cohesive program. • Ensure that all stakeholders are actively involved in 	<p>We will assign actions based on the successes of the previous years. By analyzing our achievements and learning from our experiences, we aim to build on our strengths and address any areas for improvement. This</p>



healthy and positive environment	fostering a safe, healthy, and supportive school environment. <ul style="list-style-type: none">• Establish a robust system for continuous feedback from parents, including regular town hall meetings to discuss health and safety, and implement data-driven improvements based on community insights.	strategic approach will guide us in setting informed priorities and ensuring continued progress.
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TIS Strategic Pillar 3 - Invest in Staff Development

Pillar Description:

Devote strategy and efforts to recruit, retain and nurture academic and administrative staff to empower staff to deliver high quality teaching and services.

2025/26		
General Objectives	Specific Goals/Targets	Strategies
<p>A. Empower staff with professional development opportunities, technology training and resources to carry out best teaching practices</p>	<ul style="list-style-type: none"> Continue to provide relevant PD opportunities to staff Align PD Committee initiatives directly with the whole school strategic plan Utilize staff expertise to share best practices Provide relevant training on technology systems used across the school (ManageBac, Gibbon, WeCom) Improve from 67% (2024) to 75% satisfaction in the Alberta assurance teacher survey Domain D6: Inservice Jurisdiction Needs Improve from 75% (2024) to 80% satisfaction in the CIS faculty survey Domain F (Staffing): PD related items 	<ul style="list-style-type: none"> Send out a PD survey to staff to inform PD needs by individual, team, division in June 2025 to better inform the PD committee of PD needs Develop a thorough policy document for AI usage. Expand training on the AI policy and usage of AI apps to improve working efficiency, student resource content, etc. Provide IB training offerings during PD days Revise the Mentorship Program communication and manual Provide training to mentors on effective mentorship Provide PD on using data to inform teaching Continue to consult with an EAL specialist to ensure progress in meeting students' language learning needs



		<ul style="list-style-type: none"> • Provide opportunities during team meetings to share best practice • Carry out survey and view analytics of usage of PeerSphere as a PD tool - continue the subscription if deemed useful
<p>B. Devote efforts toward recruiting, retaining and nurturing academic and administrative staff with the capacity to deliver high quality teaching and services</p>	<ul style="list-style-type: none"> • Retain 90% + teachers (teacher decision) • Hire highly qualified staff • Limit Admin Team turnover to one staff member • Implement Performance Improvement Plans to support staff not meeting expectations • Modify Growth Portfolio process based on feedback from staff 	<ul style="list-style-type: none"> • Work with COSA to recruit qualified teachers form Canada • Stagger Admin contract durations • Use Growth Portfolios as tools for building capacity • Consider hosting an IB workshop event during PD days
<p>C. Build capacity in our leaders through professional development to enable more effective leadership</p>	<ul style="list-style-type: none"> • Continue to provide PD opportunities that foster individual growth • Provide PD opportunities that foster leader agency 	<ul style="list-style-type: none"> • Continue to host purposeful leadership growth in-house PD • Provide training on instructional coaching and effective leadership to middle leaders • Encourage staff to give presentations at international conferences and workshops • Consider hiring a consultant to review our growth program for staff to ensure effective implementation of the growth strategy • Organize and schedule cross-department PD sharing opportunities for leaders



		<ul style="list-style-type: none"> • Continue to host annual leadership retreat for team building and strategic planning • Continue to send a contingent to the ACAMIS Leadership conference • Consider hiring a consultant to assist with developing a leadership capacity building program in the school
2026/27		
General Objectives	Specific Goals/Targets	Strategies
A. Empower staff with professional development opportunities, technology training and resources to carry out best teaching practices	<ul style="list-style-type: none"> • Continue to provide relevant PD opportunities to staff • Align PD Committee initiatives directly with the whole school strategic plan • Utilize staff expertise to share best practices • Achieve 80% satisfaction in the Alberta assurance teacher survey Domain D6: Inservice Jurisdiction Needs • Achieve 85% satisfaction in the CIS faculty survey Domain F (Staffing): PD related items 	<ul style="list-style-type: none"> • Continue to provide PD on strategies for supporting students at varying levels of English proficiency • Continue to provide PD on using data to inform teaching • Continue to consult with an EAL specialist to ensure progress in meeting students' language learning needs



