



# Al Amal Academy

A BEACON OF HOPE & INTEGRITY

## Al-Amal Academy Annual Education Results Report 2024 - 2025



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## Principal's Message



Alhamdulillah, it is with gratitude and honour that I present the Annual Education Results Report for 2024–2025. At Al-Amal Academy, our mission remains steadfast: to nurture Muslim children in faith, character, and academic excellence, preparing them for higher education and life.

This year, our students achieved outstanding results. Provincial assessments in English Language Arts and Science significantly surpassed provincial averages, with many students attaining excellence. Citizenship and parental involvement received an “Excellent” rating, reflecting the strength of our school culture and the strong partnership between families and staff. The quality of education remains high, driven by our teachers' dedication and expanded support for student success.

At the same time, we recognize areas for growth. Student engagement has declined compared to previous years, underscoring the importance of fostering a sense of belonging, motivation, and joy in learning. Mathematics excellence, while above provincial benchmarks, remains a focus for continued instructional refinement.

Looking forward, we are committed to enhancing student engagement through authentic literacy experiences, project-based learning, and faith-centred initiatives that inspire purposeful leadership. We will continue to invest in teacher development, high-quality resources, and support to ensure every child thrives.

Together, as a community of faith and learning, we will nurture leaders who exemplify compassion, dignity, and excellence. May Allah (SWT) bless our efforts and guide our students to success in this world and the Hereafter.

Sincerely,

***Mrs. B. Makhdoom***



## Mission and Vision



### **Our Mission:**

Al Amal Academy nurtures Muslim children in faith, character, and academic excellence, preparing them for higher education and life.

### **Our Vision:**

Al Amal Academy empowers students to achieve academic excellence and exemplify noble Islamic character, guiding them to lead with purpose and compassion.

### **Our Core Values:**

Honesty | Respect | Patience | Transparency | Dignity | Care | Compassion



**School: 2374 Al-Amal Academy (EAL)**

Assurance Domain	Measure	Al-Amal Academy (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	73.5	72.0	74.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	85.3	88.1	87.6	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	85.7	n/a	n/a	51.2	52.7	54.0	Very High	n/a	n/a
	<a href="#">PAT9: Excellence</a>	35.7	n/a	n/a	10.0	10.1	10.5	Very High	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	67.4	66.3	66.7	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	14.8	14.0	13.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Required Alberta Assurance Measures: 5-Year Data									
Assurance Domain	Measure	Al-Amal Academy				Alberta			
		2022	2023	2024	2025	2022	2023	2024	2025
Student Growth and Achievement	Student Learning Engagement	83.3	86.7	88.3	80.3	85.1	84.4	83.7	83.9
	Citizenship	75.9	83.1	84.2	83.4	81.4	80.3	79.4	79.8
Teaching & Leading	Education Quality	84.3	92.6	92.0	90.2	86.1	84.4	83.8	84.3
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	82.3	88.4	85.0	85.6	86.1	84.7	84.0	84.4
	Access to Supports and Services	79.5	79	78.3	86.0	81.6	80.6	79.9	80.1
Governance	Parental Involvement	85.9	83.5	82.3	86.5	78.8	79.1	79.5	80.0

## Focus Area: Teaching and Learning

**Outcome: Provide appropriate pedagogy to ensure continual growth and achievement for all students.**

### Alberta Education Assurance: Student Growth and Achievement

#### Enhance Teacher Professional Development

Al-Amal Academy is committed to ensuring that all students achieve high academic standards, supported by dedicated teachers and staff. The institution recognizes that every student deserves a high-quality education, which is fundamentally linked to the quality of teaching provided. By prioritizing effective instruction, Al-Amal Academy aims to secure high achievement for all students.

