

# Third Academy

**It's Special Needs Education, Your Child's Way**

Designated Special Education Private School

**Combined  
November 2017 Annual Education Results Report (AERR)  
Three Year Education Plan (2017/18-2018/19-2019/20)**

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Bearcat Murray  
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Ashid Bahl

**“Third Academy offers hope...  
hope for students, families, and our  
future.”**

**Dr. S. Lal Mattu  
Founder**

[www.thirdacademy.ca](http://www.thirdacademy.ca)

Board of Directors  
Jeevan Mangat, Chairman  
Scott 'Bowdie' Bragg, Treasurer  
Catherine Chim  
David Beresford  
Blake Brunette  
Zeljko Puric

## **Message from the Board Chairman**

Third Academy represents a new paradigm for the delivery of services to children with special needs. Our students have typically had a negative experience in their learning. For whatever reason, the conventional learning systems have not been able to provide the kind of supports our students have needed to succeed. They have come to us 'dented' and 'blunted'... and all those 'dents' and 'blunts' represent pain. Third Academy, firstly, takes away that pain. Once that pain is gone, then the learning can begin. The final step is to assist students to transition back to their local school.

This Combined AERR/Three Year Plan Report highlights information that is required by Alberta Education, gives an indication of the successes Third Academy has had in supporting our students and families, and charts our course for the future. The Board believes that as long as we continue to meet the public good, there will always be a *raison d'être* for Third Academy. Our Vision: student success.

This Board has overseen a year of accomplishment on many fronts: quality programming; quality Professional Development opportunities for our staff including an MRU certificate in complex learners pilot course; a concerted effort in relationship building with key stakeholders; significant progress in our home education unit including the building of our new brand, Willow Home Ed; new project development including our Dream School Project; solid financial performance buoyed by ongoing registrations throughout the school year and a successful severe file review.

The Board is pleased that the Government of Alberta has committed to parent choice by a 'business as usual' approach to private schools, including stable funding and the approval of 2 new private schools for September 2017. We look forward to Alberta Education's continued efforts to improve home education across the province. We are also pleased that Administration reports that relations with the Department remain positive.

A large part of this AERR is tied to the Accountability Pillars as reported by Alberta Education. We can see that, for the most part, current outcomes were mostly maintained. I do think it appropriate to provide the caution that we may have reached the limit of our ability to demonstrate continued improvement given available resources. We will focus effort to improve in Measures: Program of Study, Education Quality, Citizenship, and School Improvement. It is important to note that the Accountability Pillars should be considered within Third Academy's context: small school, a wholly special needs population, and student success that is not demonstrated by the Accountability Pillars (in particular with the PAT/Diploma results). Student success-Third Academy's vision- is in fact taking place every day in a real, individual and measureable basis.

We do need to highlight a successful Hidden Heroes Gala Honouring Third Academy. Yes, 'Hidden Hero' as we, somehow remain, Calgary's 'best kept educational secret'.

220 plus guests celebrated the 20<sup>th</sup> Anniversary of Dr. S. Lal Mattu's 'gift' to Calgary's special needs community. Special wishes were conveyed by Karen Narfason, South PAC Chair 2015-2016, Bharati Singh, Principal 2000-2011, and Dr. Billy Gilliland, Headmaster 1999-2006. Students from years gone by were in attendance along with Patrons, Board members, and Friends of Third Academy. Held at Gasoline Alley, Heritage Park, the venue and meal were first class. Much cake was consumed. Entertainment provided by Baruch Laskin, MC & magician, and Redhead Mack. The celebration went late into the evening. Next year, the continued focus of our two signature events needs to be on the bottom line: raising more funds. We also look forward to continuing work with our renewed PACs in delivering quality programming to our students.

This Three Year Education Plan is intended to accomplish four strategic foci: quality programming, fiscal strength, building our marketing/fundraising capacities, and developing strategic relationships. Stability comes from demonstrating visionary leadership, dedicated front line staff, long term facility commitments, and a reliable funding stream. We will continue to advocate for the most enabling educational environment for families with children with special education needs. There are also opportunities represented by Willow Home Ed, in developing working relationships with other schools and jurisdictions, and gaining recognition by CFS. This Board views this Three Year Education Plan as positive, fiscally responsible and wholly accomplishable.

It is fitting that our theme, this year, is: Canada 150+: A Voyage of Self Discovery. While respecting FNMI prehistory, this theme represents a timely exploration of each of our individual identities within the Canadian context.

We will continue onwards into the 21<sup>st</sup> year of operation with determination to realize our strategic objectives including the realization of our Dream School Project. The success of Third Academy's learning system depends on the combined efforts of staff, parents, and students. Continued and growing support from the community at large also contributes to this success.

What makes us succeed when others fail? Well, we are 'a school with a heart!' 'At Third Academy, we believe that 'together we make the difference'. The special support of Honourary Patron Nomi Whalen is especially appreciated. I invite everyone who 'believes in' Third Academy to be part of making our Dream School Project a reality!

Jeevan Mangat  
Chairman  
Board of Directors

## **Accountability Statement**

The Annual Education Results Report for the 2016/2017 school year and the Education Plan for the three years commencing September 1, 2017 for Third Academy International Ltd. were prepared under the direction of the 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. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2016/2017 school year and the three-year Education Plan for 2017/2020 on November 29<sup>th</sup>, 2017.

Jeevan Mangat  
Chair Board of Directors

Sunil Mattu  
Executive Director

## **Foundation Statements**

### **VISION**

Student success.

### **MISSION STATEMENT**

To provide the best possible education by creating a positive, safe & caring, success oriented learning environment and by developing significant relationships with our students with special needs.

### **PILLARS**

- We believe in developing open and honest relationships based on mutual respect that touch the heart.
- We serve families of students with special learning needs.
- We believe it is the responsibility of and therefore takes the whole community in partnership to raise a child.
- We are educators with a heart: caring, committed, qualified, understanding, accepting, loyal, thinking and feeling and acting 'outside of the box', going 'beyond the call of duty', and who are ultimately flexible.
- We are therapist-teachers who heal the heart first: programming thereby can meet the emotional, social, esthetic, physical, and academic needs of our students.
- We believe in developing best practices through turning professional development into professional practice.
- We are accountable, not only to Alberta Education in meeting standards and fiscal requirements, but directly to the families that we serve.

### **PHILOSOPHY**

Third Academy takes a student centered, holistic, comprehensive approach to special education based on the premise that no special need is disconnected from a variety of influences that go beyond the cognitive. All intellectual, physical, spiritual, psychological, emotional and social influences must be considered in order to successfully meet the needs of each student.

### **WHY THE PROGRAM?**

Dr. S. Lal Mattu BSc MEd PhD Dip ECE Registered Psychologist had a dream. In 1997, he had completed 35 years as an educator in the conventional systems- as a Teacher, Vice Principal, and Assistant/Chief Superintendent. During the twenty years that he had held in various Superintendencies in Alberta and British Columbia, one of his major responsibilities was special education programming. Accepting that the conventional systems were ultimately not institutionally structured and culturally hampered in their ability to reform and serve the needs of these students, Dr. S. Lal Mattu decided that he could better serve the needs of this community by founding The Third Academy. Furthermore- after a lifetime of service to and support from the community at large- The Third Academy offered a better way for Dr. S. Lal Mattu to

serve and give back to the community. Dr. S. Lal Mattu was awarded an Alberta Centennial Medal and recently an ICC Education Excellence Award for a lifetime of service to the children of Alberta. He accepted on behalf of The Third Academy.

