



Calgary Girls' School

**Combined AERR 2012 and Three-Year
Education Plan
2012-2015**



Message from the Calgary Girls' School Board

We are pleased to provide a successful and innovative program for girls. We will continue to explore and develop programs and teaching approaches which are beneficial to girls in our community and thank you for your continued support.

Tamara McCarron BSc. MBA
Chair
Calgary Girls' School Charter Board



Calgary Girls' School Accountability Statement

The Annual Education Results Report for the **2011-2012** school year and the Education Plan for the three years commencing September 1, **2012** for **the Calgary Girls' School** was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2011/2012 school year and the three-year Education Plan for 2012–2015 on November 28, 2012.



Foundation Statements

Vision

Our vision is to be a centre of excellence enabling girls and young women to become confident and innovative leaders in a complex and global world.

Mission

The girls and young women of CGS are agents of change who develop confidence and a strong sense of self in a safe, collaborative, inquiry-based learning environment.

Values

Values are fundamental principles and beliefs that serve as implicit criteria guiding all actions and decision-making. These include:

- Compassion
- Courage
- Diversity
- Integrity
- Curiosity
- Democracy
- Collaboration

Principles

At the Calgary Girls' School, we believe:

- Girls are entitled to authentic learning experiences that are rich, engaging and inquiry-based.
- Girls achieve their personal best when there is a focus on their needs and their unique ways of learning in dedicated all-girl environments.
- Girls have the right to learn in a safe environment while learning to take risks.
- CGS fosters and celebrates a learning community that promotes leadership.
- Active citizenship and engagement with the larger community can change people's lives and the world in which we live.
- Collaboration is a hallmark of all relationships and processes.
- Opportunities to learn about and engage with successful women in society provide girls with positive role models.
- Teachers are supported in their professional growth and development.
- CGS fosters a learning community that promotes reflective practice that is rooted in a growth mindset.
- Parents are valued partners in the education of their daughters.
- CGS engages in research rooted in innovation and best practices and shares with the greater educational community.

The CGS Girl is:

- A leader: She contributes to her class and school and demonstrates this commitment in an age appropriate way.
- A critical thinker: She is curious, energetic, interested in people and things. She has an open and inquiring mind, asks interesting questions and finds a variety of ways to pursue her inquiries.
- Collaborative: She is thoughtful and respectful of others. She works well in a group, encourages others and is a confident member of her class and school.
- Innovative: She tries new things. She is not afraid to take risks and seek creative solutions. She learns from mistakes and failures.
- A learner: She has the potential and desire to be a life long learner. Post secondary education is a goal and beyond that a fulfilling and rewarding career and family life in the community.
- Enterprising: She takes advantage of all the opportunities offered to her and hones her interests and talents during her CGS years.
- Independent: She demonstrates personal agency and a desire to chart her own future. She has lofty goals and ambitions.
- Enthusiastic: She is fun-loving, hopeful and optimistic. For her each day is a rich adventure.
- Internationally minded: She seeks to understand the complex issues faced by the world: the environment, disparity, status of women and children, poverty, population growth, differing world views, political realities, economic uncertainty, the importance of education, health and social justice. She is learning how to intervene in productive ways through local engagement.

Profile of the Calgary Girls' School

Calgary Girls' School provides a unique educational program for girls in Calgary and the surrounding area. The school's diverse population is multi-ethnic, multi-cultural and represents all socio-economic levels. The school is innovative in its approach to girls' learning and its commitment to intentionally teaching girls to have voice, advocacy and agency. Other innovative practices include the multi-disciplinary face to the school's inquiry work and school-wide one to one computing that sees every girl with a laptop or ipad. The latter project is innovative within a one to one computing approach as cloud computing is pervasive throughout the school.

The school's girl-focused curriculum centres around research that suggests girls learn better in an all-girls' environment. A research-based approach to curriculum and school organization facilitates success for girls. The research suggests that many girls are, by nature, more collaborative in their learning styles, and do better academically and socially within a single-gender environment. This environment maximizes the opportunity for girls to excel academically and personally. The curriculum offered at CGS provides a broad perspective. The mandated curriculum is infused with questions, issues and stories that pertain to girls and women. Additionally, the *Go Girls Curriculum* attends to the specific developmental needs of early to mid-adolescent girls. These include body image, making and keeping friends, deconstructing images of what it is to be a girl and/or woman, awareness of gender stereotypes, and conflict resolution. The strongest work of the *Go Girls Curriculum* is in the way it is intentionally adopted and interpreted in the day to day interactions and issues that face early to mid-adolescent girls. School staff take seriously the importance of building strong relationships with all of the girls at the school and the *Go Girls Curriculum* affords staff a structure and language to read back to girls their life experiences.

