



**CALGARY  
GIRLS  
CHARTER  
SCHOOL**

# **Annual Education Results Report 2019-2020 & Education Plan 2020-2023**



For a summary of the AERR visit the following link: <https://calgarygirlsschool.com/important%20documents/>  
CGCS welcomes questions or feedback on the AERR and Education Plan.  
Contact the Superintendent via email or call the Board Office at (403)220-0745.

## Message from the Board Chair



The Board of Directors is honoured to serve our Calgary Girls Charter School students, teachers, administrators and parents. As your team of governors, we are committed to responsible and sustainable stewardship so that future generations of girls will have the opportunity to benefit from the unique learning experiences offered at the school and through this learning community.

This past year has proven to be challenging in ways that could not be anticipated and we saw all members of our community come together in the continued service and support of what is best for our students. The Herculean efforts performed by the leadership team, the staff and the parents of CGCS cannot be properly captured in words. Know that we are proud of the work done during the COVID-19 lockdown and the ongoing efforts to keep the girls safe and to keep the learning rich and supportive online and in the return to the classroom. Everyone was working through their own challenges at work and at home as we navigated this global situation. At all times, the girls of CGCS remained the priority for all involved. While learning looked different and the way we worked together changed out of necessity, the Board admires greatly the adaptability of this learning community and especially of the students for which this situation could not have been easy. They will have learned greatly from watching all of you and how you continued through uncertainty and constant change in ways that will serve them well into their futures.

Over the past year, in concert with our community partners and parents, we continued to achieve excellence in a multitude of ways. The 'Stuff a Bus' initiative for the Calgary Food Bank, the Speaker Series for the Students and the solidification of a student services model with the addition of a Child Development Advisor to school were notable aspects of the past year.

In the fall, the Board hosted the annual Speak Out for Parents and received rich feedback regarding the work of the Board and to inform the creation of a Technology Policy and Strategy. As well, the Board continued with its important advocacy work on behalf of all charter schools and especially the Calgary Girls Charter School as a unique, successful opportunity for choice in public education. Our senior leadership team continues their work together as role models for the girls of what a leader is and can be. As in previous years and with additional measures now in place for COVID, we continue to face challenges in our transportation budget. Despite the budgetary challenges facing school jurisdictions in the province, other than through the COVID19 disruption the Board was able to maintain staffing and approve the evergreening project for school technology. The Board also welcomed presentations from students and staff throughout the year to experience directly their learning including the research and building of mechanical toys that saw the intersection of design, science, art and communication in a single project.

Our charter goals to enhance girls' academic, social and emotional learning and to support teamwork and collaboration in pursuit of professional excellence are realized in our school's culture and professional practice. As with many educational settings, we all learn far more from others than we impart to them including from the students, the staff, the parents and the greater learning community. We appreciate the contributions everyone makes to creating an environment where girls can grow, learn and apply their knowledge in ways we could not imagine. Thank you to the staff and the students for your commitment to your own development and the development of others. Thank you to the parents and families who support our girls and choose the Calgary Girls Charter School.

On behalf of the Board of Directors,

A handwritten signature in black ink, appearing to read 'Margo Purcell', written over a horizontal line.

Margo Purcell  
Board Chair and CGS Society President

## Accountability Statement

The Annual Education Results Report for the 2019-2020 school year and the Three-Year Education Plan commencing August 31, 2020 for the Calgary Girls Charter School were prepared under the direction of the Board in accordance with its responsibilities under the *Education 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 plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2019-2020 school year and the first year of a three-year Education Plan for 2020-2023 on November 17, 2020.

