# Annual Inspection Report

# Nova Scotia International Programs
## 2022-2023

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| NAME OF SCHOOL<br>Abu Dhabi Grammar School (Canada) | |
| ADDRESS OF SCHOOL<br> P.O Box 27161  Abu Dhabi  United Arab Emirates | |
| NAME OF OWNER/OPERATOR/COMPANY<br>Fatima Hasad | |
| DATE OF INSPECTION<br>March 2-7, 2023 | |
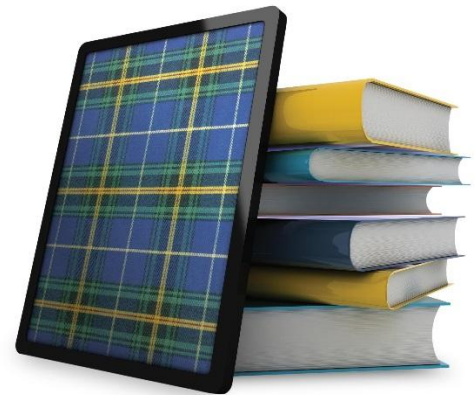
# ANNUAL INSPECTION REPORT
## NOVA SCOTIA INTERNATIONAL PROGRAMS

at

On March 7, 2023 the annual inspection of the Nova Scotia Program was completed at Abu Dhabi Grammar School. The purpose of the inspection was to determine whether the requirements for the Nova Scotia (NS) Program have been met, according to the agreement between the program operator and the Department of Education and Early Childhood Development (the Department). The inspection was conducted by Vera Grayson Kocay and Jerry Thibault, Directors of the International Programs Division at the Department.

This visit was conducted onsite. During the visit to the school, the inspection team reviewed the criteria for the annual inspection, and met with the NS principal and admin team, NS teachers, students and parents.

The NS Program has an enrolment of 916 students from primary to grade 12.

| primary | 30 | grade 1 | 47 | grade 2 | 54 | grade 3 | 64 | grade 4 | 67 |
|---------|----|---------|----|---------|----|---------|----|---------|-----|
| grade 5 | 80 | grade 6 | 93 | grade 7 | 70 | grade 8 | 80 | grade 9 | 90 |
| grade 10 | 80 | grade 11 | 85 | grade 12 | 76 | | | | |

The main school, which houses the NS Program, enrolls approximately 916 students. The NS Program has been in operation since 1997.

Comments reflective of school strengths
The Nova Scotia program has been successful in meeting many of the recommendations in the action plan following the 2021-22 inspection.  Specifically:

- learning support for students has improved since last year.
- inventory of available resources and purchase of science equipment and technology
- prioritized list of purchases was submitted to owners
- physical education is being taught to all students
- a process has been put in place to report on Islamic and Arabic Studies.
- a process has been developed through Google docs that provides regular feedback to students and parents on student achievement.
- a resource teacher has been hired to support students in lower elementary
- a formal referral process is in place for students in grade 7-12

- library, labs and offices space are available for use again after the pandemic
- access to chrome books and IPad are evident throughout the building
- availability of supplies for teachers has improved since last year.

The inspection team would like to thank Abu Dhabi Grammar School for its hospitality, cooperation and preparedness for the inspection visit.

## ORGANIZATIONAL STRUCTURE AND PROGRAM MANAGEMENT

### 1. Organizational Structure

The organizational structure is as follows:
The principal of the school is assisted by two vice principals. Elementary teachers report to the elementary vice principal and secondary teachers report to the secondary vice principal.

The organizational structure is clearly understood by all staff and all staff understand their respective roles and responsibilities.
Yes_x_ No__ Somewhat__

**COMMENTS**
- Teachers understand the organizational structure of the school.  Senior high teachers noted encountering challenges in communicating with administration.

**RECOMMENDATIONS**
- It is recommended that roles and responsibilities of the high school administration team be reviewed with members of the administration team  including responsibilities that include supporting teachers and monitoring performance of staff.

