

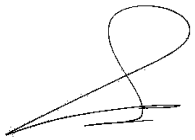
Annual Education Results Report (2025/2026)

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ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Lady Fatima Academy for the 2025/2026 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2025/2026 was approved by the Board on Dec 12th, 2025.



Alireza Zehtab
Board Chair

VISION

Lady Fatima Academy aspires to nurture students' intellectual, academic, spiritual, and social development to empower them to become the leaders of tomorrow.

MISSION

Lady Fatima Academy commits to advance education by establishing and maintaining a religious school of instruction for Muslim children and youth that employs the Shi'a Ithna-Asheri school of thought, and provides exceptional educational standards in Alberta.

VALUES

These are values developed in line with our patron personality. Students and the greater school community connect directly with their role model, Lady Fatima Zahra (as) by following these values, cultivate similar virtues that align with her path (hence our

tagline: Walking in Her Light) and contribute to a nurturing and values-driven educational community. On an organisational level, these values not only guide individual behaviour, but also shape the foundation and identity of the entire organisation.

F: Faithful Follower

A: Aspiring Ambition

T: Truthful & Trustworthy

I: Inclusive

M: Modest & Moral

A: Awaiting

EDUCATION PLAN MEASURES

Lady Fatima Academy has conducted informal and formal surveys to gauge the progress of the students, and to get feedback from all the stakeholders in 2025. We have successfully done the PATs for grade 6 and grade 9 in 2025 for the first time.

The guiding principle of our 3 year Education plan is geared towards raising the bar in our Literacy, Numeracy and Religious growth. While informal growth has been obvious, but a deeper understanding will be available once all the data from the RAN (Rapid Automatized Naming), PATs (Provincial Achievement Tests), RRST(The Reading Readiness Screening Tool), LENS(Letter & Name Sound Assessment) and CC3(Castles & Coltheart 3) are produced in 2025.

ALBERTA EDUCATION AND CHILDCARE ASSURANCE MEASURES (AECAMS)

Lady Fatima Academy was founded in Dec 2022, and started its first operational academic year in September 2023. The student population in Sep 2023 was 28 students, and grown to 110 students in September 2024 (the basis of this report). The grades also grew from Kindergarten up till grade 4 in 2023 to Junior Kindergarten up till grade 9 in September 2024.

All children in Kindergarten have access to their own tablet or iPad and all 110 children from Grade 1 till grade 9 have access to a laptop which can be used on campus. LFA has the policy of “Every Child Matters” so each child has his/ her own laptop and is used for all the academic and religious growth done on campus.

The 2025 Alberta Education and Childcare Assurance Measure Results (AECAMs) report by Alberta Education provides results in multiple assurance domains and measures as summarized in the table below. The following sections provides further details of the measures that LFA had data, including Citizenship, Student Learning Engagement, Education Quality, Welcoming, Caring, Respectful and Safe Learning Environment, Access to a Continuum of Supports and Services, and Parental Involvement. In addition, the entire AECAMs report that includes the measures that LFA did not have data to report (indicated as n/a) is provided in this [LINK](#).

Fall 2025 Required Alberta Education and Childcare Assurance Measures – Overall Summary

| Assurance Domain | Measure | Lady Fatima Academy Foundation | | | Alberta | | | Measure Evaluation | | |
|--------------------------------|--|--------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|------------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | 82.0 | 100.0 | 100.0 | 83.9 | 83.7 | 84.4 | Low | Declined | Issue |
| | Citizenship | 87.5 | 93.3 | 93.3 | 79.8 | 79.4 | 80.4 | Very High | Maintained | Excellent |
| | 3-year High School Completion | n/a | n/a | n/a | 81.4 | 80.4 | 81.4 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 87.1 | 88.1 | 87.9 | n/a | n/a | n/a |
| | PAT9: Acceptable | 85.7 | n/a | n/a | 62.5 | 62.5 | 62.6 | Very High | n/a | n/a |
| | PAT9: Excellence | 17.9 | n/a | n/a | 15.6 | 15.4 | 15.5 | Intermediate | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | 82.0 | 81.5 | 80.9 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 23.0 | 22.6 | 21.9 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 82.6 | 88.9 | 88.9 | 87.7 | 87.6 | 88.2 | Low | Maintained | Issue |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE) | 90.3 | 97.6 | 97.6 | 84.4 | 84.0 | 84.9 | High | Maintained | Good |
| | Access to Supports and Services | 82.5 | 93.3 | 93.3 | 80.1 | 79.9 | 80.7 | Intermediate | Maintained | Acceptable |
| Governance | Parental Involvement | 80.4 | 83.3 | 83.3 | 80.0 | 79.5 | 79.1 | High | Maintained | Good |

Notes:

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

7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

STUDENT LEARNING ENGAGEMENT

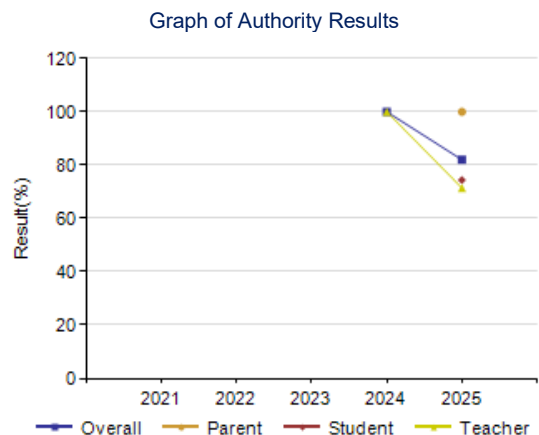
Below is the AECAMs results of the Student Learning Engagement measure for Lady Fatima Academy (left) and 3-Y Rolling Average for Alberta (right). The students at LFA are engaged because they love the welcoming, caring environment that awaits them in the building everyday. However, due to significant growth in student population, the overall engagement declined. A deeper dive into the reasons clarified that its primarily due to the wide spectrum of students’ learning levels from the previous authorities, hence resulted in less engagement between students and teachers at LFA. We are implementing measures in 2025/2026, such as creating Education Quality Groups, to ensure engagement can be improved. Its with pride that parents’ engagement is still at the highest level possible.