On behalf of the Board of Directors,



Ms. Margo Purcell, Board Chair

Board of Directors: Gary Care, Sheri Doell\*, Sharon Fleming\*, Christine Jackson (Vice Chair), Carmen Jeam\*, Ashley Jensen, Angela MacLeod, and Bronwhyn Simmons

*\*Parent Members of the Charter Board*

## Profile of the Calgary Girls Charter School

### Jurisdiction Name: CALGARY GIRLS CHARTER SCHOOL

Principal: Dani Sever  
Address: Bel Aire Campus - 1011 Beverley Blvd. SW, Calgary, Alberta T2V 2C4  
Lakeview Campus - 6304 Larkspur Way, SW, Calgary, Alberta T3E 5P7  
Phone: 403-220-0745  
Email: office@calgarygirlsschool.com  
Website: calgarygirlsschool.com

### School Profile:

Grade Configuration: Grade 4 - 9  
Grade 4-5 - Bel Aire Campus  
Grade 6-9 - Lakeview Campus  
Student Population: 507  
No. of Teachers: 31  
No. of Support Staff: 6

### Foundation Statements:

Vision: Generations of strong, confident, empowered women  
Mission: Delivering exceptional learning in a safe environment  
Values: Achievement, Integrity, Respect, Courage and Community

### Unique Features of our school include:

- Girls Only Learning
- Collaborative learning culture for students and staff
- Go Girls Curriculum
  - Self-Advocacy, Leadership, Community, Impact of Historical events and issues and current events

### Quotes from Parent Advocates

*"CGCS has fostered our daughter's confidence, resilience, and perseverance. But more than anything, it has taught her to think - critically and thoroughly. Having now transitioned to high school, I can say without a doubt that her time at CGCS has prepared her well for success in the years ahead."* A.C.

*"As I watch my daughter today, I recognize her confidence, which we always directly connect to her experiences at CGCS. The development of confidence is most apparent in the way she communicates with others, the way she includes others and looks for other perspectives and the way she takes pride in her ideas and actions."* V.R.

### Quotes from Student Advocates

*"One of the best parts of learning at CGCS is Go Girls. Being a Go Girl means that I have the chance to explore my own identity, be reflective, and consider what is important to me. I am able to question the world around me and develop my own set of beliefs and values. Through Go Girls, I am able to decide who I am, who I want to become, and what kind of society I want to live in. I learn to advocate for myself and for others."* S.O.

*"We are lucky to have many complementary courses at CGCS. At our Bel Aire campus, the grade 4 and 5 students participate in Music, Choir and French. At the Lakeview campus, our grade 6-9 students have opportunities to participate in French, Drama, Band, Choir, and other CTF options that are focused in the areas of Science, Technology, Math, Social Activism and Leadership."* S.T.

### **Charter History**

The Minister of Education granted the Calgary Girls' School Society its first charter to operate the school from September 2003 to June 2008. The Charter was renewed in 2012 and later extended to 2027. The School is governed by an elected Board that includes parents of enrolled students and members of the larger community.

The Charter goals which make CGCS a unique school of choice for girls include: enhancing academic achievement and social-emotional development, supporting staff in their pursuit of professional excellence, and building a school community characterized by teamwork and collaboration. The school offers the provincial curriculum.

Through the signature *Go Girls* program students develop an appreciation for the contributions of women throughout history and deconstruct societal and cultural norms. Students are reflective about their own developing values and beliefs which will empower them to explore their self-identity and their roles in diverse communities.

### **Educational Approach**

Embracing a disposition of inquiry, the students acquire the knowledge, skills, and attitudes necessary to develop capacities required for success in the future.

The diversity of our learning community provides for rich and varied engaged learning. With a focus on collaboration and teamwork, the students thrive at CGCS. With intentional vertical planning from grades four through nine, students feel at home both at the Bel Aire and Lakeview campuses.

CGCS is a public school so all interested students have the opportunity to apply for admission within the context of the Charter Schools Regulation and our enrolment cap of 600 students.

## Charter Goal One: Girls' academic achievement is enhanced in an all-girls learning environment.

**Outcome:** *Girls succeed in all curricular areas.*

Performance Measures The percentage of <b>girls</b> in Grades 6 and 9 who achieve Acceptable Standard or Standard of Excellence on the Provincial Achievement Tests exceeds the provincial averages for <b>girls</b> in grades 6 and 9.	Girls' Results (in percentages)					Girls' Provincial Results (in percentages)				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Acceptable Standard %	85.1	92.1	89.6	91.8	n/a	75.5	75.5	75.6	75.7	n/a
Standard of Excellence %	27.1	32.2	28.3	40.7	n/a	20.5	20.6	21.1	21.6	n/a