Over recent years, the Al-Amal Academy has developed a clear understanding of the actions required to meet community expectations. The school has identified effective and consistent teaching methods as central to its mission. The Al-Amal Academy recognizes that it is:

1. A preparatory school dedicated to equipping *students for university and lifelong success.*
2. *Al-Amal Academy's mission is to foster high academic achievement and excellent moral character.*

This mission will be accomplished by focusing on the following priorities:

1. Set High Expectations for Our Students and Teachers
2. Outcome-Based Assessment
  - Lesson Mastery
3. Authentic Literacy & Numeracy
4. Excellent Classroom Management

	<p>To achieve these objectives, we employ a variety of strategies to support teacher development and enhance instructional practices, including:</p> <ol style="list-style-type: none"> <li>1. Implementing an extensive, engaged approach to Teacher Professional Growth Plans (TPGPs) that are inquiry-based and designed to generate incremental improvements in teaching practices.</li> <li>2. A comprehensive instructional supervision plan that relies on walkthroughs, classroom observations, and consistent feedback for teachers. The new teacher evaluation process further ensures timely support and addresses professional growth, fostering continuous improvement.</li> <li>3. Acquiring enhanced student resources aligned with the new curriculum, alongside improved training in the use of materials such as Singapore Math, Spelling Workout, Wordly Wise, Language Power, Novel Studies, and various intervention programs.</li> <li>4. Optimizing the use of Educational Assistant supports within classrooms.</li> <li>5. Enhancing teacher recruitment practices.</li> </ol>
Adapt Education Systems	<p>We have established effective and consistent teaching practices that align with community expectations. Our systems adapt through the following approaches:</p> <ul style="list-style-type: none"> <li>* High Expectations Culture: We set ambitious standards for students and teachers to promote high levels of achievement.</li> <li>* Outcome-Based Assessment: We design assessments that measure meaningful learning outcomes, ensuring students demonstrate mastery of knowledge, skills, and values. Results guide instruction, celebrate achievement, and prepare learners for success in higher education and life.</li> <li>* EA Classroom Support: We strategically deploy Educational Assistants to maximize student engagement and provide individualized support.</li> <li>* Continuous Improvement Structures: We embed</li> </ul>

	<p>feedback loops through supervision, evaluation, and input from parents and the community.</p> <p>* Resource Investment: We purchase and integrate high-quality learning materials to strengthen literacy, numeracy, and intervention programs.</p>
Foster Real World Learning	<p>As a preparatory school, Al-Amal Academy aims to equip students for both university and broader life challenges. This objective is accomplished through the following approaches:</p> <p>* Authentic Literacy: The curriculum embeds reading, writing, and communication skills across all disciplines to ensure students succeed in real-world contexts.</p> <p>* Lesson Mastery: Instruction emphasizes mastery-based learning, enabling students to develop a deep understanding and practical application of knowledge.</p> <p>* Project-Based and Service Learning: Students participate in substantive projects and community service initiatives that integrate academic learning with real-life experiences.</p> <p>* University and Career Readiness: Both curricular and extracurricular programs are structured to establish clear pathways to higher education and professional achievement.</p> <p>* Cross-Curricular Integration: The program connects academic subjects to real-world applications, thereby strengthening students' problem-solving and critical thinking skills.</p>
Embrace Indigenous Perspectives	<p>Al-Amal Academy integrates Indigenous perspectives into our teaching through the Circle of Courage framework. This model, grounded in Indigenous ideas about child development, shapes how we design lessons, build classroom culture, and guide teacher practice. Our staff include the values of belonging, mastery, independence, and generosity in daily lessons, assessments, and how we engage students. We also offer professional learning to help teachers understand where the framework comes from, why it matters, and how to use it in ways that fit students' needs. By using this approach, we respect Indigenous knowledge, make</p>

	our teaching more culturally responsive, and meet the Teaching Quality Standard's goals for truth, reconciliation, and respectful relationships in Alberta classrooms.
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Provincial Achievement Tests (Standards Demonstrated by All Students)					
Subject	Number of Students	Al-Amal Academy Acceptable (%)	Alberta Acceptable (%)	Al-Amal Academy Excellent (%)	Alberta Excellent (%)
PAT Overall Gr 9	24	87.5	62.5	36.5	15.6
English Language Arts & Literature 6	44	90.0	69.1	20.5	12.7
English Language Arts 9	24	100.0	69.8	45.8	11.1
Math 6	44	79.5	52.1	27.3	14.9
Math 9	24	75.0	50.5	33.3	13.6
Science 6					
Science 9	24	87.5	67.8	37.5	21.0
Social Studies 6	44	81.8	64.1	29.5	19.1
Social Studies 9	24	87.5	59.9	29.2	17.2