### 2. Communication

The principal communicates regularly and effectively with the International Director.
Yes__ No__ Somewhat__n/a

The principal communicates regularly and effectively with teachers.
Yes__ No__ Somewhat_x_

The principal communicates regularly and effectively with parents.
Yes_x_ No__ Somewhat__
Teachers communicate regularly and effectively with the principal.

Yes__ No__ Somewhat_x_

Teachers communicate regularly and effectively with students outside of classroom hours.
Yes_x_ No__ Somewhat__

There is effective communication between the host school and the Nova Scotia program.
Yes__ No__ Somewhat__n/a

**COMMENTS**
- Communication goes out to students and parents by the admin team and teachers via Google Classroom, Dojo and WhatsApp.
- Communication between teachers and the admin team is challenging at the secondary level.
- It was noted that communication is not always clear between teachers and school administration.
- The importance of teacher-voice was noted  and that consultation on decisions affecting teachers should take place.

**RECOMMENDATIONS**
- It is recommended that a clear process be put into place for senior high teachers to communicate with the admin team. It would be important  for any process to include a component whereby teacher input is solicited confidentially for decisions that affect their work.

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### 3. Student Recruitment and Admissions

A clear process is in place for student recruitment and admissions.
Yes_x_ No__ Somewhat__

A high-quality entrance test approved by the NS principal is given to all prospective students.
Yes_x_ No__ Somewhat__

The NS principal participates in the admissions process.
Yes_x_ No__ Somewhat__

The NS principal makes the final decision on student admissions.
Yes_x_ No__ Somewhat__

**COMMENTS**
- Although there is a clear, documented process in place for student admissions, it is

occasionally difficult to adhere to the process during the summer break when school administration is out of the country.
- It was noted that in some exceptional circumstances students are admitted without the initial knowledge of the admission team or the principal and that those students sometimes have learning needs or English as an additional language need. The principal does however sign off on all admissions.

**RECOMMENDATIONS**
- It is recommended that a process be put in place which will allow the principal or someone from the administration team to be part of the summer registration process. This will allow early identification of any student need.

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### 4. Student / Staff Records

Student files are stored in the principal's office and housed in an appropriate, easily accessible location.
Yes_x_ No__ Somewhat__

Student files contain report cards, credit checks and NSE 10 mark record forms.
Yes_x_ No__ Somewhat__

Student files contain entrance test results.
Yes_x_ No__ Somewhat__

Past student records are located in the principal's office.
Yes_x_ No__ Somewhat__

Files containing relevant information about teaching staff are located in the principal's office.
Yes_x_ No__ Somewhat__

Teacher files include annual performance reviews conducted by the NS principal.
Yes__ No_x_ Somewhat__

**COMMENTS**
- Teachers, specifically junior and senior high teachers have commented about not having any classroom visits from school administration and not having a rigorous performance review. It was also mentioned that performance review should be considered when contracts are being renewed.

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## PROGRAM DELIVERY AND STUDENT ASSESSMENT

## 5. Curriculum Implementation and Resources

Teachers have a good understanding of the Nova Scotia curriculum.
Yes_x_ No__ Somewhat__

Teachers have access to adequate resources to teach their courses.
Yes__ No__ Somewhat_x_

Teachers have submitted long term plans to the principal for each course.
Yes_x_ No__ Somewhat__

Teachers are aware of and have access to curriculum documents and learning outcomes as well as resources to support curriculum.
Yes_x_ No__ Somewhat__

All courses meet the minimum requirement of instructional hours as stated in the PSP.
Yes_x_ No__ Somewhat__

Teachers are proficient in using the NS Moodle for instructional purposes.
Yes__ No_x_ Somewhat__

Teachers use the following additional platforms to communicate with students, with each other and with the principal:  google classroom, class dojo, whatsapp

**COMMENTS**
- Teachers generally have a good understanding of the Nova Scotia curriculum and use the learning outcomes to design their courses and day-to-day lesson planning. Work has begun on an inventory of resources as per last year's recommendation. Once complete, resources that are needed and not available at the school should be obtained. Teacher input should be solicited for this process.
- There seems to be an issue with accessing NS Moodle for instructional purposes.