### Comment on Results

Due to COVID19, in the 2019-2020 school year, Provincial Achievement Tests were not administered in Alberta. Prior to this school year, our school consistently attained exceptional results in this measure. Prior to this, with consistency, year over year, student achievement on Provincial Achievement Tests substantially exceeded the provincial average achievement. The significant disruption caused by COVID19 may have longer term effects on this specific measure over the next year or two. With or without this particular measure on the accountability survey, Charter Goal One remains a priority focus at the school. During the COVID lockdown, a highlight was the students' transition to the online platform, Google Classroom, and the staff ability to support the diversity of students' needs before and during the lockdown.

\* Note: Although there is no updated result for 2019-2020, this performance measure is comparing achievement of CGCS students (girls) to all girls in Alberta.

The information is from a Custom Report generated by CGCS through AB Education's Extranet site.

### Strategies

1. Map the Program of Studies' outcomes, clarifying scope and sequence, for the core subjects to ensure vertical curriculum alignment in mathematics and literacy.
2. Utilize a designated Research Lead to bring forward current research-based learning strategies specific to girls' brain development and learning (i.e. collaborative tasks, experiential learning, growth mindset approach, habits of mind, executive functioning skills).
3. Implement the Go Girls curriculum with consistency across all grades to ensure our learning environment supports adolescent learners as they navigate social and academic pressures and move through stages of development.
4. The Professional Learning Advisory Committee will recommend and help support and provide learning opportunities for staff in support of students' learning.
5. Capitalizing on digital tools and technology to enhance student learning.
6. Being more intentional in inviting parents into the learning process through increased and explicit communication, further supporting student academic focus.
7. Effectively implementing a student services model that utilizes Educational Assistants, Child Development Advisor, a school psychologist to support students' academic development.

## Charter Goal Two: Girls' social development and awareness are enhanced in an all-girls learning environment.

**Outcomes:** *Girls develop the skills and confidence to articulate their ideas in support of their learning.*

*Girls develop competence, confidence, and connection through active participation in the life of the school.*

Locally Determined Performance Measures:	CGCS Results (in percentages)					Provincial Results (in percentages)				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
The percentage of <b>students</b> who agree they are safe at school, learning the importance of caring for and respecting others, and are treated fairly at school exceeds provincial averages.	89.4	86.2	88.0	84.9	89.1	83.4	83.3	82.5	82.3	82.6
The percentage of <b>students</b> who are satisfied that students model the characteristics of active citizenship (participate in and contribute to the life of the school including extra-curricular opportunities) exceed provincial averages.	88.5	83.5	81.7	79.1	85	74.5	74.4	73.9	73.5	73.8



**Comment on Results**

The results for CGCS far exceed the provincial results suggesting students at CGCS perceive their school as a more caring environment where students model active citizenship. The school measure for a safe and caring learning environment exceeded the provincial measure by 6.5% and our own measure from the previous school year by 4.2%. Characteristics of active citizenship were noted as 11.2% higher at CGCS compared to the provincial average and 5.9% higher compared to our school-based results of 2018-2019. The approach of the new leadership team, and the work of the staff to support students via access to extra-curricular activities including leadership, athletics and fine arts helped create a safe and caring atmosphere. An unexpected positive result, through the lockdown due to COVID, some students found their stride in the online learning environment. Although they were not working 'in person' they found flexible ways to authentically engage in curriculum and community.

**Strategies**

1. Engage in authentic and meaningful Go Girls learning, ensuring Go Girls curriculum is visible within the school to support mindful and deliberate development of confidence and connection in social relationships.
2. Develop a scaffolded matrix of student leadership opportunities from grade four to nine that will have students participating in school-based, local, provincial, national and international initiatives focused on competency development and active citizenship (ex. Stuff-a-Bus, Canadian Women for Women in Afghanistan).
3. Reimagine and realign CTF with four priorities, including STEAM, Health and Wellness, Leadership and Service Learning/Activism.
4. Staff will engage in targeted and threaded professional learning to enhance capacity for supporting social emotional learning for girls. i.e. Universal Design for Learning, Response to Intervention, Class Reviews and Classroom Support Plans, Habits of Mind and Executive Functioning.
5. Developing a Student Services model, with a Child Development Advisor (CDA) and Educational Assistants (EAs), to work with staff in building capacity related to girls social-emotional learning. Seek mentorship opportunities and perform practical research in areas related to school supports (ie. school visits).