## **A Profile of the School Authority**

### **CONTEXT**

Third Academy- a fully Accredited and Funded Private School with a Designated Special Education Private School (DSEPS) status- opened its doors to students on September 1st, 1997. As an educational facility, it is governed by the requirements specified in: *The School Act, Private Schools Regulation (Alberta Regulation 190/2000), Early Childhood Services Regulation (Alberta Regulation 31/2002), Education Grants Regulation (Alberta Regulation 120/2008), Student Record Regulation (Alberta Regulation 225/2006), Home Education Regulation (Alberta Regulation 145/2006), Student Evaluation Regulation (Alberta Regulation 177/2003), Certification of Teachers Regulation (Alberta Regulation 3/1999), Practice Review of Teachers Regulation (Alberta Regulation 11/2010), Current Guide to Education: ECS to Grade 12, Current Funding Manual for School Authorities, Goals and Standards Applicable to the Provision of Basic Education in Alberta, Standards for the Provision of Early Childhood Special Education, Standards for Special Education, Public Interest Disclosure (Whistleblower Protection) Act, PIPA and PIPEDA.* Third Academy currently caters to the needs of students in grades one through twelve. Third Academy serves the communities of greater Calgary. A federally registered charity, Third Academy has brought on stream a programming alternative for children with special education needs and in so doing is performing a public good. Third Academy has a 98% success rate.

Third Academy operates as an adjunct to the conventional school systems, providing an alternate programming option for parents of students with mild to moderate and severe special education needs. A well balanced, individualized, integrated, and intensive program for each student is created. This program- the IPP- is designed to: focus on students in their areas of need; support and address through remediation or compensation of those particular needs; and prepare them for successful transition back into their local school. The IPP is a specifically modified/adapted program that still adheres to the Alberta Program of Studies. The 'difference' in this option for parents is the focus on the personal development- in conjunction with academic and kinesthetic/esthetic- component of programming. Third Academy offers a segregated yet inclusive learning environment with access to required services and supports for its students. Ultimately, however, the 'teacher is the program'.

The future envisions continued growth in base student enrollment, enhanced programming (numeracy, physical literacy, and expressive art initiatives), capacity building in our autistic unit, technology integration, and the recognition of Third Academy as a model for delivery of special education services in the Province of Alberta. We also will build a purpose built school building.

We are a practicum site for students in various postsecondary programs including University of Calgary, Mount Royal University, Canadian University College, Athabasca University, Campus Alberta, University of Lethbridge, University of Alberta, Grant McKewen University, and Red Deer College.

Third Academy has established a school culture- a shared set of values, belief and way of doing things- of its own. Communicating this 'Third Academy way' is critical in helping others understand how we are truly making a difference. Local priorities for improvement include maintaining and building on quality programming, sound financial management, developing our marketing/fund development capacity, and developing strategic alliances.

The delivery of Special Education in Alberta continues to shift under Alberta Education's 'Setting the Direction for Special Education in Alberta' and 'Action on Inclusion' initiatives. Third Academy is part of this process. We are hopeful, for the sake of our children, that the changes that will come out of these initiatives will make a real difference for the lives of students with special education needs. Third Academy believes that it also can be a change agent for reform that ultimately will benefit students with special needs across the province. The Board believes that as long as we continue to meet the public good, there will always be a *raison d'être* for Third Academy.

Third Academy is also the only independent school with designated status that serves home education families under our newly minted Willow Home Ed brand. Half of those families have students with special education needs. This represents a unique opportunity to serve and maximize synergies. For 2017/2018, Willow Home Ed supports 215 home educators across the Province.

## **THE PROGRAM**

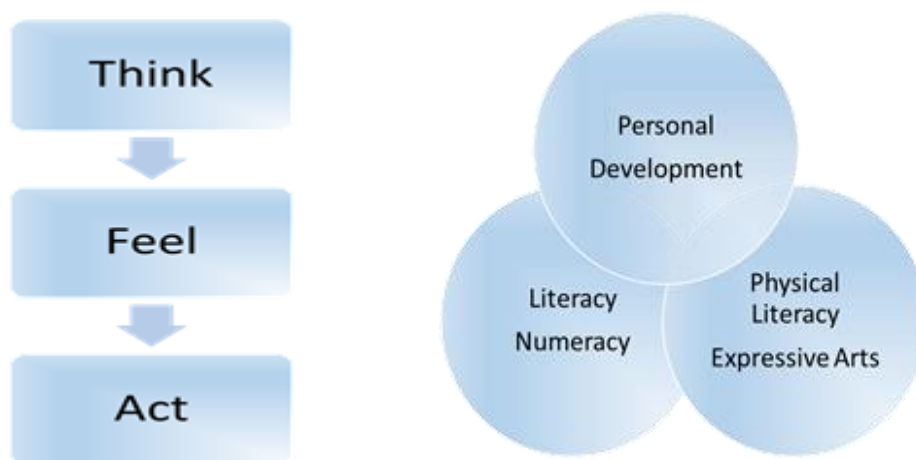
Third Academy creates a well-balanced, individualized, integrated, and intensive program for each student that is designed to prepare them for re-entry into their community school as quickly as possible. Students with special needs require an Individualized Program Plan (IPP) that builds upon their strengths while remediating or compensating for their weaknesses. Lesson content responds to the needs of each student while adhering to the Alberta Education program of studies.

Central to Third Academy's programming is an emphasis on Personal Development. Personal Development looks to 'heal the heart'. That is to say, dealing with underlying emotional issues that stop the student from learning. By changing the way students 'think' and 'feel' about themselves, we are able to change the way they 'act'.

There are numerous teaching strategies/methodologies that have a positive impact on student learning. The choice of which strategies/methodologies to use is dependent upon what works best for the individual learner. In that way, the program is customized. The teacher determines- in consultation with the school based team including the

student and parents- which strategies/methodologies to use. Then, the teacher does 'whatever it takes' to meet the student's needs. With excellent teachers, our students get the instruction they require. This is why we say: 'Ultimately, the teacher is the program'.

A therapeutic program supports the student's educational program. We believe that 'how a person thinks, affects how they feel, and hence how they act'. In this model, 'thinking' and 'feeling' are inputs and 'acting' is the output. In the conventional educational model, the focus is on 'academics'. When a student underachieves academically, the conventional model targets the academic. The Third Academy views the 'academic' as an output in the same way behaviour is an output. In order to change academic performance, one must focus on the inputs: thinking and feeling.



Focusing on 'thinking' and 'feeling' is the Personal Development component of the program. Once the student believes that they are 'lovable and capable' again, the natural ability and urge to learn takes over. By focusing here, the student begins to develop their human potential- academic, physical, and esthetic.

Third Academy also has programming initiatives in Technology, our Autism Unit, and new for 2017 Student Leadership in Outdoor Education through the Lens of Ecology sLOEc.

### **PROGRAM GOALS**

- To help students acquire a new, positive attitude towards learning.
- To assist students to develop the skills and strategies to be successful in their learning.
- To help students develop a new attitude about themselves, a positive self-image and self-confidence.
- To build a strong academic foundation.
- To integrate students back to their community schools as soon as possible.

### **ACADEMICS**

- Diagnosis and understanding of their learning problems



- Skills to effectively compensate for their learning difficulties
- Literacy and Numeracy grade/age equivalency, consistent with intellectual potential
- Study, organizational, planning, time management skills
- Confidence to integrate into traditional class room society
- Social skills training
- Skills for lifelong learning

### **PERSONAL DEVELOPMENT**

- Self-concept /Self esteem
- Emotional issues, including dealing with frustration and anger
- Dream building
- Decision making/Goal setting
- Peer/Relationship building
- Conflict resolution
- Inspiring positive hopes

### **PHYSICAL LITERACY, EXPRESSIVE ARTS**

- To round off students' overall educational program
- To meet physical and aesthetic needs
- Daily Physical Activity enhanced with Outdoor Education program incorporating hiking, boating, skating, climbing, bowling, swimming, skiing, camps, and intramurals
- Expressive Arts with base Music and Drama programs enhanced with art activity infused throughout the curriculum

These needs join with Personal Development (which meet social/emotional needs) and Academics (which meet intellectual/cognitive needs) to enable Third Academy to realize its vision: student success.

