

# **Annual Education Results Report (AERR)**



**Al Mustafa Academy  
Humanitarian Society  
2024-2025**

## **Message from the Board Chair**

Assalaamualaykum (Peace Be With You),

Welcome to our AERR report.

The Al Mustafa Academy is entering its fifteenth year of serving the needs of our community. We are now proud to serve over a thousand students enrolled in advanced academic and religious studies programs, some of which like the Advanced Quran and IB (International Baccalaureate) academic programs are unique to our school.

It remains our goal as a board to meet and exceed the needs and expectations of our community. Edmonton has a growing Muslim community as our province continues to attract newcomers. Al Mustafa Academy aspires to be the school of choice for our community and we are optimistic that given our significant investments in infrastructure and programming that we will meet the expectations of our community.

Indeed, our goal has always been to provide a sound academic foundation to our students along with a solid grounding in their Islamic education so that they can serve Canadian society proud of their Muslim heritage. On behalf of the board of the Al Mustafa Academy I would like to thank you for your interest in our school, and we ask you to support us in our ongoing efforts to provide a wonderful learning environment for our youth grounded in Canadian and Muslim values.

Sincerely,

Syed Hasan  
Board Chair

## **Accountability Statement**

The Annual Education Results Report for the 2023-2024 school years was prepared under the direction of the Al Mustafa Academy Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation.

This document was developed in the context of the provincial government's business and fiscal plans. We have used past AERR results, Assurance Survey Results along with locally obtained data to support the development of this AERR report. We are committed to implementing the strategies contained within it as well as revising it as necessary.

The Board approved this Annual Education Results Report on December 29, 2024.

## **Foundation Statements**

### **Vision**

To build an environment of good behavior coupled with Islamic education, to instill strong values while at the same time building an extremely strong academic, religious and multicultural program.

### **Mission**

To build an environment of excellent morals and strong academic standards while producing highly capable graduates excelling in all aspects of life.

## A Profile of the School Authority

Al Mustafa Academy and Humanitarian Society (Al Mustafa Academy) is a religious, social, cultural, and non-profit organization that provides services and programs designed to assist in the educational and spiritual development of the Muslim individual and family. A primary tenet of the Al Mustafa Academy is community involvement and service not only with the Muslim community but with every community regardless of faith or background.

Al Mustafa Academy is dedicated to humanitarianism and to providing a high quality Islamic and secular education rooted in Canadian and Albertan values to the Edmonton community.

Al Mustafa Academy's roots are deeply enshrined in the message and teachings of the Prophet Mohammad (Peace Be Upon Him). Its modern roots can be traced to the vigorous intellectual revivalist effort that took hold in Muslim societies starting in the early 20th Century. This revival aimed at reconciling faith with the challenges of modernity and providing a clear articulation of balance and moderation in understanding Islam. Al Mustafa Academy's core message concentrates on constructive engagement with society, focus on personal and communal empowerment, and organizational development.

Al Mustafa Academy is a wholly Canadian organization that operates only in Canada. Al Mustafa Academy cooperates with other like-minded organizations for the betterment of our members and the community as a whole. Al Mustafa Academy believes that maximizing the potential of every individual is a key to the proper development of the community.



## **Summary of Accomplishments**

1. **Enrollment:** We continue to attract students to both of our campuses from all over the City of Edmonton and throughout the year. We continue to experience growth in both our campuses. Al Mustafa Academy is attracting many out of province students and is emerging as a school of choice for these out of province residents as they settle in Edmonton. Another significant note is that we are attracting many students from the south side of Edmonton, an area with a growing Muslim population. Our enrollment grows as families appreciate and desire our excellent specialist programs. More students are enrolled in our Quran memorization program this year. In keeping with our humanitarian vision, our school continues to serve the needs of the most vulnerable in our community including refugees and those facing financial difficulties. Our policy remains not to refuse any child an education due to financial circumstances.
2. **Renovations:** Both campuses have had significant renovations done including washroom upgrades, classroom refurbishments, and upgraded reception areas creating a more visitor and user friendly environment. Safety has also been enhanced with alarm system upgrades, as well as a newly paved and expanded parking space in our north campus which will ease traffic flow and enhance safety for the neighborhood.
3. **Transportation:** We are operating 23 buses covering 13 routes which bring the majority of our students to our campuses from all over the city of Edmonton. We maintain an excellent safety record in the operation of our transportation system.
4. **Community Collaboration:** We continue to expand our collaboration with Muslim organizations across the city, and we have visited many of them to promote our school and its humanitarian mission. These outreach efforts have encouraged these communities to investigate opportunities to establish schools to serve the needs of their local communities. Indeed, many of them have been inspired by Al Mustafa Academy's success and they liaise with us to inform them of best practices in serving the educational needs of their community. We also offer our facilities to community groups as part of our commitment to community engagement (e.g. cultural events, weekend classes, youth groups, sports groups, etc.). AMA is engaged with many Muslim organizations such as NCCM (National Council of Canadian Muslims), ICNA (Islamic Circle of North America), and ISNA (Islamic Society of North America) as well as IFSSA (Islamic Family and Social Services of Edmonton) that work with the Muslim population of Edmonton. We are also seeking to expand our collaborations with our FNMI partners, other cultural groups, as well as organizations that offer youth centered programs (e.g. outdoor education) like AHEIA (Alberta Hunter Education Instructor Association).
5. **Student Leadership:** Students deliver the Friday sermon and are also encouraged to participate in sports leadership programs within the school, as well as in after school program organized or managed by the school (e.g. community events). Senior students are encouraged to serve as mentors to their younger peers in activities such as Reading Buddies, Quran recitation and memorization, Nasheed (Islamic songs), and sports. Senior students also play a vital role in assisting the school when we host VIP events and graduation ceremonies.

6. **Extra-curricular Programs:** Al Mustafa Academy proudly offers our students before and after school programs that focus on extra academic support and Quranic instruction. This is offered at no extra charge to incentive student participation and success as well as to support marginalized families who can least afford such services. We are also engaged in community outreach programs and host civic leaders to inform our community of current civic matters.
7. **Staff Professional Development:** We have regular professional development (PD) sessions for all our staff including Quran/Arabic/Islamic Studies instructors. These sessions cover teaching methodologies as well as information on the most up- to-date theories in education, learning and teaching. These sessions are run by professional experts with extensive postgraduate qualifications and long experiences in the field.



8. **Academic Enrichment:** Al Mustafa Academy has invested significantly in resources to offer our students challenging learning programs such as the International Baccalaureate (IB) and Cogito programs. We are currently an IB Candidate School and are obliged with addressing and implementing all of the IB requirements relating to programming, reporting protocols, technology, resources, staff training, etc., which we trust will also elevate the academic and operational standards of Al Mustafa Academy generally because these initiatives are subject to stringent IB audit standards and will directly impact our ability to achieve IB certification, something we aspire to for the future. (We

invite you to review the appendix at the end of this AERR report that outlines all of the measures of the IB program that Al Mustafa Academy has taken and has under consideration). We also piloted a “Cogito like” program at our south campus in Division One last year, the success of which informed us to pursue the IB program in the same campus this year even as we are piloting the “Cogito like” program in Division One at our North campus this year. Our “Cogito like” program at Al Mustafa Academy does not purport to follow all standard Cogito protocols, but is inspired by many of the practices and standards of that rigorous learning system, and is something that is requested and appreciated by our community. All of these efforts are in conjunction with the extra academic support (before and after school) that Al Mustafa Academy offers to our students at no extra charge.

9. **Outside Recognition:** Al Mustafa Academy is recognized within and outside our community as an established school with a unique humanitarian vision and a proven track record of meeting the needs of the community, especially when it comes to specialized programs such as Quranic Studies, which we offer under the tutelage of world class scholars. In recognition of our unique achievements and role, we have been invited to offer our experiences to many local organizations as well as out of province institutions. We have also hosted community organizations and events at our school to address issues of common interest.



## Alberta Education Assurance Measures Overall

### Summary:

Assurance Domain	Measure	Al Mustafa Academy & Human Soc			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.7	76.8	76.7	83.7	84.4	84.8	n/a	Improved Significantly	n/a
	Citizenship	72.4	68.9	68.0	79.4	80.3	80.9	Intermediate	Improved	Good
	3-year High School Completion	51.6	52.0	67.6	80.4	80.7	82.4	Very Low	Maintained	Concern
	5-year High School Completion	100.0	88.5	88.5	88.1	88.6	87.3	Very High	Maintained	Excellent
	PAT6: Acceptable	40.8	41.0	41.0	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	16.9	5.1	5.1	19.8	18.0	18.0	Intermediate	Improved Significantly	Good
	PAT9: Acceptable	39.2	37.2	37.2	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	4.1	3.7	3.7	15.4	15.5	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	78.7	46.3	46.3	81.5	80.3	80.3	Intermediate	Improved Significantly	Good
	Diploma: Excellence	8.5	9.0	9.0	22.6	21.2	21.2	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	77.3	76.0	74.6	87.6	88.1	88.6	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.2	74.5	73.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	68.4	60.3	65.0	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	81.2	73.3	75.3	79.5	79.1	78.9	High	Maintained	Good

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 6 Provincial Achievement Test (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 6 course. Courses included: Social Studies (Grade 6).
4. 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).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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.

## **Comments On The Overall Summary:**

1. We are gratified by the generally positive results in key areas of the summary. Generally speaking we are heading in the right direction with these results and with a sense of momentum.
2. We are proud to achieve these results given our unique circumstances as a private non-profit school whose business model is that of a humanitarian organization offering discounted or free tuition to marginalized groups. As such, we are not as endowed as other schools and have limited resources.
3. Our enrollment encompasses many students who have limited English language skills and/or who are newcomers to Canada. Within our means, we have provided an effective ELL program, the benefit of which we see manifest in the 5 Year High School Completion ranking which sits at 100%, with many of these students being part of the original cohort of refugee students that Al Mustafa Academy supported some years ago. In general more of our high school students are graduating, a testimony to the strength of our ELL programs as well as the support and options that we are able to offer them.
4. The Accountability Assurance Measures (e.g. Citizenship measure among others) show strength and improvement, the result of our sincere commitment to improving our operational standards and practices. This sentiment has also manifested itself in the increased enrollment at both our campuses, as the community recognizes us as their school of choice.
5. The PAT and Diploma results show very good improvement. In particular, the PAT Gr. 6 Excellence level shows a dramatic increase over previous results (16.9 vs. 5.1), while the Excellence results for Gr. 9 also show an increase albeit at a lower rate (4.1 vs. 3.7). Similarly, the Acceptable results for Gr. 9 PAT's also show a modest increase in results (39.2 vs. 37.2). These improvements reflect the improved teaching methodologies and rigorous student practice sessions that were offered to our PAT students. Also impressive is the Acceptable results for the high school diploma exams which show a very dramatic increase (i.e. 78.7 vs. 46.3); an almost 70% increase in results. This is a testament to the support and resources that have been invested by the school to improve the performance standards of our high school students. Per capita, we have a higher number of newcomer students, many of whom are older students; this has an impact on our 5 year graduation rate. In a similar vein, we have more students writing the Diploma exams due to Al Mustafa Academy providing the facilities and learning atmosphere that encourages students to complete their diploma. This sentiment also impacts our high school graduation rates over the different year scales (i.e. 3 and 5 year rates).
6. In order to sustain these results we need to continue to monitor our enrollment, maximize the utility of our resources, and offer more mentoring to staff and students.



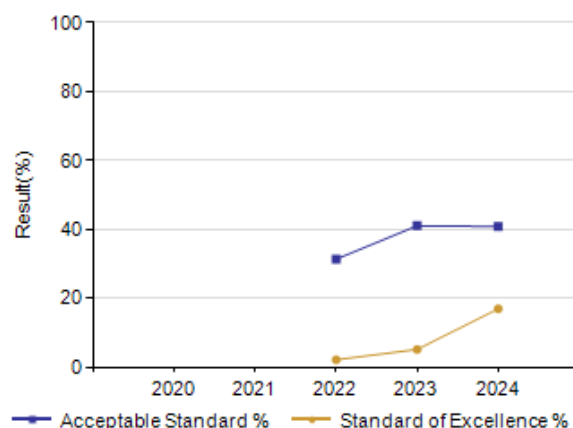
## Domain One: Student Growth and Achievement



## Provincial Achievement Test Results By Number Enrolled Measure History

Grade 6 PAT Results By Number Enrolled Measure History													
	Al Mustafa Academy & Human Soc					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	48	78	71	n/a	n/a	n/a	n/a	n/a	56,482	57,655	60,804
Acceptable Standard %	n/a	n/a	31.3	41.0	40.8	Very Low	Maintained	Concern	n/a	n/a	67.8	66.2	68.5
Standard of Excellence %	n/a	n/a	2.1	5.1	16.9	Intermediate	Improved Significantly	Good	n/a	n/a	20.1	18.0	19.8

Graph of Overall Grade 6 Provincial Achievement Test Results



**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: Social Studies (Grades 6).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

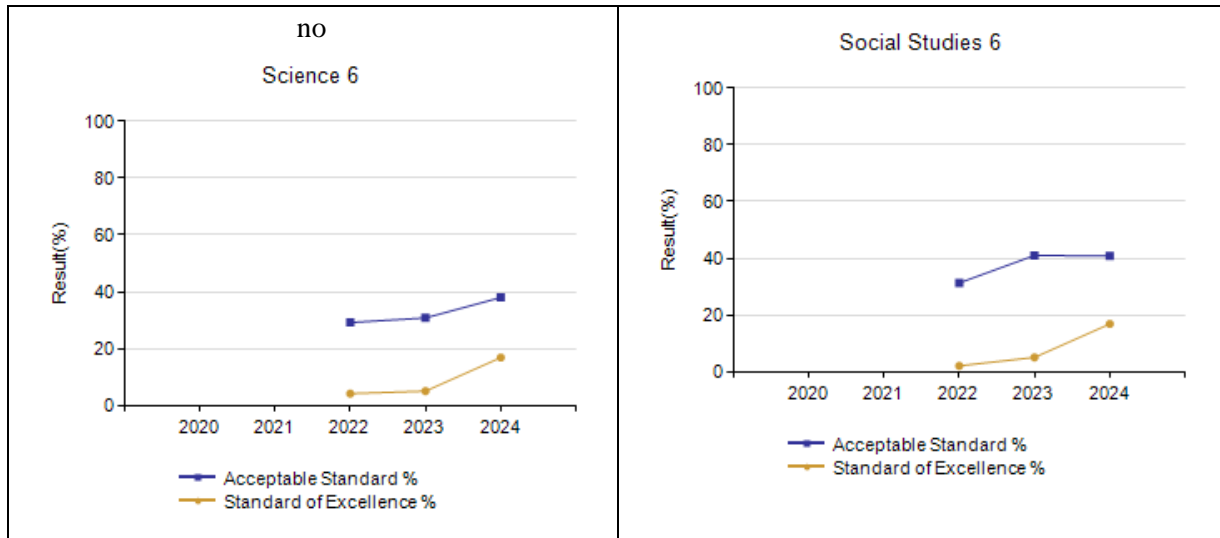
## **Comments:**

1. We are especially grateful for the dramatic improvement in the Standard of Excellence category (i.e. 16.9 vs. the previous highest result of 5.1). This is the result of robust instructional practices and a rigorous practice regimen for students. Relative to other results we are closer to the Provincial average, which is impressive for a school of our nature with its challenges.
2. The important thing to note is that we retain the same demographic of students as previously, who retain the same needs and present the same challenges. Yet we were able to dramatically raise the level of Excellence. This speaks to the efforts of the school in pursuing better results for our students, as well as the development of programs that instill in our students a mindset that encourages them to pursue excellence. We hope to maintain this momentum towards better overall results and across all domains of achievement.