**Charter Goal Three: The school community is supported through teamwork and collaboration.**

**Outcome:** All members of the school community respect one another's roles and are engaged and contribute to continuous improvement of student learning.

Locally Determined Performance Measures:	CGCS Results (in percentages)					Provincial Results (in percentages)				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
The percentage of <b>teachers, parents and students</b> indicating that the school has improved or stayed the same over the last three years.	88.8	82.2	71.5	79.3	85.5	81.2	81.4	80.3	81.0	81.5
The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education exceeds provincial average.	88.2	84.7	75.9	84.5	84.1	80.9	81.2	81.2	81.3	81.8

**Comment on Results**

The pre-COVID19 positive trajectory that the school community was enjoying is reflected in the results provided in this measure. The 2020 school results responding to the question of whether the school has improved or stayed the same over the last three years were 4% higher than the provincial results and the year over year result had a 5.2% increase. The teacher and parent satisfaction with the parental involvement in decisions about their child's education was 2.7% higher than the provincial average although down 1.4% on the school-based results from the previous year. This is an area of growth to ensure that stakeholders are actively engaged in the work with the students in the school. Teachers' collaborative time was noted as being valuable during the 2019-2020 year; the foundation of collaboration was essential as the staff pivoted to delivery of at home online learning. Despite the limitation of COVID19, an opportunity was designed for all students to explore diverse course offerings, including Art, French, Drama, Music and Physical Education virtually. Parents working as partners supported students' success during at-home learning during the spring of the COVID19 pandemic.

**Strategies**

1. Provide purposeful, meaningful, and engaging opportunities for stakeholders to contribute to and be part of the learning community such as: parent education evenings, Professional Learning Communities (TLC, Math Cohorts and Literacy Cohorts).
2. Re-envisioning Celebrations of Learning, Student-Led Conferences and Open House due to restrictions related to COVID19.
3. Harness virtual and in-person opportunities to connect in a variety of ways with stakeholders, including families, students and community members (eg. virtual orientations, school council meetings, social media, coffee talks.)
4. With regular cadence, invite parent feedback in a variety of capacities such as: School Council meetings, parent surveys and Speak Out opportunities, and regular, informal parent meetings with the Leadership Team (eg. "coffee talks").
5. Emergence and support of professional learning cohorts based in common professional learning experiences and goals (ex. Mathematics cohort, UDL and RTI, Executive functioning skills, Assessment)
6. Develop short- and long-range plans with Research Lead, with the intention of sharing data and research to support staff capacity building relating to girls' education.

**Charter Goal Four: Staff is supported in pursuing excellence.**

**Outcome:** Each staff member is supported in achieving professional or performance improvement goals.

Locally Determined Performance Measures:	CGCS Results (in percentages)					Provincial Results (in percentages)				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
The percentage of teachers reporting professional development is focused, systematic and contributed significantly to their ongoing professional growth exceeds provincial averages.	98.2	93.7	75.5	94.6	97.4	83.9	84.3	84.3	85.2	85.0
<p><b>Comment on Results</b>                      The measure of teachers reporting positive results of targeted professional learning was improved over the 2019 results, increasing by 2.8% and exceeding the provincial average by 12.4%. Explanation of 'why' some of the professional learning that was being provided, and how it connected to inclusive girls' only learning had a positive impact on the staff. As well, the fact that each staff member is allocated generous individual professional learning funds was acknowledged and appreciated by staff with the positive results for this measure. The formation of the Professional Learning Advisory Committee as well as the structure of fireside chats, yearly review of growth plans and threaded school wide professional learning, were welcome steps in ensuring relevant learning opportunities for the staff. Statistically, as was the case in the previous year, only one person indicated that the professional learning did not significantly contribute to their online professional growth.</p>										
<p><b>Strategies</b></p> <ol style="list-style-type: none"> <li>Utilizing the Staff Professional Learning Advisory Committee to ensure that professional learning is relevant, aligned with school and provincial goals, and a shared responsibility.</li> <li>In consultation with the Staff Professional Learning Advisory Committee, Administration will develop an ongoing and reflective school-wide Professional Learning Plan, which will have specific and threaded learning themes.</li> <li>All staff will develop a Professional Growth Plan and will review this plan with an administrator three times per year (November/February/May).</li> <li>Staff Professional Development funds will be used to provide targeted, priority, flexible, professional learning for staff to attain school priority goals and outcomes. i.e. Level B Testing, ASIST Training, First Aid, Non-Violent Crisis Intervention, Mathematical Mindsets</li> <li>Being intentional around grouping staff together as professional learning cohorts emerge, and making connections around common educational goals (eg. Professional Growth Plans) for annual reflection and progression.</li> <li>Developing leadership capacity with Learning Leaders and Research Lead and being intentional in creating opportunities for leadership Professional Development.</li> <li>Being part of and hosting the Leadership Networking Day with other educational leaders in Charter Schools.</li> </ol>										