### **STUDENTS**

- Third Academy's 1-12 program targets students 5-19 years of age who fit the Alberta Education criteria for special needs: specifically, each has a mild/moderate or severe learning disorder. Students typically may exhibit one or more of the following characteristics:
  - Reading, writing, spelling or mathematics problems
  - Lack of organizational, planning, time-management skills
  - Lack of study skills resulting in incomplete assignments and poor exam performance
  - Unable to stay on task due to attention deficit disorders
  - Low self-esteem and confidence
  - Inappropriate behaviours due to frustrations caused by an inability to succeed in an educational environment where conventional approaches are used
  - Labeled as lazy or unmotivated

- May be diagnosed with, or exhibit characteristics associated with, disorders such as Tourette’s Syndrome, Oppositional Defiant Disorders, Attention Deficit Disorder, Obsessive Compulsive Disorder, Autism, FAE/FASD and others
- Behavioural patterns caused by physical, emotional, and other abuse

**POPULATION**

**ACTUALS FOR 2015-2016/2017-2018**

**PROJECTED FOR 2018-2019/2019-2020**

	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11	Gr12
2016/2017 121/207*	4/18	5/21	14/14	12/13	12/15	11/14	14/17	15/13	5/17	8/16	15/12	6/37
2017/2018 125/215*	10/22	2/19	7/28	14/17	10/14	12/15	17/15	12/18	14/14	6/19	10/12	11/23
2018/2019 131/225*	10/15	10/20	10/20	10/20	15/20	10/20	15/20	10/20	10/20	15/20	8/20	8/10
2019/2020 141/240*	10/20	12/20	12/20	12/20	13/20	12/20	15/20	10/20	10/20	10/20	15/20	10/20

\*Enrollment totals Third Academy/Willow Home Ed

**TRANSPORTATION**

Third Academy’s fleet of 14 school buses (with 2 spares) currently transports about 90 students daily. The safety of our students is the priority. One new and two used school buses were brought into the fleet this year as part of the program to maintain a modern fleet. Programming for our students begins as soon as the student is on the bus and continues in the classroom. Professional drivers make it happen for our students.

Students are transported daily, door-to-door, by school bus from all four quadrants of City. The balance of students are dropped off by parents or take public transport, including Access Calgary. The busing fleet will also provide transportation for field trips and gym runs to local venues for programming purposes. We are also contracting out services to make the transportation department more self-sufficient.

**PROFESSIONALS**

We are teachers and support staff who enable students with special needs to heal and learn. We understand students and children with special needs. Because of this understanding, we can help. Fundamentally, we ‘have a heart’ for students with special needs.

Third Academy administration believes that an excellent team of teachers are a critical front line in meeting the learning needs of our students. Alberta Education certifies all teachers. The student:teacher ratio is 8:1. Teachers hired to work with our students have qualifications that may include advanced course work, specialized training, and/or experience in Special Education and demonstrate strong skills in the following areas:

- Understanding of the characteristics and needs of students with special needs

- Specialized instructional and remedial strategies, technologies, materials and curricular adaptations
- Social and self-concept skills
- Classroom and behaviour management skills
- Co-operative planning, exemplary communication skills and collaborative consultations
- Assessment, classroom management and motivation

Specially trained Instructional Assistants are assigned to work with students where needed. Instructional Assistants possess skills and training for the duties they are assigned. That includes but is not limited to:

- An understanding of special needs
- Collaborative and communication skills
- Strategies for motivating students

Third Academy also offers a full range of ancillary services in order to support our students' therapeutic needs. A Registered Psychologist- along with a team of Provisional Psychologists and Masters in Psychology students- is accessible for psychotherapy and assessment purposes. Program specialists- such as Speech & Language Pathologists, Occupational Therapists, Autism Specialists, Physiotherapists and Health Nurses- are contracted on an as needed basis. These services may be cost shared through Regional Collaborative Service Delivery Calgary and Area (RCSD) and other partnerships.

## **SITE**

Calgary North (Elementary School) and Calgary South (Jnr/Snr High School) operate under 'one roof' in a centrally located and recently renovated space, South of Glenmore Trail SE off of Blackfoot Trail. Facilities are overall sufficient. There is an onsite gymnasium and access to adjacent green space/playing fields. Students also have use of various City of Calgary facilities, including swimming pools, playing fields, and parks. The skiing program utilizes facilities at COP. sLOEc initiative will see students not only accessing Kananaskis Country, Camp Horizon, and SABC but also participate in a Canada based extended study trip. This initiative will continue to develop its student leadership and ecology aspects over the next three years. There are additionally computer labs, music room, and library on site. Our Dream School Project envisions a purpose built school building with ample green space that would serve as a permanent home for years to come.

## **STRATEGIC ALLIANCES**

Third Academy is fulfilling a public need. Third Academy welcomes strategic alliances with individuals and corporations as well as with other agencies including school boards, universities/colleges, other private schools, health care systems, community organizations and groups, corporations, and foundation as well as government departments. A critical relationship is with Alberta Education. The coordination of

services to better serve our students given the scarcity of resources is essential. Practicum students from various departments- education, psychology, rehabilitation, nursing, speech & language- of, Mount Royal University, Campus Alberta, York University, University of Lethbridge and Grant McKewen University will complete their practicum rounds at Third Academy campuses in the years to come. A number of Provisional Psychologists will also complete their requirements as established by the APA under the supervision of Third Academy's Psychological Department.

Third Academy continues to benefit from referral from Education, Health, and Child & Family Services. 'School within a school' pilot projects are being developed with Rocky View School District and Golden Hills School District.

Developing existing relationships with other independent schools- including Providence, Renfrew, Heartland Agency, Foothills Academy, and Delta West Academy- Third Academy to serve. There is opportunity, here, to build together for the future. Third Academy would benefit by realizing economy of scale in central administration services, transportation, programming, and sharing cost of school space. Simply put, by working together we can offer more to the families and students that we serve.

Third Academy continues to develop its marketing capability with the building of a marketing team. This will see implementation of our Marketing Plan including 'tweaking' of brand, brochure development, website enhancement, media relations, advertising, and a foray into social media with a focus on 'content' marketing.

Third Academy continues to develop its network of supporters in the Friends of Third Academy. This group will raise funds, market and lobby for us. Success in our signature events- Run Santa Run and Third Academy Annual Gala- is in large part due to the Friends of Third Academy. There will be continued focus on Fund Development with the specific assignment of a staff to this area.

Third Academy thanks donors for their contributions. In particular, The Third Academy appreciates support for The Gift of Literacy Fund. This bursary program has been established to assist qualifying parents to meet tuition costs so that their child can access the services they need.

Special mention needs to be made of the partnership between Third Academy and its Parent Advisory Committees (PACs). The PACs are actively involved in the success of our students, be it in terms of input into school improvement, promoting the school to the community at large, advocating for parents and students, fundraising activities, or in support of student programming.

Third Academy is grateful for support, over the years, of generous sponsors including Ronald McDonald Childrens' Charities, Alberta Lottery Fund, Computers for Schools, ScotiaBank, United Way, the Optimists Club, Kids Up Front, 100 Men Who Give a Damn, Prosser Charitable Foundation and Brown Bags for Calgary Kids.

Finally, we owe our deepest appreciation for the continued support of Nomi Whalen, Honourary Patron.

## **THE PLANNING ENVIRONMENT**

The 2016-2017 academic year saw Third Academy take concerted steps in implementing its plan for success. Success means ensuring: quality programming; financial strength; depth and breadth of leadership; relationship building with key stakeholders; and initiative in fundraising, marketing, and governance. A successful severe file review enabled Third Academy to maintain its fiscal strength. Bold steps were taken within our home education unit- Willow Home Ed- with restructured staffing, new branding, a strong team, and active social media presence. All this had taken place within a broader context which has seen significant restructuring take place in the Alberta economy, stability on the political stage, and a call for 'leadership' within the home education community.