To further support the students at risk, LFA has improved the intervention program in which all our teachers made adjustments to their schedules and gave one-on-one support to the students behind. The LFA volunteers and retired community members also stepped in to help the certified teachers to help with materials preparation for the students at risk and to raise the literacy and the numeracy skills. LFA has implemented all the provincial assessments starting from Kindergarten all the way up till grade 9. We use the RRSST, EYE, CC3 and LENs and the results are already uploaded and shared in the SLA dashboard in Extranet. LFA guarantees to use these tests as benchmarks and upload all the screening results along with constantly getting professional development to train all our certified and non- certified staff to conduct these tests. LFA’s majority population is ELL and all classes conduct the reading , writing, speaking and listening tests and the results are uploaded on PASI every term.

Student Learning Engagement – Measure Details

| The percentage of teachers, parents and students who agree that students are engaged in their learning at school. | | | | | | | | | | | | | | | | | |
|---|---|------|---|--------------------|-------------|---------|------|---|------|---|------|---|------|---|------|---|--|
| Authority | | | | Province | | | | | | | | | | | | | |
| 2024 | | 2025 | | Measure Evaluation | | | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | |
| N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % | |

| | | | | | | | | | | | | | | | | | |
|---------|-----|-------|----|-------|----------|----------|---------|---------|------|---------|------|---------|------|---------|------|---------|------|
| Overall | 6 | 100.0 | 71 | 82.0 | Low | Declined | Issue | 230,956 | 85.6 | 249,740 | 85.1 | 257,214 | 84.4 | 265,079 | 83.7 | 269,076 | 83.9 |
| Parent | 1 | * | 23 | 100.0 | n/a | n/a | n/a | 30,994 | 89.0 | 31,694 | 88.7 | 31,862 | 87.3 | 33,209 | 86.7 | 34,444 | 87.6 |
| Student | n/a | n/a | 41 | 74.4 | High | n/a | n/a | 169,789 | 71.8 | 187,102 | 71.3 | 193,029 | 70.9 | 199,823 | 69.3 | 201,089 | 69.3 |
| Teacher | 6 | 100.0 | 7 | 71.4 | Very Low | Declined | Concern | 30,173 | 96.0 | 30,944 | 95.5 | 32,323 | 95.1 | 32,047 | 95.1 | 33,543 | 95.0 |



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

CITIZENSHIP

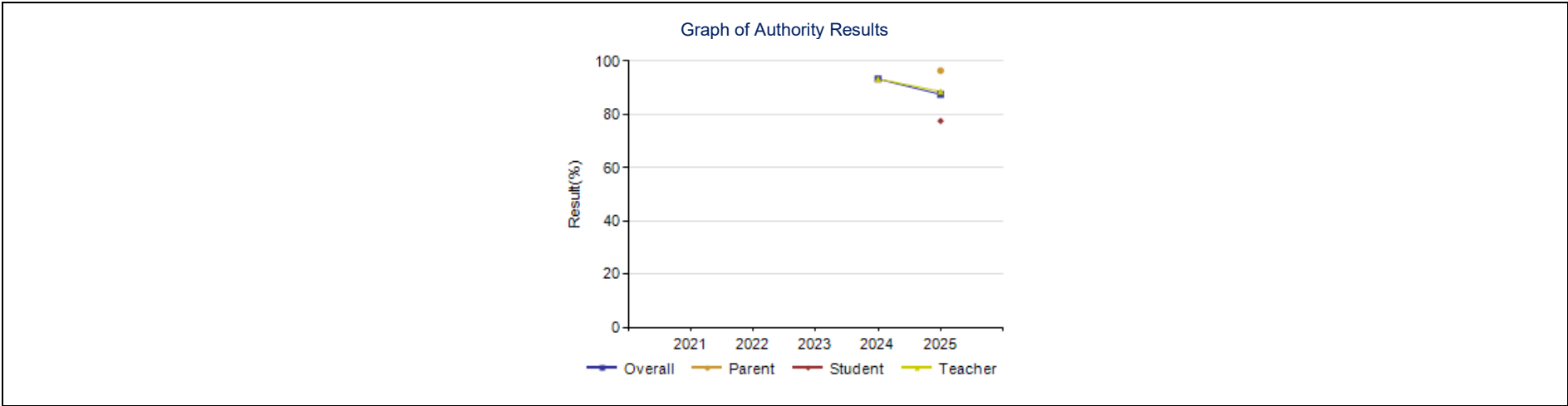
As part of social self discovery and understanding, LFA students, who are mostly first and second generation Canadians, potentially face the challenge of bearing multiple labels of identity, that can impede their sense of belonging in society that can result in disenfranchisement, making them at risk of seeking fraternity in the wrong groups of society, resulting in involvement in crime and other negative outcomes.

Under the exercise of: “Who Am I?” Students explore the concept of what defines them through various lenses such as: personal preferences, skills and talents, physical appearance, their race, nationality, ethnicity and religion. Students explore the challenge of each label and living up to the legal, cultural and social obligations that come with belonging to these groups. While bearing multiple labels of identity may be seen as a burden, students recognize the benefits and richness of diverse cultural influences have on our personality, and that of being part of a patchwork of many colours that make Canada a beneficial outcome. Students also recognize through the noble traits of F.A.T.I.M.A, that moral character is the most universal and positive label one can have, to be a good citizen, is to be a moral one, uniting under the universal human values.

Below is the AECAMs results of the Citizenship measure for Lady Fatima Academy (left) and 3-Y Rolling Average for Alberta (right). Students are regularly taught the 7 Sacred Teachings and the Land acknowledgement. All-important awareness days are commemorated at LFA, international cultural days, Orange shirt Day , Pink Shirt day so that all the communities feel valued and connected. As indicated in the results below, overall citizenship among teachers, students and parents maintained at acceptable to excellent levels, despite the significant growth in students’ population and a wide range of previous learning experience.