### May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Calgary Girls' School Society			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	94.5	92.2	92.7	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	88.6	87.5	88.6	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	94.0	91.4	90.8	90.3	90.2	90.1	Very High	Improved Significantly	Excellent
	Drop Out Rate	0.0	0.0	0.0	2.7	2.6	2.7	Very High	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	91.8	91.2	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	40.7	33.8	n/a	20.6	20.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	85.7	90.7	88.7	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	91.6	88.2	89.2	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	84.1	84.5	81.7	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.5	79.3	77.7	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2021	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	85.1	92.1	89.6	91.8	n/a	100	n/a	n/a	n/a	100	100	100
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	26.9	32.3	28.3	40.7	n/a	40	n/a	n/a	n/a	30	30	30

### Comment on Results

These two P.A.T. based results have been the quantitative measures of Outcome One: 'Alberta's students are successful.' Our historically positive P.A.T. results were disrupted last year. As the administration of the Provincial Achievement Tests was preempted due to COVID19, the provincial measure for 2019-2020 is unavailable. That said, the students' work and achievement in light of COVID19 would be deemed 'successful' from an anecdotal perspective. We acknowledge the validity of the P.A.T's as one measure of success, however the ways that we measure the success of students is multifaceted in nature.

### Strategies

1. Ensure curricular alignment, both horizontally and vertically to support student learning year-to-year.
2. Utilize a designated Research Lead to bring forward and support the integration of current research-based pedagogy and instructional approaches that promote student achievement and success (i.e. collaborative and experiential learning, executive functioning skills).
3. The Professional Learning Advisory Committee will recommend, support and provide learning opportunities for staff in support of students' success.
4. Capitalizing on digital tools and technology to enhance student success.
5. Being more intentional in inviting parents into the learning process through increased and explicit communication, further supporting student success.
6. Effectively implementing a student services model that utilizes Educational Assistants, Child Development Advisor, and a school psychologist to support students' development.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2018	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.2	0.0	0.0	0.0	0.0	0.0	Very High	n/a	n/a	0.0	0.0	0.0

**Comment on Results**  
 CGCS is a Grades 4-9 school and thus data for Diploma Exam Results, high school completion rate, percentage of students writing four or more diploma exams, high school to post-secondary transition rate, and Rutherford Scholarship eligibility are not applicable to our context. For the past four years, our students have remained engaged in their school and we have had no one 'drop out' as the accountability pillar survey results indicate. The vast majority of students who complete Grade 9 at the school transition successfully to a high school program of choice within Alberta.