\*Science 6 not written due to new curriculum implementation

Provincial Achievement Tests (English as an Additional Language)					
Subject	Number of Students	Al-Amal Academy Acceptable (%)	Alberta Acceptable (%)	Al-Amal Academy Excellent (%)	Alberta Excellent (%)
PAT Overall Gr 9	7	85.7	51.2	35.7	10
English Language Arts & Literature 6	37	91.9	70.4	16.2	9
English Language Arts 9	7	100	54.5	28.6	4.7
Math 6	35	82.9	58.1	25.7	16.6
Math 9	7	71.4	45.2	42.9	11.6
Science 6					
Science 9	7	85.7	57.6	42.9	13.8
Social Studies 6	38	78.9	60.7	26.3	15.2
Social Studies 9	7	85.7	28.6	47.9	10.4

\*Science 6 not written due to new curriculum implementation

## Provincial Achievement Tests and Diploma Exams: Observations and Next Steps

Observations - Analysis of Provincial Achievement Test (PAT) results for 2024–2025 demonstrates strong overall academic performance at Al-Amal Academy, with both acceptable standards and excellence levels exceeding provincial averages across most subject areas. English Language Arts and Science results were especially strong, with exceptionally high percentages of students achieving excellence, reflecting consistent instructional alignment with curriculum outcomes and a strong focus on literacy development. Social Studies results also exceeded provincial benchmarks, indicating effective content delivery and student comprehension.

Mathematics results continue to show solid, acceptable standing, though the proportion of students reaching excellence remains an area for continued development. While most students meet achievement standards, targeted instructional refinement is required to support students achieving at the highest mastery levels within numeracy.

Next Steps - To further strengthen PAT achievement, instructional teams will engage in enhanced data analysis at the classroom and cohort levels to identify specific skill gaps and opportunities for enrichment. Targeted small-group interventions will be implemented to support near-mastery learners in mathematics, with continued professional development focused on high-impact numeracy instruction strategies. Cross-grade collaboration will ensure consistency of scope, sequence, and assessment practices. Continued emphasis on literacy across disciplines will remain a core school priority to sustain high excellence outcomes in both language arts and content subjects.

Literacy Numeracy Assessments			
LeNS			
	# Initially Assessed	# At Risk Initial	#At Risk Final
Grade 1	57	5	8
Grade 2	66	2	1
CC3			
	# Initially Assessed	# At Risk Initial	#At Risk Final
Grade 1	56	5	3
Grade 2	66	8	0
Grade 3	56	3	2
Numeracy			
	# Initially Assessed	# At Risk Initial	#At Risk Final
Grade 1	56	6	6
Grade 2	66	7	3
Grade 3	56	4	4

Literacy and Numeracy: Observations and Next Steps
<p><b>Literacy Summary:</b> To support foundational literacy development in K-3, a structured intervention program was implemented for identified at-risk students. Instruction was delivered through individualized and small-group sessions facilitated by an Educational Assistant. UFLI was utilized with its systemic scope and consistent instructional routines to strengthen: phonemic awareness, phonics, decoding skills, and text comprehension.</p> <p><b>Numeracy Summary:</b> To enhance early numeracy skills in K-3, a targeted intervention approach was carried out with the support of an Educational Assistant. The Alberta Education</p>

*Teacher Guide for Numeracy Intervention Activities* informed the instructional design. Key concepts reinforced included: comparing and ordering numbers, counting and number recognition, understanding and applying basic number facts, and solving simple equations.

**Next Steps:** Based on the results at year end, we will continue to plan for strategic grouping, and one-on-one intervention where needed. Looking at the varying results by class as well, teacher professional development in the area of targeted phonics instruction that is implemented consistently across all classes will be considered. In addition, EA training in numeracy support will be beneficial.