The Government of Alberta has indicated its acceptance of independent schools as part of the 'learning landscape' by continuing its commitment to ongoing funding and the approval of two new independent schools for September 2017. Third Academy is in a good position to be able to plan operations based on our ability to rely on a predictable funding stream over the years to come. We will continue to work with stakeholders- most importantly parents- to take feedback, create solutions, and continue on our program of school improvement.

Alberta Education continues to 'take action' with respect home education across the province. As opposed to in the previous cycle, the Department has taken a 'tread softly' approach to compelling improvement in home education. There is a push towards standardization in programming, student evaluation, expense reimbursement, and requiring teacher evaluation. Third Academy welcomes this 'call to professionalism'. Willow Home Ed is also keen to begin enrollment of overseas students determined on realizing an Alberta High School Diploma.

In June 2009, the then Minister of Education announced the 'Setting the Direction for Special Education in Alberta' findings. This effort in creating a new culture to serve our special education communities across the province deserves to be supported. Most recently, this effort has been renamed 'Action on Inclusion'. Education continues to move down this path, across the Province.

As Education shifts from an 'Accountability' to 'Assurance' model, it will be even more important to effectively communicate with our stakeholder community. A Communication Plan will be developed and also will support marketing/fund development.

All the above are considerations as Third Academy positions itself for the future. This Plan is part of how we will be successful in meeting the challenges we face, together. Third Academy's Board fully supports the Administrative team.

## **THIRD ACADEMY PRIORITIES FOR IMPROVEMENT**

Given the Planning Environment, the 2017-2020 Three Year Education Plan is intended to prudently, creatively, and determinately address Third Academy Priorities for Improvement. Sustainable development of the learning system while accomplishing system wide improvement is the ultimate goal. We have organized these priorities under four main headings:

**Programming  
Financial  
Marketing/Fund Development  
Strategic Alliances**

### **Programming**

- ✓ 'Quality Programming': At Third Academy, we believe that 'the teacher is the program'. We need to recruit the best people we can in building teams of professionals who are best able to serve the needs of our students, parents, and schools.
- ✓ 'High Quality Professional Development for Staff': Professional Development is a joint responsibility shared between each staff member and Third Academy. We need to support each other in our professional growth to improve our capacity at every node in the organization. We are working with Mount Royal University to create an Advanced Certificate in Complex Needs program to be delivered on site.
- ✓ 'Facility': The learning context impacts success for our students. We need to find the best possible facility for our schools. This requires a vision for our future needs as well as a solid financial foundation to propel us. Ultimately, we need our own 'bricks and mortar' to ensure our longevity. Realizing our Dream School project is an utmost priority.
- ✓ 'Programming Initiatives': These include Literacy, Numeracy, Physical Literacy, Expressive Arts, Autism Unit, and Technology. The various initiatives will continue to be supported, with some new Leadership and updated resources. A Life Skills initiative, grades 6-12, sees Personal Development reinvigorated. In addition, our Student Leadership in Outdoor Education through the lens of Ecology sLOEc initiative will further support Personal Development as well as Physical Literacy. A key programming initiative under this heading will involve a Canada based extended study trip.
- ✓ 'Autism Unit': demand for services for children with autism has never been greater. By developing our capacity in this area, we are positioned to serve this niche community.
- ✓ 'Technology Initiative': Beyond personnel, the availability of technology to enhance programming is becoming increasingly important. Updated computer labs, a renewed commitment to interactive white boards in the classrooms, sets of iPads being made available to students in all grades, and implementation of specialized learning software in the literacy and numeracy program are some examples of how Third Academy continues to improve technological resources. A new Moodle site has been established and we are looking forward to this benefiting student

programming for our students as we continue to develop this tool beginning with High School grades at Third Academy and Willow Home Ed

### **Financial**

- ✓ 'Leadership Capacity Building': Third Academy is building a culture of leadership. We are developing strengths at every node in the organization. This capacity, although nebulous, is the kind of human capital we need to build our institution.
- ✓ 'Governance': Third Academy has adopted a strategic governance policy framework. We need 'good' people with 'a heart for our children' around the Board table. The recruitment of an 'affluent and influential' Board of Directors is key to the success of our Dream School project. The Board is currently reviewing the policy framework.
- ✓ 'Friends of Third Academy': this advocacy group is intended to mobilize in meeting Third Academy's vision and mission in serving the public good. Continued effort needs to be made here in order for us to take advantage of all that our Network of alumni, stakeholders, and concerned citizens can do to assist our students. Of particular importance is the role Friends of Third Academy will play in fundraising, marketing, and lobbying.
- ✓ 'Economy of Scale': the plan is to realize economy within Third Academy by realizing the potential of Willow Home Ed and developing strategic alliances with other service providers/schools. The principle is that 'we can do more for our students by working together'.
- ✓ 'Student Enrollment Drive': As we move forward, costs will never go down. Student enrollment is a driver for our revenue stream. We continue to incrementally increase average tuitions collected. It is important to maximize our enrollment, as many other costs are fixed. We also need to innovate in our programming, which requires money. We need to continue to implement our marketing strategy that will bring prospective parents to tour our schools to see how we can support their child in learning. Working strategically with other Independent Schools, Education, Health, and Child & Family Services is part of the marketing strategy. In this way, we will no longer be Calgary's 'best kept secret for children with special needs'.
- ✓ 'Dream School project': to enable this school building project, a capital campaign needs to be launched. This can happen once we move beyond the 'dream' stage to identify a specific 'site' and develop the 'project'. This campaign may also rely heavily on garnering political support from both the Municipal and Provincial governments.

### **Marketing/Fund Development**

- ✓ 'Market Research': Both external and internal market research conducted in Spring 2016 has given us a plan of action on the marketing front.
- ✓ 'Website': The 'new face' of Third Academy will be our key marketing tool. A secondary function will be as a communication tool. Facebook/Twitter capability have been incorporated.
- ✓ 'Willow Home Ed': following a thoughtful rebranding process, Willow Home Ed launched as our renewed home education brand. This rebrand included new: name, logo, colours, and website. Unique selling features include: non-

denominational, professional, genuine programming supports, accessible and open communication that enables home education families, respectful of the regulatory framework.

- ✓ 'Marketing Team': Third Academy is experiencing success in marketing, as measured by number of tours and referrals through Independent schools, Education, Health, and Child & Family Services. More needs to be done, however, to effect marketing in order to achieve maximum enrollment. A marketing team will be assembled to further implement the marketing plan including social media/content marketing.
- ✓ 'Social Media Marketing': Facebook, Twitter and Content Marketing program to be implemented for Third Academy. Willow Home Ed has existing positive presence on Facebook.
- ✓ 'Fund Development': Existing strategy to build the fundraising capacities of PAC North and South is working, with significant funds being raised annually by parents to support programming supports that could not otherwise be afforded for our students. Improving the 'bottom line' success of signature events- Run Santa Run and Hidden Heroes Gala- requires professional event coordinators, engaged parent community, and a committed Board. Dream School project requires a capital campaign to be launched. This can happen once we move beyond the 'dream' stage to identify a specific 'site' and develop the 'project'. This campaign may also rely heavily on garnering political support from both the Municipal and Provincial governments. Continued efforts to maintain the relationships and ongoing support of donors- including individuals, corporations, and foundations- required. To grow fundraised dollars, requires a fundraising professional. We also need to build our 'Alumni Network' to support Fund Development and in particular our Dream School project.
- ✓ 'Special Events': Improving the 'bottom line' success of signature events- Run Santa Run and Hidden Heroes Gala- requires professional event coordinators, engaged parent community, and a committed Board. The potential for both events is yet to be realized.
- ✓ 'Communication Plan': Updating is required to align with Marketing/Fund Development Plan and to meet support the transition from an 'Accountability' to an 'Assurance' model.