- Strategies**
1. Although there are limitations due to COVID19, when the opportunity presents itself, work to find ways to foster connections and mentorships between alumni and current students to support with high school transition
  2. Although there are limitations due to COVID19, when the opportunity presents itself students will engage in the planning of the *Speaker Series*, an event that features successful women in both traditional and nontraditional career paths.
  3. Although there are limitations due to COVID19, when the opportunity presents itself we look to invite area high schools to speak to grade 9 students to ensure they are aware of the opportunities available to them after their time at CGCS.
  4. Administer an annual Early Exit Survey (CGCS survey) in late spring to gather data about reasons that families decide to withdraw their students prior to the end of Grade 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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	94.0	90.6	88.7	88.2	91.6	90	Very High	Improved	Excellent	92	92	92

**Comment on Results**  
 The percentage of satisfied stakeholders (91.6%) with respect to students modeling active citizenship exceeds the provincial average of 83.3% by 8.3%. Parent satisfaction in 2020 increased by 4.9% over 2019 results from 88.1% to 93% satisfaction. As this is a key outcome for all Alberta students, explicit attention to the connection between the student activities and the notion of 'active citizenship' was made. As well, some of the learning that students were doing in their CTF and 'Go Girls' courses had clear connections to the 'real world' and active citizenship.

- Strategies**
1. Capitalize on the opportunities presented through the Go Girls curriculum to engage in authentic and meaningful acts of citizenship, through community service and age-appropriate community-based social justice projects.
  2. Teachers continue to incorporate digital citizenship into all curricular areas.
  3. Provide parents with a variety of opportunities to develop their understanding of the ways in which CGCS promotes citizenship and teaches behaviors at school which support transition to post-secondary and the world of work.

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	83.3	n/a	100	High	n/a	n/a	100	100	100
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	25.0	n/a	30	High	n/a	n/a	30	30	30

### Comment on Results

As the measures used to assess this outcome relate directly to the completion of Provincial Achievement Tests, we do not have data from last year to compare with previous years' achievement. Our goals remain steadfast in terms of pursuit of excellence for our indigenous learners as well as for all students.

### Strategies

1. The Staff Professional Learning Advisory committee will work to make available professional learning opportunities to staff to increase knowledge and develop skills required to support Truth and Reconciliation Calls to Action within the school. This will include: inviting Elders and Knowledge Keepers to work with the school to advise protocols, as well as share Indigenous Ways of Knowing with the school community.
2. Staff understanding regarding Indigenous ways of knowing will be systematically enhanced using provincial resources and the PISA resource 'Promising Practices in Supporting Success for Indigenous Students' throughout the year.
3. Intentionally plan, with a scope and sequence, opportunities to integrate Indigenous knowledge and ways of knowing in all grades' curricula. This includes cross-curricular inquiry to develop an understanding of contemporary issues that affect First Nations, Métis and Inuit people.
4. Utilize resources by Indigenous voices, that embody Indigenous ways of knowing, when supporting student learning. Authentic resources are intended to develop an understanding of the contemporary and historical responsibilities related to Treaties, Residential schools, celebrations and contributions of First Nations, Métis and Inuit individuals and groups.
5. Partner with an Indigenous Artist in Residence to enhance staff and student understanding.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

**Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	92.5	91.9	86.4	87.5	88.6	92	Very High	Improved	Excellent	92	92	92
<p><b>Comment on Results</b>                      Over the past two years, there has been an incremental increase in this measure according to the accountability pillar survey results. The target of 92% satisfaction was not met although results improved by just over 1% measuring against our 2019 result. Specifically, the students and parents indicated increased satisfaction in this measure, with an increase of 4.9% and .3% respectively from the previous year. The combined result of 88.6% exceeded the provincial average of 82.4% with overall results exceeding provincial average by 6.2%.</p>												
<p><b>Strategies</b></p> <ol style="list-style-type: none"> <li>1. When and where possible amongst COVID19 limitations, students engage in focused complementary courses that align with the existing Career and Technology Foundations (CTF) Program of Studies. Courses focus on communication, collaboration and problem-solving skills, are available to all students and are inclusive to the needs of our school population.</li> <li>2. Due to COVID19, classroom teachers' choice/development of CTF offerings is deferred. Teachers' will capitalize on their skills and passions to engage and inspire students in these courses once restrictions are lifted.</li> <li>3. Offer educational experiences that integrate design-thinking (eg. human-centered design, empathy, digital tools, maker space, 3D printing, robotics) through CTF and interdisciplinary inquiries.</li> <li>4. Be more intentional and transparent to students/parents in the ways teachers are integrating STEAM into learning.</li> <li>5. Although there are limitations due to COVID19, we work to develop a scope and sequence, across all grades, of learning opportunities in community settings (i.e. off-campus physical education, Elbow River, Weaselhead, Youth Summit).</li> </ol>												