Student Learning Engagement						
	Number of Responses	Al-Amal Academy 2025	Al-Amal Academy Comparison to 2024 (+/-)	Al-Amal Academy Comparison to Alberta 2025 (+/-)	Al-Amal Academy 3-Year Average	Alberta 3-Year Average
Overall	89	80.3	-8.0	-3.6	85.1	84.0
Parent	4	*	*	*	96.1	87.2
Student	68	63.8	-3.2	-5.5	66.7	69.8
Teacher	21	96.8	-3.2	+1.8	97.9	95.1

Education Quality						
	Number of Responses	Al-Amal Academy 2025	Al-Amal Academy Comparison to 2024 (+/-)	Al-Amal Academy Comparison to Alberta 2025 (+/-)	Al-Amal Academy 3-Year Average	Alberta 3-Year Average
Overall	89	90.2	-1.8	+2.5	91.6	87.8
Parent	4	*	*	*	91.6	84.2
Student	68	82.8	-4.7	-2.0	87.7	85.1
Teacher	21	97.5	+1	+3.6	96.0	94.1

Assurance Measures: Observations and Next Steps
<p>Observations - Student Learning Engagement data from provincial survey results for 2024–2025 indicate that overall engagement at Al-Amal Academy has remained within the acceptable range, with particularly strong agreement from teachers and parents regarding the quality of instruction and the value of literacy and numeracy learning. Teacher engagement results continue to be a clear strength of the school, reflecting confidence in curriculum implementation, professional collaboration, and instructional effectiveness. Parent responses, while positive, represent feedback from a very small sample of four parents. As such, these results should be interpreted with caution. The responses we did receive indicate satisfaction with the school's learning environment and academic programming, but the limited participation highlights the need to strengthen parent engagement in future survey cycles to ensure broader representation.</p> <p>Student engagement dropped slightly compared to previous years, especially in students' interest</p>

in math and social studies. Although students still see their learning as useful, it seems that making lessons challenging and relevant does not always keep them interested in every subject. This difference between what adults think and what students experience shows we could do more to include student input when planning lessons and designing instruction.

It is also important to note the leadership changes that happened in the first half of the school year. Al-Amal was without an assistant principal for several months, and a new vice principal started in the middle of the year. These changes, along with the usual adjustment to new leadership, may have led to some inconsistency in instructional support, classroom follow-up, and student engagement. Now that things are stable again, the school is well-positioned to improve how instruction is delivered and involve students more in decision-making.

Next Steps - To strengthen student engagement across all grade levels, particularly within junior high classrooms, the school will implement targeted strategies focused on increasing student voice, relevance, and instructional engagement. Teachers will continue to develop inquiry-based and applied learning opportunities to strengthen student ownership of learning. Departments will incorporate real-world problem-solving tasks, cross-curricular links, and project-based learning models to enhance relevance, especially within mathematics and social studies. Regular walk-through supervision and collaborative planning meetings will focus on strategies that intentionally promote student participation, discourse, and interest. Student feedback will continue to be gathered to better inform instructional practice and support responsive classroom learning environments.

## Focus Area: Health & Wellness

**Outcome: Provide students, staff and families with resources needed to promote wellbeing within the school community.**

### Alberta Education Assurance: Teaching and Leading & Learning Supports

Enhance Family Collaboration	<p>Partnership with Project REACH: Families benefit from the expertise of our school wellness coach, who builds staff and student capacity in social-emotional wellbeing.</p> <p>Parent Engagement in Athletics: Encourage families to support and participate in after-school athletic programs and clubs that promote healthy lifestyles.</p> <p>Wellness Communication: Share resources and strategies with families through newsletters, workshops, and parent-teacher meetings to extend wellness practices into homes.</p> <p>Community Circles with Families: Invite parents into restorative practices and mentoring sessions to strengthen school-family bonds.</p>
Promote Self-Regulation and Growth Mindset	<p>Circle of Courage Model: Embed Indigenous teachings of Belonging, Mastery, Independence, and Generosity to help students regulate emotions, build resilience, and foster responsibility.</p> <p>Restorative Practices: Use community circles and mentoring to help students reflect, self-regulate, and grow from challenges.</p> <p>Athletics &amp; Clubs: Provide structured opportunities for students to channel energy positively, build discipline, and develop perseverance.</p> <p>Teacher Capacity Building: Train staff to recognize and support students' emotional and social needs, reinforcing growth mindset language in classrooms.</p>