Citizenship – Measure Details

| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | | | | | | | | | | | | | | | | | |
|---|-----------|------|------|------|--------------------|-------------|------------|----------|------|---------|------|---------|------|---------|------|---------|------|
| | Authority | | | | Measure Evaluation | | | Province | | | | | | | | | |
| | 2024 | | 2025 | | | | | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | |
| | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | 6 | 93.3 | 71 | 87.5 | Very High | Maintained | Excellent | 230,843 | 83.2 | 249,770 | 81.4 | 257,231 | 80.3 | 265,100 | 79.4 | 269,117 | 79.8 |
| Parent | 1 | * | 23 | 96.4 | Very High | n/a | n/a | 30,905 | 81.4 | 31,689 | 80.4 | 31,869 | 79.4 | 33,217 | 78.7 | 34,441 | 78.6 |
| Student | n/a | n/a | 41 | 77.5 | Very High | n/a | n/a | 169,741 | 74.1 | 187,120 | 72.1 | 193,015 | 71.3 | 199,816 | 69.6 | 201,119 | 70.3 |
| Teacher | 6 | 93.3 | 7 | 88.6 | Intermediate | Maintained | Acceptable | 30,197 | 94.1 | 30,961 | 91.7 | 32,347 | 90.3 | 32,067 | 89.8 | 33,557 | 90.5 |



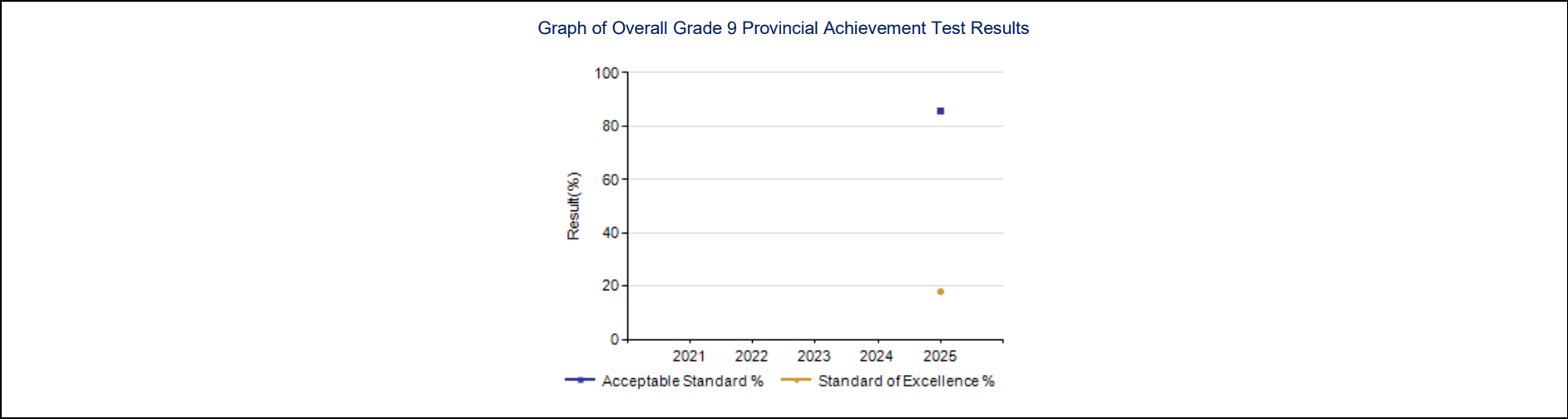
- Notes:
- 10. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - 11. The AECA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when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

PAT RESULTS - English as an Additional Language (EAL)

All LFA students require and received supports as EAL. Results are provided below, where Very High is achieved in Acceptable Standard and Intermediate is achieved in the Standard of Excellence areas. The courses, however, has a mixture of achievements. While Social Studies for Grade 6 and ELA for Grade 9 achieved Very Low, Math / Science / Social Studies in Grade 9 achieved very high. This wider range of outcome is primarily driven by the wide range of learning experience of students coming from other schools to LFA. Grade 9 students all came from a relatively higher quality education system compared to the Grade 6, where most students require interventions to improve the skills.

Provincial Achievement Test Results – Grade 9 PAT By Number Enrolled Measure History

| Grade 9 PAT Results By Number Enrolled Measure History | | | | | | | | | | | | | |
|--|--------------------------------|------|------|------|------|--------------------|-------------|---------|---------|--------|--------|--------|--------|
| | Lady Fatima Academy Foundation | | | | | Measure Evaluation | | | Alberta | | | | |
| | 2021 | 2022 | 2023 | 2024 | 2025 | Achievement | Improvement | Overall | 2021 | 2022 | 2023 | 2024 | 2025 |
| N | n/a | n/a | n/a | n/a | 7 | n/a | n/a | n/a | n/a | 53,039 | 57,925 | 60,682 | 61,071 |
| Acceptable Standard % | n/a | n/a | n/a | n/a | 85.7 | Very High | n/a | n/a | n/a | 62.9 | 62.6 | 62.5 | 62.5 |
| Standard of Excellence % | n/a | n/a | n/a | n/a | 17.9 | Intermediate | n/a | n/a | n/a | 16.8 | 15.5 | 15.4 | 15.6 |



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
 3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
 4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

| Assurance Domain | Measure | Lady Fatima Academy Foundation (EAL) | | | Alberta (EAL) | | | Measure Evaluation | | |
|--------------------------------|---|--------------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|---------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | 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 |
| | 3-year High School Completion | n/a | n/a | n/a | 73.5 | 72.0 | 74.4 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 85.3 | 88.1 | 87.6 | n/a | n/a | n/a |
| | PAT9: Acceptable | 85.7 | n/a | n/a | 51.2 | 52.7 | 54.0 | Very High | n/a | n/a |
| | PAT9: Excellence | 17.9 | n/a | n/a | 10.0 | 10.1 | 10.5 | Intermediate | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | 67.4 | 66.3 | 66.7 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 14.8 | 14.0 | 13.9 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Access to Supports and Services | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Governance | Parental Involvement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

