

Annual Education Results Report

2025-2026

THE CANADIAN SCHOOL

Blyth

ACADEMY



Alberta

Accredited
International School
Canada 

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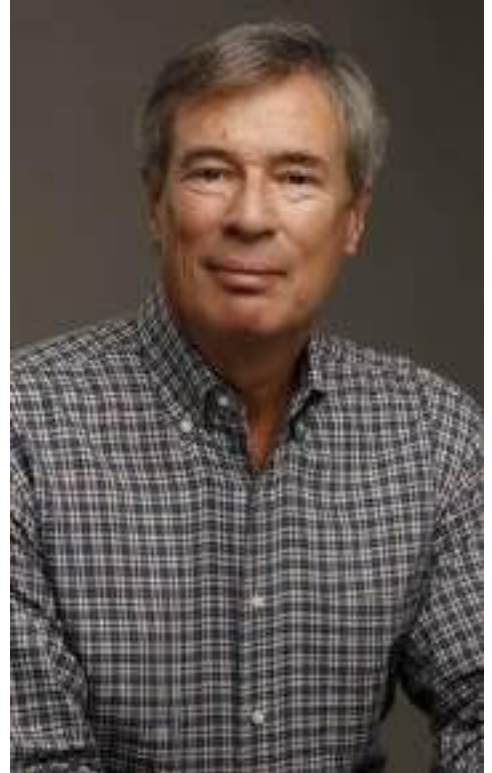
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Accountability Statement

Annual Education Results Report (AERR) – 2025/2026

The Annual Education Results Report (AERR) for Blyth Academy for the 2025/2026 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities outlined in the Education Act and the Handbook for Alberta Accredited International Schools. The Board of Directors is committed to using the results presented in this report to the best of its ability to improve student outcomes and to ensure that all students within the school authority acquire the knowledge, skills, and attitudes required to become successful and contributing members of society.

This Annual Education Results Report for the 2025/2026 school year was approved by the Board of Directors on November 25, 2025.



**Sam Blyth CEO
Blyth Academy**



Measures Not Reported, Data Limitations, and Contextual Challenges

As an Alberta-accredited international school operating within the State of Qatar, Blyth Academy Qatar meets Alberta Education requirements while also navigating local regulatory, operational, and contextual factors that influence program delivery and reported results. Certain measures within this Annual Education Results Report should be interpreted with consideration of the following factors.

Some Alberta-approved instructional resources, including specific texts and learning materials, are subject to approval processes through the Qatar Ministry of Education and Higher Education (MoEHE). These approval timelines may delay implementation and require interim instructional adaptations.

Budgetary and facility limitations also impact programming. In particular, the school does not currently have access to an indoor physical education facility, which affects the delivery of physical education programming during periods of extreme heat or seasonal constraints.

The academic calendar and daily instructional time are influenced by national regulations. During the month of Ramadan, school hours are reduced in accordance with Qatar regulations, resulting in condensed instructional time and the need for instructional adjustments while maintaining curricular outcomes.

As a relatively small international school authority, Blyth Academy Qatar experiences occasional data suppression and variability in survey-based measures due to small cohort sizes and response rates. This may limit year-over-year comparability and the reporting of some disaggregated results.

Despite these contextual factors, Blyth Academy Qatar remains committed to continuous improvement, alignment with Alberta's Assurance Framework, and compliance with local regulatory requirements. Identified limitations inform the school's Education Plan, governance priorities, and targeted actions across teaching, learning, and student supports.

Summary of Key Challenges and System Constraints

While Blyth Academy Qatar continues to demonstrate positive progress across Alberta assurance domains, the following system-level challenges influence program delivery, student experience, and year-over-year performance results. These challenges are considered in the interpretation of data and in the development of improvement strategies.

- **Instructional Resources and Approvals:** Access to some Alberta-approved instructional resources, including specific texts and learning materials, is subject to approval by the Qatar Ministry of Education and Higher Education (MoEHE). Approval timelines may delay implementation and require interim instructional adaptations.
- **Facilities and Physical Education Programming:** The school does not currently have access to an indoor physical education facility. This limits physical education programming during periods of extreme heat and seasonal weather conditions and requires adaptive scheduling and programming solutions. Construction of new indoor athletic facilities will soon be

underway and expected to be completed in April, which will address current space limitations for physical education and school-wide programming.

- **Budgetary Constraints:** As a privately funded school, budget considerations influence staffing, facility development, and the pace of resource acquisition. Strategic prioritization is required to balance program needs with financial sustainability. The school has experienced financial constraints due to the lack of approved fee increases by the Qatar Ministry of Education for four consecutive years, despite increased operational costs and capital investments.

- **Student Engagement and Perception Data:** Alberta Assurance Survey results indicate student engagement and sense of belonging measures below provincial benchmarks. These results inform targeted actions related to student voice, school culture, and learning supports.

- **Calendar and Instructional Time:** The academic calendar is influenced by national regulations, including reduced instructional hours during the month of Ramadan. Condensed schedules require careful instructional planning to maintain curricular outcomes.

- **Data Volatility and Cohort Size:** As a relatively small international school authority, Blyth Academy Qatar experiences variability in achievement and survey data, which can limit year-over-year comparability and the reporting of disaggregated results.

School Profile

Welcome to Blyth Academy Qatar, a co-educational, Alberta-accredited international school. The school was originally established in 2006 as Qatar Canadian School (QCS). In 2016, QCS was acquired by private owners Sheikh Mohammed Al Thani and Mr. Sam Blyth and was subsequently renamed Blyth Academy. Blyth Academy Qatar is 100% privately funded. The school serves students from Junior Kindergarten through Grade 12, offering a rigorous academic program delivered primarily in English, the main language of instruction across all compulsory subjects.

Our purpose-built campus is well equipped and approximately three times larger than the original facility. Current enrolment stands at approximately 500 students representing 53 nationalities.

Vision

Our vision is for all students to reach their fullest potential and to graduate with the skills, confidence, and character needed to pursue their educational goals as lifelong learners and globally minded citizens.