<p>B. Devote efforts toward recruiting, retaining and nurturing academic and administrative staff with the capacity to deliver high quality teaching and services</p>	<ul style="list-style-type: none"> • Retain 90% + teachers (teacher decision) • Hire highly qualified staff • Limit Admin Team turnover to one staff member 	<ul style="list-style-type: none"> • Continue to use and develop the Growth Portfolio and Performance Improvement Plans to support staff growth
<p>C. Build capacity in our leaders through professional development to enable more effective leadership</p>	<ul style="list-style-type: none"> • Provide PD opportunities and structures that foster leader agency 	<ul style="list-style-type: none"> • Develop a leadership profile, skills and capacity standards at TIS (cross-department) • Establish measurable goals/targets for leaders • Refine aspects of the leadership performance observations, reviews and follow-up based on LQP and LQS • Support middle-leaders to connect to job-alikes outside of TIS • Apply to host the ACAMIS Leadership Conference.
<p>2027/28</p>		
<p>General Objectives</p>	<p>Specific Goals/Targets</p>	<p>Strategies</p>
<p>A. Empower staff with professional development opportunities, technology training and resources to carry</p>	<ul style="list-style-type: none"> • Continue to provide relevant PD opportunities to staff • Align PD Committee initiatives directly with the whole school strategic plan • Utilize staff expertise to share best practices 	<p>We will assign actions based on the successes of the previous years. By analyzing our achievements and learning from our experiences, we aim to build on our strengths and address any areas for improvement. This strategic approach will guide us in setting informed priorities and ensuring continued progress.</p>



<p>out best teaching practices</p>	<ul style="list-style-type: none"> • Achieve 80% satisfaction in the Alberta assurance teacher survey Domain D6: Inservice Jurisdiction Needs • Achieve 85% satisfaction in the CIS faculty survey Domain F (Staffing): PD related items 	
<p>B. Devote efforts toward recruiting, retaining and nurturing academic and administrative staff with the capacity to deliver high quality teaching and services</p>	<ul style="list-style-type: none"> • Retain 90% + teachers (teacher decision) • Hire highly qualified staff • Limit Admin Team turnover to one staff member 	<p>We will assign actions based on the successes of the previous years. By analyzing our achievements and learning from our experiences, we aim to build on our strengths and address any areas for improvement. This strategic approach will guide us in setting informed priorities and ensuring continued progress.</p>
<p>C. Build capacity in our leaders through professional development to enable more effective leadership</p>	<ul style="list-style-type: none"> • Provide PD opportunities and structures that foster leader agency 	<p>We will assign actions based on the successes of the previous years. By analyzing our achievements and learning from our experiences, we aim to build on our strengths and address any areas for improvement. This strategic approach will guide us in setting informed priorities and ensuring continued progress.</p>

TIS Strategic Pillar 4 - Foster Citizenship Within Local and Global Contexts

Pillar Description:

Create a community of students, alumni and faculty and continue to outreach to local and global communities to make a positive difference in the world.