Notes:

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2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
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6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

| | | Lady Fatima Academy Foundation | | | | | | | Alberta | | | |
|------------------------------|------------------------|--------------------------------|-------------|---------|------|------|---------------------|-----|---------|------|---------------------|------|
| | | Achievement | Improvement | Overall | 2025 | | Prev 3 Year Average | | 2025 | | Prev 3 Year Average | |
| Course | Measure | | | | N | % | N | % | N | % | N | % |
| Social Studies 6 | Acceptable Standard | Very Low | n/a | n/a | 7 | 57.1 | n/a | n/a | 50,053 | 64.1 | 59,230 | 67.4 |
| | Standard of Excellence | Very Low | n/a | n/a | 7 | 0.0 | n/a | n/a | 50,053 | 18.5 | 59,230 | 18.9 |
| English Language Arts 9 | Acceptable Standard | Low | n/a | n/a | 7 | 71.4 | n/a | n/a | 59,391 | 69.8 | 57,676 | 70.4 |
| | Standard of Excellence | Very Low | n/a | n/a | 7 | 0.0 | n/a | n/a | 59,391 | 11.1 | 57,676 | 12.6 |
| K&E English Language Arts 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,469 | 47.4 | 1,360 | 49.9 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,469 | 5.2 | 1,360 | 5.6 |
| French Language Arts 9 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 3,134 | 75.2 | 3,262 | 76.4 |

| | | | | | | | | | | | | |
|----------------------|------------------------|--------------|-----|-----|-----|-------|-----|-----|--------|------|--------|------|
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 3,134 | 9.3 | 3,262 | 10.7 |
| Français 9 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 578 | 84.8 | 595 | 82.3 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 578 | 16.4 | 595 | 21.0 |
| Mathematics 9 | Acceptable Standard | Very High | n/a | n/a | 7 | 85.7 | n/a | n/a | 58,911 | 51.7 | 57,012 | 53.5 |
| | Standard of Excellence | Intermediate | n/a | n/a | 7 | 14.3 | n/a | n/a | 58,911 | 14.0 | 57,012 | 13.7 |
| K&E Mathematics 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,940 | 49.7 | 1,891 | 52.4 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,940 | 11.0 | 1,891 | 10.6 |
| Science 9 | Acceptable Standard | Very High | n/a | n/a | 7 | 100.0 | n/a | n/a | 59,453 | 68.6 | 57,692 | 66.9 |
| | Standard of Excellence | Very High | n/a | n/a | 7 | 42.9 | n/a | n/a | 59,453 | 21.1 | 57,692 | 20.5 |
| K&E Science 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,454 | 50.3 | 1,304 | 52.6 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,454 | 7.9 | 1,304 | 9.9 |
| Social Studies 9 | Acceptable Standard | Very High | n/a | n/a | 7 | 85.7 | n/a | n/a | 59,472 | 60.5 | 57,717 | 59.4 |
| | Standard of Excellence | Intermediate | n/a | n/a | 7 | 14.3 | n/a | n/a | 59,472 | 17.1 | 57,717 | 15.8 |
| K&E Social Studies 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,434 | 50.3 | 1,246 | 50.0 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,434 | 10.6 | 1,246 | 10.9 |

Notes:

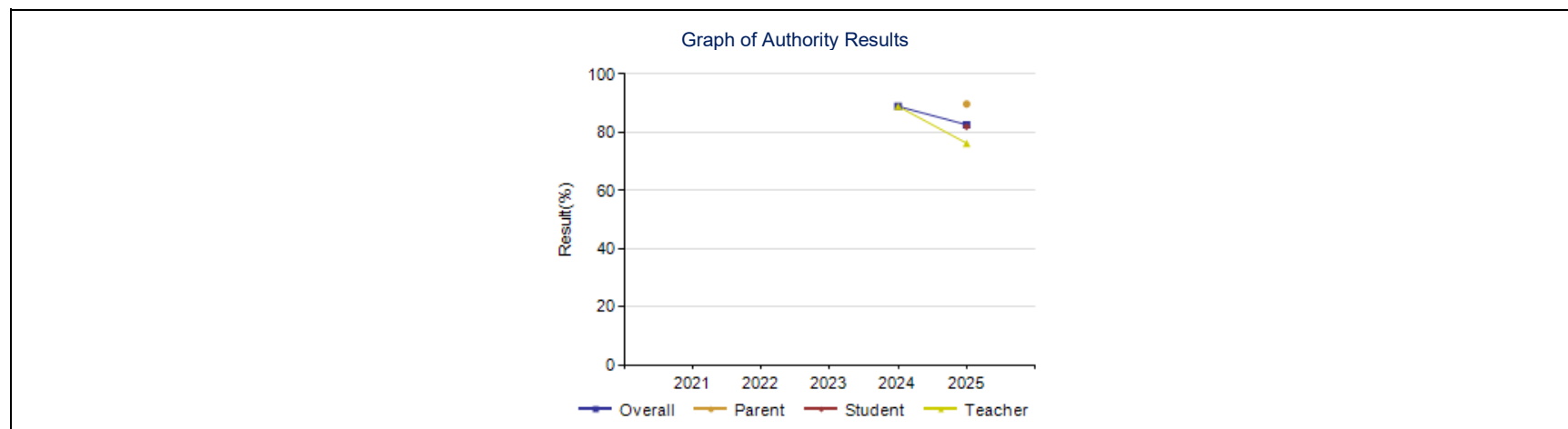
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

EDUCATION QUALITY

Below is the AECAMs results of the Education Quality measure for Lady Fatima Academy (left) and 3-Y Rolling Average for Alberta (right). The AEMS show that the results are lower than the last year, primarily driven by a significant growth (from 28 to 110) in students' population, and a wider spectrum of learning backgrounds for the new students. Parent engagement, however, is maintained very high. To mitigate this issue, we have created education quality groups for each subject that focus on plans and measures that can improve the quality in the current year.