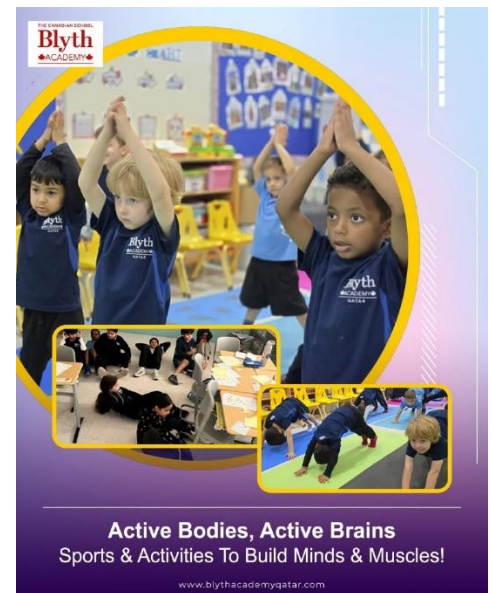
Mission

Our mission is to provide a supportive, experiential, and high-quality education to a diverse community of learners, grounded in the cultural mosaic of Canadian and Qatari values. We foster respectful, creative, and positive relationships within a safe, inclusive, and harmonious learning environment.

Core Values

Inclusive: We foster an intercultural environment in which all members of our school community feel welcomed, accepted, and supported.

Adaptable: We respond flexibly and effectively to a changing educational landscape and to the diverse needs of our learners.





Holistically Healthy: We promote balanced well-being by nurturing the mind, body, and spirit of our school community.

Respectful: We cultivate empathy, accountability, understanding, integrity, and mutual respect in all interactions.

Global Community: We develop learners who seek opportunities to make a positive impact locally and globally, preparing them to be future leaders.

Positive: We encourage optimism, resilience, and positive attitudes throughout our learning community.

Educational Objectives

Alignment Between Qatar’s National Vision 2030 and Blyth Academy’s Alberta Learning Framework

Qatar’s National Vision for Education 2030 and Blyth Academy Qatar’s Alberta-based learning framework share a common commitment to developing well-rounded, capable, and future-ready learners. Both frameworks prioritize human development, innovation, national identity, and lifelong learning as essential pillars for building a prosperous, sustainable, and globally connected society.

Shared Pillars and Objectives

Qatar National Vision 2030 – Education Pillars	Blyth Academy Alberta Learning Objectives (K–12)	Alignment Focus
Human Development – Empowering individuals to reach their full potential through high-quality education.	Engaged Thinker – Encouraging students to think critically, solve problems, and learn independently with curiosity and optimism.	Promotes personal growth, intellectual curiosity, and a lifelong passion for learning.
World-Class Education System – Establishing a modern, innovative system aligned with global standards.	Entrepreneurial Spirit – Fostering creativity, adaptability, and innovation through inquiry-based and experiential learning.	Builds a global mindset grounded in innovation, problem-solving, and adaptability.
National Identity – Preserving Qatari values, traditions, and citizenship within a modern learning context.	Ethical Citizen – Cultivating respect, empathy, fairness, and responsible community engagement.	Reinforces integrity, respect, and cultural understanding within a global framework.
Future Readiness – Aligning education with labor-market and societal needs to support a sustainable economy.	Senior High (Grades 10–12) – Developing workplace, career, and post-secondary readiness through academic and experiential pathways.	Ensures learning is relevant, skills-based, and prepares students for real-world success.

Holistic Development Across Grade Levels

- **Kindergarten to Grade 6:** Focuses on foundational literacy, numeracy, scientific thinking, and social development, aligning with Qatar’s goal of accessible, high-quality education for all learners.
- **Grades 7–9:** Promotes deeper analytical thinking, interdisciplinary learning, creative expression, and innovation—mirroring Qatar’s emphasis on critical thinking and future-oriented competencies.

- **Grades 10–12:** Emphasizes employability skills, ethical decision-making, leadership, and adaptability, supporting Qatar’s economic diversification and human-capital development goals.

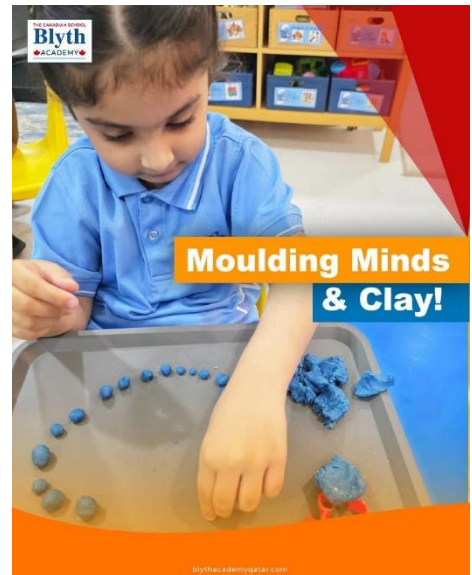
Unified Vision

Together, Qatar’s National Vision 2030 and Blyth Academy’s Alberta learning framework aspire to:

1. Develop confident, ethical, and innovative learners.
2. Balance global competencies with local cultural and national values.
3. Prepare students to contribute meaningfully to both Qatari society and the broader international community.

Guiding Educational Principles

- **Student-Centered Learning** – Instruction is responsive to individual student strengths, needs, and interests.
- **Academic Excellence** – High expectations are maintained through rigorous curriculum alignment and continuous assessment.
- **Cultural Respect and Identity** – Learning honours Qatari culture and values while fostering global awareness and respect.
- **Experiential and Inquiry-Based Learning** – Students engage in meaningful, real-world learning experiences that build critical and creative thinking skills.
- **Well-Being and Inclusion** – Safe, inclusive environments support the social, emotional, and academic growth of all learners.
- **Lifelong Learning** – Students are equipped with the skills, attitudes, and resilience required for continuous learning beyond graduation.



Key Accomplishments and Progress to Date

This section highlights key accomplishments demonstrating progress in student learning, engagement, well-being, community partnership, and governance, aligned with Alberta AERR expectations.

Student Learning and Academic Programming

- Strengthened literacy and numeracy programming through the implementation of Scholastic Literacy Pro, UFLI, Mathology, and standardized Social Studies and Science resources.
- Expanded learning supports in secondary Mathematics and Science to improve targeted intervention.
- Introduced and strengthened Computer Science and Business (10/20/30) programming led by an Alberta-trained teacher.
- Purchased Alberta Assessment Consortium (AAC) membership to strengthen assessment literacy.
- Updated progress reporting practices and improved attendance tracking through PowerSchool.

