**International Department at Qingdao #58 EP for 2024/25**

**Accountability Statement for the Education Plan**

The Education Plan for QSIS Qilu- Sino-Canadian International School at Qingdao No.58 High School commencing on August 30, 2024 was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This plan was developed in the context of the provincial government’s business and fiscal plans. The Board approved this Education Plan for the 2024/2025 school year on Friday May 31st, 2024.

Sincerely,

 Mr. Guobin Yuan

 School owner, Principal

**Stakeholder Feedback**

* In the summer of 2022 our administration first met with stakeholders and both they and the Chinese administration agreed that because of the reduced in-class time over the past two and-a half years a result of the global pandemic, the students at all grade levels have lost some valuable class time. In particular, this has affected confidence levels in English fluency and some related comprehension skills. The pandemic time out of school most greatly impacted our current graduation class or 2024, and will still have had a lingering effect on the classes of 2025 - 2027 and perhaps beyond. There were some improvements in Social Studies, but the discrepancy in ELA was less and some students opted to rewrite exams in April.
* As a result of ongoing discussions, administration and stakeholders had renewed concerns over grade 12 diploma exams in all subjects. It was recommended that we re-focus on strategies and measurable goals which resulted in the following mock exam goals/plan. Our results from the January and April 2024 exams are showing signs of improvement and we believe that continuing the strategy will gain even better results in the future.

**Proximal Goal**

* All diploma class teachers with mock exams at the start of every month. The first for Fall semester to be administered in early October, and for the second semester it will likely be early January, depending upon the yearly calendar (not usually available until September, with a revised version in the winter). 2). Teachers will provide specific feedback to students and record averages to show evidence of improvement and reduction of teacher awarded/ diploma gap. The discrepancy refers to ELA and Social Studies, but all mock exam scores will be recorded and compared with similar attention. We have discussed with teachers that at least two more formal mock exams will occur during each semester between a steady balance of new unit/curriculum information. If time permits, we will add a third mock

**Distal Goal**

* We hope to greater reduce the teacher awarded/diploma gap for our provincial assessment by in ELA 30-1. Similarly, we hope to reduce our teacher awarded/diploma scores gap in Social Studies 30-2 second semester. First mock diplomas for Social Studies will be in January or early March of 2025\* (depending on calendar dates to follow this September).

**Previous ELA/Social Studies diploma gaps (for our most recent results)**

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| --- |
| QSIS Qilu Sino-Canadian International School (Qingdao) |
|   | Average School Awarded Mark (%) | Average Diploma Exam Mark (%) | Difference / Discrepancy (%) |
| 23/24 English 30-1 | 96 | 43 | 53 |
| 22/23 English 30-1 | 92 | 57 | 35 |
| 22/23 Social Studies 30-2  | 94 | 64 | 30 |
| 18/19 Social Studies 30-1 | 92 | 63 | 29 |

**Diploma Strategies**

* All quizzes and tests in ELA 30 and Social Studies will incorporate diploma questions with careful review. This strategy has been in effect since the beginning of the semester.

**Other Strategies for overall achievement**

* ELA teachers will collaborate to determine identifiable comprehension issues for all grade levels using pre-assessment tests in both writing and comprehension skills.
* identify common issues at each grade level in order to plan clearly defined goals per grade level
* In January (or near start of semester 2) we will re-assess student progress and the effectiveness of the new strategies and determine next steps.

**Other strategies/additional information**

* Once classes begin in early-mid September (when students have returned and been administered their tablets and laptops) ELA teachers will administer pre-assessment writing and comprehension tests for their students. These tests are based on materials previously released for Diploma and PAT tests.
* ELA strategies focus group for teachers during fall orientation and ongoing weekly staff meeting, we will discuss progress, including the results of the mock exams and if we have achieved our goals regarding the discrepancies.
* For each grade level, ELA will be a short list of ELA skills to be mastered. Comprehension tests and short essays will be used to determine if the student has mastered these skills.
* ELA and Humanities teachers have created weekly learning coach sessions with students requiring extra help with comprehension who continue to struggle will be given extra assignments and will meet with teachers for more individual consultation based on their performance.
* Students who demonstrate proficiency in these skills will be encouraged to lead group activities or will be given extended projects/writing assignments that they can incorporate into their ELA portfolios.
* Students are required to study weekly vocabulary enhancement packets containing 100 - 200 advanced English words. They are tested weekly on spelling, definitions and sentence usage for 20 words.
* The mock exam initiative was first proposed in our action plan for Alberta Ed from January 2020, which was intended to help reduce the gap between final diploma grades by imposing more regular mock exams. We were not able to implement until several years later.

**Specific domains that are addressed by the plan**

* **Student Growth and Achievement:** The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learner, and demonstrate citizenship.
* **Teaching and Leading:** Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.
* **Learning Supports:** Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasize and all students are welcomed, cared for, respected and safe.