Inherent in our mission of offering scholarship, leadership and service, Calgary Girls' School develops girls' critical thinking, thus challenging them to ask questions, state a position and defend that position in an articulate manner. By bringing girls to a single-gender environment and intentionally teaching leadership skills, girls will be positioned to claim their rightful place in society.

CGS values a collaborative relationship with all Stakeholders. The principal and superintendent attend school council meetings, parents and community are invited to attend Board meetings, feedback evenings are held to support school initiatives and parents participate in student-led conferences. A newly launched website with a twitter account and student digital portfolios further engages parents in the everyday learning of the school.

The school has designed a collaborative multi age experience for all girls on Fridays to strengthen community and provide senior girls with mentorship opportunities. Additionally this time allows our school to celebrate accomplishments and build leadership during school assemblies.

A revised academic calendar has provided an opportunity for Friday afternoons to be dedicated to professional development for all staff.

Trends and Issues:

The Calgary Girls' School is committed to academic excellence through developing a growth mindset in our girls. The Calgary Girls School believes that reporting of student learning must :

- align with the pedagogical model of inquiry through which all students learn in our school,
- allow for individual girls to pursue their learning in a safe and supportive environment which fosters personal growth and extends understanding,
- accurately represent the learning of each girl in relation to grade level expectations of the Alberta Program of Studies,
- foster opportunities for differentiation in personal programming by providing learning support as well as providing enrichment.

The school is accountable for reporting student learning and shares the responsibility for communicating this information with students and parents and has chosen to do so through e-portfolios in the Edmodo platform. The school also recognizes the role of a differentiated instructional model to meet the needs of all learners and to provide the necessary supports for each learner. A pyramid of support framework and a newly developed learning strategist support team help to fulfill this new direction. In addition an analysis of complementary classes recognizes a need to offer diverse programs that would meet the needs of all of our cultures and to open new doors of opportunity for our girls.

CGS continues to be a school that analyzes results and is accountable to improvement.

**Jurisdiction Report – to be included with AERR
CORE SUBJECTS ONLY**

Jurisdiction: 0152 – Calgary Girls' School Society
Number of Schools Reported: 1
Total Number of Schools: 1

	K to 3			4 to 6			7 to 9			10 to 12		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
Calgary Girls' School					25.0	26.1	24.9	25.6	24.7			
Total for Jurisdiction 0152					25.0	26.1	24.9	25.6	24.7			

**Jurisdiction Report – to be included with AERR
ALL SUBJECTS**

Jurisdiction: 0152 – Calgary Girls' School Society
Number of Schools Reported: 1
Total Number of Schools: 1

	K to 3			4 to 6			7 to 9			10 to 12		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
Calgary Girls' School				25.1	26.2	26.1	23.5	24.1	22.0			
Total for Jurisdiction 0152				25.1	26.2	26.1	23.5	24.1	22.0			

Summary of Accomplishments

The Calgary Girls' School is comprised of a very talented and committed staff who willingly seek to improve their professional capacity by leading school initiatives like AISI, vertical alignment, assessment, technology, Go Girls Curriculum, research and innovation as well as coaching teams and leading clubs for students. Each individual staff member has adopted an action research initiative to supplement his/her professional growth plan and will share knowledge and literature review along their journey. Calgary Girls' School is honoured to be participating with the University of Calgary in a partner research initiative and continues to maintain relationships with the Galileo network. Staff members are encouraged to participate in Alberta Education initiatives and opportunities as well as attend and present at provincial conferences.

Our Provincial Achievement Exam results remain strong. We recognize a need develop consistency in our curriculum vertically and have designated time to improvement in this area with a particular emphasis in mathematics. With our commitment to a strong program of inquiry focused on understanding versus knowledge we believe that our student performance will demonstrate excellence.

Service learning is a through key component of our commitment to ethical understandings. Our grade eight team continues to participate in building a partnership with Care West, our grade nine team actively engages in work at the Calgary Drop In Centre and our grade four students plant community gardens. Our Social Justice Leadership club has large membership group grades six through nine and is committed to understanding hunger in Calgary in relation to the world and designing solutions in conjunction with the Food Bank.

It is a pleasure and an honour for the leadership team to work with a dedicated staff, terrific girls and supportive parents as they continue to support critical thinking, creativity and innovation to promote an entrepreneurial spirit at CGS.