Student Engagement, Leadership, and Enrichment

- Re-established and strengthened Student Council to increase student voice.
- Streamlined and expanded extra-curricular programming aligned with the PACC athletic program.
- Introduced new clubs including Robotics and Fashion Design.
- Hosted a Recycling Fashion Show integrating sustainability and creativity.
- Joined the PACC League, establishing Junior Varsity and Varsity teams.
- Re-established the school music program and supported enrichment initiatives such as Qatar Writes, math competitions, and Book Fairs.



Literacy, Inclusion, and Student Voice

- Celebrated International Literacy Day through school-wide literacy-focused activities.
- Implemented a school-wide inclusion activity based on the book *The Name Jar*, promoting identity and respect for diversity.
- Hosted Character Day to encourage reading engagement and creativity.

Student Well-being, Citizenship, and School Climate

- Strengthened student well-being through the addition of a School Social Worker and continued support from the School Nurse.
- Observed key awareness and citizenship events including Pink Shirt Day, Orange Shirt Day, and the Arab Cup event.
- Promoted school spirit through fun theme days such as Fun Sock Day and Twin Day.



Community Engagement and Parent Partnerships

- Model United Nations (MUN) It is an academic simulation in which students take on the roles of delegates representing different countries at the United Nations or other international bodies.
- Increased parent volunteer involvement across school events and learning experiences.
- Hosted an Elementary Job Fair with parent participation.
- Continued hosting university fairs with institutions from Qatar, the UAE, Canada, the United States, and Europe.
- Hosted the first Senior Mothers' Breakfast.
- Supported student entrepreneurship through Sip Café organized by graduating students.



School Culture, Arts, and Values

- Hosted the school-wide art exhibition "Our Art Speaks," integrating Qatar MoE values with Blyth Academy values.
- Celebrated Qatar National Day, Cultural Day, Terry Fox Run, and a Peace Assembly.
- Continued to foster a diverse and inclusive community representing 53 nationalities.



Governance, Leadership, and Professional Collaboration

- Re-established the School Advisory Council.
- Joined a Heads of School professional network in Qatar.
- Reviewed and updated student and staff handbooks.
- Continued development of post-secondary partnerships and strengthened relationships with the Canadian Embassy.



Student Growth and Achievement

Performance Outcomes

During the 2024–2025 academic year, Blyth Academy Qatar’s Grade 6 students participated in the Alberta Provincial Achievement Tests (PATs) in English Language Arts, Mathematics, and Social Studies. No Provincial Achievement Test was administered in Science due to Alberta Education’s pilot implementation. The results below summarize student performance at the Acceptable Standard and Standard of Excellence levels and compare school performance with provincial results.

Grade 6 English Language Arts – PAT Results

Performance Level	Blyth Academy (%)	Alberta Province (%)
Acceptable Standard	84.1	69.1
Standard of Excellence	13.6	16.9

Grade 6 Mathematics – PAT Results

Performance Level	Blyth Academy (%)	Alberta Province (%)
Acceptable Standard	58.1	52.1
Standard of Excellence	2.3	33.6

Grade 6 Social Studies – PAT Results

Performance Level	Blyth Academy (%)	Alberta Province (%)
Acceptable Standard	84.1	64.1
Standard of Excellence	4.5	19.3

Performance Outcomes – Analysis

Grade 6 Provincial Achievement Test results indicate that the majority of Blyth Academy students met the Acceptable Standard in English Language Arts, Mathematics, and Social Studies. School results in English Language Arts and Social Studies exceeded provincial averages at the Acceptable Standard, demonstrating solid foundational literacy skills and understanding of social studies outcomes. While overall achievement is positive, a smaller proportion of students achieved the Standard of Excellence compared to provincial results, indicating a need to further strengthen higher-order thinking and analytical skills.

Analysis of Results – Grade 6 PATs

Measure	Result	Interpretation	Action / Next Steps
English Language Arts Acceptable Standard	Above provincial average	Students demonstrated strong foundational literacy skills.	Maintain effective literacy instruction and aligned assessment practices.
English Language Arts Standard of Excellence	Below provincial average	Fewer students demonstrated advanced analytical and inferential skills.	Increase enrichment opportunities focused on analytical reading and writing.
Mathematics Acceptable Standard	Slightly above provincial average	Most students demonstrated grade-level mathematical understanding.	Strengthen conceptual understanding through problem-solving strategies.
Mathematics Standard of Excellence	Below provincial average	Limited evidence of advanced reasoning and application.	Embed challenge tasks and inquiry-based learning opportunities.
Social Studies Acceptable Standard	Above provincial average	Students demonstrated strong understanding of democratic principles.	Continue inquiry-based instruction and real-world connections.
Social Studies Standard of Excellence	Below provincial average	Fewer students demonstrated higher-level analysis and synthesis.	Increase structured discussion and analytical writing tasks.

Action Plan and Next Steps

- Strengthen instructional practices that emphasize higher-order thinking, problem-solving, and analytical writing across subject areas.
- Use PAT data to identify specific learning outcomes requiring improvement and align instructional planning accordingly.
- Increase targeted enrichment and extension opportunities to support students capable of achieving the Standard of Excellence.
- Provide professional learning focused on differentiation, assessment for learning, and instructional strategies that move students from Acceptable to Excellence.
- Monitor student progress throughout the school year using classroom-based and formative assessment data.

Performance Outcomes – Grade 9 Provincial Achievement Tests (PAT)

During the 2024–2025 academic year, Blyth Academy Qatar’s Grade 9 students participated in the Alberta Provincial Achievement Tests (PATs) in English Language Arts, Mathematics, Science, and Social Studies. The tables below summarize student achievement at the Acceptable Standard and Standard of Excellence and compare school results with Alberta provincial performance.