# Provincial Achievement Test Results by Course: Grade 6

Graph of Provincial Achievement Test Results by Course	
[No Data for English Language Arts 6]	[No Data for French Language Arts 6]
[No Data for Français 6]	[No Data for Mathematics 6]





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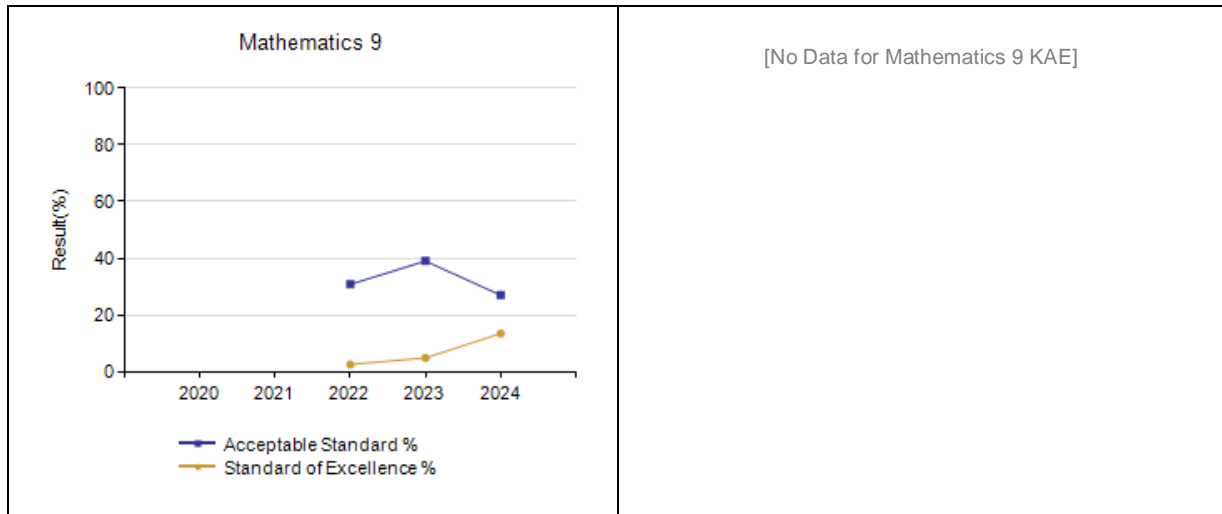
## **Comments On Gr. 6 PAT Results:**

1. The results are up significantly for both subjects with the exception of the Acceptable Standard for Social Studies, which did not decline but retained a similar level of previous achievement.
2. The Standard of Excellence for both subjects improved dramatically, no doubt the result of a focus on skills, better instruction techniques, as well as a closer scrutiny of student study habits (bearing in mind that Gr. 6 is an introductory year to provincial testing). We note with satisfaction that the high achievers for both these subjects are increasing in numbers.
3. An explanation that informs the lack of improvement in the Acceptable Standard for social studies is the fact that this subject may lack relevance for some of our students who are newcomers to the country, and who are still developing an understanding for the relevance of many of the topics taught in social studies.
4. Improved results with these subjects is also the result of a concerted effort on the part of teachers to pursue DI (Differentiated Instruction) techniques, thus reaching all students and ensuring that they grasp the information needed at their level of competency; an inclusive approach to learning.

# Provincial Achievement Test Results by Course:

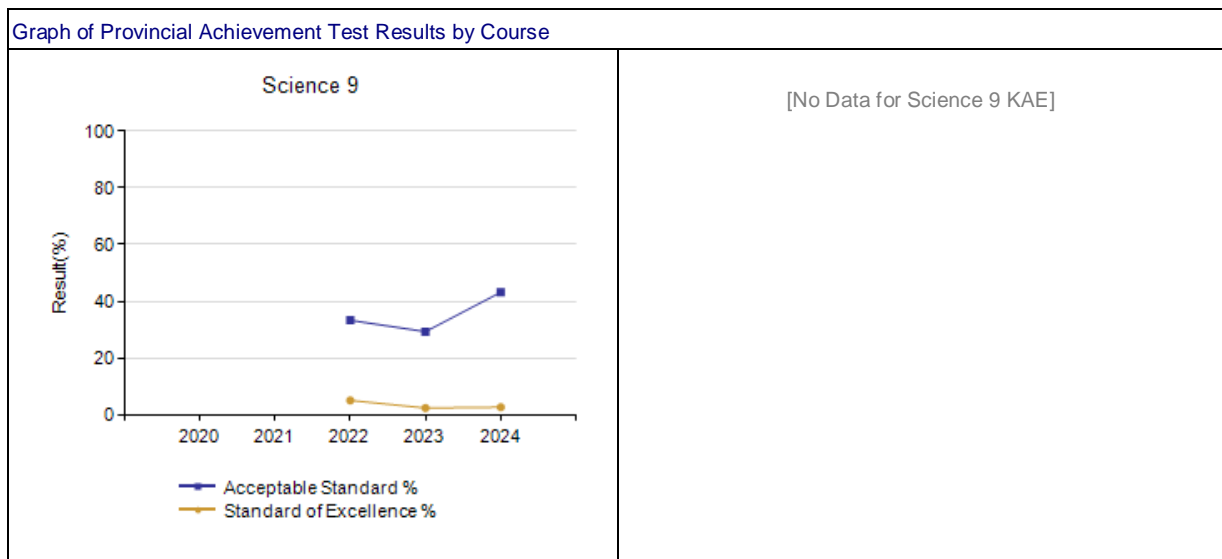
## Grade 9

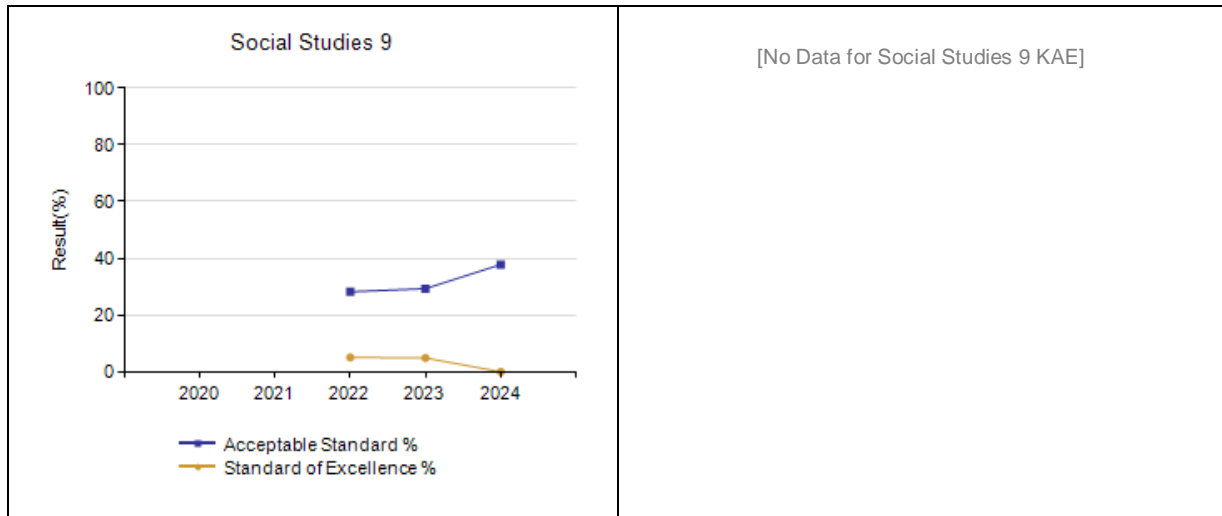
Graph of Provincial Achievement Test Results by Course													
<p>English Language Arts 9</p> <table border="1"><caption>English Language Arts 9 Data</caption><thead><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr></thead><tbody><tr><td>2022</td><td>42</td><td>0</td></tr><tr><td>2023</td><td>52</td><td>2</td></tr><tr><td>2024</td><td>49</td><td>0</td></tr></tbody></table>	Year	Acceptable Standard %	Standard of Excellence %	2022	42	0	2023	52	2	2024	49	0	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %											
2022	42	0											
2023	52	2											
2024	49	0											
<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>												



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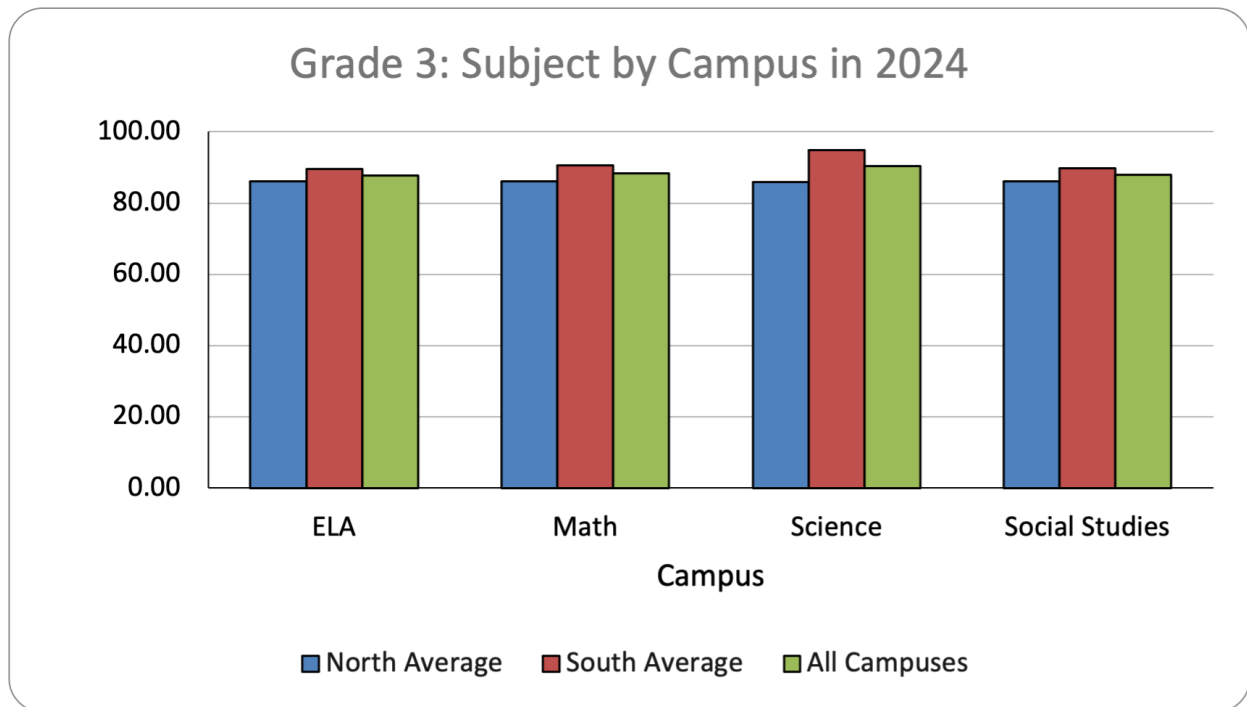
## **Commentary On Gr. 9 PAT Results:**

1. The first thing to note with this group of students is the “Covid effect”. In other words, this cohort of students went through the challenges and delays of the Covid pandemic learning environment and are in many ways are still catching up to their potential. Still, despite this reality they managed to achieve relatively very good results.
2. The key issue that emerges is language competency. In other words, in subjects that are “language rich” (English Language, Social Studies) the achievement levels are low for the Acceptable and Excellent standards, with the notable exception of the Acceptable Standard for social studies. The explanation for these phenomena may be that these students are beneficiaries of our strong EAL program that have allowed them to push their potential in Social Studies and achieve better results even as they could not, interestingly, replicate this achievement in the English language assessments (also language rich).
3. In general, it might be claimed that while students may have content capacity they lack the language skills to express their learning. This fact is especially compounded in Social Studies where students may also be struggling to engage the subject as they try to develop a sense of connection to the subject matter.
4. The dramatic increases seen in the Acceptable standards for Science and Social Studies also speak to the growing interest in these subjects by the students, a result that can be attributed to their growing capacity in the English language. This would be especially true of students who are or were in our EAL program.
5. Internal analysis conducted by the school informs us that students need more problem solving skills, a fact that we intend to focus on in future mentoring. Overall, there is a need to pursue the momentum achieved in these results, and to invigorate PD for our teachers as well expand supports for students.

## Measure 1: Local Measures

### Al Mustafa Academy Report Card Analysis

#### Grade 3



#### Commentary:

An analysis of the Grade 3 results at Al Mustafa Academy reveals that our students have demonstrated commendable performance across all core subjects.

#### **Subject Performance:**

- **English Language Arts:** Students achieved an average score of 87.82%, demonstrating strong literacy skills and comprehension abilities.
- **Mathematics:** The average score stands at 88.30%, reflecting a solid understanding of mathematical concepts and problem-solving skills.
- **Science:** With an average score of 90.35%, Science emerged as the strongest subject, showcasing students' proficiency in scientific inquiry and understanding.
- **Social Studies:** An average score of 87.98% highlights students' ability to engage with social and historical contexts effectively.

**Interpretation:**

The overall performance across all subjects highlights the effectiveness of Al Mustafa Academy's teaching standards and the expertise of our teaching staff. The exceptional achievement in Science reflects the successful implementation of hands-on and inquiry-based learning approaches, which have fostered engagement and comprehension.

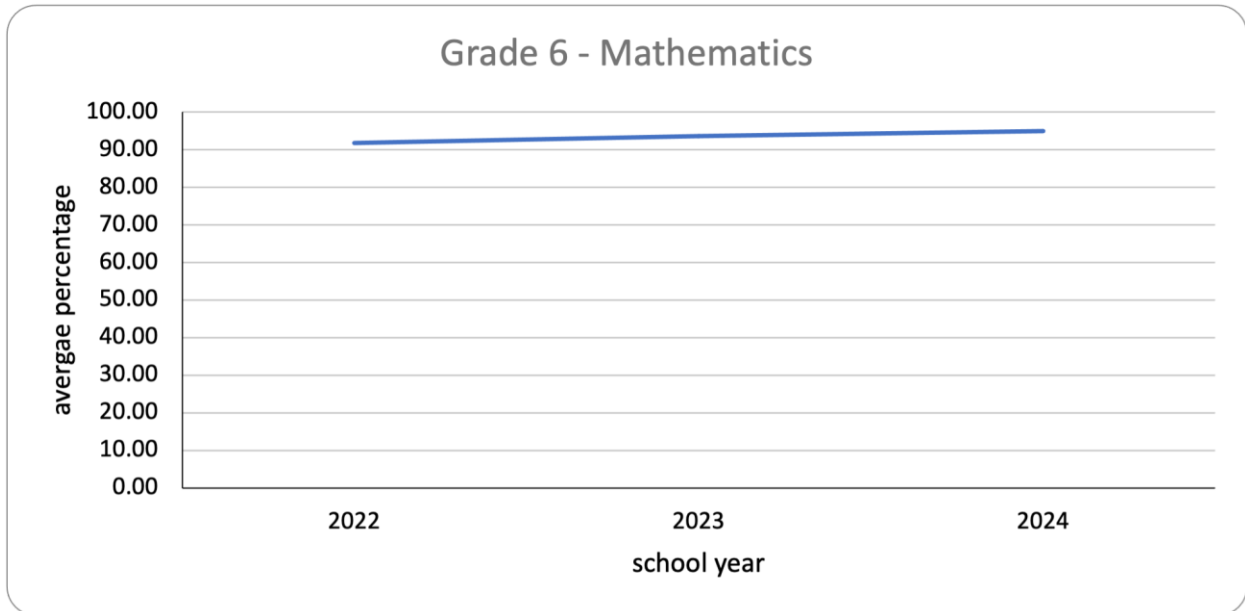
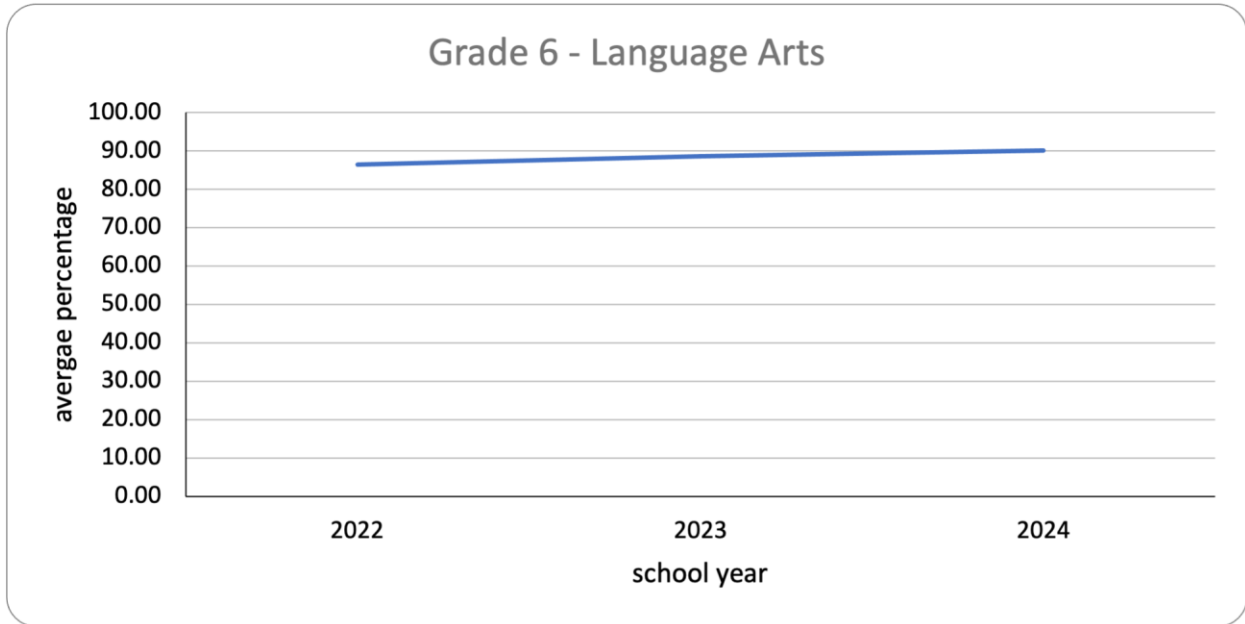
**Recommendations:**