Education Quality – Measure Details

| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | | | | | | | | | | | | | | | | | |
|---|-----------|------|------|------|-------------|--------------------|---------|---------|----------|---------|------|---------|------|---------|------|---------|------|
| | Authority | | | | | Measure Evaluation | | | Province | | | | | | | | |
| | 2024 | | 2025 | | 2021 | | | | 2022 | | 2023 | | 2024 | | 2025 | | |
| | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | 6 | 88.9 | 71 | 82.6 | Low | Maintained | Issue | 230,814 | 89.6 | 249,532 | 89.0 | 257,584 | 88.1 | 265,643 | 87.6 | 269,550 | 87.7 |
| Parent | 1 | * | 23 | 89.7 | Very High | n/a | n/a | 31,024 | 86.7 | 31,728 | 86.1 | 31,890 | 84.4 | 33,250 | 83.8 | 34,466 | 84.3 |
| Student | n/a | n/a | 41 | 81.9 | Low | n/a | n/a | 169,589 | 86.3 | 186,834 | 85.9 | 193,343 | 85.7 | 200,322 | 84.9 | 201,514 | 84.8 |
| Teacher | 6 | 88.9 | 7 | 76.2 | Very Low | Maintained | Concern | 30,201 | 95.7 | 30,970 | 95.0 | 32,351 | 94.4 | 32,071 | 93.9 | 33,570 | 93.9 |



Notes:

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

PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION

Board of Directors, Principal, and Teachers work together to develop and implement procedures to ensure that all Teachers practice consistently in keeping with the Teaching Quality Standard. Each school year, a teacher is responsible for developing, implementing and completing a teacher professional growth plan that:

- Is teacher authored, growth-directed and continuous,
- Reflects an assessment of professional learning strengths and needs by the individual teacher,
- Shows a demonstrable relationship to the Teaching Quality Standard and takes into consideration the 3 Year Plan of Lady Fatima Academy and school plans as appropriate, Indicates timelines, goals, and strategies.

In addition, direct supervision will be provided to the teachers to:

- Provide support, guidance and development opportunities for the Teacher
- To observe and receive information from an appropriate source about the quality of teaching a teacher provides to students, and
- To identify the behaviours/practices of a teacher that for any reason may require an evaluation

In the normal course of duties, the Principal may receive information from an appropriate source and make observations about the quality of teaching a Teacher provides to students, and will, at the discretion of the Principal, share relevant information and observation with the Teacher on an ongoing basis. It is the Teacher's responsibility to act on feedback received through supervision to improve their professional performance. Evaluations are contextually tailored to Teacher practice and are to reflect the development of the individual teacher.

The teachers are also evaluated following the below procedure by the Principal:

- Within 60 days of a written request by a Teacher who holds an employment agreement and a professional teaching certificate,
- For purposes of assessing the growth of the Teacher in specific areas of practice identified by the Principal
- When, on the basis of information received through supervision, the Principal has

reason to believe that the teaching of the Teacher may not meet the Teaching Quality Standard.

Teaching staff will be evaluated once a year. Below is the process:

- They provide their inputs to the evaluation form for review by the Principal
- Principal will book a meeting with the teaching staff to provide feedback, and align on the strengths and improvement areas.
- Principal to finalize / revise the feedback, and send it to the employee for records, and further discussion about the growth plan.
- Principal provides the teachers' evaluation results to the board for considerations regarding the compensation.

Another important avenue to support teachers' growth at LFA is to obtain the Permanent Teaching Certificate (PPC). A recommendation by an authorized individual that a Teacher be issued a permanent teaching certificate (or be offered employment under a continuing contract), must be supported by the findings of two or more evaluations over 400 school days of the Teacher including an assigned designated Signing Authority assigned through AISCA.

There is also a promotional program at LFA, where teacher leaders are given the opportunity to attend leadership courses, such as Leadership Quality Standard (LQS) courses that are offered at the designated universities; recommended by Alberta Education.

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENT

Below is the AECAMs results of the Welcoming, Caring, Respectful and Safe Learning Environment measure for Lady Fatima Academy (left) and 3-Y Rolling Average for Alberta (right). The students at LFA are engaged because they love the welcoming, caring environment that awaits them in the building every day.

LFA values every member and group of the school community, considering them an integral member of the school. Great care and attention goes into all communication and interaction between the school leadership and all the school groups employing an open door policy to ensure everyone is treated fairly and their rights are respected.

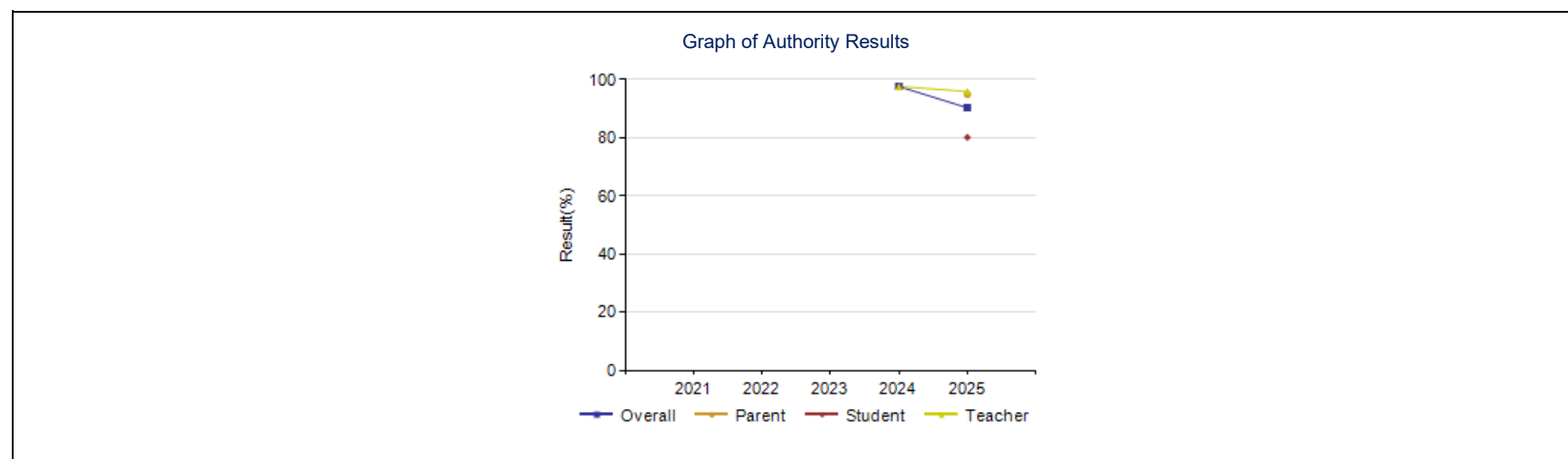
Uniting the school community and stakeholders, the school's values of F.A.T.I.M.A are displayed in school and taught and shared throughout the year. They are based on the noble example of Prophet Muhammed's (Peace Be Upon Him And His Family) daughter. All members of LFA are expected to follow the policies, from the board, leadership, principal, teachers, staff, to parents, volunteers and students and school operation, in all decisions and behaviour. Through these policies, the school community elevates together