Grade 9 English Language Arts – PAT Results

Performance Level	Blyth Academy (%)	Alberta Province (%)
Acceptable Standard	79.2	69.8
Standard of Excellence	12.5	15.0

Grade 9 Mathematics – PAT Results

Performance Level	Blyth Academy (%)	Alberta Province (%)
Acceptable Standard	66.7	50.5
Standard of Excellence	12.5	13.6

Grade 9 Science – PAT Results

Performance Level	Blyth Academy (%)	Alberta Province (%)
Acceptable Standard	83.3	67.8
Standard of Excellence	29.2	21.0

Grade 9 Social Studies – PAT Results

Performance Level	Blyth Academy (%)	Alberta Province (%)
Acceptable Standard	75.0	59.9
Standard of Excellence	33.3	17.2

Performance Outcomes – Analysis (Grade 9)

Grade 9 Provincial Achievement Test results indicate that Blyth Academy students performed at or above provincial averages at the Acceptable Standard in all four assessed subject areas. Results in Science and Social Studies demonstrate particularly strong performance, with a higher proportion of students achieving the Standard of Excellence compared to provincial results. English Language Arts and Mathematics results show solid overall achievement, while indicating opportunities to further strengthen higher-order thinking, application, and analytical skills.

Analysis of Results – Grade 9 PATs

Measure	Result	Interpretation	Action / Next Steps
English Language Arts Acceptable Standard	Above provincial average	Most students demonstrated grade-level literacy skills.	Maintain effective literacy instruction and strengthen analytical reading and writing tasks.
English Language Arts Standard of Excellence	Slightly below provincial average	Fewer students demonstrated advanced analysis skills.	Increase targeted enrichment and higher-order writing opportunities.
Mathematics Acceptable Standard	Above provincial average	Students demonstrated adequate conceptual and procedural understanding.	Strengthen problem-solving and application-based learning.
Mathematics Standard of Excellence	Comparable to provincial average	Some students demonstrated advanced reasoning skills.	Embed extension tasks and inquiry-based challenges.
Science Acceptable Standard	Above provincial average	Strong understanding of scientific knowledge and skills.	Continue inquiry-based instruction and practical applications.
Science Standard of Excellence	Above provincial average	A significant proportion demonstrated advanced scientific reasoning.	Sustain enrichment and extend experimental design opportunities.
Social Studies Acceptable Standard	Above provincial average	Strong understanding of citizenship and governance concepts.	Maintain inquiry-based and discussion-rich instruction.
Social Studies Standard of Excellence	Above provincial average	Students demonstrated strong analytical and evaluative skills.	Continue structured analysis, debate, and written response opportunities.

Action Plan and Next Steps – Grade 9

- Use Grade 9 PAT data to refine instructional planning and target specific outcomes requiring further development.
- Strengthen higher-order thinking, problem-solving, and application-based learning across all subject areas.
- Expand enrichment and extension opportunities to support increased achievement at the Standard of Excellence.
- Provide professional learning focused on differentiation, assessment for learning, and instructional strategies that promote deeper understanding.
- Monitor student progress through ongoing classroom-based assessments to evaluate the impact of instructional adjustments.



Diploma Examination Results – Performance Outcomes

Blyth Academy Qatar students participated in Alberta Diploma Examinations during the January and June administrations. Diploma Examination results are evaluated using Alberta Education performance measures, including achievement at the Acceptable Standard and the Standard of Excellence. These results are used to inform instructional planning, monitor student achievement, and support continuous improvement.

Diploma Examination Results – Blyth Academy Compared to Alberta

Subject	Acceptable Standard – Blyth	Acceptable Standard – Alberta	Standard of Excellence – Blyth	Standard of Excellence – Alberta
Biology 30	100%	96–97%	65–67%	44–45%
Chemistry 30	100%	97%	65–68%	46–47%
English Language Arts 30-1 / 30-2	100%	96–99%	50–58%	26–33%
Mathematics 30-1 / 30-2	100%	93–96%	60–80%	42–47%
Physics 30	100%	97%	70%	52%
Science 30	89–100%	97%	44–50%	31%
Social Studies 30-1 / 30-2	100%	96–99%	50–55%	33–55%

Performance Outcomes – Analysis

Across both January and June Diploma Examination sessions, Blyth Academy students consistently met or exceeded Alberta provincial achievement standards. Achievement at the Acceptable Standard remained high across all subjects, **demonstrating strong mastery of Alberta Program of Studies outcomes**. Results at the Standard of Excellence exceeded provincial averages in most subjects, indicating strong higher-order thinking, problem-solving, and application of learning.

Analysis of Results – Diploma Examinations

Measure	Result	Interpretation	Action / Next Steps
Acceptable Standard	Consistently high across January and June	Students demonstrate strong mastery of curricular outcomes.	Maintain alignment with Alberta standards and assessment practices.
Standard of Excellence	Above provincial averages in most subjects	Students demonstrate advanced analytical and problem-solving skills.	Expand enrichment and extension opportunities.
STEM Subjects	Strong performance across science and mathematics courses	Effective inquiry-based and conceptual instruction evident.	Continue emphasis on labs, problem-solving, and applied learning.
Humanities	Strong achievement in ELA and Social Studies	Students demonstrate strong literacy and critical analysis skills.	Strengthen writing frameworks and source-based response strategies.

Three-Year Trend Statement

Over the past three years, **Blyth Academy has demonstrated stable and improving performance on Alberta Diploma Examinations.** Achievement at the Acceptable Standard has remained consistently high, **while performance at the Standard of Excellence has shown sustained strength across subject areas,** reflecting effective instructional practices and a continued focus on student achievement.

Board Assurance Statement

The Board of Directors is assured that Blyth Academy continues to meet or exceed Alberta provincial achievement standards and remains committed to the ongoing use of student achievement data to support continuous improvement, instructional excellence, and student success.

Diploma Examination Results – Summary Overview

Indicator	Blyth Academy Performance	Alberta Comparison
Acceptable Standard	Consistently high (near or at 100%)	Meets or exceeds provincial averages
Standard of Excellence	Above provincial averages in most subjects	Strong comparative performance
STEM Subjects	Strong achievement across Biology, Chemistry, Physics, Mathematics	Above provincial results
Humanities	Strong literacy, writing, and analytical performance	Above provincial results
Three-Year Trend	Stable and improving achievement	Consistent with Alberta expectations

Comparison of Progress Report Marks and Diploma Examination Results

To support assessment accuracy and alignment with Alberta Education expectations, Blyth Academy Qatar reviewed Grade 12 Progress Report marks from Terms 1 and 2 alongside Alberta Diploma Examination results. This comparison supports fair, valid, and reliable assessment practices and informs continuous improvement.