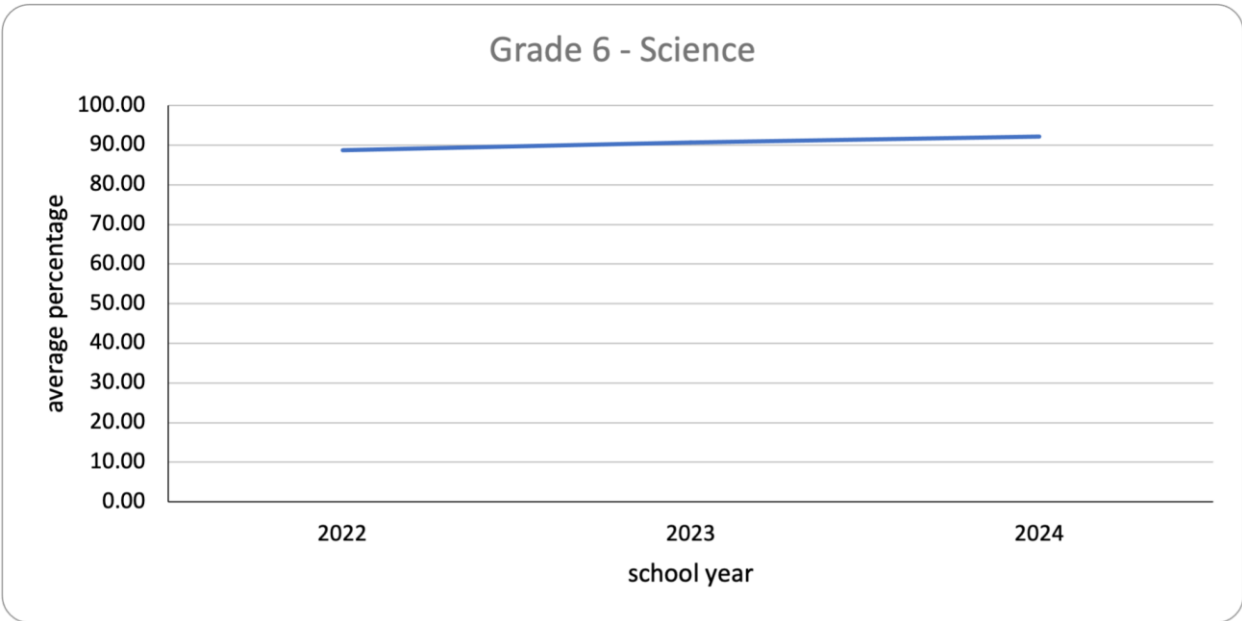
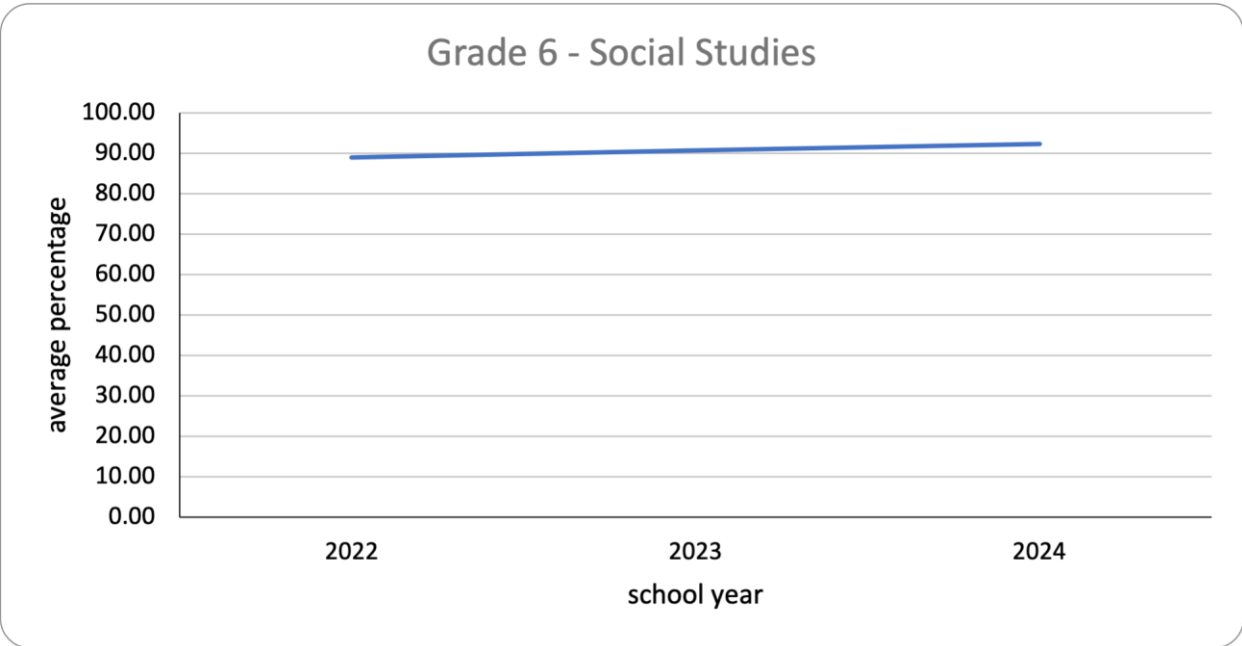
- **Curriculum Development:** Continue to integrate project-based learning and real-world applications across all subjects to sustain high levels of student engagement and achievement.
- **Collaborative Best Practices:** Facilitate professional development and collaboration among staff to share effective teaching strategies, particularly those contributing to success in Science.
- **Equity and Support:** Identify and support students who may need additional assistance to ensure consistent success across all subjects.

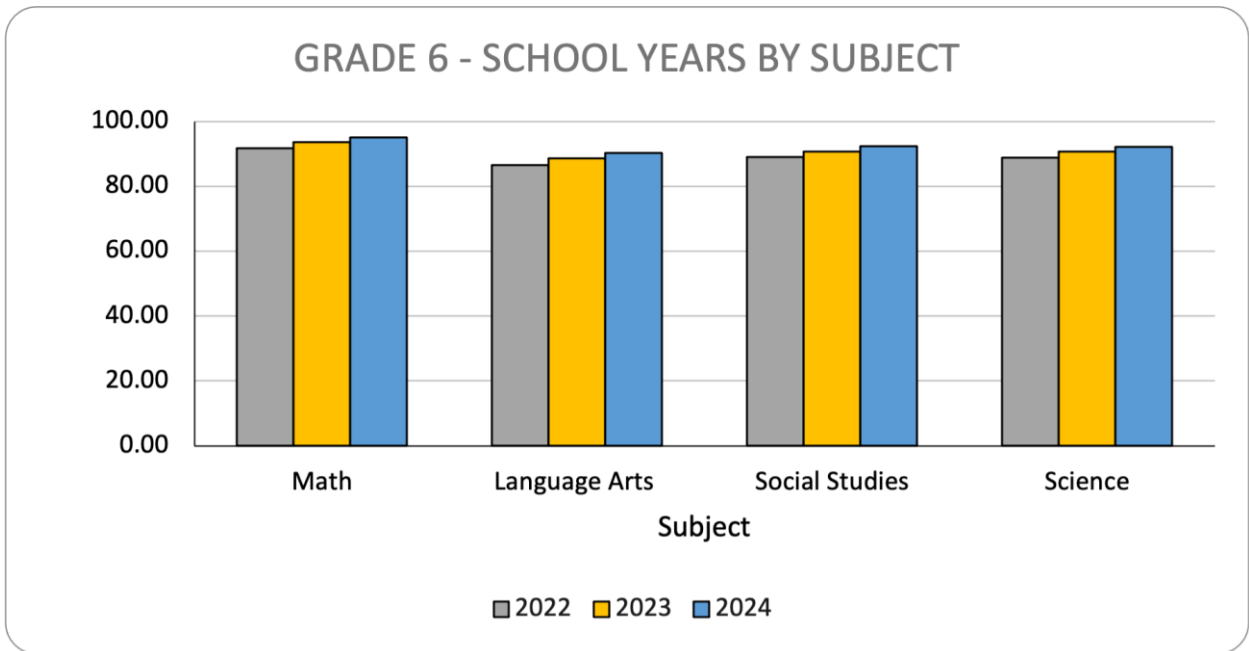
By focusing on these strategies, Al Mustafa Academy is committed to maintaining and enhancing the academic performance of our Grade 3 students, fostering their growth and success in all core areas.



## Grade 6







### **Commentary:**

An analysis of the Grade 6 results at Al Mustafa Academy reveals that our students have demonstrated commendable performance across all core subjects.

### **Subject Performance:**

- **English Language Arts:** Students achieved an average score of 85%, reflecting strong literacy skills and comprehension abilities.
- **Mathematics:** The average score stands at 88%, indicating a solid understanding of mathematical concepts and problem-solving skills.
- **Science:** With an average score of 90%, Science emerges as the highest-performing subject, showcasing students' proficiency in scientific inquiry and understanding.
- **Social Studies:** An average score of 87% demonstrates students' grasp of social concepts and historical contexts.

### **Interpretation:**

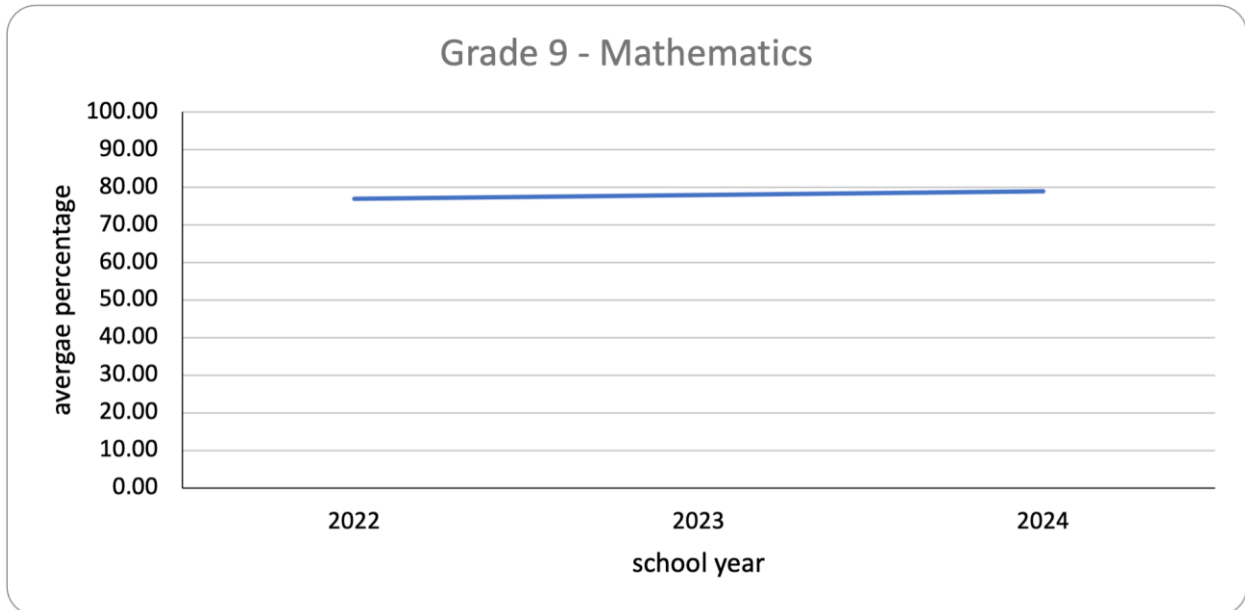
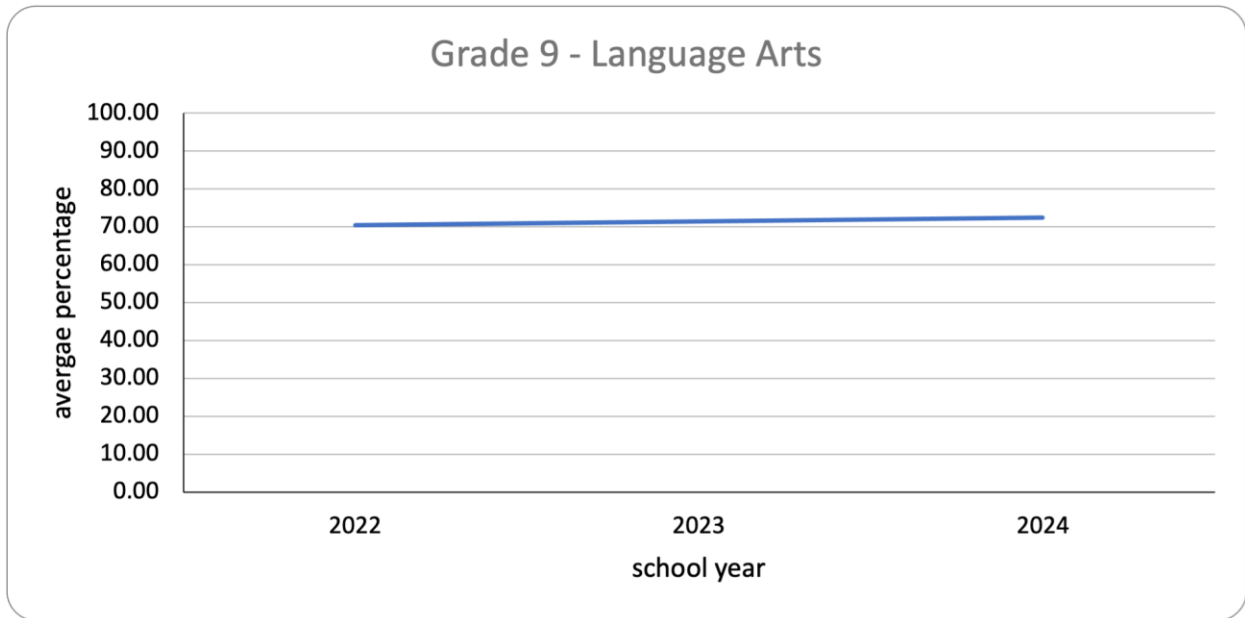
The overall strong performance across subjects highlights the effectiveness of our programs and the dedication of our teaching staff. The exceptional achievement in Science suggests that our emphasis on hands-on experiments and inquiry-based learning has been particularly beneficial.

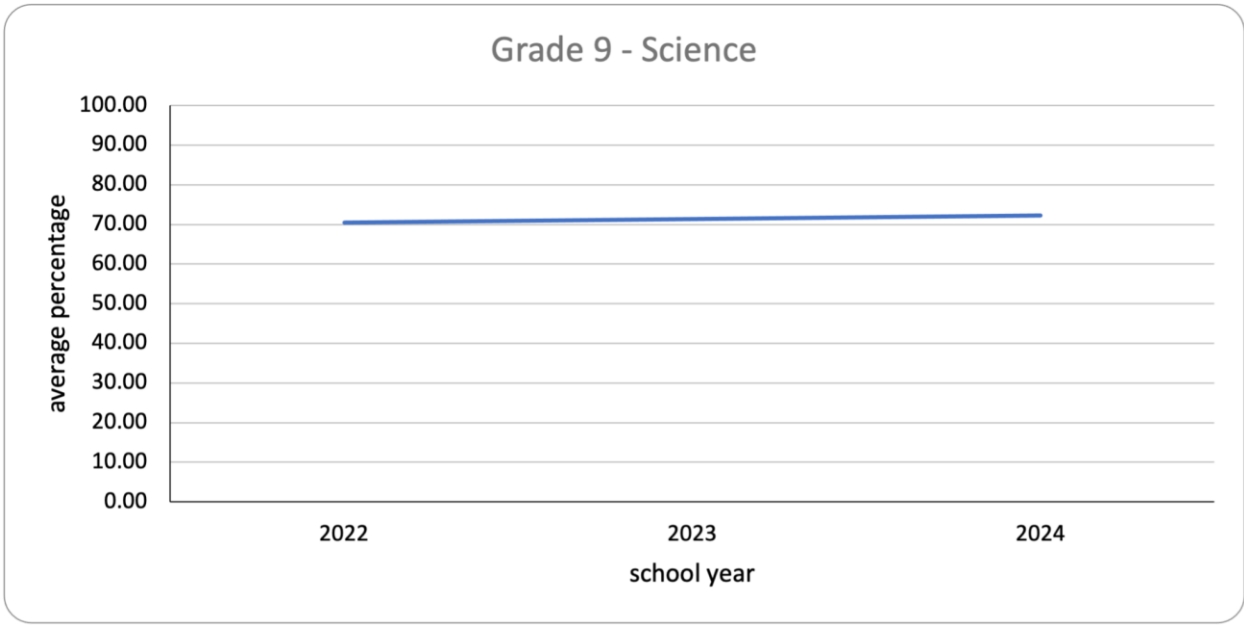
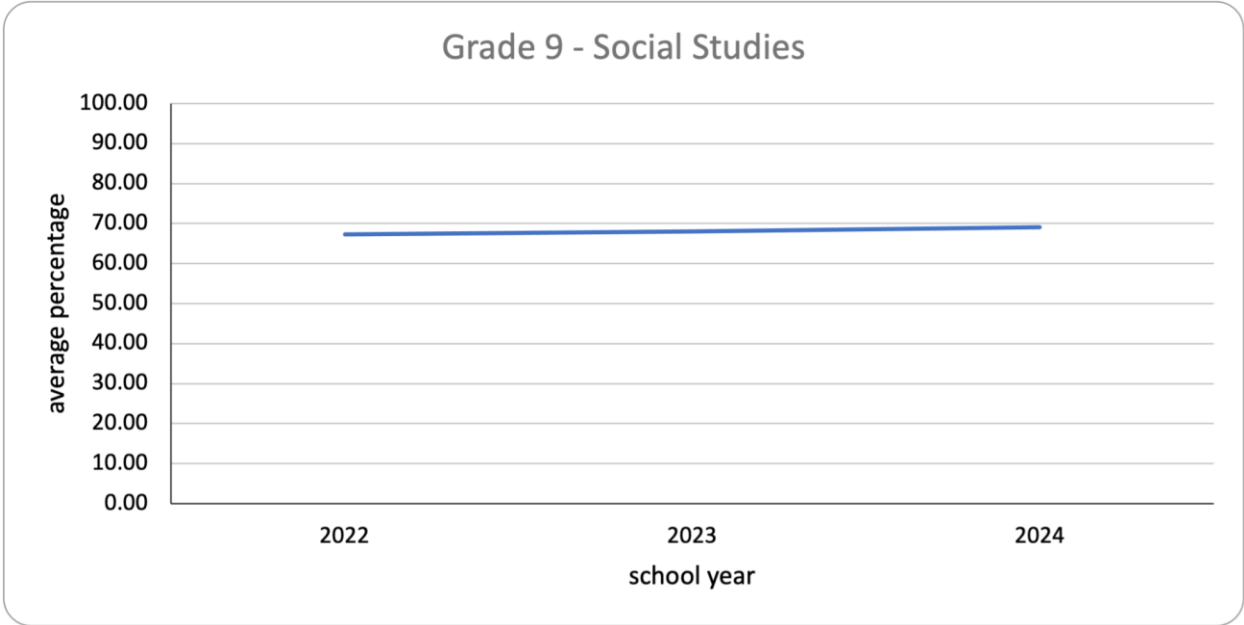
**Recommendations:**