2025/26		
General Objectives	Specific Goals/Targets	Strategies
<p>A. Provide opportunities and support for student involvement in raising awareness and taking action to address environmental and social challenges</p>	<ul style="list-style-type: none"> Continue to integrate global awareness and social responsibility into the learning experience, empowering students to take meaningful action. Promote student leadership in environmental and social action initiatives across all grade levels. Maintain a 90% satisfaction in the CIS student survey Domain H: Community and Home Partnerships 	<ul style="list-style-type: none"> Review our definition of global citizenship to ensure that it is still true to our contexts. Establish a “Student Action Leaders” program where students from each grade level are nominated to lead and participate in environmental and social initiatives. Provide a PD session for teachers on guiding and mentoring student-led initiatives, including coaching techniques for supporting student leadership. Elementary specific: Implement classroom “Action Teams” that allow students to plan and carry out small-scale projects related to sustainability or social justice within their grade level. Secondary specific: Introduce a “Global Ambassadors” initiative, where students apply to represent the school in environmental and social action conferences or workshops, fostering leadership skills.

<p>B. Provide opportunities to engage students holistically</p>	<ul style="list-style-type: none"> Continue to increase Participation in Extracurricular Activities - target: <ul style="list-style-type: none"> 60% of Secondary students and 90% of Elementary students are involved in at least one extracurricular activity (arts, sports, leadership, service) Foster student voice and choice in extracurricular programming. 	<ul style="list-style-type: none"> Continue to enhance integration and teaching of well-being/SEL curriculum to different units or subjects Establish a student advisory council that meets regularly to provide input on extracurricular activities and suggest new programs that align with student interests. Conduct student-led surveys and feedback sessions at the end of each ECA session to evaluate activities and plan improvements based on student preferences. Secondary specific: Offer leadership opportunities (maybe through CAS) for students to design and lead clubs, with support from faculty mentors, promoting ownership and leadership skills.
<p>C. Nurture life long learners that have the skills and passion to address challenges</p>	<ul style="list-style-type: none"> Deepen the practical application of ATL skills and Profile Attributes through transdisciplinary and interdisciplinary projects. Raise from 80% to 85% satisfaction rate in the Alberta assurance teacher survey, Domain A7: Lifelong Learning 	<ul style="list-style-type: none"> Establish student mentorship programs that focus on ATL and Profile development. Pair older students with younger ones in a “Peer Mentors” program, focusing on guiding and supporting ATL skill development and Profile Attributes. Secondary specific: Establish formal mentorship groups where senior students mentor junior students on ATL skills and Profile Attributes, with reflective journals for mentees to track their progress.
<p>D. Engage in building relationships with local and global organizations</p>	<ul style="list-style-type: none"> Provide opportunities for students to work with local and global organizations. Maintain a 90%+ agreement rate in CIS Student survey in Domain H: Community and Home Partnerships. 	<ul style="list-style-type: none"> Continue to create a list of local and global organizations that students can use as resources for their units or subjects; and/or partner with them for students action or service.



		<ul style="list-style-type: none"> Continue to invite local and global organizations during school events and/or unit celebrations. Establish a formal mentorship program with professionals from local and global organizations (eg. Rotary Club) Develop a “Global Connections Week” with themed activities and speakers from partner organizations.
2026/27		
General Objectives	Specific Goals/Targets	Strategies
A. Provide opportunities and support for student involvement in raising awareness and taking action to address environmental and social challenges	<ul style="list-style-type: none"> Continue to integrate global awareness and social responsibility into the learning experience, empowering students to take meaningful action. Continue to promote student leadership in environmental and social action initiatives across all grade levels. Expand student-led action to include community and regional impact. Maintain a 90%+ satisfaction in the CIS student survey Domain H: Community and Home Partnerships 	<ul style="list-style-type: none"> Develop a “Community Action Day” where students design and implement service projects to support local communities. Invite parents to participate in Community Action Day, enhancing community ties and fostering collaboration. Elementary specific: Support classes in planning and implementing at least one action project that impacts their local community, such as a neighborhood clean-up or recycling initiative. Secondary specific: Launch a “Student Action Grants” program, providing funding and resources for student groups to design and implement community-based social or environmental projects.
B. Provide opportunities to engage students holistically	<ul style="list-style-type: none"> Continue to increase participation in extracurricular activities: 65% of Secondary students and 90% of Elementary students are involved in at least one extracurricular activity (arts, sports, leadership, service) 	<ul style="list-style-type: none"> Continue to enhance integration and teaching of well-being/SEL curriculum to different units or subjects.