Indicator	Term 1 Progress Report	Term 2 Progress Report	Diploma Examination
Overall Achievement	Generally high	Generally high	High, more variable
Assessment Context	Classroom-based	Classroom-based	External standardized
Evidence of Learning	Formative and summative	Cumulative coursework	Independent application
Performance Pattern	Consistently strong	Consistently strong	More rigorous conditions

Analysis – Progress Reports vs Diploma Results

Analysis indicates that progress report marks in Terms 1 and 2 were generally higher than Diploma Examination results across several subjects. This discrepancy reflects the difference between classroom-based assessment and external standardized assessment. Progress reports capture a broad range of evidence, including daily work, projects, and teacher observation, while Diploma Examinations emphasize independent application, synthesis of learning, and performance under standardized conditions.

Action Plan – Assessment Alignment

- Maintain strong alignment between senior high instruction, the Alberta Program of Studies, and Diploma Examination expectations.
- Strengthen assessment alignment and consistency through regular moderation and calibration of teacher-assigned marks.
- Increase student exposure to diploma-style questions, written responses, and exam conditions throughout the school year.
- Use Diploma Examination results to inform instructional planning, targeted supports, and exam preparation strategies.
- Provide targeted professional learning focused on assessment literacy, assessment for learning, and diploma readiness.
- Monitor Diploma Examination trends over time to evaluate the impact of instructional and assessment adjustments and support continuous improvement.

Post-Secondary Acceptances (2024-2025)

Blyth Academy is proud to celebrate the outstanding post-secondary achievements of our graduating class. All 52 graduates received multiple university acceptances, reflecting their hard work, academic readiness, and the strength of our Alberta-accredited program. Students were accepted into a diverse and prestigious range of institutions across Canada, the United States, the United Kingdom, Europe, the Middle East, and Asia.

Universities that offered admission to our graduates include:

Middle East

- Abu Dhabi University
- Carnegie Mellon University in Qatar
- Northwestern University in Qatar
- Qatar University (QU)
- University of Doha for Science and Technology (UDST)

Canada

- Brock University
- Carleton University
- Concordia University
- Dalhousie University
- McMaster University
- Queen's University
- Toronto Metropolitan University (TMU)
- University of Calgary
- University of Guelph
- University of Manitoba
- University of Ottawa
- University of Prince Edward Island

- University of Toronto
- University of Waterloo
- Western University
- University of Windsor
- York University

United Kingdom

- Anglia Ruskin University
- City, University of London
- Coventry University
- Durham University
- Northumbria University
- University of Exeter
- University of Leeds
- University of Liverpool
- University of Nottingham
- University of Plymouth
- University of Sunderland
- Ulster University

United States

- Arkansas State University

Europe

- Charles University (Czech Republic)
- IE University (Spain)
- UCAM Universidad Católica San Antonio de Murcia (Spain)
- CEU San Pablo University (Spain)
- Universidad Carlos III de Madrid (Spain)
- Universitat Pompeu Fabra (Spain)
- University of Navarra (Spain)
- University of Nicosia (Cyprus)

Asia

- Taylor's University (Malaysia)

This remarkable range of acceptances demonstrates the global competitiveness of BAQ students and the school's commitment to preparing graduates for successful pathways in higher education. Our ongoing focus on academic excellence, personalized support, and Alberta curriculum rigor continues to open doors for students in internationally recognized institutions.

Early University Admissions (2025-2026)

Early university admission outcomes provide an important indicator of student learning, academic readiness, and the effectiveness of instructional programming aligned with the Alberta Program of Studies. By the end of 2025, Blyth Academy Qatar students demonstrated strong post-secondary readiness through early offers of admission from a range of competitive international universities.

Student Learning Indicator	Result
Total Graduating Cohort (tracked)	50
Students with Early University Acceptances	13
Breadth of Programs Offered	STEM, Health Sciences, Business, Humanities
Primary Destination Regions	Canada, UK, Europe, International

Analysis of Student Learning Outcomes

Early university acceptances reflect students' achievement of Alberta Diploma outcomes, particularly in core subject areas requiring strong literacy, numeracy, scientific reasoning, and problem-solving skills. Admissions outcomes also indicate students' ability to meet external academic standards, complete rigorous application processes, and demonstrate readiness for post-secondary study.

Offers were received in a range of competitive fields including Engineering, Biomedical and Health Sciences, Computer Science, Business, Architecture, Psychology, and Medicine, demonstrating both depth and breadth of student learning across disciplines.

Interpretation and Next Steps

Early admissions outcomes support evidence from diploma examination results and classroom assessment data, indicating that students are developing the knowledge, skills, and competencies required for success beyond secondary school. Continued focus on academic rigor, diploma preparation, and structured guidance will further strengthen student learning outcomes in future cohorts.



Student Learning and Engagement

Student learning and engagement is measured through the Alberta Education Assurance (AEA) Survey, which reports the percentage of students, parents, and teachers who agree that students are engaged in their learning at school. This measure provides insight into instructional effectiveness, school climate, and student connection to learning.

Student Learning Engagement Results – Comparison

Group	Blyth Academy (%)	Alberta (%)	Interpretation
Overall	72.1	83.9	Below provincial average
Students	61.2	69.3	Below provincial average
Teachers	83.0	95.0	Below provincial average
Parents	n/a	87.6	Insufficient local data

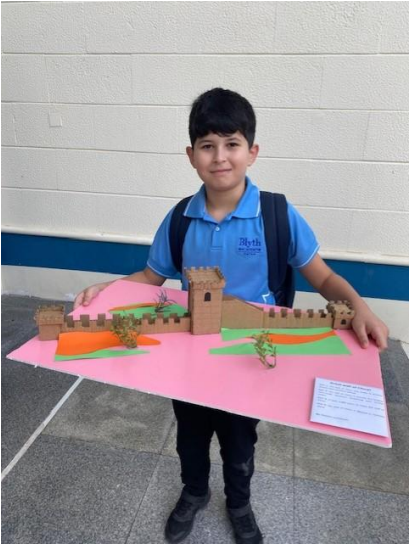
Analysis of Results

Student Learning Engagement results indicate that Blyth Academy remains below provincial averages across student, teacher, and overall measures. Over the three-year reporting period, engagement results have shown variability, with recent results indicating stabilization following a period of decline. Teacher perceptions of engagement remain comparatively strong; however, student-reported engagement highlights the need for targeted instructional and assessment-focused strategies.