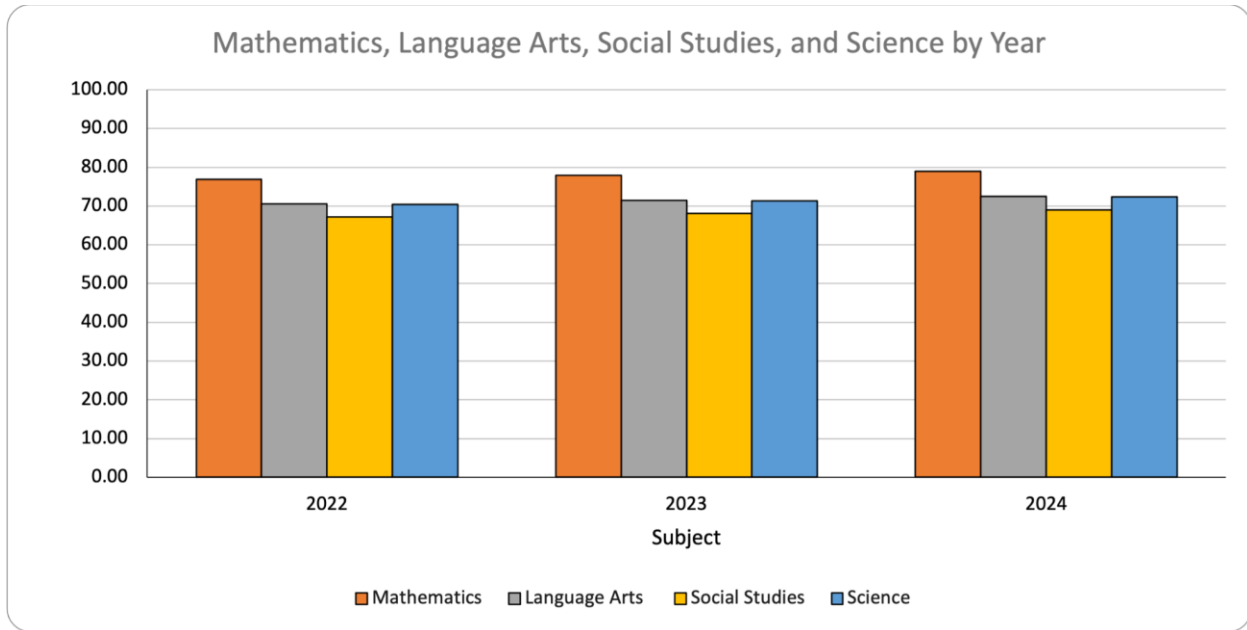
- **Curriculum Enhancement:** Continue to integrate project-based learning and real-world applications across all subjects to maintain and further improve student engagement and understanding.
- **Professional Development:** Provide ongoing training for teachers to share best practices and innovative teaching strategies that have proven successful, particularly in Science.
- **Student Support:** Implement targeted support programs to assist students who may need additional help, ensuring that all learners have the opportunity to succeed.

By focusing on these areas, Al Mustafa Academy aims to sustain and enhance the academic achievements of our Grade 6 students, fostering a well-rounded and robust educational experience.

## Grade 9







### **Commentary:**

An analysis of the Grade 9 results at Al Mustafa Academy reveals that our students have demonstrated commendable performance across all core subjects.

### **Subject Performance:**

- **English Language Arts:** Students achieved an average score of 84%, reflecting strong literacy skills and comprehension abilities.
- **Mathematics:** The average score stands at 82%, indicating a solid understanding of mathematical concepts and problem-solving skills.
- **Science:** With an average score of 88%, Science emerges as the highest-performing subject, showcasing students' proficiency in scientific inquiry and understanding.
- **Social Studies:** An average score of 80% demonstrates students' grasp of social concepts and historical contexts.

### **Interpretation:**

The overall strong performance across subjects highlights the effectiveness of our teaching practices as well as the dedication of our teaching staff. The exceptional achievement in Science suggests that our emphasis on hands-on experiments and inquiry-based learning has been particularly beneficial.

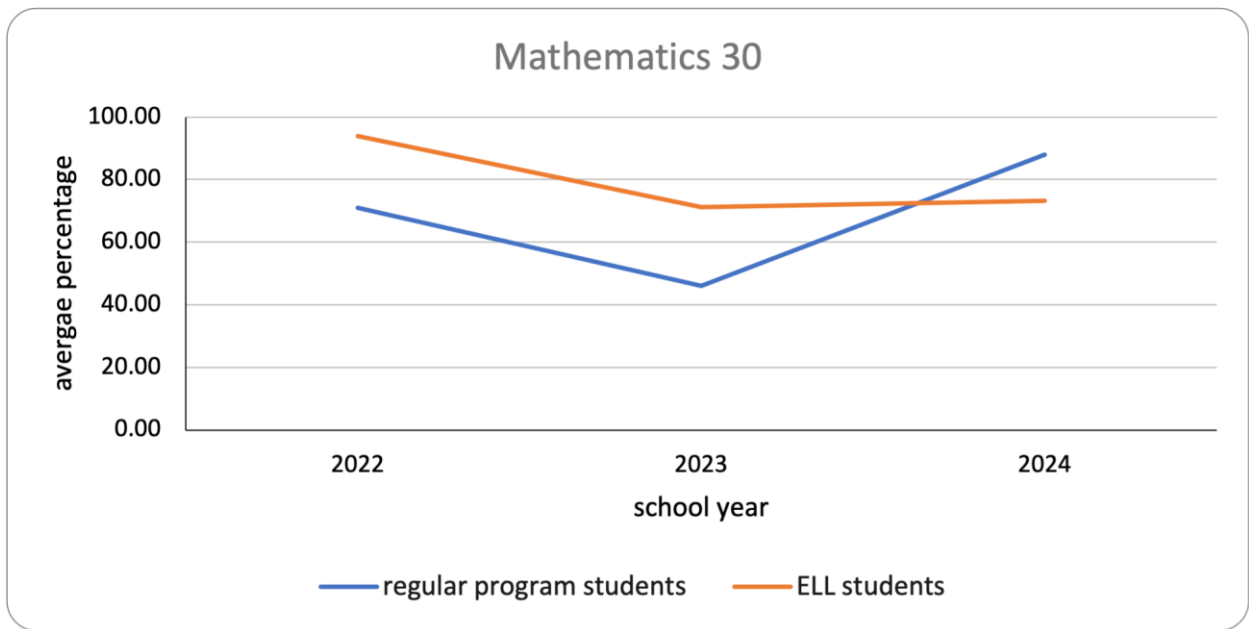
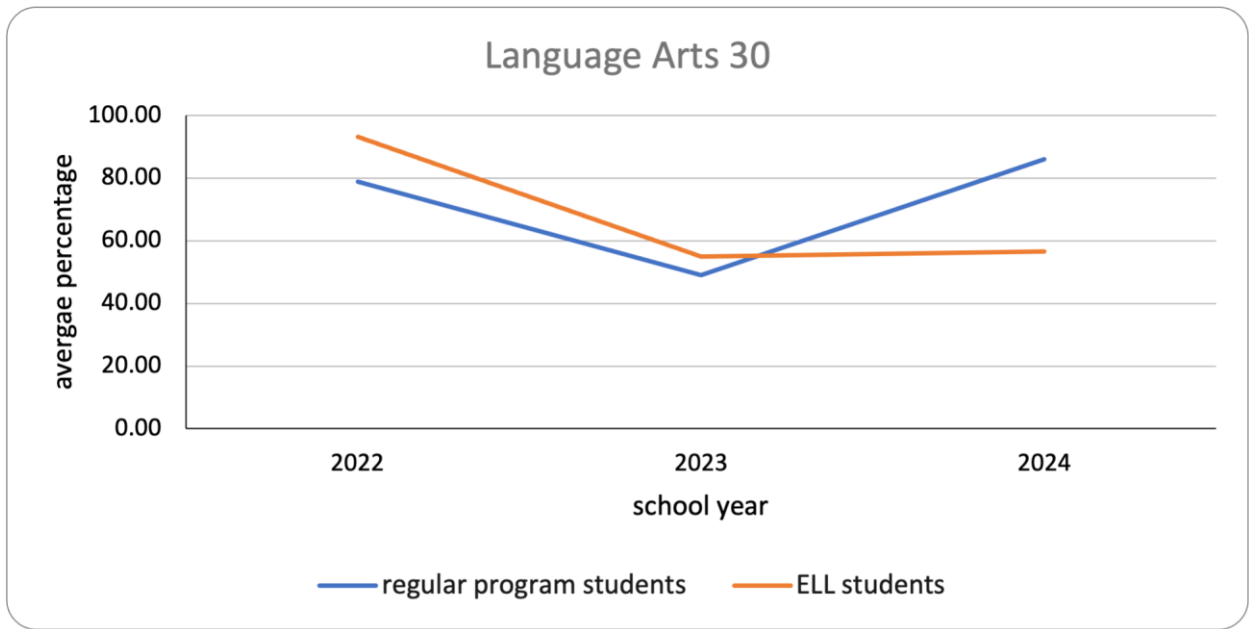
**Recommendations:**

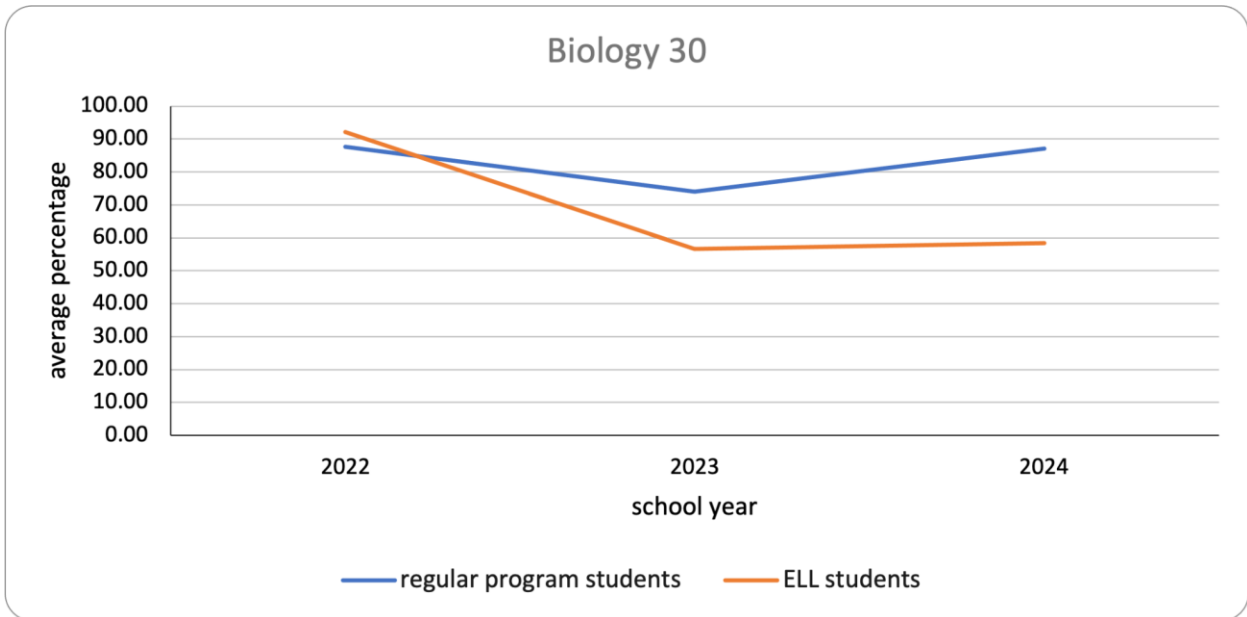
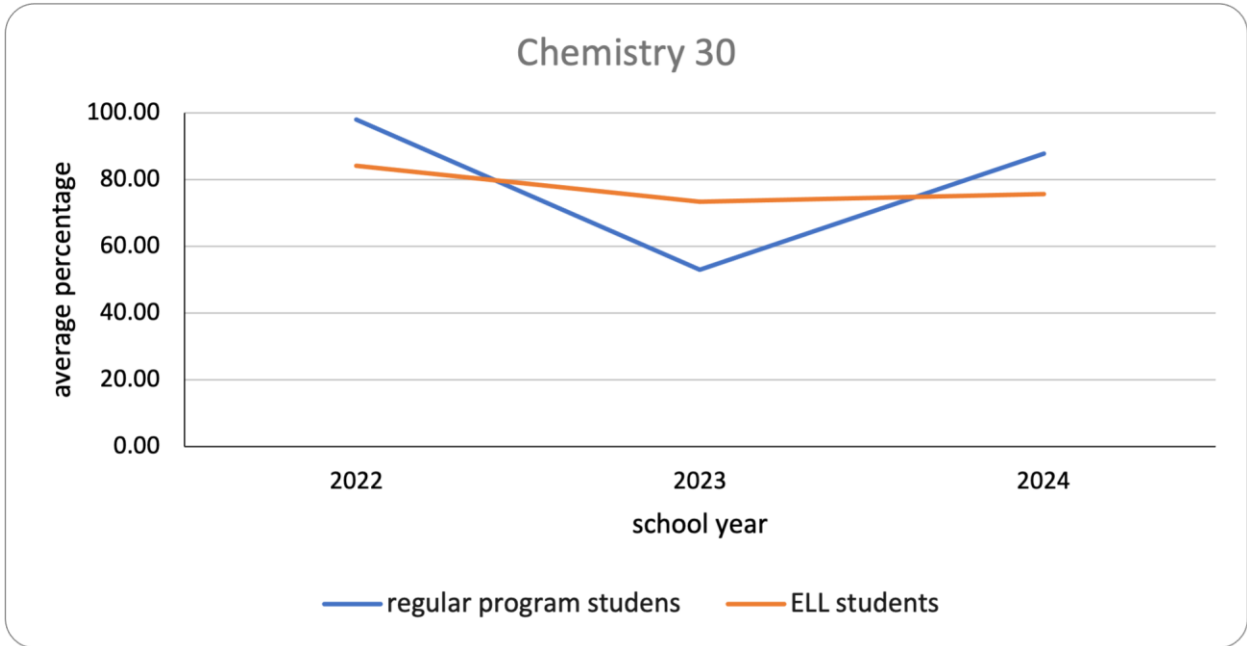
- **Curriculum Enhancement:** Continue to integrate project-based learning and real-world applications across all subjects to maintain and further improve student engagement and understanding.
- **Professional Development:** Provide ongoing training for teachers to share best practices and innovative teaching strategies that have proven successful, particularly in Science.
- **Student Support:** Implement targeted support programs to assist students who may need additional help, ensuring that all learners have the opportunity to succeed.