	<ul style="list-style-type: none"> Continue to foster student voice and choice in extracurricular programming. 	<ul style="list-style-type: none"> Introduce a holistic progress monitoring system that tracks students' development in SEL and well-being competencies alongside academic performance. Train faculty on using the monitoring system and incorporating student progress data into lesson planning and individualized support. Use digital portfolios to document students' growth in areas like collaboration, emotional regulation, and conflict resolution, with teachers and counselors reviewing progress annually.
C. Nurture life long learners that have the skills and passion to address challenges	<ul style="list-style-type: none"> Deepen the practical application of ATL skills and Profile Attributes through transdisciplinary and interdisciplinary projects. Improve from 85% (2025 target) to 90% satisfaction rate in the Alberta assurance teacher survey, Domain A7: Lifelong Learning 	<ul style="list-style-type: none"> Continue to develop the Peer Mentorship Program
D. Engage in building relationships with local and global organizations	<ul style="list-style-type: none"> Create student-led community impact projects in collaboration with partner organizations Maintain a 90%+ agreement rate in CIS Student survey in Domain H. 	<ul style="list-style-type: none"> Establish "Community Impact Teams," where students partner with local organizations to design and implement community service projects that address local needs.
2027/28		
General Objectives	Specific Goals/Targets	Strategies
A. Provide opportunities and support for student	<ul style="list-style-type: none"> Review definition of global citizenship to ensure that it is still true to our context. 	<ul style="list-style-type: none"> Introduce a "Legacy Projects" initiative where students from all grades propose multi-year projects focused on



<p>involvement in raising awareness and taking action to address environmental and social challenges</p>	<ul style="list-style-type: none"> • Continue to integrate global awareness and social responsibility into the learning experience, empowering students to take meaningful action. • Continue to promote student leadership in environmental and social action initiatives across all grade levels. • Continue to expand student-led action to include community and regional impact. • Continue to foster student collaboration across grade levels to support mentorship and knowledge-sharing in environmental and social action. • Cultivate long-term impact by guiding students to develop sustainable and scalable action projects. 	<p>sustainability or social justice, aiming to leave a lasting impact on the school or community.</p> <ul style="list-style-type: none"> • Invite alumni to support current students in developing and implementing Legacy Projects, enhancing continuity and impact. • Elementary specific: Encourage students to create ongoing initiatives, such as a school garden or recycling program, that younger students can continue year after year. • Elementary specific: Establish a “Sustainable Solutions Lab,” where students develop innovative ideas to address environmental and social challenges and work with community mentors to scale their projects.
<p>B. Provide opportunities to engage students holistically</p>	<ul style="list-style-type: none"> • Continue to expand and diversify holistic extracurricular offerings. • Continue to foster student voice and choice in extracurricular programming. • Continue to embed well-being/SEL in school culture through mentorship programs. • Create a sustainable framework for holistic student engagement across academic, extracurricular, and personal development. 	<ul style="list-style-type: none"> • Develop a long-term plan for embedding holistic engagement in all aspects of school life, including regular review of programs to ensure alignment with student interests, SEL goals, and community needs. • Hold an annual “Well-being & SEL Summit” for students, faculty, and parents, reviewing accomplishments, discussing future initiatives, and gathering feedback to sustain momentum.
<p>C. Nurture life long learners that have the skills and</p>	<ul style="list-style-type: none"> • Continue to deepen understanding of ATL skills and IB/Tiger Profile Attributes among students, teachers, and parents. 	<ul style="list-style-type: none"> • Host an annual “ATL and Profile Summit” where students, teachers, parents, and community partners gather to celebrate achievements, share learning experiences, and