to a higher standard of existence based on faith and love. All these policies are inspired and tightly connected with the FATIMA values.

To create a positive learning environment for all, the LFA moral code of conduct is clarified and upheld by the LFA discipline procedure that is supplied in the Parent/Student handbook on our website and implemented in the school. LFA considers parents and students as equal partners in helping maintain the positive learning environment at LFA. Its with great pleasure that the overall measure is maintained at the High level, 90%, despite the significant growth in students' population.

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

| The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. | | | | | | | | | | | | | | | | | |
|---|-----------|------|------|------|--------------------|-------------|---------|----------|------|---------|------|---------|------|---------|------|---------|------|
| | Authority | | | | | | | Province | | | | | | | | | |
| | 2024 | | 2025 | | Measure Evaluation | | | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | |
| | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | 6 | 97.6 | 71 | 90.3 | High | Maintained | Good | 231,091 | 87.8 | 249,941 | 86.1 | 257,391 | 84.7 | 265,321 | 84.0 | 269,282 | 84.4 |
| Parent | 1 | * | 23 | 94.9 | Very High | n/a | n/a | 30,980 | 88.2 | 31,715 | 86.9 | 31,885 | 85.6 | 33,232 | 85.3 | 34,452 | 85.2 |
| Student | n/a | n/a | 41 | 80.1 | High | n/a | n/a | 169,900 | 79.8 | 187,258 | 77.7 | 193,156 | 76.6 | 200,020 | 75.2 | 201,268 | 75.7 |
| Teacher | 6 | 97.6 | 7 | 95.9 | High | Maintained | Good | 30,211 | 95.3 | 30,968 | 93.6 | 32,350 | 92.0 | 32,069 | 91.6 | 33,562 | 92.3 |



Notes:

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

ACCESS TO CONTINUUM OF SUPPORT AND SERVICES

Below is the AECAMs results of Access to Supports and Services measure for Lady Fatima Academy (left) and 3-Y Rolling Average for Alberta (right). At LFA , we have a constant rotation of Community volunteers who are retired from the education community in Calgary. We have guidance counsellors, as well as the support of the SLP, OT and PTs from within the community. We are being offered continuous support from registered programs and doctors from our community through the COPE program and also the youth program , Light of Guidance.

As student excellence in literacy and numeracy are part of the Education Plan goals, LFA set up the necessary strategies to elevate students to grade level expectations and beyond. As LFA serves first generation families in Canada, one solution was to provide the community's students with a head start in literacy by providing Junior Kindergarten, exposing students to early English language instruction. Classrooms are designed to cater to diverse learning needs and styles that help students learn in a comfortable and accessible way. Students in class have access to differentiated learning working alongside each other in the classroom.

Students also have access to targeted and individualised learning through our Education Assistants, intervention specialists and dedicated volunteers who provide extra support to bilingual students.

Parents keep up to date with their children's progress and access homework and extra practice material through Google Classroom. Parents have access to teachers and the Principal at their request throughout the year as well as at Parent /Teacher conferences.

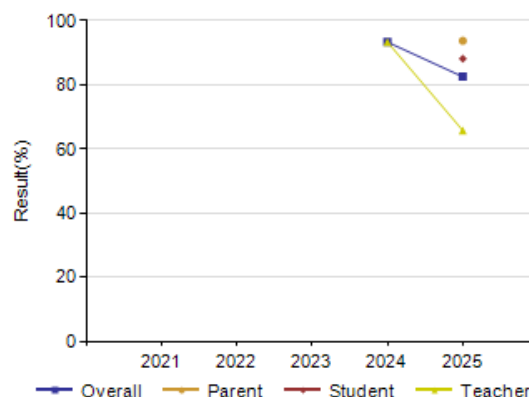
In addition to academic support in the classroom, students are also provided with sessions from visiting psychologists, who provide students with emotional insight and instruction to manage their emotions and behaviour. Teachers also benefit from experts in the field that help them expand capacity in the classroom when managing student needs in the classroom. Its very encouraging that the overall measure is maintained at 82%, despite the significant growth in students' population.