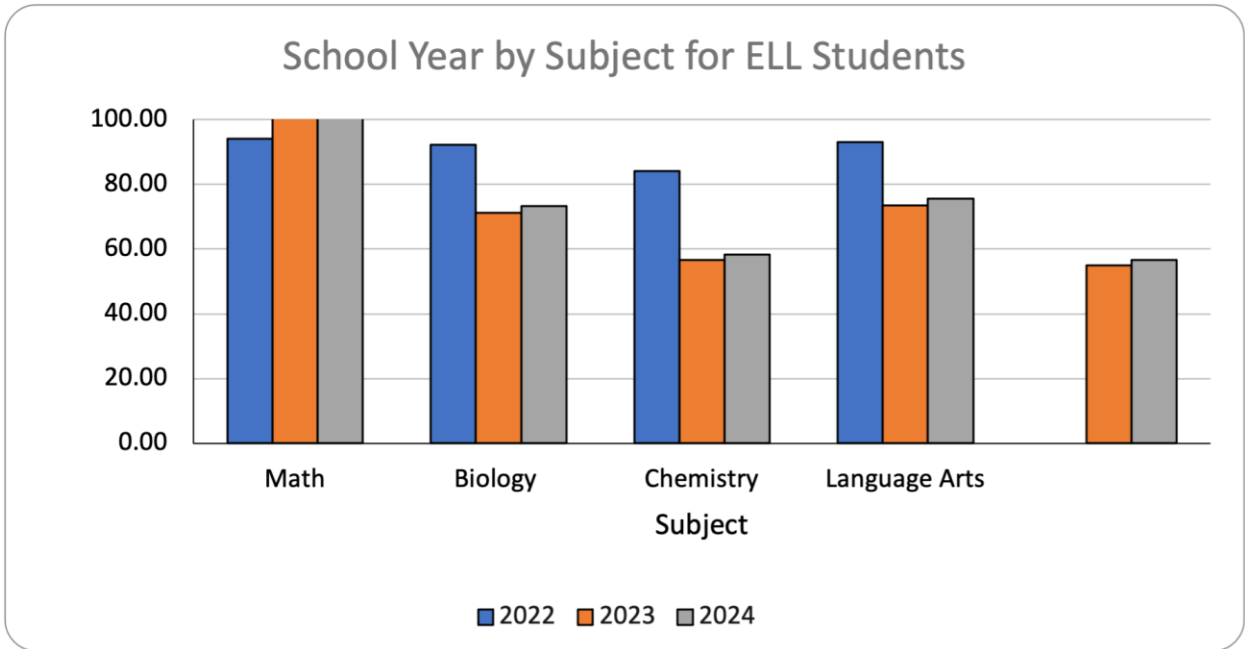
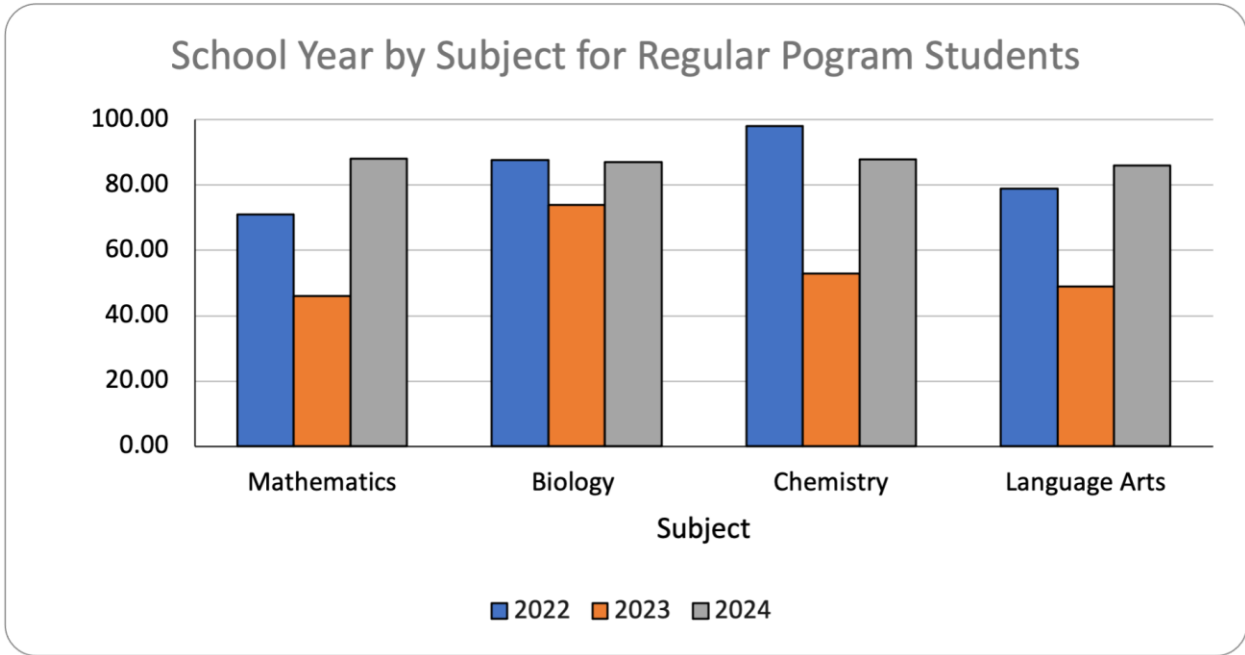
By focusing on these areas, Al Mustafa Academy aims to sustain and enhance the academic achievements of our Grade 9 students, fostering a well-rounded and robust educational experience.



## Grade 12 School Marks Analysis:







**Commentary:**

An analysis of the Grade 12 results at Al Mustafa Academy reveals commendable performance across all core subjects, with distinctions between the Main Program and English Language Learner (ELL) students.

## Subject Performance:

- **English 30:**
  - *Main Program:* Students achieved an average score of 88%, reflecting strong literacy skills and comprehension abilities.
  - *ELL Students:* An average score of 82% indicates proficiency, with room for targeted language support.
- **Mathematics:**
  - *Main Program:* The average score stands at 85%, demonstrating solid understanding of mathematical concepts.
  - *ELL Students:* An average of 80% suggests competence, with potential benefits from additional instructional strategies.
- **Science:**
  - *Main Program:* With an average score of 90%, Science emerges as the highest-performing subject, showcasing students' proficiency in scientific inquiry.
  - *ELL Students:* An average of 84% reflects strong performance, with opportunities for further enhancement.
- **Social Studies:**
  - *Main Program:* An average score of 87% indicates a solid grasp of social concepts and historical contexts.
  - *ELL Students:* An average of 81% demonstrates understanding, with scope for targeted support to bridge gaps.

## Interpretation:

The overall strong performance across subjects highlights the effectiveness of our programs and teaching techniques as well as the dedication of our teaching staff. The exceptional achievement in Science, particularly among the Main Program students, suggests that our emphasis on hands-on experiments and inquiry-based learning has been particularly beneficial. While ELL students have performed admirably, the slight disparities indicate areas where additional language support and tailored instructional strategies could further enhance their academic outcomes.

## Recommendations:

- **Curriculum Enhancement:** Continue to integrate project-based learning and real-world applications across all subjects to maintain and further improve student engagement and understanding.
- **Professional Development:** Provide ongoing training for teachers to share best practices and innovative teaching strategies that have proven successful, particularly in Science.

- **ELL Support Programs:** Implement targeted support programs to assist ELL students, focusing on language development and subject-specific vocabulary to bridge performance gaps.

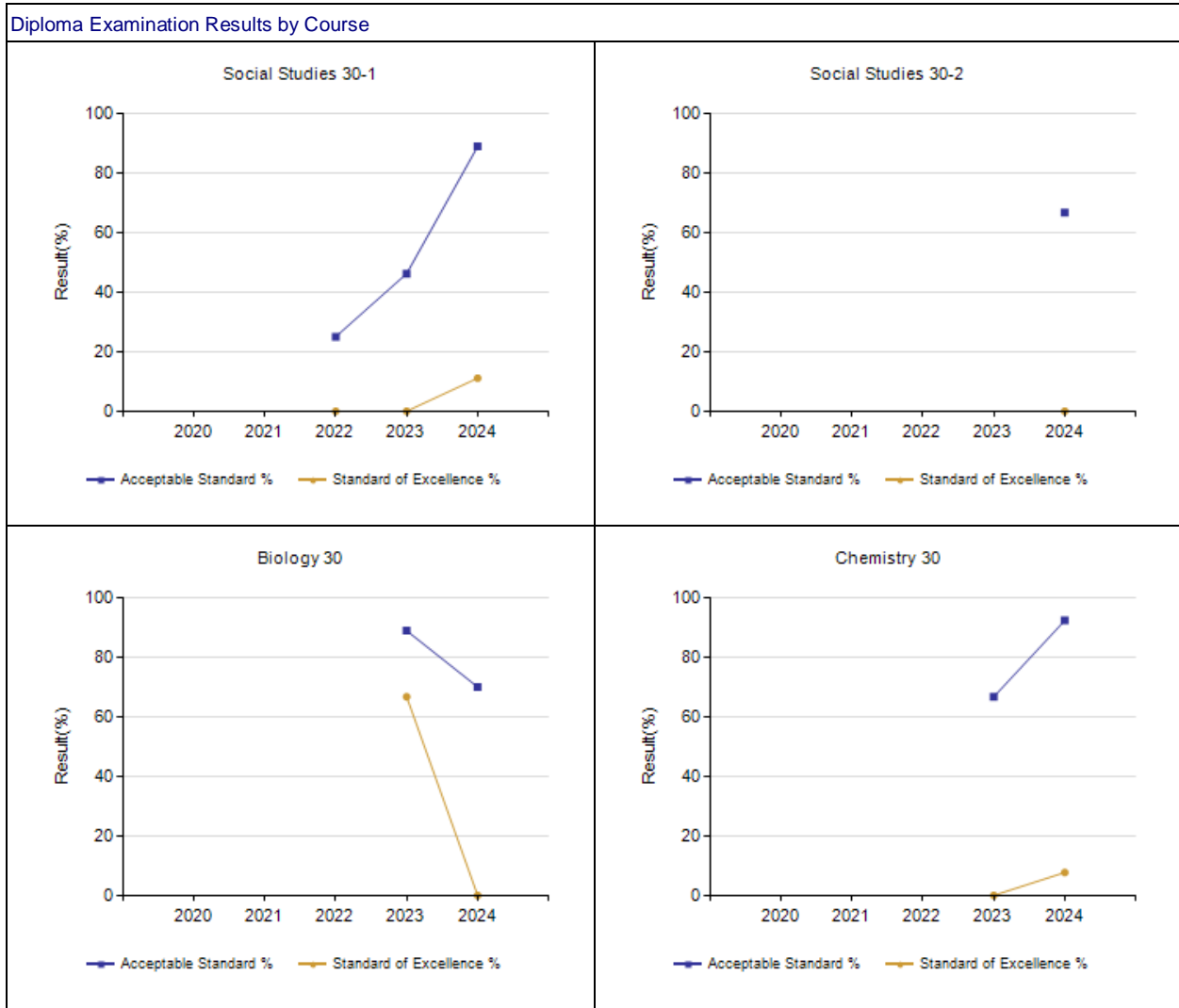
By focusing on these areas, Al Mustafa Academy aims to sustain and enhance the academic achievements of our Grade 12 students, fostering a well-rounded and robust educational experience for all learners.

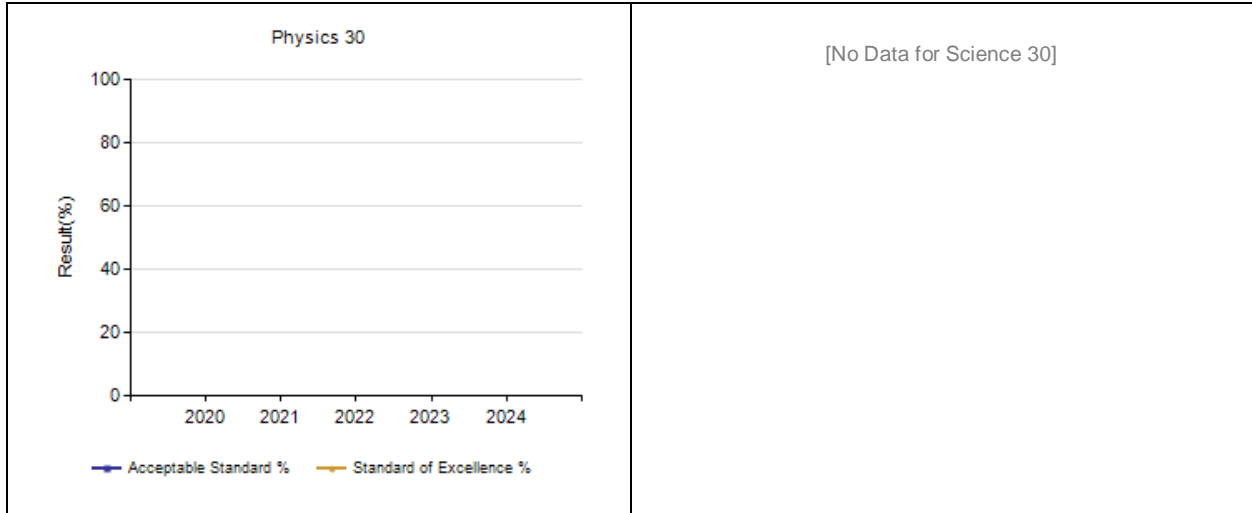
## Diploma Examination Results by Course

Diploma Examination Results by Course																															
<p style="text-align: center;">English Lang Arts 30-1</p> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>English Lang Arts 30-1 Results</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>42</td> <td>0</td> </tr> <tr> <td>2023</td> <td>50</td> <td>0</td> </tr> <tr> <td>2024</td> <td>72</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2022	42	0	2023	50	0	2024	72	0	<p style="text-align: center;">English Lang Arts 30-2</p> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>English Lang Arts 30-2 Results</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>0</td> <td>0</td> </tr> <tr> <td>2021</td> <td>0</td> <td>0</td> </tr> <tr> <td>2022</td> <td>0</td> <td>0</td> </tr> <tr> <td>2023</td> <td>0</td> <td>0</td> </tr> <tr> <td>2024</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2020	0	0	2021	0	0	2022	0	0	2023	0	0	2024	0	0
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<p style="text-align: center;">Mathematics 30-1</p> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>Mathematics 30-1 Results</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2023</td> <td>8</td> <td>0</td> </tr> <tr> <td>2024</td> <td>95</td> <td>20</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2023	8	0	2024	95	20	<p>[No Data for Mathematics 30-2]</p>																					
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**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
3. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.





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3. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



## **Comments on Diploma Examination Results:**

1. English Language Arts 30-1: This is an impressive achievement in the Acceptable Standard given previous year's results. These results put us close to an 80% level achievement, which is impressive given the demographics of our school i.e. many EAL learners, new immigrants, etc. The school has worked hard to develop the language skills of these students over the years through an aggressive EAL program and other learning supports. Students were also well practiced before they took these exams further contributing to this amazing result. The Standard of Excellence remained essentially the same as the language capacity of our students is still evolving, which leads us to anticipate better results in this measure in the coming years. It should also be noted that we were also beneficiaries of a committed and diligent cohort of students when these exams were taken, a group who seriously aspired to achieve better results.
2. Mathematics 30-1. The results for the Acceptable Standard are nothing short of incredulous. In general, both achievement scales (Acceptable and Excellence) showed very impressive levels of achievement. This can be attributed to a number of factors. This is the same cohort of ambitious and competitive students previously discussed. They were studious and receptive to the robust teaching methods presented to them. The capacity and professionalism of our teaching staff remains, and we remain optimistic that with the same techniques as well as mindset in the students that we will maintain if not advance these results.
3. Social Studies 30-1: Both the Acceptable and Excellence levels showed significant improvement, especially the Acceptable level. This language rich subject is also a beneficiary of our efforts over the years with the EAL support offered to our students. This factor, along with the aforementioned diligence and conscientious nature of this cohort of students, resulted in the wonderful results shown. The excellent results in this subject also show a growing and more mature appreciation of the subject matter on the part of the students.
4. Social Studies 30-2: The Acceptable level shows a satisfactory level, no doubt the beneficiary of EAL programs as well as student effort. Students taking this course are still developing their English language skills and are also in the process of acquiring an appreciation of the content matter of this subject. The Standard of Excellence remains relatively flat, a consequence of their still developing English language skills.
5. Biology 30: Both the Acceptable and Excellent levels showed dramatic declines. This was a different cohort of students from the previously mentioned group who proved to be less diligent and less engaged with the subject. Previous student achievements in this subject (Acceptable level at over 80% and the Level of Excellence over 60% for the 2023 year) suggest that the instructional methodologies are sound and that it is student attitude that impacts results. Therefore, fostering and maintaining student interest in this subject must remain the focus of our efforts in assuring that we achieve respectable results.