**RECOMMENDATIONS**
- It is recommended that the inventory of resources be reviewed so that additional resources that are not currently at the school can be identified and purchased and that teacher input be solicited for resources they need to deliver the curriculum.
- It is recommended that teacher access to SORA and OurCloud be reviewed.
- It is recommended that regular PD days be implemented and high quality, relevant PD opportunities be offered and be part of teacher's professional growth plans.

## 6. Student Progress and Achievement

Students understand how they are assessed and can describe the various types of assessments that determine their course marks.
Yes_x_ No__ Somewhat__

In addition to quizzes and tests, students take part in projects and presentations to demonstrate learning and understanding.
Yes_x_ No__ Somewhat__

Teachers have provided examples of how they check for understanding during class work and how they use cooperative learning strategies to assess group work and presentations.
Yes_x_ No__ Somewhat__

Teachers have set up their PowerSchool Gradebooks to reflect a variety of assessment types.
Yes__ No__ Somewhat_x_

Teachers have provided examples of rubrics used in assessing students.
Yes_x_ No__ Somewhat__

Parents understand how their children are assessed.
Yes__ No__ Somewhat_x_

Parents know where they can go to address concerns about their child's progress.
Yes_x_ No__ Somewhat__

PowerSchool is used to generate report cards regularly.
Yes_x_ No__ Somewhat__

PowerSchool is used to generate monthly Student Reports which are given to students.
Yes_x__ No___ Somewhat

Teachers are provided with the necessary resources to help them set up their Gradebooks and keep them up to date.
Yes_x_ No__ Somewhat__

**COMMENTS:**
- 80 percent of students receive honours or honours with distinction.
- Google has been established to keep parents and students informed of student progress since a student / parent portal is not currently available to international schools.
- It was also noted that not all assignments are captured in Google and that weighing of makes is not possible.  Students have requested a need to know ….
- Parents appreciate the Individual Student Reports and would like to receive them more

often. Parents in elementary grades would like to have these reports sent home.
- Parents noted that they would like to have access to curriculum documents

**RECOMMENDATIONS**
- It is recommended that the principal monitor teacher Gradebooks regularly to ensure that teachers are updating Power Gradebook weekly and providing students with regular feedback about their ongoing assessment results.
- It is recommended that Individual Student Progress Reports be printed monthly and sent home with all students from P-12.
- It is recommended that the school find an avenue to publish curriculum documents that can be accessed by parents.

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### 7. Programming and Support for Students

Teachers have regular office hours to provide help for students.
Yes_x_ No__ Somewhat__

Students are comfortable requesting assistance from the teachers.
Yes_x_ No__ Somewhat__

There is a process in place to contact parents if there are concerns about a student's well-being or academic progress.
Yes_x_ No__ Somewhat__

Programming allows students to acquire all required credits for graduation in three years of high school.
Yes_x_ No__ Somewhat__

Credit checks are printed and verified regularly by the principal.
Yes_x_ No__ Somewhat__ (by guidance)

**COMMENTS:**
- There is a need for additional learning support for students. Although this support has improved over last year, there is a need for an additional learning support teacher given the number of students who require support.
- With the lifting of the pandemic restrictions, parents would like to see a community service program implemented by the school to encourage empathy and civic mindedness in students.
- Parents and students would like to see more girls' sports offered so that there is equal access to after school sports for girls and boys.

**RECOMMENDATIONS**
- It is recommended that a model of support be established to identify and support student

needs at grades 7-12.
- It is recommended that a community service program for older students be considered by the school.
- It is recommended that girls and boys have equal access to after school sports programming.