<p>passion to address challenges</p>	<ul style="list-style-type: none"> • Continue to integrate ATL skills and Profile Attributes into all curriculum areas, with a focus on formative assessment. • Continue to strengthen partnerships and engage the community in supporting students' development of ATL skills and Profile Attributes. • Continue to encourage student-initiated action. • Continue to foster global partnerships to broaden students' understanding of ATL skills and Profile Attributes in diverse cultural contexts. • Institutionalize a schoolwide culture of lifelong learning with annual ATL and Profile summits. 	<p>discuss the future development of ATL skills and Profile Attributes.</p> <ul style="list-style-type: none"> • Hold a "Lifelong Learner Symposium," where students present their ATL and Profile journeys, inviting community members and alumni to offer insights on applying these skills beyond school.
<p>D. Engage in building relationships with local and global organizations</p>	<ul style="list-style-type: none"> • Maintain a 90%+ agreement rate in CIS Student survey in Domain H: Community and Home Partnerships. 	<p>We will assign actions based on the successes of the previous years. By analyzing our achievements and learning from our experiences, we aim to build on our strengths and address any areas for improvement. This strategic approach will guide us in setting informed priorities and ensuring continued progress.</p>

TIS Strategic Pillar 5 - Ensure Responsible Governance & Operations

Pillar Description:

Achieve and maintain financial sustainability to support ongoing growth of school operations, facility maintenance and enhancement, teaching technology upgrade and program expansion in accordance to school strategic directions

2025/26		
General Objectives	Specific Goals/Targets	Strategies
<p>A. Achieve and maintain financial sustainability to support ongoing growth of school operations, facility maintenance and expansion</p>	<ul style="list-style-type: none"> • Increase transparency of Board Communications • Improve from 69% (2024) to 75% satisfaction rate in the Alberta assurance teacher survey, Domain C1: Parent Involvement • Improve from 63% (2024) to 75% agreement rate in the Alberta assurance survey, Domain E2: School Improvement 	<ul style="list-style-type: none"> • Include parent(s) representation not employed by the school on the School Board • Increase sharing of financial status of the school with parents • Continue to receive parent feedback and input on school fees and other cost items • Provide updates to all staff at All Staff meetings • Create a feedback loop for Board • Review the role of TISPA and leverage support mechanisms TISPA can offer • Explore expansion/upgrade opportunities for: <ul style="list-style-type: none"> ○ Food service space ○ Gymnasium



		<ul style="list-style-type: none"> ○ Auditorium/theatre ○ Office spaces ○ Large multi-use spaces
<p>B. Implementation of and support for effective teaching technologies, upgrading resources and expanding programs that foster creativity and innovation</p>	<ul style="list-style-type: none"> ● Improve from 70% (2024) to 75% satisfaction rating in the Alberta assurance student survey, Domain E2: School Improvement ● Improve from 56% (2024) to 75% satisfaction rating in the Alberta assurance teacher survey, Domain E2: School Improvement <p>Finance</p> <ul style="list-style-type: none"> ● Shorten the processing time for the accounting process from by 25% to 30% ● Increase accuracy of school future projections ● Increase team efficiency with budgeting, reporting, invoicing <p>HR</p> <ul style="list-style-type: none"> ● Initiating the exploration and planning phase for the implementation of a HR system <p>Facility and Maintenance</p> <ul style="list-style-type: none"> ● Optimize storage and inventory practices. 	<ul style="list-style-type: none"> ● Build connections and collaboration with MUST faculties that focus on creativity and innovation <p>Finance</p> <ul style="list-style-type: none"> ● Produce various financial reports on time and meet all parties requirements including Government needs. ● Use historical data and future foresight to project student numbers, staff requirements for next 3 years ● Implement the new Procurement Process and well used in all departments. ● Review current unpaid outstanding school fees policy. ● Increase team efficiency through implementation of a new accounting management information system <p>HR</p> <ul style="list-style-type: none"> ● Conduct needs assessment ● Develop user requirement ● Research / vendor selection <p>Facility and Maintenance</p> <ul style="list-style-type: none"> ● Review the school maintenance request procedures ● Include a process for maintenance requests from staff