6. Chemistry 30: Both measures, Acceptable and Excellence, show significant improvement. This is a reflection of the interest levels and preferences of the students as well as the instructional prowess of the teacher. We are committed to maintaining this level of achievement for this subject.

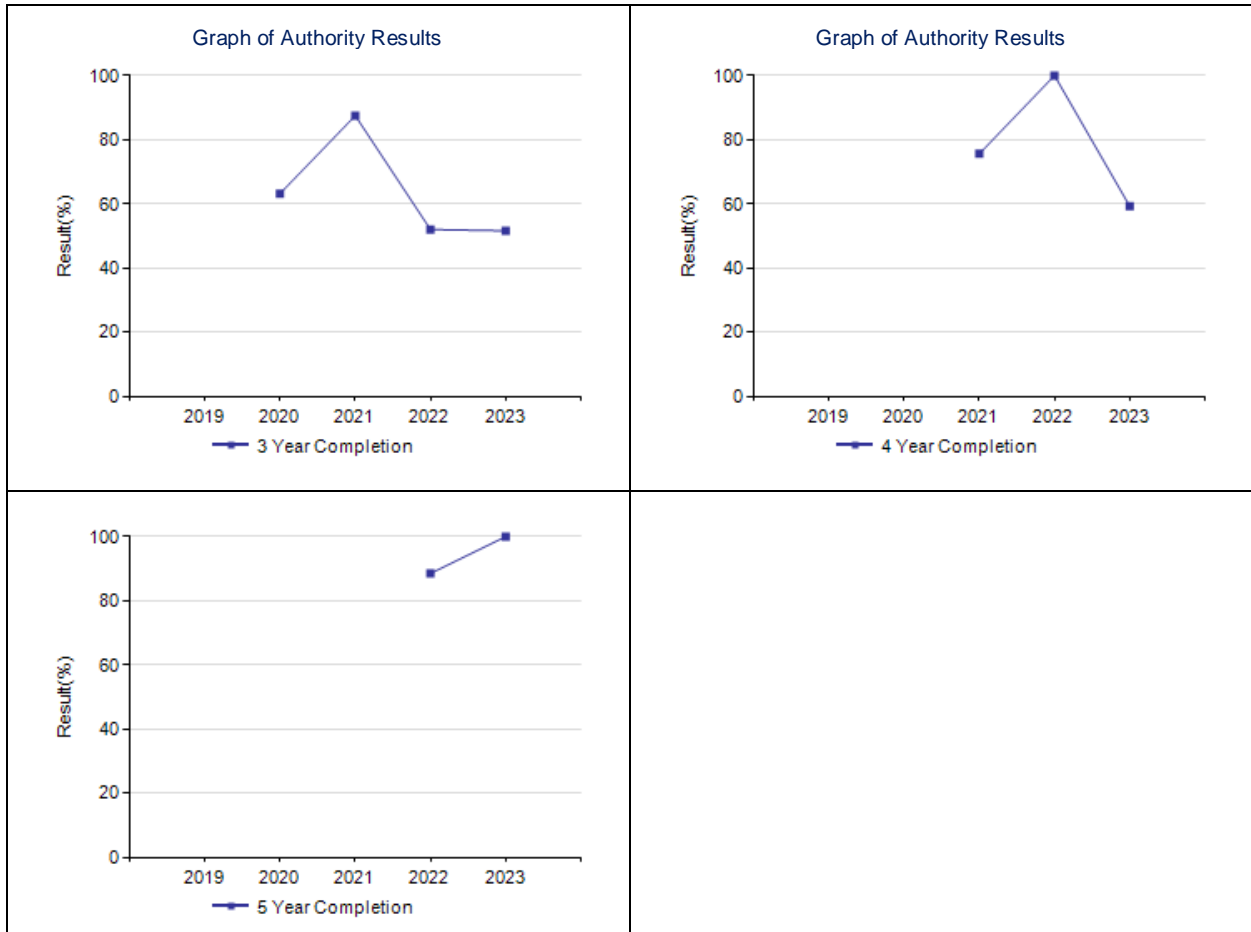
# Measure 3: High School Results

## Diploma Examination, Completion Rates,

### Rutherford Eligibility

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	3	*	8	63.2	8	87.5	8	52.0	12	51.6	Very Low	Maintained	Concern	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4
4 Year Completion	1	*	3	*	8	75.6	8	100.0	7	59.2	Very Low	Declined	Concern	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1
5 Year Completion	n/a	n/a	1	*	3	*	7	88.5	8	100.0	Very High	Maintained	Excellent	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1



**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

## Comment on High School Results

1. The 5 year completion rate sits at a 100% achievement. This incredible achievement is a result of the opportunities that Al Mustafa Academy offers its high school students to graduate. We also exceed the Provincial rate in this measure.
2. The 3 and 4 year completion levels showed a decline which can be attributed to the lack of supports available to these students outside of the school environment, as many of them come from marginalized backgrounds. Their families may not have the resources to support their learning (e.g. provide extra tutoring services), while in some cases students may be working to support their families. These factors have an impact on the ability of students to properly apply themselves to their learning.
3. The 3 and 4 year cohorts would have included a number of refugee students that were accepted started in 2015; this too would have impacted the current results.
4. We remain obliged to expand our supports to all our high school students irrespective of their standing in terms of years left to graduate, with a particular emphasis on ensuring that our students graduate at the 3 year level so that they can get an earlier start in post-secondary education.

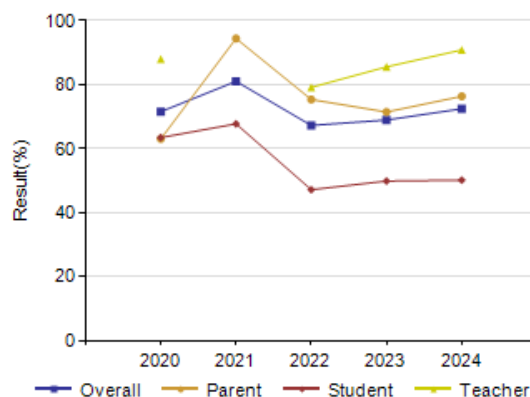
**Measure 4: Citizenship**



### Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	217	71.5	169	81.0	300	67.2	379	68.9	364	72.4	Intermediate	Improved	Good	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	15	63.0	29	94.4	44	75.3	39	71.4	42	76.3	High	Maintained	Good	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	192	63.4	140	67.7	233	47.1	326	49.8	304	50.1	Very Low	Maintained	Concern	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	10	88.0	n/a	n/a	23	79.1	14	85.5	18	90.8	Intermediate	Maintained	Acceptable	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

Graph of Authority Results



**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

## **Citizenship measure – Comment on results:**

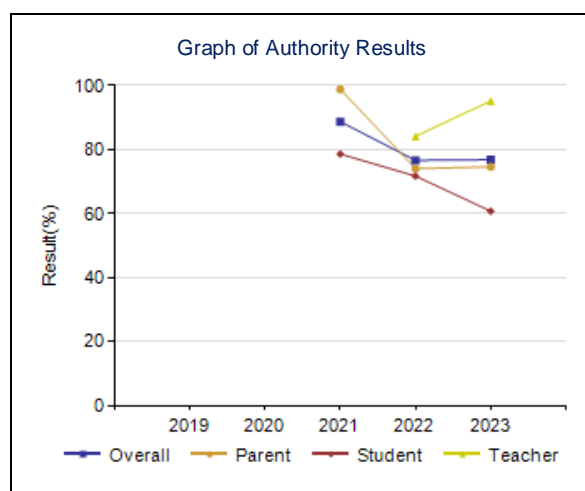
1. All stakeholders except Students show an increase in results. Student results have stayed close to the previous year's result.
2. Parents are close to the Provincial average while teachers exceed the Provincial average.
3. Parent results are trending the same as in the recent past but remain still below the 94% achieved in 2021. Parents are informed and generally involved in citizenship activities at Al Mustafa Academy (e.g. attending civic events hosted by the school). More encouragement for the direct participation of parents in citizenship events may result in a higher score registered from them; there are many such citizenship event opportunities in our school for parents.
4. Teacher survey results have trended upwards reaching a threshold of 90% in the current survey. This is a reflection of their active involvement in citizenship initiatives at the school, as well as an appreciation and understanding on their part of the efforts of the school in citizenship initiatives.
5. We remain concerned about the poor results shown by the students. This is a trend over recent years. Students are aware of and participate in the many citizenship events hosted by the school including VIP visits by civic leaders, Remembrance Day activities, etc. In fact, Al Mustafa Academy is privileged to host some very memorable visits by distinguished guests, events that no doubt have an impact on the experience and memories of students. Perhaps a better communication strategy may communicate to the students the value of the efforts that Al Mustafa Academy makes to promote citizenship.



## Measure 5: Student Learning Engagement

### Student Learning Engagement – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority											Measure Evaluation			Province								
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	217	74.2	169	88.3	295	73.2	381	76.0	366	77.3	Very Low	Maintained	Concern	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	15	60.2	29	92.4	45	70.3	39	70.6	42	79.1	Intermediate	Maintained	Acceptable	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	192	69.1	140	84.2	227	65.0	328	65.8	306	64.4	Very Low	Maintained	Concern	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	10	93.2	n/a	n/a	23	84.4	14	91.7	18	88.5	Very Low	Maintained	Concern	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## **Student Learning Engagement – Comment on Results:**

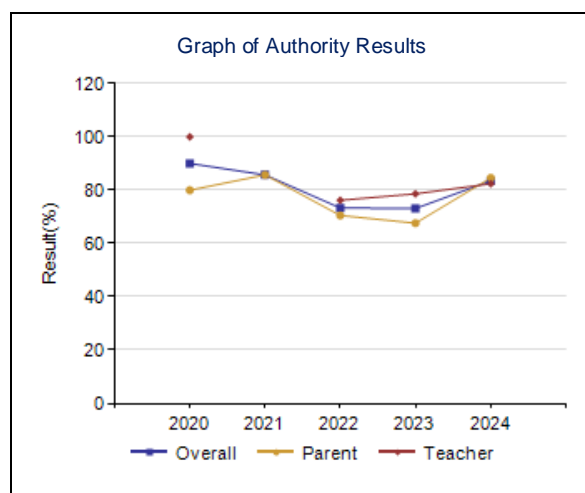
1. Parents and teachers registered very good results in this most recent survey, relatively close to the Provincial averages. These stakeholders have a more mature understanding and appreciation for the level of the overall quality of basic education at Al Mustafa Academy, being cognizant of the steps taken by the school to support student learning and achievement.
2. This sentiment of appreciation for our school's efforts is most dramatically displayed by the teacher results (88.5%), as these stakeholders have a direct sense of the efforts of the school to support basic education. Teachers represent the "front line" when it comes to offering basic education to the students. Teachers see the students engaged in learning and are aware of the dynamic nature of students, including dealing with a significant cohort of EAL students at Al Mustafa Academy.
3. Parent results in this survey are higher this year and relatively close to the Provincial average. Parents are aware of and appreciate the improvements made to support basic education at Al Mustafa Academy.

## Measure 6: Preparation for Work

### Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	24	90.0	28	85.7	65	73.3	51	73.1	56	83.5	High	Improved	Good	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8
Parent	15	80.0	28	85.7	44	70.5	37	67.6	39	84.6	Very High	Improved	Excellent	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8
Teacher	9	100.0	n/a	n/a	21	76.2	14	78.6	17	82.4	Low	Maintained	Issue	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

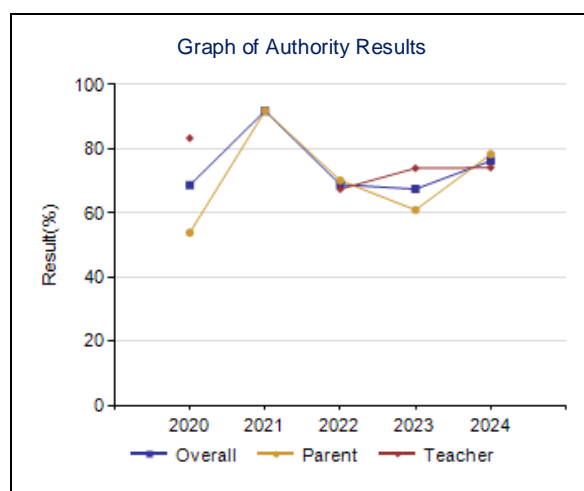
## **Preparation for Work – Comment on Results:**

1. Overall results are higher than the Provincial average. This is impressive given the fact that as a private nonprofit school with a humanitarian mandate serving marginalized students that we were able to achieve this impressive Overall result.
2. Parents have enthusiastically endorsed our efforts at preparing students to be successful at work by posting a 25% increase in results (84.6% vs. 67.6%). In fact, their results represent a 13% increase over the Provincial average for parents, which is significant and impressive given the profile of our school with its limited means.
3. Teachers also endorse our efforts in preparing students to be successful at work by posting an 82.4% rating. Their numbers show a steady increase over the years, an acknowledgement on the part of teachers of the efforts made by our school to develop the attitudes and behaviours that students need to succeed at work.
4. Al Mustafa Academy puts an emphasis on pushing the capacity of students to succeed in their academics and behavior. We have impressed on them the importance of achieving their potential as well as the value that they can bring to their lives by working diligently and applying themselves.
5. The majority of the students at Al Mustafa Academy are first generation Canadians, children of immigrant parents who appreciate the opportunities that Canadian society offers. As a result there is a heightened sense of appreciation on the part of these families for the opportunities available to their children, and in turn they instill in them the values, good attitudes and behaviours to succeed. We also cannot underestimate the imperative that tough economic times such as we live in now puts on families and their children to ensure that they are acquiring the skills and attitudes to succeed at work.

## Measure 7: Preparation for Lifelong Learning

### Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																							
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	24	68.6	28	91.8	65	68.8	50	67.4	56	76.2	High	Maintained	Good	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9
Parent	15	53.8	28	91.8	43	70.1	36	60.9	39	78.3	Very High	Improved	Excellent	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3
Teacher	9	83.3	n/a	n/a	22	67.4	14	73.9	17	74.1	Low	Maintained	Issue	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.

## **Lifelong Learning – Comment on Results:**

1. We have improved our numbers in this measure compared to previous results (except 2021), and also come close to the Provincial average. We believe that this reflects our efforts to communicate effectively to our stakeholders the initiatives and investment in resources that were undertaken by us to develop lifelong learning capacities (e.g. providing career information sessions).
2. There is a significant (13%) jump from last year for the Overall results.
3. Parents show the best result with a 28% increase in approval compared to last year, at a rate higher than even the Provincial average! This is significant as parents are the most invested in the development of skills and attitudes in their children, and it is therefore very satisfying and reassuring to us that they recognize and are impressed by our efforts to develop the knowledge, skills and attitudes necessary for lifelong learning in their children.
4. Teachers also show a steady approval rating, only slightly higher than last year. Teachers have a more critical insight into our efforts to develop lifelong learning skills and can work with us to advance them.

## Domain Two: Teaching and Leading

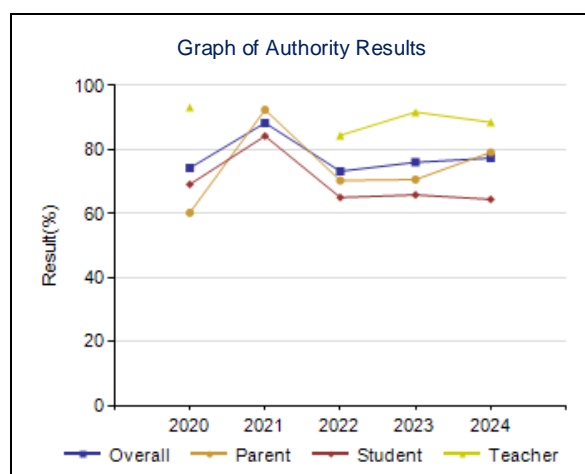


## Measure 1: Overall Quality of Basic Education

### Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	217	74.2	169	88.3	295	73.2	381	76.0	366	77.3	Very Low	Maintained	Concern	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	15	60.2	29	92.4	45	70.3	39	70.6	42	79.1	Intermediate	Maintained	Acceptable	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	192	69.1	140	84.2	227	65.0	328	65.8	306	64.4	Very Low	Maintained	Concern	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	10	93.2	n/a	n/a	23	84.4	14	91.7	18	88.5	Very Low	Maintained	Concern	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9



**Notes:**

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.