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### 8. Facilities to Support Learning

The following facilities are in place at the school when students are attending classes on-site:
Classrooms big enough to seat students comfortably in desks and equipped with technology required for instruction.
Yes__ No__ Somewhat_x_

Science laboratories equipped with the necessary materials to deliver the science curricula.
Yes_x_ No__ Somewhat__

Separate and safe storage area for science materials.
Yes_x_ No__ Somewhat__

Offices for teachers and a private office for the NS principal.
Yes__ No__ Somewhat_x_

A gymnasium and/or large outdoor spaces for the delivery of physical education curricula.
Yes__ No__ Somewhat_x_

A library equipped with a large variety of English resources including print books and online reading materials.
Yes_x_ No__ Somewhat__

Common areas where students can study or work in small groups.
Yes_x_ No__ Somewhat__

**COMMENTS:**
- Due to increased demand for registration, there is very little unused space. The inspection team recognizes and supports the plan which is being proposed to renovate the school in order to provide additional space.

**RECOMMENDATIONS**
- It is recommended that the principal explore the possibility that a separate and private work space be made available for teachers to use during their prep time.

- It is recommended that in future expansions a larger play area for all students be created.
- It is recommended that the current library consider including work stations equipped with computers for access to digital resources, including SORA and acquire more current, modern and up to date physical books, including big books.

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### 9. Technology Integration

The internet is reliable, stable and accessible throughout the building, including in classrooms.
Yes_x_ No__ Somewhat__

All computers in the school have English operating systems.
Yes_x_ No__ Somewhat__

Classrooms are all equipped with the required technology to support student learning and instructional strategies.
Yes_x_ No__ Somewhat__

Teachers have personal desktop computers for use in their individual work spaces.
Yes__ No__ Somewhat_x_

IT support is readily available, and repairs are done immediately.
Yes_x_ No__ Somewhat__

**COMMENTS**

**RECOMMENDATIONS**

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## TEACHING AND ADMINISTRATIVE STAFF

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### 10. Leadership

The principal is well-versed in the NS curriculum and graduation requirements.
Yes_x_ No__ Somewhat__

The principal / admin team conducts regular classroom and/or virtual classroom visits.
Yes_x_ No__ Somewhat__

The principal / admin team conducts yearly written professional evaluations of all NS teachers using a common framework.
Yes__ No_x_ Somewhat__

The principal / admin team attends to all issues regarding student academic progress and personal well-being promptly and effectively. There are supports in place for students, and teachers and students are aware of these supports.
Yes__ No__ Somewhat_x_

The principal meets regularly with the International Director and works to maintain a positive relationship with the International Director, host school teaching and support staff as well as with the administration of the host school.
Yes__ No__ Somewhat__n/a

The principal / admin team encourages open communication among and between the Nova Scotia school staff to support students and enhance the reputation of the program.
Yes__ No__ Somewhat_x_

The NS principal is proficient in using PowerSchool and works with the NS PowerSchool consultant to ensure that PowerSchool is used effectively.
Yes__ No__ Somewhat_x_

**COMMENTS**
- It was noted from staff that opportunities for teacher voice should be increased.
- It was also noted that communication between middle and senior high teachers with members of the admin team is not always clear.
- It was equally noted that Powerschool Gradebook needs to be better understood by administration and better promoted with middle and senior high teachers.
- Regular classroom visits are conducted by lead teachers and sometimes the vice principals.

**RECOMMENDATIONS**
- It is recommended that the school principal establish a fair and clear process to manage teacher performance and that performance evaluations be included in teacher files.
- It is also recommended that the operator establish a fair and clear process, using qualified individuals, to manage the performance of school administrators.

| 11. Teacher Recruitment and Retention |
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All teachers are NS certified.
Yes__ No_x_

If there are teachers who are not NS certified, they are in the process of becoming NS certified through Nova Scotia Teacher Accreditation.
Yes_x_ No__ Somewhat__

The school is fully staffed and all teachers are teaching in their area of expertise.
Yes__ No__ Somewhat_x_

Teachers feel supported by the principal.
Yes__ No__ Somewhat_x_

Teachers feel that they work in a stable and successful learning environment.
Yes_x_ No__ Somewhat__

NS teachers and host school staff maintain respectful and collegial relationships.
Yes_x_ No__ Somewhat__

A process is in place to cover classes if a teacher is ill.
Yes_x_ No__ Somewhat__

**COMMENTS**
- Teachers have reported being asked to take on assignments for which they are not fully qualified to teach.