While small cohort sizes may contribute to year-to-year variability, the results suggest opportunities to further strengthen instructional relevance, student voice, and confidence in learning, particularly in upper grades. Student learning engagement remains a priority area for improvement under the Alberta Assurance Framework.

Board Assurance Statement

The Board of Directors is assured that Blyth Academy Qatar is actively addressing student learning engagement through data-informed planning and targeted instructional strategies and remains committed to continuous improvement in student engagement and learning outcomes.



Action Plan and Next Steps – Student Learning Engagement

Action	Responsibility	Timeline	Measure of Success
Strengthen student-centred instructional practices	School Leadership and Teachers	Ongoing	Improved student engagement survey results
Review assessment practices and workload balance	Academic Leadership Team	2025–2026	Increased student confidence and engagement
Increase opportunities for student voice and leadership	School Administration	2025–2026	Positive student feedback and participation
Provide professional learning on engagement strategies	School Leadership	Ongoing	Teacher implementation of engagement strategies
Monitor engagement trends annually using AEA data	School Administration	Annual	Improved alignment with provincial benchmarks



Teaching and Leading

Teaching and Leading is measured through the Alberta Education Assurance (AEA) Survey and reflects the extent to which teachers feel supported, engaged, and effective in their instructional practice, as well as the degree to which leadership supports high-quality teaching and learning. This measure provides insight into instructional leadership, professional culture, and system capacity for continuous improvement.

Teaching and Leading Results – Comparison

Group	Blyth Academy (%)	Alberta (%)	Interpretation
Teachers	83.0	95.0	Below provincial average

Analysis of Results (Alberta AERR Style)

Teaching and Leading results indicate that teacher perceptions at Blyth Academy are below provincial averages. While many teachers report feeling supported and engaged in their professional roles, the gap between school and provincial benchmarks highlights opportunities to further strengthen instructional leadership, professional collaboration, and consistency of support across the school.

When considered alongside Education Plan priorities, the results suggest that Blyth Academy has strong foundational structures in place, including qualified teaching staff, aligned professional learning, and clear leadership roles. Continued focus on instructional coherence, assessment alignment, and shared leadership is expected to positively influence future Teaching and Leading outcomes.

Education Plan Alignment

Teaching and Leading improvement efforts are directly informed by the Blyth Academy 2025–2028 Education Plan, which emphasizes instructional quality, professional growth, and leadership capacity. Key priorities supporting Teaching and Leading include:

- A highly qualified teaching staff, with approximately 90% of teachers holding Canadian certification, including Alberta Interim or Permanent Professional Certificates.
- A structured Professional Growth Plan (PGP) process aligned with the Alberta Teaching Quality Standard.
- Ongoing instructional supervision through formal and informal observations.
- Focused professional learning in assessment literacy, inclusive education, and instructional strategies.
- Distributed leadership through Department Heads and Coordinators to support collaboration and consistency.

Board Assurance Statement

The Board of Directors is assured that Blyth Academy is implementing Education Plan priorities to strengthen instructional leadership, professional learning, and assessment alignment, and remains committed to continuous improvement in Teaching and Leading outcomes.

Action Plan and Next Steps – Teaching and Leading

Action	Responsibility	Timeline	Measure of Success
Strengthen instructional leadership aligned with Alberta Teaching Quality Standards	School Leadership	Ongoing	Improved Teaching and Leading survey results
Enhance assessment literacy and moderation practices	Academic Leadership Team	2025–2026	Increased consistency between classroom and provincial results
Expand collaborative planning and professional dialogue	Teachers and Coordinators	2025–2026	Improved consistency in instructional practice
Provide targeted professional learning aligned with Education Plan priorities	School Leadership	Ongoing	Improved teacher confidence and engagement
Monitor Teaching and Leading trends annually using AEA data	School Administration	Annual	Positive movement toward provincial benchmarks

Learning Supports

Learning Supports reflects the extent to which students experience welcoming, caring, respectful, and safe learning environments and have equitable access to programs and services that support learning and well-being. This measure is informed by Alberta Education Assurance (AEA) survey data and is aligned with Blyth Academy Qatar’s Education Plan priorities for student well-being, inclusion, and system responsiveness.

Safe and Caring – Results (AEA Survey)

Group	Blyth Academy (%)	Alberta (%)	Comparison
Overall	78.3	87.3	Below provincial benchmark
Students	66.6	80.6	Significantly below provincial benchmark
Teachers	90.0	93.4	Below provincial benchmark

Three-Year Trend – Safe and Caring

Year	Blyth Academy (%)	Alberta (%)	Trend Interpretation
2023	84.0	87.5	Higher than current
2024	82.7	87.1	Declining
2025	78.3	87.3	Continued decline

Safe and Caring results indicate a sustained decline in student perceptions over the three-year period, while teacher perceptions remain comparatively strong. The widening gap between student and adult responses highlights the need to strengthen consistency of student experience, relational supports, and student voice across grade levels.

Satisfaction with Program Access – Results (AEA Survey)

Group	Blyth Academy (%)	Alberta (%)	Comparison
Overall	48.3	72.1	Significantly below provincial benchmark
Students	49.4	73.8	Significantly below provincial benchmark
Teachers	47.2	74.1	Significantly below provincial benchmark

Three-Year Trend – Program Access

Year	Blyth Academy (%)	Alberta (%)	Trend Interpretation
2023	64.1	72.9	Higher than current
2024	64.3	71.9	Stable
2025	48.3	72.1	Significant decline

Results for Satisfaction with Program Access show a significant decline in 2025 following two years of relative stability. Student and teacher responses point to challenges related to access to academic support, counselling, and specialized services, indicating system capacity

pressures.