Cultural Appreciation and Pride	<p>Indigenous Perspectives: Integrate Circle of Courage teachings into daily practice, promoting holistic development and cultural respect.</p> <p>Celebration of Diversity: Recognize the wide socio-economic and cultural spectrum of our community through inclusive events and storytelling.</p> <p>Faith &amp; Values Integration: Ensure Islamic values and moral character are woven into wellness initiatives, reinforcing pride in identity.</p> <p>Student Leadership: Empower students to lead cultural and wellness activities that highlight belonging and generosity.</p>
Strengthen Mental Health Resources	<p>School Wellness Coach: Provide direct support to staff and students through coaching, capacity-building, and new strategies for emotional strength.</p> <p>Restorative Culture: Create a safe and caring environment where students feel happy, cared for, and engaged with peers and staff.</p> <p>Early Intervention: Use classroom observations and mentoring to identify and address wellness concerns quickly.</p> <p>Holistic Supports: Combine athletics, cultural teachings, and spiritual practices to strengthen emotional, social, and intellectual well-being.</p>

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring and safe.

	Number of Responses	Al-Amal Academy 2025	Al-Amal Academy Comparison to 2024 (+/-)	Al-Amal Academy Comparison	Al-Amal Academy 3-Year Average	Alberta 3-Year Average

				to Alberta 2025 (+/-)		
Overall	89	85.6	+0.6	+1.2	86.3	84.4
Parent	4	*	*	*	93.3	85.3
Student	68	71.8	+3.4	-3.9	72.4	75.8
Teacher	21	99.3	+4.6	+7.0	95.8	92

## Family Resource Worker

Through the collaborative efforts of Dave Watson and Ghada Aziz, the Family Resource Program has become more visible and accessible to students and families at Al-Amal Academy. By working in close partnership, they have championed the importance of social, emotional, and behavioural support, ensuring that every student knows where to turn when challenges arise.

Their shared commitment has expanded awareness of the program, strengthened referral pathways, and built stronger connections between schools, families, and community services. Thanks to their leadership, students now have clearer access to one-on-one support, and families feel more confident reaching out for help when they need it most.

## Health Champions School Health Inventory

Al-Amal Academy completed the Health Champions School Health Inventory and implemented a Comprehensive School Health Action Plan to enhance student and staff well-being. Key initiatives include intramurals and fitness opportunities in Physical Education, supported by healthy competition through PACER test records posted in the gym and marks awarded for individual improvement. A new Breakfast Program ensures students arriving hungry can access food to support readiness to learn. For staff, monthly health and wellness challenges are organized to promote fun, collaboration, and positive morale. Together, these strategies foster active living, positive mental health, and a safe, supportive environment where staff and students are motivated to teach, learn, and thrive.

### Assurance Measures: Observations and Next Steps

Observations - Student engagement has increased thanks to new intramural activities and tracking the PACER test. These changes have encouraged more students to join Physical Education and feel proud of their progress. The Breakfast Program has also helped, as students who join regularly come to class ready to learn and participate.

Staff well-being has improved with monthly wellness challenges that encourage teamwork, raise morale, and make the workplace more positive. Staff say they enjoy their work more and feel more connected after joining these activities. Small gestures, like snacks before meetings and lunch during PDs, have also helped build a caring community. These efforts have improved the school climate. They have helped everyone feel more included, made the school safer, and supported better teaching and learning. Each daily practice shows Al-Amal Academy's mission of faith, culture, and achievement.

Next Steps - The school will offer more intramural activities so students with diverse interests can join. Both individual and team achievements in fitness will be recognized to encourage

motivation and pride.

We will strengthen nutrition support by tracking Breakfast Program participation and looking for long-term partners to keep it going. Nutrition lessons will also be added to classroom teaching to help students make healthy choices for learning and well-being.

Staff wellness will improve with a yearly calendar of different wellness challenges. We will collect feedback to make these activities better and make sure all staff feel included and supported.

We will increase community engagement by sharing program successes with parents and community partners to keep everyone informed and involved. Volunteers and local groups will be invited to help with health programs. We will use results and participation data to track progress and compare it with the Health Champions framework to keep improving and stay true to the school’s mission.

## Focus Area: Culture & Inclusivity

**Outcome: Provide a safe and caring environment in which students, staff and families feel safe, cared for, respected, and that they belong.**

### Alberta Education Assurance: Learning Supports

#### Foster Leadership Development

**Student Leadership Opportunities:** Last year, students took on leadership roles in clubs, sports, and service projects such as the Food Bank. Their initiative and commitment made school life better and showed how important student voices are in shaping our community.