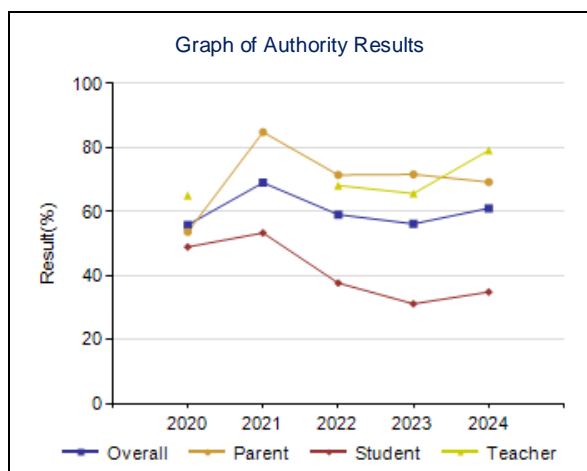
Education Quality – Comment on Results:

1. Overall results are satisfactory showing only a slight increase from last year. However, parents showed the most significant increase in approval with an almost 10% increase in approval. Students and Teacher numbers showed a decline in approval albeit at a small level, with Teachers still showing a relatively high approval rating of 88.5%. Students have been persistently reporting low numbers over the years. Their results raise an interesting point i.e. how is it that parents are quite impressed while students have a persistently lower sense of satisfaction? Among the explanations that can be offered is that parents (and even teachers) have a mature appreciation of the efforts the school makes to improve and maintain the quality of basic education, and can also see the tangible impacts of these efforts. This attitude is confirmed in our experiences with these stakeholders, as well as by their anecdotal comments in addition to our own internal survey results. Perhaps a strong indicator is our ever increasing enrollment numbers at both our campuses, a testament to the satisfaction on the part of parents and the community of the quality of basic education at Al Mustafa Academy.
2. We are concerned about the persistently low ranking given by students in this measure, notwithstanding the better results posted by their parents and even their teachers. It remains an imperative for us to better explain and communicate with our students the efforts that we are undertaking towards improving the basic quality of their education.

## Measure 2: Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	112	55.8	69	69.0	167	59.0	196	56.1	207	61.0	Very Low	Maintained	Concern	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
Parent	15	53.6	29	84.8	45	71.4	38	71.6	41	69.2	Low	Maintained	Issue	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	87	48.9	40	53.3	99	37.6	144	31.1	149	34.8	Very Low	Maintained	Concern	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7
Teacher	10	65.0	n/a	n/a	23	68.1	14	65.6	17	79.1	Low	Maintained	Issue	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Program of Studies – Comment on Results

1. All the numbers posted are relatively weak compared to the Provincial average with only the teachers reporting the best results (79.1%), a significant jump from last year's results (65.6%). Students show the weakest rating, at a critically low level (34.8%). The Overall results have also improved from last year.
2. These figures must be taken in context i.e. that Al Mustafa Academy is a private, nonprofit school serving many marginalized students with complex needs, and which lacks the endowment and facilities of better resourced public and even some private schools. Despite this, we have made significant investments in infrastructure, programs and services at the school, within our means.
3. The conclusions that may be reached by these results include: Students may be comparing our school (their immediate reality) to better endowed schools with more facilities and programs (an unreasonable but youthful expectation), while their parents maintain an optimistic attitude anticipating that the school will improve program offerings for their children over time when opportunity affords (as shown by parents posting higher ratings in past results). Meanwhile, teachers understand the dynamics of the school and recognize (by giving us a higher ranking at 79.1%) the efforts made by the school to offer the students a broad program of studies across a wide range of disciplines, within the means of the school.



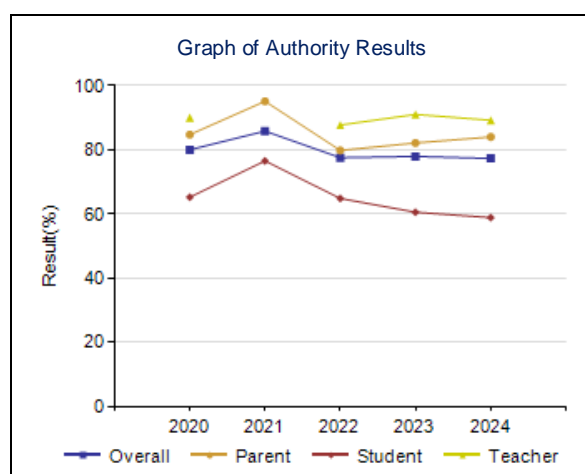
## Domain Three: Learning Supports

### Measure 1: Welcome, Caring, Respectful and Safe Schools

#### Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Authority											Province												
	2020		2021		2022		2023		2024			Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	216	80.0	169	85.8	300	77.5	379	77.9	365	77.3	Very Low	Maintained	Concern	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	
Parent	15	84.7	29	95.1	44	79.8	39	82.1	42	84.0	High	Maintained	Good	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	
Student	191	65.2	140	76.5	233	64.8	326	60.5	305	58.8	Very Low	Maintained	Concern	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	
Teacher	10	90.0	n/a	n/a	23	87.7	14	91.0	18	89.2	Low	Maintained	Issue	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Safe and Caring – Comment on Results:

1. All the results posted are generally stable with Students and Teachers showing declines, albeit with small margins. Parents in the meantime are relatively close to the Provincial average on this measure.
2. Most concerning remains the attitude of the Students who report the lowest approval rating, consistent with previous results.
3. It must be noted that there have been many significant investments made by Al Mustafa Academy in upgrading and improving the physical safety of both campuses including the installation of new alarm and camera surveillance systems, updated PA systems, as well as regular safety drills. These physical upgrades must be apparent to all stakeholders including students. Therefore, our introspection into the low results posted by students (even as parents and teachers post very good results at 84% and 89.2% respectively), must focus on their sense of other safety oriented measures including the standard of caring for others, respect and being treated fairly at school. Students are aware and are reminded of the policies of the school regarding these matters, as well as the consequences. However, by the nature of dealing with these matters, students may not be aware of all the measures taken by staff and the administration to address them, and may be left with a lesser impression of how the administration and staff deal with these matters. Therefore, better communication is needed to inform students of the actual outcomes of actions taken to address bullying, disrespect, and unfairness without compromising confidentiality.
4. There is a heightened awareness and concern surrounding Islamophobia and this may be impacting the overall sense of safety and security felt by students. Still, it is important to note that there have been very few incidents relating to safety occurring in our school, especially given our size, complexity and location.
5. Students are reminded regularly about the school policies relating to bullying, showing respect to others, and the importance the school puts on being fair to all students regardless of their background. These reminders are offered at prayer time, at assemblies, in class/group presentations, as well as one-to-one interactions with students. The school uses the expertise of licensed counseling agencies as well as religious scholars to address the counseling needs of our stakeholders.

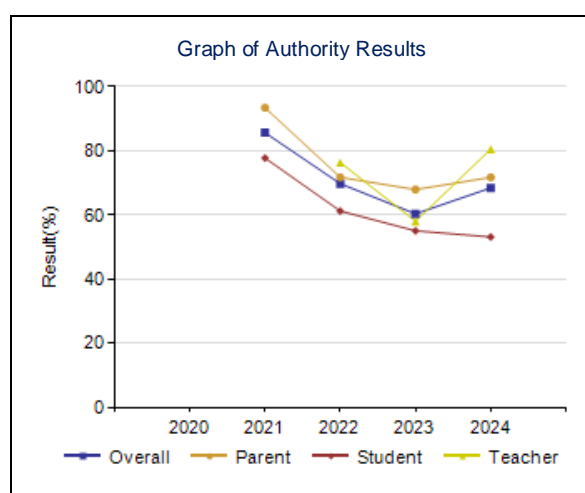
ii.

## Measure 2: Access to Learning Supports and Services

### Access to Learning Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	168	85.6	300	69.7	378	60.3	363	68.4	n/a	Maintained	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	29	93.4	44	71.7	38	67.9	42	71.7	n/a	Maintained	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	139	77.7	233	61.2	326	55.0	303	53.1	n/a	Declined	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	n/a	n/a	23	76.3	14	58.0	18	80.5	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6



Notes:

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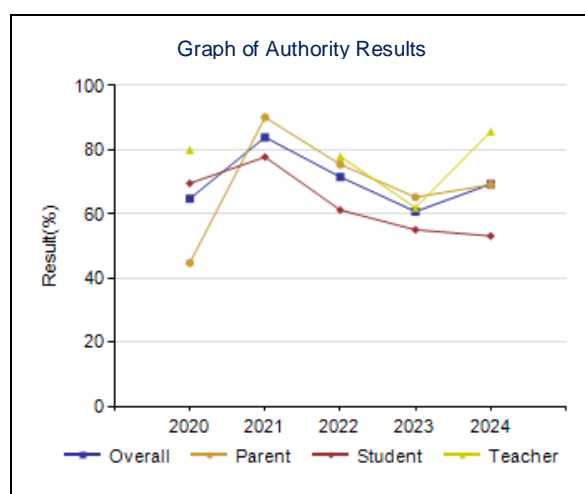
## Access to Learning Supports and Service – Comments on Results

1. This year's results show an improvement in the Overall results and most dramatically amongst Teachers (an increase of almost 39 %!).
2. Parent results are relatively close to the Provincial average, an impressive feat considering that parents appreciate the efforts of the school in providing supports and services to their children despite our modest means.
3. Students are still showing poor results in this measure, which remains a concern, even though their parents and teachers maintain a higher opinion of the school's accomplishments and efforts in this matter. Perhaps students are expecting more supports and services from the school, despite our modest situation, an understandable youthful reaction of higher expectations. Still, it remains important for us to effectively communicate to students the efforts that are being made to provide those supports and services to the best of our abilities and within our means.
4. Teachers gave the strongest endorsement in this measure, even vastly outpacing last year's number. Arguably, teachers are best positioned to appreciate the supports and services offered by the school to students especially given the constraints of the school. Teachers with experiences in other schools can make comparisons to our efforts to support and provide services to our students.

### Measure 3: Programs for At Risk Students

#### Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																							
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	217	64.7	168	83.9	300	71.5	378	60.7	363	69.3	Very Low	Maintained	Concern	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
Parent	15	44.7	29	90.1	44	75.4	38	65.2	42	69.1	Very Low	Maintained	Concern	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5
Student	192	69.5	139	77.7	233	61.2	326	55.0	303	53.1	Very Low	Declined	Concern	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	10	80.0	n/a	n/a	23	77.9	14	61.9	18	85.7	Very Low	Improved	Issue	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Programs for At Risk Students – Comments on Results:

1. Our Overall results have shown significant improvement but still fall below the Provincial average. This must be taken in context i.e. our school cannot be expected to match other schools (public and private) in the province when it comes to offering programs for children at risk because other schools are better resourced and do not face the challenges/dynamics that Al Mustafa Academy has to contend with i.e. being a private, nonprofit, humanitarian institution serving many marginalized communities.
2. Teachers showed the most dramatic result in this measure, which is very meaningful as they are best positioned to assess the availability and impact of programs that we offer at Al Mustafa Academy for students at risk.
3. Parents and Students numbers showing mediocre if not weak results (69.1% and 53.1% respectively), confirms the fact that they are relatively uniformed of the efforts our school makes to support students at risk.
4. In fact, Al Mustafa Academy has enhanced our programs for at risk students including by enhancing the EAL (English as an Additional Program; previously ELL) program with better resources and pull out schedules to support vulnerable students. Extensive and focused PD is also provided to staff to inform them of practices such as DI (differentiated instruction), phonetics, EAL focused instruction, etc. to better support their teaching practices.
5. Al Mustafa Academy continues to accept and support many marginalized students from our community who otherwise would not have the opportunity to receive education in a private school that offers programs such as ours. Indeed, per capita we receive more of such students which puts pressures on our ability to serve them exceptionally, even as we put in a sincere effort to provide them programs in a timely and effective manner to the best of our abilities.

## Fall 2022 Supplemental Alberta Education

### Assurance Measures - Overall Summary

Assurance Domain	Measure	Al Mustafa Academy & Human Soc			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.7	76.8	76.7	83.7	84.4	84.8	n/a	Improved Significantly	n/a
	Citizenship	72.4	68.9	68.0	79.4	80.3	80.9	Intermediate	Improved	Good
	3-year High School Completion	51.6	52.0	67.6	80.4	80.7	82.4	Very Low	Maintained	Concern
	5-year High School Completion	100.0	88.5	88.5	88.1	88.6	87.3	Very High	Maintained	Excellent
	PAT6: Acceptable	40.8	41.0	41.0	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	16.9	5.1	5.1	19.8	18.0	18.0	Intermediate	Improved Significantly	Good
	PAT9: Acceptable	39.2	37.2	37.2	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	4.1	3.7	3.7	15.4	15.5	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	78.7	46.3	46.3	81.5	80.3	80.3	Intermediate	Improved Significantly	Good
Diploma: Excellence	8.5	9.0	9.0	22.6	21.2	21.2	Very Low	Maintained	Concern	
Teaching & Leading	Education Quality	77.3	76.0	74.6	87.6	88.1	88.6	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.2	74.5	73.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	68.4	60.3	65.0	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	81.2	73.3	75.3	79.5	79.1	78.9	High	Maintained	Good

#### 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 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
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.
8. 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.

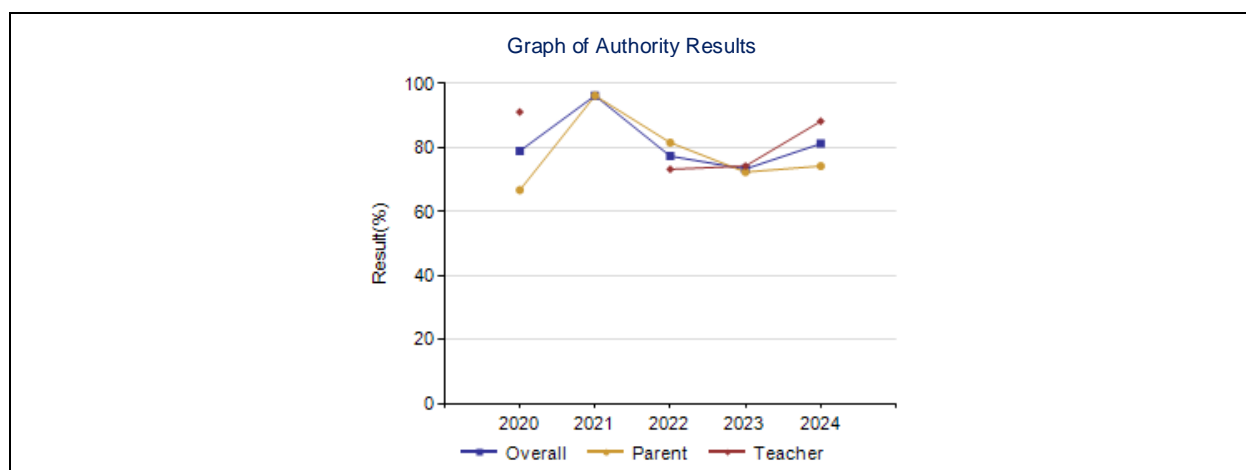
## Domain Four: Governance

### Measure 1: Parental Involvement

#### Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	24	78.9	28	96.2	67	77.3	52	73.3	56	81.2	High	Maintained	Good	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	15	66.7	28	96.2	44	81.5	38	72.3	40	74.2	Very High	Maintained	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	9	91.1	n/a	n/a	23	73.2	14	74.2	16	88.2	Intermediate	Improved	Good	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Parental Involvement – Comment on Results:

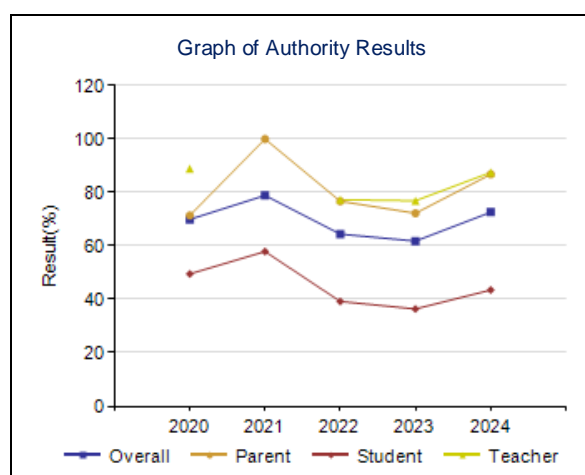
1. All categories in this measure show increases with figures above the Provincial average. We are very satisfied with this outcome.
2. Al Mustafa Academy exceeded the Provincial average for Teachers, showing an almost 19% increase from last year's response. This is significant as teachers have a very direct and intimate connection with parents, and for them to endorse this measure to the extent that they did suggests that there is significant and meaningful parental involvement in student's education.
3. Parents also showed a slight increase in their approval rating from last year (72.3 to 74.2 %) and their current number is statistically equal to the Provincial average. Al Mustafa Academy has improved its communication protocols with families ensuring, via various means (including social media), that we are in regular contact with families about school matters including their children's education. We also maintain an "open door" policy that encourages families to come to us whenever they feel a need to discuss a matter regarding their children's education. Also, post-Covid families are getting back to normal routines of communication, including having more face to face interactions with staff and administration. Parents are also eager to communicate to us their impressions of their children's education, as well as their appreciations for the improvements and developments in the school, feedback that we welcome and appreciate.
4. Al Mustafa Academy expects its teaching staff to maintain regular communication with their families, an expectation that is monitored and enforced. Families have expressed gratitude to the administration for our enforcement of these expectations.