### **Strategic Alliances**

- ✓ Alberta Education funding increments in years to come are not anticipated to meet real world cost increases, specifically payroll and facility.
- ✓ Third Academy recognizes that there is significant opportunity to realize not only 'economy of scale' but also 'win-win' by developing strategic alliances with independent schools and other service providers. Areas of benefit include central administration services, transportation, programming, and sharing cost of school space.
- ✓ Continuing to develop existing relationships with other independent schools- including Providence, Renfrew, Heartland Agency, Foothills Academy, and Delta West Academy- Third Academy to serve. There is opportunity, here, to build together for the future.



- ✓ Third Academy continues to benefit from referral from Education, Health, and Child & Family Services. 'School within a school' pilot projects are being developed with local public school jurisdictions. Simply put, by working together, all those tasked in Education, Health, and can offer more to the families and students that we serve.
- ✓ Fund Development initiative is based on developing Strategic Alliances.
- ✓ Renewed PACs are playing a major role in school success.
- ✓ Working with Alberta Education and the Government of Alberta enables success.
- ✓ Working towards AdvancedEd accreditation.

## **RCSD**

Regional Collaborative Service Delivery Calgary and Area (formerly known as Student Health) is a joint endeavour of Alberta Education, Health and Wellness, and Children's Services. These provincial government partners work collaboratively to support local partnerships to strengthen the province's collective capacity to support students with special health needs. The goals of Student Health are:

- To improve access to integrated health and related services for children and youth with special health and support needs registered in school programs
- To enable children and youth with health and support related needs to be successful in their school programs

Third Academy is pleased to report that 2017-2018 sees continued agreement for Occupational Therapy services being supported through RCSD. Budget cuts to Independent Schools, however, represent a worrisome trend that continues to undermine the level of service we can provide.

## **Complex Needs**

Third Academy is pleased to report that, in cooperation with Child & Family Services and Health, there has been success at the Complex Needs table. This continues into the 2017-2018 year.

## **TRENDS AND ISSUES**

### **Trend:**

- We can see that, for the most part, current outcomes in the Accountability Pillar Measures were mostly maintained. One outcome of Communication Strategy in 2017-2018 shall be to improve in Measures: Program of Study, Education Quality, Citizenship, and School Improvement.
- Capacity building in programming initiatives continues: Literacy (refocus on developing a 'love of reading'), Numeracy (updated KeyMath3/Essential Resources implemented), Physical Literacy (sLOEc initiative), Autism Unit (autism specialist). Recruiting staff for the Expressive Arts initiative remains an ongoing challenge. Costs associated with Technology initiative cost prohibitive. Overall programming remains solid.
- Continued development of a culture of leadership.
- Continued financial strength with solid enrollment underpinned by successful September 30 severe file review.

- An over emphasis in achieving success in fund development/marketing current.
- Ongoing improvement in governance.
- Success in building strategic alliances with Independent Schools, Health, Education and Child & Family Services.
- Success in Willow Home Ed including 'reputation' in the sector and establishing a 'leadership position' amongst service providers.
- Strength in advocacy.
- Need to find long term facility that meets and exceeds industry standards.
- Third Academy competes within a market place that is ranked as world class (PISA) within the OECD. There is significant opportunity on the global stage to deliver world class programming. Third Academy will seek AdvancedEd accreditation to support this initiative.

### **SUMMARY OF ACCOMPLISHMENTS**

- 2016-2017 AFS indicates a positive result including surplus in operations, positive cash flow generation, and 'clean' balance sheet.
- 2016-2017 Accountability Pillar indicates Measure Results mostly maintained.
- Successful Severe File Review 2015-2016 allows for high level of support for students
- 2017 Hidden Heroes Galas celebrates 20<sup>th</sup> Anniversary of Third Academy
- Capacity building and ongoing success of Willow Home Ed
- Successful Enrollment Drive for September 30<sup>th</sup> sees solid enrollment increase to 125 Third Academy and 215 Willow Home Ed.
- As a DSEPS, Third Academy satisfies the planning component of 14.a of the Standards for Special Education (amended June 2004) by incorporating strategies for and reporting on programs, services, and results for students with special education needs as indicated below.

**Combined 2017 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)**

Measure Category	Measure	Third Academy International Lt			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	88.8	89.9	89.3	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	76.1	79.1	77.8	81.9	81.9	81.5	Intermediate	Maintained	Acceptable
	Education Quality	86.9	90.0	88.8	90.1	90.1	89.6	Intermediate	Maintained	Acceptable
	Drop Out Rate	7.8	0.0	4.7	3.0	3.2	3.3	Low	Maintained	Issue
	High School Completion Rate (3 yr)	33.8	19.1	18.8	77.9	76.5	76.1	Very Low	Improved	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	7.9	14.6	12.1	73.4	73.6	73.2	Very Low	Maintained	Concern
	PAT: Excellence	0.0	0.0	0.0	19.5	19.4	18.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	52.9	76.9	67.9	83.0	82.7	83.1	Very Low	Maintained	Concern
	Diploma: Excellence	0.0	10.3	7.7	22.2	21.2	21.5	Very Low	Declined	Concern
	Diploma Exam Participation Rate (4+ Exams)	11.3	4.8	5.5	54.9	54.6	53.1	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	55.9	44.8	44.8	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	23.1	0.0	22.0	57.9	59.4	59.3	Very Low	Maintained	Concern
	Work Preparation	82.4	86.7	85.2	82.7	82.6	81.9	High	Maintained	Good
	Citizenship	77.1	84.5	82.1	83.7	83.9	83.6	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	83.1	86.1	90.2	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	75.5	79.7	80.2	81.4	81.2	80.2	Intermediate	Maintained	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. 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 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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 Examination 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; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

**Combined 2017 Accountability Pillar First Nations, Métis and Inuit Summary**

Measure Category	Measure	Third Academy International Lt (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	*	*	n/a	5.8	6.1	6.7	*	*	*
	High School Completion Rate (3 yr)	n/a	*	n/a	53.6	50.2	47.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	*	n/a	51.7	52.4	52.1	n/a	n/a	n/a
	PAT: Excellence	n/a	*	n/a	6.7	6.3	6.3	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	77.1	76.1	76.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	10.7	10.2	10.2	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	*	n/a	21.8	20.7	20.3	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	*	n/a	n/a	34.2	31.9	31.9	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	*	n/a	31.8	33.5	33.3	*	*	*
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
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 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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 Examination 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; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	25.0	8.0	13.7	14.6	7.9	10.0	Very Low	Maintained	Concern	12.0	14.0	16.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	1.9	0.0	0.0	0.0	0.0	1.0	Very Low	Maintained	Concern	1.5	2.0	2.5

### Comment on Results

#### Context

In understanding Third Academy's results it is important to consider the wholly special needs student population (60% of whom have severe special education needs). Further, consideration should be given in recognizing how these students' individual strengths and weaknesses and how a small cohort of students can skew year to year results. Finally, it is important to remember that individual student improvement is not indicated by this Measure.

#### Strategies

Meet, plan and review goals, strategies and achievements with parents and students while preparing individual program plans for instruction.

Continued focus on Early Literacy Initiative/Literacy programming.

Continued focus on Numeracy Initiative.

Use of technology/specialized software to enhance Literacy & Numeracy programming.

Focus on Professional Development activities geared towards Literacy & Numeracy strategies.

#### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
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 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

*Outcome One: Alberta's students are successful (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	90.9	*	59.0	76.9	52.9	55.0	Very Low	Maintained	Concern	60.0	65.0	70.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.0	*	5.1	10.3	0.0	5.0	Very Low	Declined	Concern	6.0	7.0	8.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	33.1	24.9	12.3	19.1	33.8	35.0	Very Low	Improved	Issue	37.0	39.0	41.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	5.5	8.6	0.0	7.8	6.8	Low	Maintained	Issue	5.8	4.8	3.8
High school to post-secondary transition rate of students within six years of entering Grade 10.	34.2	21.4	44.5	0.0	23.1		Very Low	Maintained	Concern			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	44.8	55.9		n/a	Maintained	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	0.0	0.0	6.2	4.8	11.3		Very Low	Maintained	Concern			

**Comment on Results**

**Context**

In understanding Third Academy's results it is important to consider the wholly special needs student population (60% of whom have severe special education needs). Further, consideration should be given in recognizing how these students' individual strengths and weaknesses and how a small cohort of students can skew year to year results. Finally, it is important to remember that individual student improvement is not indicated by this Measure.

**Strategies**

Meet, plan and review goals, strategies and achievements with parents and students while preparing individual program plans for instruction.  
 Use of technology/specialized software to enhance Literacy & Numeracy programming.  
 Focus on Professional Development activities geared towards Literacy & Numeracy strategies.

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination 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; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

*Outcome One: Alberta's students are successful (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		2017	Achievement	Improvement	Overall	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	67.7	79.4	82.4	84.5	77.1		Intermediate	Maintained	Acceptable			
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.	77.1	86.8	82.1	86.7	82.4		High	Maintained	Good			

**Comment on Results**

**Strategies**

Focus on Personal Development/Life Skills.  
 Student Leadership in Outdoor Education through the lens of Ecology sLOEc initiative.

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

*Outcome One: Alberta's students are successful (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		2017	Achievement	Improvement	Overall	2018	2019
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	72.0	77.1	74.9	79.0	66.9		n/a	n/a	n/a			

**Comment on Results**

**Strategies**

Focus on Personal Development/Life Skills.  
 Student Leadership in Outdoor Education through the lens of Ecology sLOEc initiative.  
 Refocus of Literacy Initiative to create a 'love of literacy'.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.



## Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	*	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	*	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

<b>Comment on Results</b>
<b>Strategies</b>
<p>Meet, plan and review goals, strategies and achievements with parents and students while preparing individual program plans for instruction.</p> <p>Third Academy embraces the diversity of our community by serving a student population that addresses and reflects our community, including FNMI students.</p> <p>Third Academy to invite elders to visit and share FNMI perspectives.</p> <p>Canada 150+: A Voyage of Self Discovery.</p>

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
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 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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 Examination 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; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

*Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	*	n/a	*	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	n/a	*	*		*	*	*			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	n/a	*	*	*		*	*	*			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	*		*	*	*			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	*	n/a	*	n/a		n/a	n/a	n/a			

<b>Comment on Results</b>
<b>Strategies</b>
<p>Meet, plan and review goals, strategies and achievements with parents and students while preparing individual program plans for instruction.</p> <p>Third Academy embraces the diversity of our community by serving a student population that addresses and reflects our community, including FNMI students.</p> <p>Third Academy to invite elders to visit and share FNMI perspectives.</p> <p>Canada 150+: A Voyage of Self Discovery.</p>

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

### Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	86.8	88.9	89.1	89.9	88.8		Very High	Maintained	Excellent			

**Comment on Results**

**Strategies**

Communication strategy implemented.  
 Focus on Personal Development/Life Skills  
 School culture built on foundation premise: respect.

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

## Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		2017	Achievement	Improvement	Overall	2018	2019
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.	61.7	76.4	78.0	79.1	76.1		Intermediate	Maintained	Acceptable			

### Comment on Results

### Strategies

Communication strategy implemented.  
 MRU Professional Development program.  
 Podium Enterprises Inc. system review.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

## Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		2017	Achievement	Improvement	Overall	2018	2019
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.	63.9	80.7	80.1	79.7	75.5		Intermediate	Maintained	Acceptable			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	89.6	94.1	90.4	86.1	83.1		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	84.8	87.6	88.9	90.0	86.9		Intermediate	Maintained	Acceptable			

### Comment on Results

### Strategies

Communication strategy implemented.  
Podium Enterprises Inc. system review.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Note:

### Future Challenges

- Increasing Enrollment
- Balancing the mild/moderate vs severe student populations
- Success in Fundraising/Marketing
- Success in Special Events
- Improving total compensation packages for all staff year after year including pension plan
- Realizing economies of scale in operations to offset funding freeze
- Securing long term space at or above industry standard

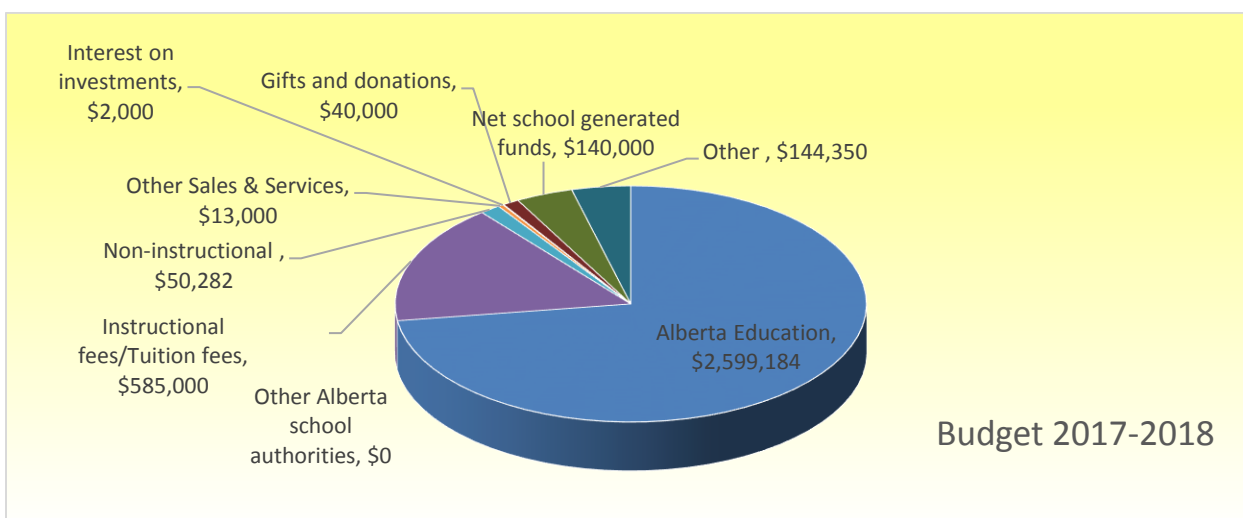
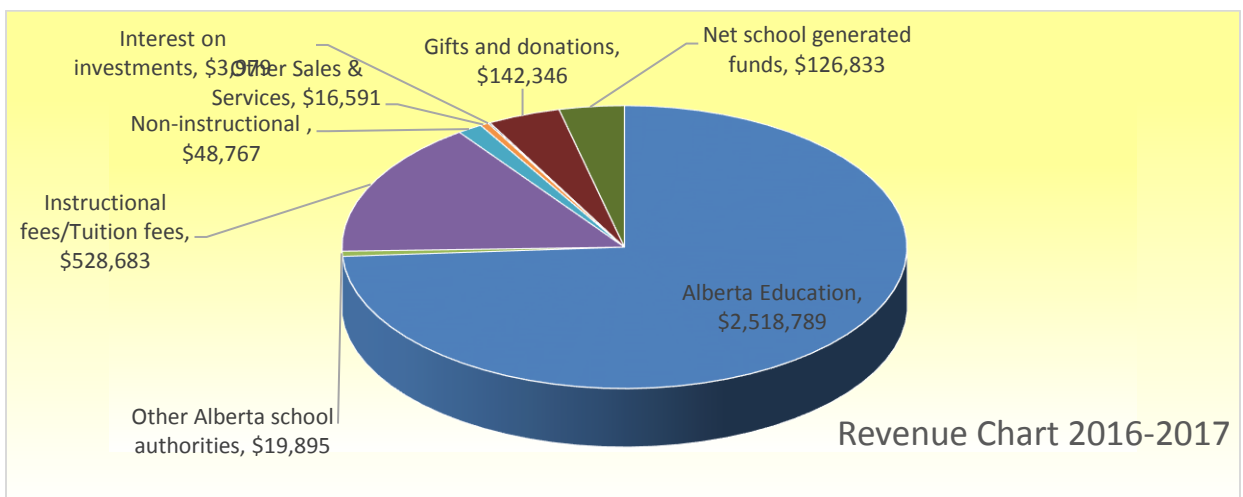
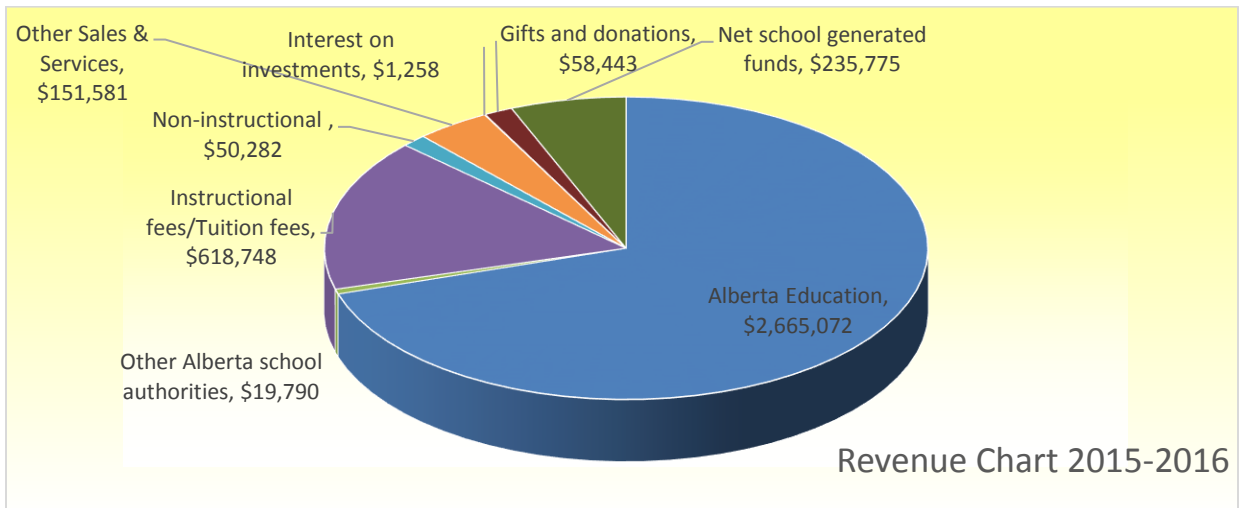
### Summary of Financial Results