**Mentorship Programs:** We paired older students with younger ones, helping both groups grow in responsibility and support each other in academics and character. These mentorships are now a key part of our caring school culture.



	<p><b>Virtue-Based Leadership:</b> Our leadership training included the school virtues of Wisdom, Justice, Courage, and Temperance. Students learned to lead with integrity and to act in ways that reflect our core values.</p> <p><b>Staff Development:</b> Teachers took part in professional growth activities focused on teamwork, initiative, and showing leadership for students. This helped our staff become even better at inspiring and guiding students.</p>
Tailored Educational Programming	<p><b>Outcome-Based Assessment:</b> Focus on mastery of knowledge, skills, and character outcomes rather than curriculum coverage.</p> <p><b>Differentiated Instruction:</b> Adapt lessons to meet diverse learning styles, abilities, and socio-economic backgrounds.</p> <p><b>Targeted Interventions:</b> Use specialized resources such as Singapore Math, Worldly Wise, and literacy programs to support struggling learners.</p> <p><b>Enrichment Pathways:</b> Provide advanced opportunities for students excelling academically, preparing them for university and beyond.</p> <p><b>EA Supports:</b> Deploy Educational Assistants strategically to ensure individualized attention and classroom success.</p>
Celebrate Diversity and Culture	<p><b>School Virtues in Action:</b> Reinforce belonging and inclusivity by connecting diversity celebrations to our virtues.</p> <p><b>Cultural Showcases:</b> Host multicultural events, food fairs, and storytelling sessions to highlight the richness of our community.</p> <p><b>Recognition Programs:</b> Honour Roll, Principal's</p>

	<p>List, and Triple A Awards (Academics, Akhlaq, Athletics) celebrate achievement across academics and culture.</p> <p>SeeWOW Program: Engage students and staff in maintaining a clean, welcoming environment that reflects pride in our shared culture.</p> <p>Team Building: Foster collaboration among staff and students to strengthen inclusivity and mutual respect.</p>
Promote Indigenous Culture	<p>Circle of Courage Model: Emphasize the values of Belonging, Mastery, Independence, and Generosity to foster emotional and social well-being.</p> <p>Land-Based Learning: Integrate outdoor education that is grounded in respect for the land and its teachings.</p> <p>Elder Partnerships: Engage Indigenous knowledge keepers to share their wisdom and collaborate with staff in instructional activities.</p> <p>Cultural Storytelling: Incorporate Indigenous oral traditions and literature into literacy curricula.</p> <p>Ceremonies and Protocols: Include Indigenous practices in school events in a respectful manner to reinforce cultural appreciation and pride.</p>

Access to Supports and Services						
	Number of Responses	Al-Amal Academy 2025	Al-Amal Academy Comparison to 2024 (+/-)	Al-Amal Academy Comparison to Alberta 2025 (+/-)	Al-Amal Academy 3-Year Average	Alberta 3-Year Average

Overall	89	86.0	+7.7	+5.9	81.1	80.2
Parent	4	*	*	*	77.5	75.5
Student	68	77.7	+10.6	-1.0	74.9	79.1
Teacher	21	94.3	+6.1	+8.3	88.1	85.9

Safe and Caring						
	Number of Responses	Al-Amal Academy 2025	Al-Amal Academy Comparison to 2024 (+/-)	Al-Amal Academy Comparison to Alberta 2025 (+/-)	Al-Amal Academy 3-Year Average	Alberta 3-Year Average
Overall	89	88.1	0	+0.8	89.6	87.3
Parent	4	*	*	*	95.2	88
Student	68	77.2	+3.6	-3.4	78.6	80.8
Teacher	21	99.0	+2.2	+5.6	97.4	93.1

Assurance Measures: Observations and Next Steps
<p>Observations - The Safe and Caring survey results show both what we are doing well and where we can improve. Out of 182 responses, most were from students (68) and teachers (21), which shows strong involvement from those who are part of daily school life. The 89 overall responses</p>

also suggest that many people feel confident in the school's commitment to safety and care, and that they feel respected and supported.