Access to Supports & Services – Measure Details

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

| | Authority | | | | | | | Province | | | | | | | | | |
|---------|-----------|------|------|------|--------------------|-------------|------------|----------|------|---------|------|---------|------|---------|------|---------|------|
| | 2024 | | 2025 | | Measure Evaluation | | | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | |
| | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | 6 | 93.3 | 71 | 82.5 | Intermediate | Maintained | Acceptable | 230,761 | 82.6 | 249,570 | 81.6 | 256,994 | 80.6 | 264,733 | 79.9 | 268,786 | 80.1 |
| Parent | 1 | * | 23 | 93.7 | Very High | n/a | n/a | 30,936 | 78.9 | 31,684 | 77.4 | 31,847 | 75.7 | 33,177 | 75.4 | 34,400 | 75.5 |
| Student | n/a | n/a | 41 | 88.1 | High | n/a | n/a | 169,631 | 80.2 | 186,935 | 80.1 | 192,805 | 79.9 | 199,516 | 78.7 | 200,841 | 78.7 |
| Teacher | 6 | 93.3 | 7 | 65.7 | Very Low | Declined | Concern | 30,194 | 88.7 | 30,951 | 87.3 | 32,342 | 86.2 | 32,040 | 85.6 | 33,545 | 86.0 |

Graph of Authority Results



Notes:

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

FIRST NATIONS, METIS AND INUIT STUDENT SUCCESS

First Nation, Metis and Inuit students can self-identify on the registration form when applying for admission to the school. The student population studies many aspects of First Nation and Metis and Inuit culture and history during social studies. LFA consistently provides students with first-hand authentic First Nation and Metis experiences by inviting First nation and Metis elders to share their heritage through stories, activities, and artefacts. The acknowledgment of the land is read by students during morning assembly.

LFA has a direct link with some of the Elders of the Métis, First Nations and they come in regularly for presentations and activities with the LFA children. LFA holds special workshops during the week of September 30th where the community members come and read stories, conduct beading workshops and discuss residential schools.

LFA starts its first yearly meeting and the Parent Orientation night with the “ Acknowledgement of the Land”, and this exercise is done by all the LFA staff once a month in their classrooms.

****As of yet, LFA does not have any self-identified First Nations, Metis and Inuit students. Hence there is no data to report.****

PARENTAL INVOLVEMENT

Below is the AECAMs results of Parental Involvement measure for Lady Fatima Academy (left) and 3-Y Rolling Average for Alberta (right). Parents are a regular part of the team and their support is endless when it comes to Social events, Pizza parties, Field Trip chaperones and all faith based celebrations held at the school.

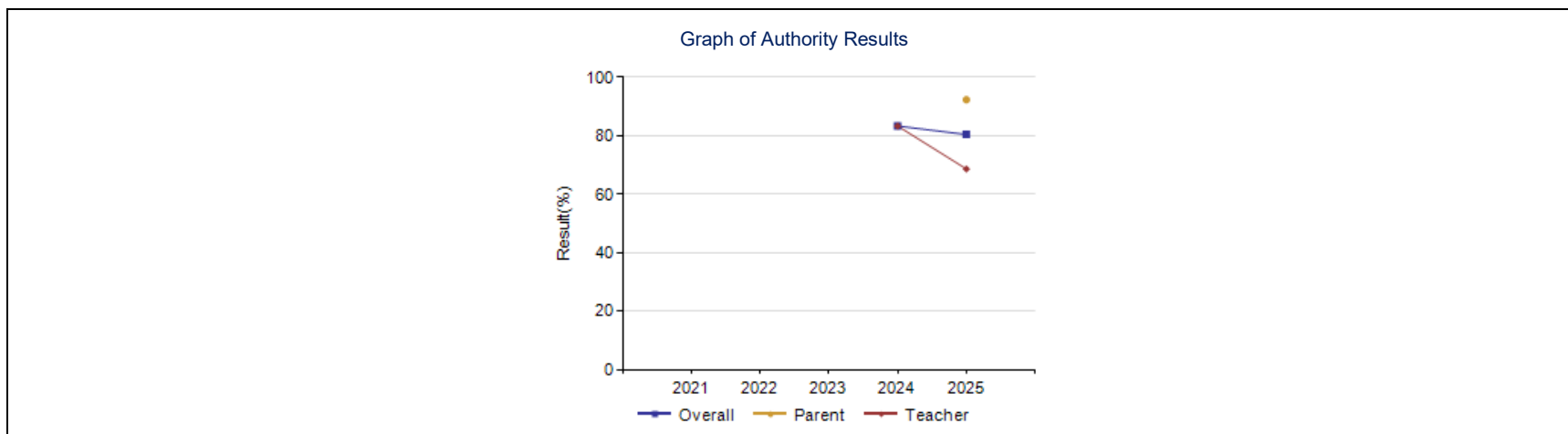
The purpose of the Parent Advisory Council (PAC) is to provide a forum for parents to engage with the school community, share perspectives, collaborate on matters that enhance the educational experience at Lady Fatima Academy, and explore opportunities for raising funds and supporting school initiatives. The Committee is not involved in governance or academic matters, and does not critique academics, teachers, or staff. Its primary objectives include:

1. Facilitating Communication: To foster open communication between parents, school administrators, and teachers.
2. Parental Engagement: To encourage parental involvement and participation in school activities and events.
3. Support and Enhancement: To support the school's mission and vision and explore opportunities for the enhancement of the school's environment through various means, including but not limited to supporting initiatives and fundraising.

PAC does not engage in matters of governance or academic evaluation. LFA also conducts parent-teacher conferences twice a year before the end of the academic terms so that parents and teachers can discuss the growth of their child. This is also an opportunity for parents to give their feedback informally, and also to get to know the congenial atmosphere of the school. Its with pleasure to see parental involvement is maintained at the high level ~80%.

Parental Involvement – Measure Details

| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | | | | | | | | | | | | | | | | | |
|--|-----------|------|------|------|--------------------|-------------|---------|----------|------|--------|------|--------|------|--------|------|--------|------|
| | Authority | | | | Measure Evaluation | | | Province | | | | | | | | | |
| | 2024 | | 2025 | | | | | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | |
| | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | 6 | 83.3 | 28 | 80.4 | High | Maintained | Good | 60,919 | 79.5 | 62,412 | 78.8 | 63,935 | 79.1 | 64,949 | 79.5 | 67,669 | 80.0 |
| Parent | 1 | * | 21 | 92.3 | Very High | n/a | n/a | 30,886 | 72.2 | 31,598 | 72.3 | 31,720 | 72.5 | 33,070 | 74.4 | 34,316 | 75.6 |
| Teacher | 6 | 83.3 | 7 | 68.6 | Very Low | Maintained | Concern | 30,033 | 86.8 | 30,814 | 85.2 | 32,215 | 85.7 | 31,879 | 84.6 | 33,353 | 84.3 |



Notes:

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

SUMMARY OF RESULTS OF LOCAL SURVEY

Consistent with the AECAM results, LFA local surveys also indicated a moderate decline in the student learning engagement and education quality, which is primarily due to the significant growth in the population of the students with a wide range of learning experience. We are hopeful to see an improvement in 2025/2026 following the implementation of new measures (e.g. education quality work groups, increased interventions, access to more resources).