## Measure 2: School Improvement

### School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority											Measure Evaluation			Province									
	2020		2021		2022		2023		2024			Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	N				%	N	%	N	%	N	%	N	%	N
Overall	215	69.9	159	78.9	292	64.4	368	61.8	351	72.6	Intermediate	Improved Significantly	Good	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8	
Parent	14	71.4	24	100.0	43	76.7	36	72.2	38	86.8	Very High	Improved	Excellent	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2	
Student	192	49.5	135	57.9	227	39.2	319	36.4	297	43.5	Very Low	Improved	Issue	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0	
Teacher	9	88.9	n/a	n/a	22	77.3	13	76.9	16	87.5	Very High	Maintained	Excellent	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2	



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.



## School Improvement – Comment on Results:

1. There are significant (and some dramatic) increases in the numbers posted among all the stakeholders. The Overall rate showed a 17% increase from last year's result (72.6% vs. 61.8%). The Parent and Teacher categories also showed very dramatic percentage increases, with a whopping 20% increase for Parents and 13% increase for Teachers! Indeed, both of these stakeholders posted numbers that exceed the Provincial average, an impressive feat indeed!
2. The Student number is critically low but significantly it too showed a dramatic increase from last year's result (36.4% vs. the current 43.5%; an almost 20% increase!).
3. We can assume that the incredible results posted by Parents and Teachers is a result of their mature appreciation of the improvements made by the school, as well as a deeper understanding of the dynamics behind it, as opposed to the less sophisticated understanding and appreciation by the Students. All of these stakeholders are aware of the improvements the school has undertaken. Indeed, Al Mustafa Academy has made significant and costly improvements to the school, especially in the past three years, including infrastructure upgrades and programming updates.
4. The low Student numbers in this measure could also suggest that students have higher expectations from the school to provide them with what they perceive to be the necessary facilities and services, especially as they compare their circumstance to other better provisioned schools. Therefore, it remains a priority to Al Mustafa Academy to better communicate to our students the significance of the improvements that have been made for their benefit, and which they are witness to. We trust that with these explanations, students may acquire a better sense of the scale and dynamic of the improvements made, and as a consequence show greater recognition and appreciation for this in future surveys. Ironically, our internal surveys show that students are generally very satisfied, if not impressed, with Al Mustafa Academy including our programs, services, and facilities.

## **Financial Results**

**AL MUSTAFA ACADEMY & HUMANITARIAN SOCIETY  
PERFORMA STATEMENT OF REVENUES AND EXPENSES  
for the Years Ending August 31**

**AL MUSTAFA ACADEMY & HUMANITARIAN SOCIETY**  
**PERFORMA STATEMENT OF REVENUES AND EXPENSES**  
**for the Year Ending August 31**  
(in dollars)

	<b>Actual 2022/2023</b>	<b>Budget 2023/2024</b>	<b>Budget 2024/2025</b>
<b><u>REVENUES</u></b>			
Alberta Education	5,014,513	5,766,690	6,420,028
Instruction fees / Tuition fees	984,102	1,180,922	1,380,922
Gifts and donations	324,686	373,389	375,000
<b>TOTAL REVENUES</b>	<b>6,323,301</b>	<b>7,321,001</b>	<b>8,175,950</b>
<b><u>EXPENSES</u></b>			
-			
Certificated salaries	1,998,846	2,238,708	2,574,514
Certificated benefits	120,529	132,582	144,692
Non-certificated salaries and wages	1,486,601	1,635,261	1,798,500
Non-certificated Benefits	96,914	106,604	117,264
Rent and Building Expense	785,565	864,122	864,122
Services, contracts and supplies	1,643,397	1,857,039	2,057,900
<b>TOTAL EXPENSES</b>	<b>6,131,852</b>	<b>6,834,315</b>	<b>7,556,992</b>
<b>SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES</b>	<b>191,449</b>	<b>486,686</b>	<b>618,958</b>

**Timelines and Communication**

This document was approved by the Board of Al Mustafa Academy and Humanitarian Society on December 29, 2024 and is accessible to interested parties at:

<https://almustafaacademy.ca/aerr/>

**Whistleblower Protection**

Al Mustafa Academy had no 2023-24 actions under the *Public Interest Disclosure (Whistleblower Protection) Policy*.

## **The IB Program at Al Mustafa Academy**

### **Prologue:**

Al Mustafa Academy was proud to announce in 2024 that we have applied to be an IB (International Baccalaureate) candidate school. The IB program is a distinguished and internationally recognized education program whose graduates are recognized for their above average capabilities and competencies. The Al Mustafa Academy board was inspired to consider this program in response to community request, as well as to advance the educational opportunities for our students. The IB certification process is meticulous, and we aspire to meet their stringent requirements from which experience we plan to enhance the general operations of our school. Indeed, taking on the challenge of participating in the IB program is an extension of the Al Mustafa Academy philosophy and guiding principles which is to respond to community needs and to promote student advancement to the best of our abilities. We invite you to review the following information to inform yourself of what the IB program involves, as well as the find out about the steps that Al Mustafa Academy is taking to ensure its successful implementation at our school.

### **Introduction:**

The IB Programme at Al Mustafa Academy offers a comprehensive and internationally recognized education framework, fostering inquiry-based learning, critical thinking, and global-mindedness. As an IB candidate school, we are committed to delivering the Primary Years Programme (PYP), focusing on transdisciplinary learning that connects subjects to real-world contexts. Our curriculum emphasizes conceptual understanding, inquiry-driven exploration, and the development of key skills through Approaches to Learning (ATL). Guided by the IB Learner Profile, we aim to nurture responsible, reflective, and compassionate learners who are equipped to thrive in a dynamic, interconnected world while aligning with Alberta's curriculum standards and values.

### **A. Philosophy**

#### **Mission and Philosophy Alignment**

A collaborative approach was adopted, engaging the staff in discussions and exercises to redefine the mission statement in line with IB principles which fosters an international mindset, inquiry-based learning, and the development of lifelong learners.

## **Understanding IB Philosophy**

In order to foster a deep understanding of IB principles among the governing body and staff, a series of workshops were organized. These sessions aimed to deepen the understanding of how the IB philosophy can be implemented effectively.

## **Community Engagement**

Engaging the wider school community in understanding the IB PYP is essential for creating a supportive environment for the program. To promote awareness, parent orientation sessions will be held to inform parents about the philosophy and benefits of the IB PYP, ensuring that they are well-equipped to support their children's learning journey.

## **Transdisciplinary Values Integration**

The integration of IB values into decision-making processes within the school is essential for maintaining the integrity of the PYP framework. A series of activities, including field trips and guest speakers, will be and have been organized to support inquiry-based learning and foster an environment where IB values are evident in everyday practices.

## **B. Organization**

### **B1: Leadership and Structure**

#### **Governing Body Involvement**

The involvement of the governing body is pivotal to the successful implementation of the PYP. Monthly reports have been delivered to date to the IB governing body, providing updates on the program's implementation. Monthly reports that track the progress of the program are sent to the IB governing authority.

#### **Leadership Structure Development**

To align the leadership structure with IB standards, new job descriptions were created and submitted for approval. These job descriptions ensure that leadership positions are clearly defined and support the operational needs of the PYP while outlining the roles and responsibilities of leadership within the school.

## B2: Resources and Support

### **Funding Allocation**

Securing adequate resources is vital for the successful implementation of inquiry units. To this end, a phased approach was adopted for resource procurement, ensuring that necessary materials are available to support inquiry-based learning.

### **Teacher Training**

Ensuring that teachers are adequately trained to meet IB professional development requirements is a key component of program success. A Category 1 workshop has been scheduled for January 2025. This professional development initiative will further enhance the teachers' understanding of IB practices.

### **Planning and Reporting Software Implementation**

The planning and reporting software that will be used for IB PYP at Al Mustafa Academy has been finalized and planned for implementation starting in July 2025. The software was procured after careful consideration of its ability to support both curriculum planning and reporting processes. Teachers will be trained on how to use the software in the coming months, ensuring that they are well-prepared for its integration into daily practice. This system will help streamline the planning and reporting processes, providing teachers with a consistent and efficient way to manage student progress and curriculum delivery. The adoption of this software aligns with the IB's focus on using technology to support teaching and learning, ensuring that the programme is delivered effectively and efficiently.

### **Support for Special Needs Students**

A significant development during this reporting period was the formalization of a special needs pull-out program for students in Grades 1-5. The program will support students with special educational needs, providing them with targeted interventions in a more focused setting. This initiative supports the IB's value of inclusivity, ensuring that all students, regardless of their learning needs, have access to a high-quality education that meets their individual requirements. The pull-out program is designed to ensure that students receive the necessary support to thrive both academically and socially.

### **Learning Environments**

To enhance both physical and virtual learning environments, the school has invested in tools such as Mathology and Raz Kids subscriptions. These resources align with Alberta curriculum guidelines and provide a rich and diverse learning environment for all students.

## **C. Curriculum**

### **Collaborative Planning:**

#### **Collaborative Planning and PYP Unit Development**

The school has committed to collaborative planning as part of our journey toward full implementation of the PYP. As part of this process, the planning has been finalized, ensuring that all teachers, both homeroom and specialists, are working together to design integrated learning experiences for students. Collaborative planning sessions have been held regularly, providing opportunities for teachers to share insights, resources, and strategies for effective inquiry-based learning. These meetings align with the IB's emphasis on a collaborative approach to curriculum development, where educators are seen as active learners working together to improve the educational experience for all students. This collaborative culture also fosters the development of transdisciplinary learning, ensuring that students see the interconnectedness of knowledge and skills across subjects.

### **Written Curriculum**

#### **Curriculum Alignment**

The long range lesson plans of staff have been carefully aligned with both the IB PYP framework and the Cogito framework, ensuring a comprehensive and cohesive approach to student learning. This alignment process, initiated on August 5, 2024, involved extensive planning and collaboration among the teaching staff. The curriculum documents used by staff reflect this alignment and serve as concrete evidence of the school's commitment to delivering a curriculum that embraces both IB and Alberta curriculum guidelines.

#### **Long-Range Planning for ELL and LDC Courses**

As part of enhancing support for English Language Learners (ELL), long-range plans were developed for all ELL levels (1-5) and for the Learning Disabilities and Challenges (LDC) courses in the senior high school. This initiative ensures that students with diverse needs have access to a curriculum that meets their specific learning requirements. The plans were designed in collaboration with the teaching staff to ensure they were aligned with the Alberta Ministry of Education's guidelines and the PYP philosophy of inclusion. These long-range plans will serve as a framework for curriculum delivery and assessment, ensuring that all students receive the support they need to succeed. This work directly contributes to the IB standard of providing a supportive and inclusive learning environment, catering to the diverse needs of the school community.



## **Approaches to Learning (ATL)**

The development of Approaches to Learning (ATL) skills is central to the IB PYP, and as such, a series of professional development sessions were conducted to train teachers on the integration of ATL skills into their lesson plans. These training sessions equipped teachers with strategies for embedding ATL skills such as communication, research, and thinking into their teaching practices.

## **Website Integration**

In an effort to increase transparency and accessibility, an IB PYP section was created on the school's website. This section, which was launched on October 15, 2024, provides parents and the wider community with easy access to IB documentation, curriculum guides, and other relevant resources. The website updates serve as evidence of the school's commitment to making the IB PYP program more accessible and transparent to all stakeholders.

## **Teaching and Learning:**

### **Lesson Observations and Action Plans**

Lesson observations were conducted across multiple subjects, observing a range of teachers in their classrooms. These observations were aimed at enhancing instructional practices and ensuring alignment with the school's curriculum standards. The lesson observations and action plans were compiled into a shared folder and made accessible to the principal and board members for transparency and ongoing monitoring. The evidence from these observations will inform future professional development and curriculum adjustments, reinforcing our commitment to delivering high-quality education aligned with the PYP and Alberta curriculum frameworks.

### **Professional Development Plan**

A PD session was facilitated focusing on differentiation, lesson planning templates, and the reporting process. This session was designed to support teachers in refining their instructional strategies, ensuring that lessons are accessible and engaging for all students, particularly in the context of the PYP. Differentiation strategies were emphasized, aligning with IB's commitment to recognizing the diverse needs of learners. This PD session also introduced a standardized lesson planning template for Al Mustafa Academy teaching staff to ensure consistency across classrooms while maintaining flexibility to meet student needs. Additionally, the reporting process was reviewed to ensure that assessments align with both IB and Alberta curriculum standards, ensuring transparent communication about student progress. This professional development aligns with the IB's emphasis on fostering a collaborative and reflective teaching environment.

## **PYP Monthly Professional Development Session**

Monthly PD sessions are conducted to get teacher feedback regarding their teaching practices as well as their level of learning of IB program protocols. Staff is encouraged to share their insights in order to inform the administration of future PD needs, resource allocation priorities, effective implementation of IB strategies, as well as addressing the needs of our students. This feedback also allows the administration to ensure that all staff are indeed following all IB protocols as expected and in a timely manner.

## **Assessment**

### **Reporting Process**

The implementation of comprehensive reporting practices is an essential aspect of the school's assessment strategy. The school updated its electronic student data management system to support IB requirements and to enhance our student management protocols. This updated system ensures that the school is able to track and report student progress in alignment with both the IB PYP and Alberta curriculum requirements.

## **ELL Support**

Tailored support for English Language Learners (ELL) as well as students with special needs is a priority for the school. ELL assessments were conducted, Individual Program Plans (IPPs) were created, and appropriate resources were organized to ensure that ELL and special needs students receive the necessary support to succeed in the IB PYP framework. Evidence of this support is reflected in the ELL plans, IPP's drafted, meeting minutes, and resource folders, which demonstrate the school's commitment to inclusive education.

## **Reports:**

A new template that clearly outlines students' progress and achievements has been adopted. This new reporting format reflects the school's commitment to transparency and ongoing communication with parents and guardians. The reports were shared with the principal and board members to ensure that all stakeholders were informed about student progress.

## **Concluding Comments By The Principal**

Respected Reader,

Assalaamualaykum (Peace be with you). Thank you for taking the time to review our AERR report. We have provided you a frank and sincere analysis of the results obtained from surveys conducted on parents, staff and students, as well as the achievement scores of our PAT and Diploma students.

Al Mustafa Academy enters its 15<sup>th</sup> year of operation, having grown from a humble beginning of seven students to serving over a 1000 students today across two physical campuses located in the north and south sectors of Edmonton. Over the years, we have stuck to our foundational principle of serving the needs of our community and we remain proud to be a school built on humanitarian principles in which no child is denied a private school education with specialized programs due to a lack of means.

We continue to experience increases in enrollment, and indeed we take on students year round to meet the demand of our community. The school has made significant investments in upgrading infrastructure, expanding and enhancing programs, and investing in resources and professional development.

These efforts have seen fruition in the success of our students as our recent high school diploma results confirm. This sentiment is also seen in the positive feedback that we have received from our parents (and community) anecdotally, as well as formally, and as observed in the many measures mentioned in this report, especially those relating to school improvement and those showing parent satisfaction in various measures. Indeed, our own internal surveys confirm these attitudes. Such sentiments informs and inspires us to consider advancing the profile of the school to offer advanced learning opportunities for our students such as the IB (International Baccalaureate) and Cogito programs, both of which we have introduced at our campuses to the benefit of our students and to the satisfaction of their families.

It is further reassuring to us that our teachers have confirmed that they recognize and benefit from the investments and initiatives the school has undertaken, and this sentiment is shared in the impressive gains in teacher satisfaction results in various accountability measures shared in this report. Their “front line” perspective is respected and appreciated.

The area that does demands our utmost attention and introspection are the student responses to various measures. The results shared by students for many accountability measures remain mediocre and sometimes weak. This situation exists even as their parents and teachers share more optimistic opinions and responses, which sometimes exceeded their own previous responses as well as provincial records. Initially, the impression is that there is a less sophisticated understanding and appreciation of the investments and advancements the school has made by the students, as well as their different perspective when it comes to school life. Regardless, the challenge remains for the Al Mustafa administration and staff to

impress on our students the value of investments made on their behalf, as well as the true reality of their school experience.

In the meantime the board, administration and staff of the Al Mustafa Academy will continue to work hard to meet the needs, aspirations and ambitions of our community. We are working hard to provide the best learning experience that we can afford to our children and in the best manner possible, In sha Allah. We pray to Almighty Allah to accept from us our efforts in His way, as we pray for His guidance to do what is best for our community, Ameen.

Yours in Education,  
Ebrahim H. Dhooma  
Principal

GRADUATION

AL MUSTAFA ACADEMY

GRADE 12

CLASS OF 2024