Parent participation was low, with only 4 responses. This means that while students and staff are sharing their experiences, we are not hearing enough from families. Without more parent feedback, the school could miss important ideas about how safe and caring practices are seen at home and in the community. The difference in response rates also shows there may be barriers for parents, such as lack of time, awareness, or easy access to the survey. It is important to address this so that everyone's voice is included and the school's inclusive culture reaches beyond the classroom.

Next Steps - To improve, the school should help parents share their feedback by offering different and easy ways to participate. This might include online surveys, paper forms at events, or personal invitations, so parents feel welcome and able to contribute. At the same time, we should celebrate and encourage student involvement through leadership roles, mentorship, and service projects that support safety and care.

Teachers can keep building their skills through training that focuses on working together, being inclusive, and showing school values. Their role in promoting safe and caring practices is important in both classes and activities.

Equity and outreach should stay a top priority. Talking with parents informally or in small groups can help us find out what makes it hard for them to participate and how we can help. By using these ideas, Al-Amal Academy can build an even stronger culture of safety, care, and inclusion, making sure everyone feels they belong and are valued.

## Focus Area: Engagement & Community

**Outcome: Provide partners with the opportunity to contribute to student success.**

### Alberta Education Assurance: Governance and Local & Societal Context

#### Enhance Student Engagement

**Community Partnerships in Action:** Collaborations with the City of Calgary, YMCA, and local businesses enable students to participate in leadership programs, mentorships, and applied projects that foster confidence and responsibility.

**Facility Access and Recreation:** Providing school facilities to community organizations expands opportunities for students to participate in a range of educational and recreational activities outside the classroom.

**Leadership Development:** Students are supported in assuming leadership roles within community programs, which promotes independence, resilience, and a commitment to service.

**Service Learning:** Participation in community initiatives enables students to integrate academic learning with civic responsibility, thereby reinforcing the institution's mission of academic excellence and strong moral character.

#### Transparent Communication

**Shared Vision Messaging:** Communicate regularly with families and partners about how community collaborations strengthen student learning and wellbeing.

**Accessible Channels:** Use newsletters, school apps, and community forums to ensure parents

	<p>and partners are informed about opportunities, events, and outcomes.</p> <p>Celebrating Partnerships: Highlight success stories from collaborations with the City of Calgary, YMCA, and local businesses to show the tangible impact on students.</p> <p>Feedback Loops: Invite input from parents, staff, and community partners to refine programs and ensure transparency in decision-making.</p> <p>Culture of Trust: Reinforce that Al-Amal Academy's openness to community organizations is rooted in mutual benefit, respect, and shared growth.</p>
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Citizenship						
	Number of Responses	Al-Amal Academy 2025	Al-Amal Academy Comparison to 2024 (+/-)	Al-Amal Academy Comparison to Alberta 2025 (+/-)	Al-Amal Academy 3-Year Average	Alberta 3-Year Average
Overall	89	98.6	+2.8	+18.8	97.6	79.8
Parent	4	98.6	-1.4	+20	99.5	78.9
Student	68	97.1	+6.4	+26.8	94.4	70.4
Teacher	21	100	+3.3	+9.5	98.9	90.2

Parental Involvement						
	Number of Responses	Al-Amal Academy 2025	Al-Amal Academy Comparison to 2024 (+/-)	Al-Amal Academy Comparison to Alberta 2025 (+/-)	Al-Amal Academy 3-Year Average	Alberta 3 Year Average
Overall	21	86.5	+4.2	+6.5	84.1	79.5
Parent	4	*	*	*	77.1	74.2
Teacher	21	86.5	+3.5	+2.2	88.0	84.9

Assurance Measures: Observations and Next Steps
<p>Al-Amal Academy continues to demonstrate exceptional strength in Citizenship, achieving an overall score of 98.6% in 2025. This represents an increase from the previous year and places the school nearly 19 points above the provincial average. Students reported a significant improvement, with scores rising by more than six points compared to 2024 and exceeding Alberta's average by over 26 points. Teachers expressed unanimous confidence with a perfect score of 100%, affirming the school's success in fostering civic responsibility, leadership, and service learning. Parent responses remained very strong at 98.6%, though slightly lower than the previous year, suggesting the need to reinforce communication about the impact of partnerships and engagement opportunities.</p> <p>Parental Involvement also showed positive growth, with an overall score of 86.5%, an increase of more than four points from 2024 and above the provincial average. Teacher responses reflected similar improvement, recognizing stronger parent engagement. While parent-specific data was not reported for 2025, the three-year average remains above the provincial benchmark, indicating progress but also variability in parent participation. This highlights the importance of consistent communication and accessible pathways for families to contribute.</p>