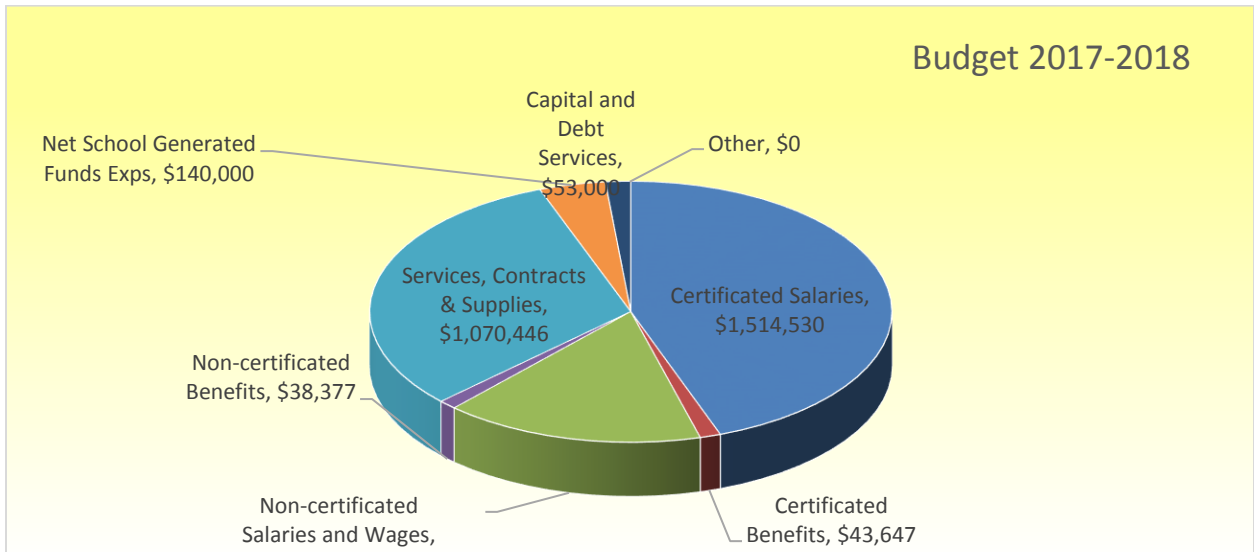
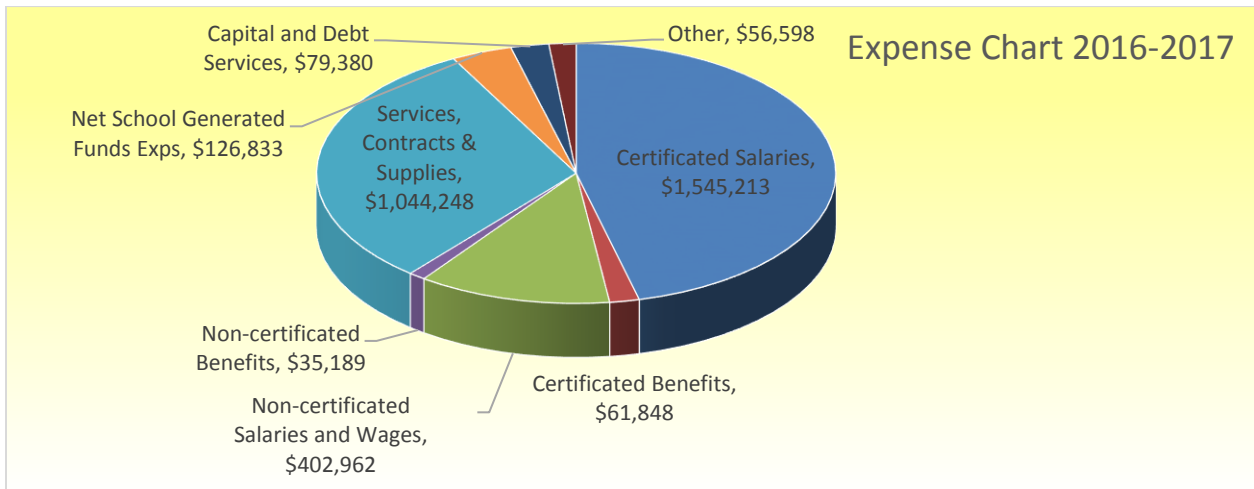
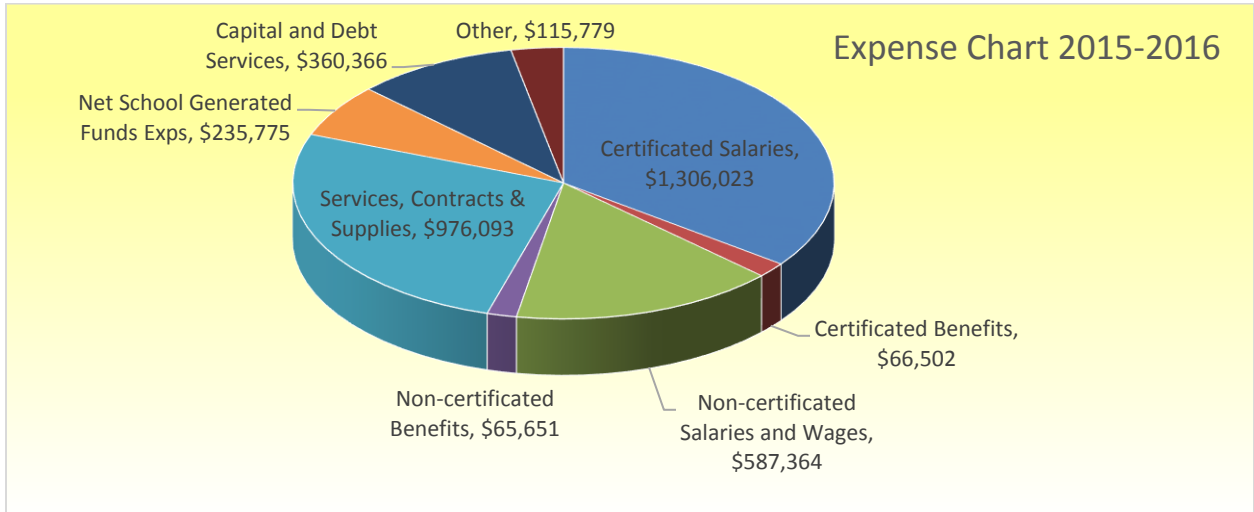
- The enrollment numbers for the year 2015-16 were 134/226\* and for the year 2016-17 were 121/207\*.
- The Year 2016-17 ended with a surplus of \$53,610.
- The Accumulated Operating Surplus stood at \$168,699 as of 31 August 2017.