SUMMARY OF FINANCIAL RESULTS

Statement of Revenues and Expenditures Year Ended August 31, 2025

| | 2025 |
|---------------------------------|------------------|
| REVENUES | |
| Donations | \$ 532,083 |
| Alberta Education and Childcare | 754,102 |
| Tuition fees (Note 6) | 184,325 |
| Non-instructional fees | 106,388 |
| Other Income | 12,776 |
| | <u>1,589,674</u> |
| EXPENSES | |
| Salaries and wages | 1,050,744 |
| Rental | 242,198 |
| Vehicle | 85,446 |
| Employee benefits | 30,969 |
| Supplies | 28,033 |
| Amortization | 26,463 |
| Legal fees | 24,831 |
| Service costs | 19,399 |
| Fundraising | 14,256 |
| Insurance | 10,951 |
| Travel | 5,394 |
| Advertising and promotion | 3,808 |
| Meals and entertainment | 3,574 |
| Equipment | 2,258 |
| Office | 2,091 |
| Interest and bank charges | 1,879 |
| Memberships | 1,731 |
| Equipment rentals | 1,545 |
| Training | - |
| | <u>1,555,570</u> |

In line with LFA engagement strategy, multiple collaborations initiated with other school authorities and agencies to address student needs and maximize the use of public resources. For example, we have had few visits and joint training sessions with another Shia school in Edmonton, Albaqir Academy, to share experiences and education materials / policies and train staff. We have also reached an agreement with the MNP Community and Sport Centre to utilize their gym resources for the PE sessions of all students in K to Grade 10. We have also worked with few other agencies, such as Telus Spark Science Centre, Calgary Zoo, South Calgary Squash Centre, and organized few field trips for all students at LFA.

FINANCIAL INFORMATION CONTACT

For more information, please contact Ali Dhia, LFA Treasurer:

Email: ali.dhia@ladyfatimaacademy.ca

Phone: 587-437-0083

STAKEHOLDER ENGAGEMENT

At LFA, we are committed to actively engage with the entire Shia community as the school stakeholders, particularly the students and families who are currently enrolled at LFA, to inform the development of priorities and plans. The community has 7 fully established non-profit organizations, Iranians (1 centre), Afghans (1 centre), Pakistanis (2 centres), Lebanese (1 centre), Iraqis (2 centres), and LFA board has direct relationship with the centres' leaders. Through regular touch bases in informal and formal in-person and virtual meetings with the leaders and community influencer, LFA Board receives insightful feedback that will be incorporated into the short-term and long-term growth plans. In addition, LFA has initiated focused group conversations with the selected members of the stakeholder community to discuss particular topics, such as business growth plans. Often, the community leaders are also invited to the LFA campus to visit the students and have side chats with the staff. Another engagement avenue is through joint events between multiple centres and LFA, such as sport activities and summer camp. The results of the AERR and the LFA Education Plan are communicated with the stakeholder community through three main venues: i) annual fundraising event in 1st quarter of each year; ii) the open house during 2nd quarter of each year; iii) the parent orientation meeting in 3rd quarter of each year right before the school start date.

CONCLUSION

Lady Fatima Academy was established to provide educational services to the Shi'a community in Calgary. The community is a part of the broader Canadian Muslim community, and currently is represented in 7 centres in Calgary with an estimated population of ~ 10000 people (3000 families). Directors of the Academy have been the leaders of these Shia's centres within the community for more than 15 years, representing communities including Canadians of Iraqi, Pakistani, and Iranian descent. It has been long identified as a gap within the community to have a faith-based school that can promote a culturally sensitive environment that respects Shi'a Islamic values as well as help further integrate the Shi'a first and second generation Canadian children and youth successfully into broader Canadian society. The experience of the Shia first generation children and youth in the public school system and the local community centres has not been positive, and has resulted in a degree of disenfranchisement of youth from society and their own communities and families. Discrimination, labelling, and intolerance have pushed youth to seek fraternity in gangs, and negative influences of society. To divert these risks, children and youth from these communities benefit from the following at LFA:

1. **Students feel cared for and understood by Canadian society, and their first-generation parents and the local Shia community.** Our Principal, teachers and staff all come from the community and have the care, knowledge and professional capability to connect with our children, understanding their struggles and guiding them to make better choices.
2. **Students have a sense of acceptance and belonging to a community that understands them without judgement and stereotyping.** Our school is united, first and foremost, by the Shia faith we all share and the love of Fatima tul Zahra (Peace be upon her and her family). She is a role model in bringing the school community together and helps inspire children and youth (as well as parents and school team) to follow her noble example. When all stakeholders are on the same page, everyone can align on shared values.
3. **Students are proud to celebrate their mixed identity and the guidance to understand themselves within the greater context of Canadian society.** Instructional time at LFA is dedicated to guiding students to understand themselves within their context. This helps students to create better outcomes for themselves and have belief in themselves and better direction in their growth.
4. **Students discover and develop their strengths to gain confidence in more constructive ways and to develop leadership skills.** At LFA opportunities to discover their strengths within academic and non-academic activities are constantly being developed for students and students have access to leadership opportunities within the school at many levels.

Public Disclosure Act (Whistleblower)

WHISTLEBLOWER PROTECTION Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosure in their Annual Education Results Report / Three-Year Education Plan. For a copy of the legislation or further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca. The Public Interest Disclosure (Whistleblower Protection) Act creates a safe avenue for public servants to speak out about wrongdoings or make complaints of reprisal. Employees covered by this legislation can choose whether to report internally or directly to the Public Interest Commissioner. There were no public interest disclosure to be reported during the 2024/2025 Academic Year.