Stakeholder Engagement
<ul style="list-style-type: none"> <li>Which stakeholders were engaged last year?</li> </ul>

- Staff (teachers, educational assistants, support staff)
- Families and guardians of students
- Pen and Paper Foundation
- Division Support
- How were they engaged?
  - Staff: Staff were engaged through regular staff meetings, targeted professional learning sessions, and classroom walk-throughs. These structures created consistent opportunities for collaboration, reflection, and alignment with school priorities.
  - Families and Guardians: Families were engaged through school-wide emails, newsletters, parent meetings, and invitations to participate in school events and assemblies. These channels were designed to keep families informed and connected to school life.
  - Prairie Land School Division: The division supported the school by providing resources, division-led professional development, and ongoing guidance from learning leaders. This support strengthened instructional practices and enhanced the school's capacity to deliver high-quality teaching and learning.
  - Pen and Paper Foundation: The foundation continued to partner with the school by supporting programming and resources that enrich student learning.
- What did you hear and how have you responded?
  - Staff Feedback: Staff said they appreciate the school's clear structure, especially the well-defined expectations, consistent routines, and easy access to resources. They also value the professional development opportunities and the support that helps them improve their teaching.
  - Response: We kept improving our professional learning plans, made sure resources were easy to access and matched staff needs, and kept routines predictable to support good teaching.
  - Family Feedback: Family engagement stayed low, with few families joining school activities or giving feedback. This shows we need to look more closely and find new ways to build stronger connections between home and school.
  - Response: We are keeping a close eye on family engagement and trying new ways to build trust, make things easier for families, and offer more meaningful chances for them to get involved in school life.
  - Pen and Paper Foundation Feedback: The Pen and Paper Foundation has been a strong and supportive partner. Still, there are some parts of our partnership that need more focus to make sure we are meeting school priorities and student needs.
  - Response: We are working together with the foundation to review our programs, clear up expectations, and make sure we are better aligned in the future.
  - Student Feedback: Most students said they feel happy and supported at school. Still, feedback and observations show that junior high students need more attention, especially with engagement, belonging, and extra support.

- Response: We have made junior high a top priority this year. We are putting new strategies in place to boost engagement, build stronger relationships, and offer programs that support their academic, social, and emotional growth.

<b>Enrolment &amp; Staffing</b>	<b>Budgeted Funding Sources</b>	<b>Operating Budget &amp; Actual Expenses</b>	<b>School Generated Funds &amp; Other Financial Notes</b>
<b>Enrolment</b> <ul style="list-style-type: none"> <li>• ECS: 40</li> <li>• Grades 1-9: 470</li> <li>• Grades 10-12: 0</li> </ul> <b>Total Funded Students (ECS 1/2): 429</b> <b>Staffing</b> <ul style="list-style-type: none"> <li>• Certificated Teachers: 25</li> <li>• Educational Assistants: 8.5</li> <li>• Secretarial Staff: 2.5</li> <li>• Librarians: 0.90</li> </ul> <b>Total Staffing Compliment: 36.90</b>	<b>Funding Sources</b> <ul style="list-style-type: none"> <li>• Staffing Allocation: \$3,078,300</li> <li>• Resource Allocation: \$220,795</li> <li>• Nutrition Allocation: \$24,920</li> <li>• Other: \$0</li> <li>• School Carry Forward: \$0</li> </ul> <b>Total Budgeted Funding: \$3,324,015</b>	<b>Operating Budget</b> <ul style="list-style-type: none"> <li>• Salaries &amp; Benefits: \$3,078,300</li> <li>• Substitute Teachers: \$27,000</li> <li>• Supplies &amp; Services: \$218,715</li> </ul> <b>Total Budgeted Expenses: \$3,324,015</b> <b>Actual Expenses: \$3,073,290 (92.5% of budget)</b> <b>Year End Expenses – Budget to Actual Variance Surplus (Deficit): \$250,725</b>	<b>School Generated Funds</b> <b>Total SGF: \$39,649.66.</b>