Social-Emotional Learning

Blyth Academy's Social-Emotional Learning (SEL) programming aligns with Alberta Education's Accountability Pillars, particularly:

- Safe and Caring Learning Environments
- Preparation for Lifelong Learning, Citizenship, and Work
- Quality Student Learning Opportunities
- Continuous Improvement

SEL programming is intentionally designed to support the whole child, recognizing that student well-being, emotional regulation, and positive relationships are foundational to academic achievement and responsible citizenship, as outlined in Alberta's Ministerial Order on Student Learning.

Alignment to Blyth Academy Education Plan Goals

SEL initiatives directly support Blyth Academy's Education Plan priorities by:

- Fostering holistically healthy learners (mind, body, and spirit)
- Promoting inclusive, respectful, and positive school culture
- Developing ethical, globally minded citizens
- Supporting student resilience, adaptability, and well-being

SEL Focus Areas – Quarter 1 & Quarter 2

During Quarter 1 and Quarter 2, SEL instruction across Elementary and Junior High focused on:

- Understanding the role of the school social worker and how the school supports student well-being
- Learning how social work services support students' personal, social, and emotional development
- Developing strategies to manage stress, emotions, and academic or social pressure
- Building healthy friendships, empathy, and effective communication skills

Role of the School Social Worker

The school social worker provides proactive, preventative, and developmentally appropriate support through regularly scheduled classroom-based SEL sessions. Focus areas include emotional literacy, self-regulation, coping strategies, problem-solving, and positive peer interactions. Collaboration with teachers, administrators, and families ensures a coordinated, student-centred approach aligned with Alberta's expectations for inclusive and safe learning environments.

SEL Programming JK–6: PATHS Program

In Junior Kindergarten through Grade 6, SEL instruction is anchored in the PATHS (Promoting Alternative Thinking Strategies) program. This evidence-based program supports emotional awareness, empathy, responsible decision-making, and positive relationships. PATHS lessons contribute to safe, caring classroom environments and support whole-child development.

Values-Based SEL: Brotherhood, Sisterhood, and Aseel

Blyth Academy integrates a values-based SEL focus centred on Brotherhood, Sisterhood, and

Aseel, aligned with school values and MoEHE priorities. Students explore respect, kindness, integrity, empathy, cooperation, and community belonging, reinforcing ethical citizenship and cultural awareness.

Junior/Senior High High SEL Focus

Junior/Senior High SEL instruction supports adolescent development through stress management, healthy peer relationships, communication skills, self-advocacy, emotional regulation, and responsible decision-making.

Impact on Student Learning and Well-Being

SEL programming has contributed to improved student self-awareness, stronger peer relationships, increased confidence in seeking support, and a positive, inclusive school culture aligned with Alberta Education expectations.

Quarter 3 & Quarter 4 Continuation

In Quarter 3 and Quarter 4, SEL programming will continue to strengthen student independence, resilience, and self-regulation, particularly during assessment periods. PATHS instruction and values-based learning will remain embedded, ensuring continued support for a safe, caring, and inclusive learning environment.

Education Plan Alignment

Improvement in Learning Supports is directly aligned with the Blyth Academy 2025–2028 Education Plan, which prioritizes student well-being, inclusive learning environments, and positive school culture. Education Plan strategies include strengthened student support systems, consistent behavior expectations, clear referral and support pathways, and proactive monitoring of student engagement and belonging.

Board Assurance Statement

Blyth Academy is responding to Learning Supports data through targeted strategies aligned with the Education Plan and remains committed to improving student well-being, safety, inclusion, and equitable access to supports.

Action Plan and Next Steps – Learning Supports

Action	Responsibility	Timeline	Measure of Success
Strengthen consistent school-wide approaches to student well-being and belonging	School Leadership Team	2025–2026	Improved Safe and Caring student survey results
Clarify, communicate, and strengthen access to academic and student support	Administration	2025–2026	Improved Program Access satisfaction results

services			
Increase student voice in identifying learning and well-being needs	Student Support Team	Ongoing	Improved student engagement indicators
Build staff capacity in inclusive, trauma-informed, and restorative practices	School Leadership	Ongoing	Increased consistency in student support practices
Monitor Learning Supports and Program Access trends annually using AEA data	School Administration	Annual	Positive movement toward provincial benchmarks

Governance

Governance reflects the extent to which the Board of Directors sets strategic direction, ensures accountability, and supports continuous improvement in student learning and well-being. Governance at Blyth Academy Qatar is guided by Alberta Education’s Assurance Framework, the Education Act, and the requirements for Alberta Accredited International Schools.

Governance Structure and Roles

Blyth Academy Qatar is governed by a Board of Directors responsible for strategic planning, policy oversight, financial stewardship, and assurance of educational quality. The Board delegates operational authority to the Head of School, who is responsible for day-to-day management and implementation of Board direction.

Governance Assurance Measures

Governance Area	Evidence	Alignment to Alberta Expectations
Strategic Direction	Board-approved Education Plan and annual review	Clear vision and priorities
Policy Oversight	Policies governing assessment, conduct, safety, and inclusion	Education Act alignment
Monitoring and Reporting	Annual Education Results Report and assurance data review	Evidence-informed governance
Stakeholder Engagement	Parent communication and survey feedback	Responsiveness and transparency
Leadership Accountability	Regular reporting from Head of School to Board	Effective oversight

Comparison to Provincial Governance Expectations

Element	Blyth Academy Practice	Provincial Expectation
Board Assurance	Annual review of results and plans	Public assurance of performance
Strategic Planning	Multi-year Education Plan	Board-established priorities
Transparency	Communication of results and actions	Clear stakeholder communication
Continuous Improvement	Use of assurance data	Evidence-based decision-making

Governance Results and Analysis

Supplemental Alberta assurance measures provide additional insight into governance effectiveness. Results for Parental Involvement remain below the provincial benchmark and show a declining trend, indicating a need to strengthen communication, engagement opportunities, and responsiveness to parent voice.

Professional learning alignment, while reported within Teaching and Leading, is monitored by the Board as part of its responsibility for system capacity. Results indicate the need to recalibrate professional learning to better align with identified staff and system priorities.