**RECOMMENDATIONS**
- It is recommended that all teachers become  Nova Scotia certified and that a maximum of 25% of the teaching staff seek credentialing from International Programs  to receive a Permit to Teach.
- It is recommended that teacher input be solicited when deciding on teaching assignments.

**SUCCESSFUL PRACTICES**

The inspection team recognizes the principal and staff for the following:

Positive relationships between teachers and students can be observed throughout the school, in classrooms as well as during breaks and during after school activities.

It was noted that teaching strategies used by teachers at the grade P-9 are engaging and have a variety of entry points for students.  The team observed students working independently or in groups.  Evidence of student work is visible and  the classroom environment is conducive to learning.

Teachers are generally teaching in their area of expertise which was noted by the depth of conversations taking place in the classroom.

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**Comments from students and parents:**

Students: "Our teachers are always available to us if we need help"
        "We know how we're doing in our courses because rubrics are used for assignments and student reports are regularly handed out to us."
Parents: "We've never heard 'I don't want to go to school' from our children."
        "There is a good focus on activities for younger children which develops their confidence."

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## RECOMMENDATIONS FOR IMPROVEMENT

List all recommendations from the boxes above:

- It is recommended that roles and responsibilities of the high school administration team be reviewed with members of the administration team  including responsibilities that include supporting teachers and monitoring performance of staff.
- It is recommended that a clear process be put into place for senior high teachers to communicate with the admin team. It would be important for any process to include a component whereby teacher input is solicited confidentially for decisions that affect their work.
- It is recommended that a process be put in place which will allow the principal or someone from the administration team to be part of the summer  registration process.  This will allow early identification of any student need.
- It is recommended that the inventory of resources be reviewed so that additional resources that are not currently at the school can be identified and purchased and that teacher input be solicited for resources they need to deliver the curriculum.
- It is recommended that teacher access to SORA and OurCloud be reviewed.
- It is recommended that regular PD days be implemented and high quality, relevant PD opportunities be offered and be part of teacher's professional growth plans.
- It is recommended that the principal monitor teacher Gradebooks regularly to ensure that teachers are updating Power Gradebook weekly and providing students with regular feedback about their ongoing assessment results.
- It is recommended that Individual Student Progress Reports be printed monthly and sent

home with all students from P-12.
- It is recommended that the school find an avenue to publish curriculum documents that can be accessed by parents.
- It is recommended that a model of support be established to identify and support student needs at grades 7-12.
- It is recommended that a community service program for older students be considered by the school.
- It is recommended that girls and boys have equal access to after school sports programming.
- It is recommended that the principal explore the possibility that a separate and private work space be made available for teachers to use during their prep time.
- It is recommended that in future expansions a larger play area for all students be created.
- It is recommended that the current library consider including  work stations equipped with computers for access to digital resources, including SORA and acquire more current, modern and up to date physical books, including big books.
- It is recommended that the school principal  establish a fair and clear process to manage teacher performance and that performance evaluations be included in teacher files.
- It is also recommended that the operator establish a fair and clear process, using qualified individuals, to manage the performance of school administrators.
- It is recommended that all teachers become  Nova Scotia certified and that a maximum of 25% of the teaching staff seek credentialing from International Programs  to receive a Permit to Teach.
- It is recommended that teacher input be solicited when deciding on teaching assignments

## ADHERENCE TO THE AGREEMENT FOR THE DELIVERY OF THE NOVA SCOTIA PUBLIC SCHOOL PROGRAM

Fatima Assad is responsible for adhering to the Agreement for the Delivery of the Nova Scotia Public School Program. Fatima Assad is further responsible for ensuring that the Nova Scotia program at Abu Dhabi Grammar School (Canada)  is offered in accordance with the Nova Scotia *Public School Program* and meets the requirements and expectations described in the Nova Scotia International Programs *Operations and Procedures Manual*.