\*Enrollment totals Third Academy/Willow Home Ed

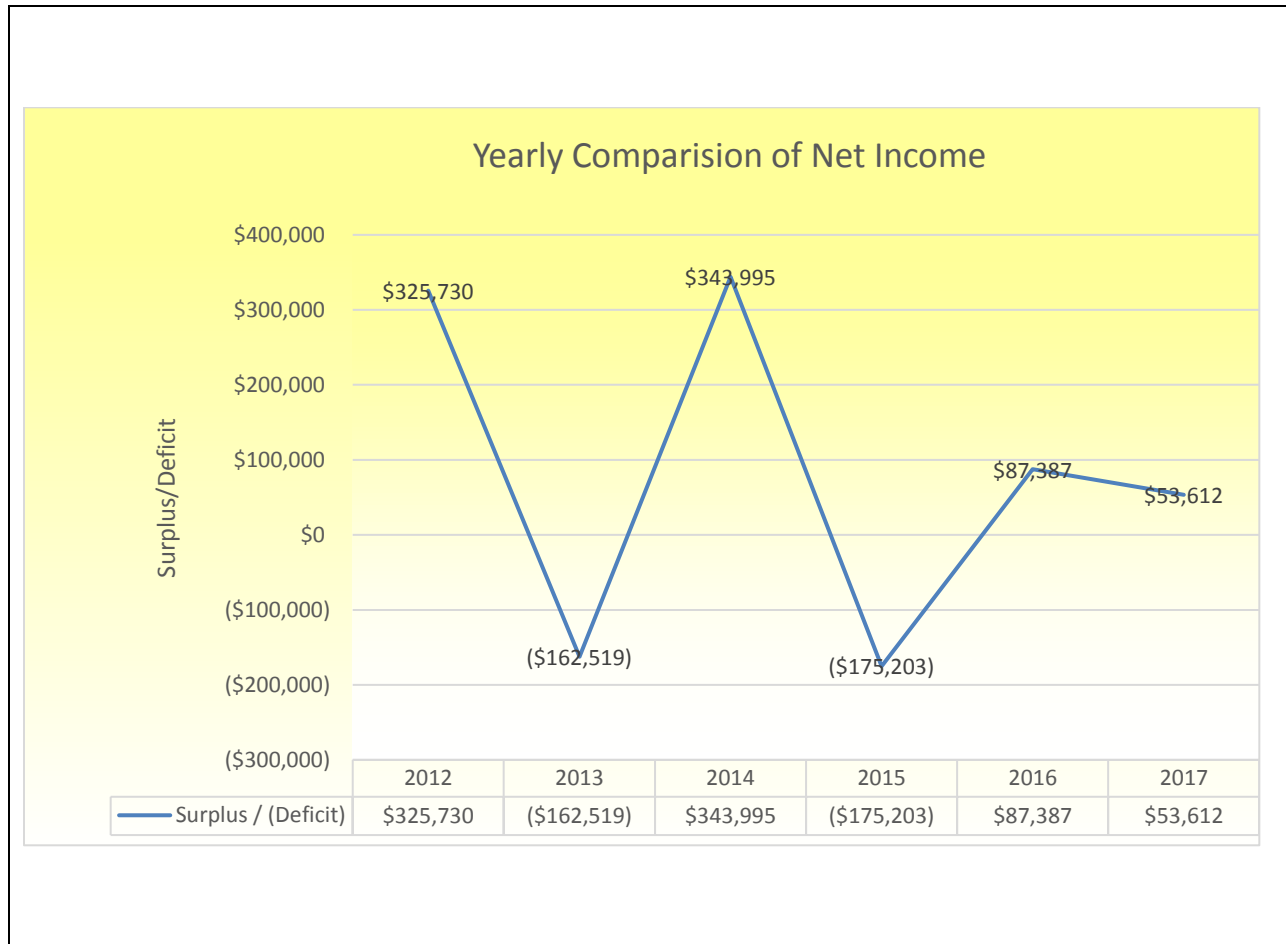
### Budget 2017-2018 Summary

- Third Academy actual student enrollment as on Sep. 30, 2017 was 125. Willow Home Ed had 215 registered students.
- Alberta Education Budget anticipated revenue: \$ 2,599,184.
- Total Budget Revenue \$3,573,816 Expense \$3,408,257.
- Net surplus of \$165,559 by 31 August 2018 Budget.
- The Accumulated Operating Surplus is anticipated to be \$352,258 by the end of 2017-18.
- Significant fundraised revenue Budget \$140,000 continues to be contributed by Parent Advisory Councils.
- For additional Budget information and access to the Budget Report Form please contact Sunil Mattu, Executive Director, at [smattu@thirdacademy.ca](mailto:smattu@thirdacademy.ca) or call (403) 690-1408.









## Summary of Facility and Capital Plans

- Dream School project seeks a long term school site at or above industry standard by 2022.
- Capital Campaign required.

## Parental Involvement

Third Academy is a small school by design. That means there is an open line of communication between parents, teachers, principals, and Parent Advisory Councils. Parents are actively involved in many aspects of the school. Parents are our clients and we listen to them in order to serve them as best we can. Through various conversations- either individually or in group with parents- parental views are reflected in this Combined AERR/Three Year Education Plan. Please contact Sunil Mattu, Executive Director, at [smattu@thirdacademy.com](mailto:smattu@thirdacademy.com) or call (403) 690-1408 for more information.

## Timelines and Communication

- This Combined AERR/Three Year Education Plan will be communicated to the school community- students, parents, staff, and public at large- in the following ways:
- The report will be distributed to the Chairpersons of the Parent Advisory Councils
- The report will be available at the Central Administration Office
- The report will be available at the Office of the Principal Third Academy North and South
- The report will be available in the Willow Home Ed office
- The report will be distributed to all Staff at the schools
- The report will be distributed to all members of the Board of Directors
- The report will be distributed to Alberta Education
- A link to the report will be placed on the school website [www.thirdacademy.ca](http://www.thirdacademy.ca)

Should you have questions/require clarification on this Combined AERR/Three Year Education Plan or wish to access a copy of the AFS 2016-2017 or Budget Report 2017-2018 please contact Sunil Mattu, Executive Director, call (403) 690-1408 or at [smattu@thirdacademy.ca](mailto:smattu@thirdacademy.ca).

## Whistleblower Protection

In accordance with Section 32 of the *Public Interest Disclosure Act (2013)*, Third Academy reports that there have been no disclosures.

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