	<ul style="list-style-type: none"> Maintain a 90%+ satisfaction in the CIS parent survey Domain G: Premises, Facilities <p>School services (Bus, Nursing, Insurance, Lunch)</p> <ul style="list-style-type: none"> Improve from 69% (2024) to 80% satisfaction rating in the CIS parent survey Domain G: Premises, Facilities - Food service 	<ul style="list-style-type: none"> Complete projected included in capital list Continue to refine plans for expansion/upgrade opportunities for: <ul style="list-style-type: none"> Uneven ground in between NW and SW Upgrade space usage in above area <p>School services (Bus, Nursing, Insurance, Lunch)</p> <ul style="list-style-type: none"> Lunch tender to new vendor Negotiate improved insurance coverage for staff
2026/27		
General Objectives	Specific Goals/Targets	Strategies
<p>A. Achieve and maintain financial sustainability to support ongoing growth of school operations, facility maintenance and expansion</p>	<ul style="list-style-type: none"> Improve from 75% (2025 target) to 80% satisfaction rating in the Alberta assurance teacher survey, Domain C1: Parent Involvement Maintain 90%+ satisfaction in the CIS student survey Domain H: Community and Home Partnerships <p>Finance</p> <ul style="list-style-type: none"> New accounting system smoothly used most of the functions. Shorten the processing time by 30% Can produce the FS, and review the updated budget anytime <p>HR</p> <ul style="list-style-type: none"> Increase team efficiency 	<ul style="list-style-type: none"> Refine feedback loop systems between stakeholders <p>Finance</p> <ul style="list-style-type: none"> Implement a new policy to reduce the outstanding fees To research the possibility to use AI services in some accounting process <p>HR</p> <ul style="list-style-type: none"> Increase team efficiency through continuous cross-training between team members



	<p>Maintenance</p> <ul style="list-style-type: none"> Consider facility expansion for priority areas 	<p>Maintenance</p> <ul style="list-style-type: none"> Continue to refine plans for expansion/upgrade opportunities for: <ul style="list-style-type: none"> Food service space Gymnasium Auditorium/theatre Office spaces Large multi-use spaces
<p>B. Implementation of and support for effective teaching technologies, upgrading resources and expanding programs that foster creativity and innovation</p>	<ul style="list-style-type: none"> Improve from 75% (2025 target) to 80% satisfaction rating in the Alberta assurance student survey, Domain E2: School Improvement Improve from 75% (2025 target) to 80% satisfaction rating in the Alberta assurance teacher survey, Domain E2: School Improvement 	<ul style="list-style-type: none"> Consider hiring a full time educational coach to support staff across the school Continue to build partnerships with MUST and other local industries to provide opportunities for students to engage in building technology, creativity and innovation skills. <p>Finance</p> <ul style="list-style-type: none"> Provide support for the related parties if they need to buy related upgraded resources or expanding the programs.
2027/28		
General Objectives	Specific Goals/Targets	
<p>A. Achieve and maintain financial sustainability to support ongoing growth of school operations, facility</p>	<ul style="list-style-type: none"> Continue progress on facility expansion for priority areas 	<ul style="list-style-type: none"> Seek funding for expansion/upgrade for facilities: <ul style="list-style-type: none"> Food service space Gymnasium Auditorium/theatre Office spaces Large multi-use spaces



maintenance and expansion		
B. Implementation of and support for effective teaching technologies, upgrading resources and expanding programs that foster creativity and innovation	<ul style="list-style-type: none">Implement a feedback loop system to provide better communication of upgrading needs across the school	We will assign actions based on the successes of the previous years. By analyzing our achievements and learning from our experiences, we aim to build on our strengths and address any areas for improvement. This strategic approach will guide us in setting informed priorities and ensuring continued progress