Governance Action Plan and Next Steps

Action	Responsibility	Timeline	Measure of Success
Strengthen parent engagement and communication strategies	Board and School Leadership	2025–2026	Improved C.1 results
Align professional learning with system priorities	School Leadership	2025–2026	Improved D.6 results
Enhance transparency of governance decisions	Board of Directors	Ongoing	Increased stakeholder confidence
Monitor governance effectiveness using assurance data	Board of Directors	Annual	Positive trend movement

Operational Assurance – Communications and Enrollment Engagement

Operational assurance reflects the effectiveness with which school resources, systems, and processes support student learning, community engagement, and sustainability. Blyth Academy Qatar monitors digital communications, marketing, and enrollment engagement data to assess operational effectiveness and inform continuous improvement.



Summary of Operational Evidence (August–October 2025)

Operational Area	Key Evidence	Result Summary	Interpretation
Paid Advertising (PPC)	Google and Meta campaign performance	High click-through rates and efficient cost per click	Search-based campaigns effectively reach families seeking school options
Website Performance	Traffic, security, and maintenance reports	Stable platform with consistent monthly traffic	Website supports admissions engagement with opportunity to increase conversions
Social Media Engagement	Follower growth, reach, and impressions	Significant growth in reach and engagement	Strong brand visibility and alignment with target community



Analysis and Operational Interpretation

Digital engagement data indicates that Blyth Academy maintains a strong and growing online presence. Paid advertising efficiently generates awareness and inquiries, while social media platforms support community connection and brand visibility. Website stability and security ensure continuity of operations and reliable access to information for families.

Operational Action Plan and Next Steps

Focus Area	Planned Action	Responsibility	Measure of Success
Admissions Visibility	Maintain and refine high-performing PPC campaigns aligned to enrollment timelines	School Leadership / Marketing	Sustained or improved inquiry volume
Website Optimization	Improve admissions pathways and inquiry conversion points	School Leadership / IT	Increased form submissions and contact inquiries
Community Engagement	Continue targeted social media content aligned to school priorities	Communications Team	Growth in reach and engagement metrics
Monitoring and Reporting	Review digital engagement data as part of annual operational assurance	School Leadership	Evidence-informed operational decisions



Local and Societal Context

As an Alberta Accredited International School operating in the State of Qatar, Blyth Academy functions within a dual accountability framework. In addition to meeting Alberta Education requirements, the school is subject to oversight by the Qatar Ministry of Education and Higher Education (MoEHE). Local and societal context, including regulatory expectations and external accountability measures, is considered when interpreting Alberta assurance results and identifying areas for improvement.

Qatar Ministry of Education School Report Card (SRC)

The Qatar Ministry of Education School Report Card (SRC) provides external evaluation data related to school climate, leadership, learning experiences, and stakeholder satisfaction. SRC data is used as contextual evidence to inform planning and complement Alberta assurance measures.

Indicator	Blyth Academy	All Private Schools
Student Enrollment	513	1441
Average Class Size	18	22
Teacher–Student Ratio	1:13	1:16

Selected SRC Results – Student Experience

Measure	Blyth Academy (%)	All Schools (%)
School is safe	77	81
Positive and respectful atmosphere	42	58
Student voice encouraged	48	66
Proud of the school	51	69

SRC student responses indicate strengths related to perceptions of safety, alongside areas for growth in student voice, sense of belonging, and school climate. These results provide important context for Learning Supports and Student Learning outcomes reported within the AERR.

International Benchmarking – TIMSS

Grade	Subject	Blyth Academy	Qatar Average
4	Mathematics	483	464
4	Science	500	472
8	Mathematics	524	451
8	Science	530	481

TIMSS results indicate that Blyth Academy students perform at or above national averages in Qatar, providing additional context for Alberta achievement data.

Qatar National School Accreditation (QNSA)

Blyth Academy also participates in the Qatar National School Accreditation (QNSA) process, which provides external assurance related to leadership, learning, student care, and resource management.

QNSA Domain	Rating
Educational Leadership	Effective
Educational Performance and Learning Environment	Effective
Learner Development and Care	Effective
Resource Management	Effective

QNSA findings identified strong leadership, effective learner care, and alignment with national priorities, with opportunities to strengthen stakeholder engagement and internal assessment analysis.



Board Assurance Statement

The Board of Directors is assured that findings from the Qatar Ministry of Education School Report Card and QNSA inspection are reviewed alongside Alberta assurance measures and are used to inform governance oversight, learning supports, and continuous improvement planning.

White Flag Award- Ministry of education and Higher Education (Qatar)

Blyth Academy Qatar received the Ministry of Education and Higher Education's White Flag Award, recognizing the school's full compliance with regulatory requirements and the absence of violations during the inspection period. This recognition reflects strong governance, adherence to national policies, and effective operational oversight, and provides additional local assurance of the school's commitment to maintaining high standards in health, safety, and educational practice.



Looking Ahead: Priorities for Continuous Improvement

Blyth Academy will continue to build on current strengths while addressing identified challenges through focused, evidence-informed improvement strategies aligned with Alberta's Assurance Framework and local regulatory expectations.

In the coming year, priorities will include strengthening student engagement and sense of belonging, particularly through increased student voice, expanded leadership opportunities, and enriched co-curricular programming. Instructional practices will continue to be refined to support higher-order thinking, literacy, numeracy, and assessment alignment, with particular attention to consistency between classroom assessment and external measures.

The school will also focus on enhancing learning support and well-being by strengthening inclusive practices, mental health supports, and targeted interventions for students. Ongoing professional learning will be aligned to identified staff and system needs, supporting effective teaching and leadership across grade levels.

Governance and operational priorities will include continued monitoring of resource allocation, facilities planning, and regulatory approvals, as well as strengthening communication and engagement with parents and the wider school community. External accountability information from Alberta Education and the Qatar Ministry of Education and Higher Education will continue to inform decision-making and long-term planning.

Through these focused actions, Blyth Academy remains committed to continuous improvement, Alberta program alignment, and providing students with the knowledge, skills, and competencies required for success in post-secondary education and beyond.