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	95.1	93.3	92.6	92.2	94.5	95.0	Very High	Improved	Excellent	95	95	95
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.6	92.4	88.6	91.4	94.0	95.0	Very High	Improved Significantly	Excellent	95	95	95
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	94.8	89.6	85.8	90.7	85.7	90	High	Maintained	Good	91	91	91
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	77.0	75.9	68.0	72.9	70.6	80	n/a	n/a	n/a	80	80	80
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	88.2	84.7	75.9	84.5	84.1	85	Very High	Maintained	Excellent	85	85	85
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	88.8	82.2	71.5	79.3	85.5	87	Very High	Improved Significantly	Excellent	87	87	87

### Comment on Results

All of the results in this outcome were positive - maintained, improved or improved significantly - and speak to the general satisfaction of stakeholders with the learning community prior to the COVID19 disruption. Even as we pivoted to at home learning, the staff approach to teaching and learning remained one of 'continuous improvement' and the focus for 2020-2021 will continue to be on attaining year over year, enhanced accountability pillar survey results through reflection, engagement with parents, and development of skills for life beyond school all while receiving a quality basic education in a safe and caring environment.

### Strategies

1. Intentional development of relationships and collaborative opportunities between the Board, superintendent, Administration, School Council and staff. i.e. Book Clubs, Exemplary Practice and Student Showcases at Board meetings, Board attendance at key school events such as Remembrance Day and Graduation,
2. Intentional data collection from students, staff and parents, in addition to the APORI survey, to garner formative feedback to inform school-based practices to make better informed decisions regarding operation of the school i.e. new family entry survey, parental survey to gather information about their child's learning profile and social and academic needs.
3. Intentional data collection from parents prior to the return to school to elicit feedback related to parent concerns, frequently asked questions.
4. Parent survey collecting data to inform decisions being made around logistics of return to school and programming of return to school.
5. Senior administration will conduct a comprehensive and strategic review/update and sharing of Administrative Procedures to increase staff capacity and ensure understanding of alignment between Policy and Procedure (i.e. Off-Campus excursions, new TQS, staff evaluation)
6. Continued implementation and responsive revision to OH&S program and procedures to proactively ensure the safety and health of staff
7. Highlight and embed opportunities for students to learn about career paths, successful habits for life-long learning, goal-setting and attitudes required in work environments. (eg. collaboration, organization)
8. Provide regular, frequent and ongoing opportunities to connect with parents and make learning visible, including focusing on:
  - a) As allowed under COVID19 limitations, engage students, staff, families and the community by participating in Celebrations of Learning, assemblies and field studies.
  - b) Establish a social media strategy to showcase and make student learning visible



## Summary of Accomplishments

### Pivot to At-Home Online Learning

- The disruption to all that we know about education with the onset of the COVID19 pandemic in March, was matched by the student, parent and staff ability to pivot to a new learning delivery model. Students rose to the occasion and continued to engage in their learning despite the strangeness of the world around them. Familiarity with Google Classroom facilitated the transition from in person to at home learning, with common resources that were collaboratively developed by teaching staff. Support for the emotional and social needs of students was augmented with the service of our Child Development Advisor and Educational Assistants. Partnering with parents in the shift to this unanticipated learning delivery system was essential to the success of the at-home learning.

### Capacity Building

- A professional learning advisory committee was struck to ensure relevant and timely support for staff members as learners. The tangential benefit of this structure was to provide additional leadership opportunities for staff members. This was formalized by the creation of a research lead and three learning leader positions for the new school year.

### Community Outreach and Engagement

- The Board hosted the annual parent *Speak Out* event on the topic of Technology in Education. Experts from the University of Calgary, Dr. Barbara Brown and the business world, Ms. Chett Matchett from ATB, shared insights regarding the importance and infusion of technology currently and in the future. This community engagement, along with an online survey of parents, was part of the Technology policy development process. The *Speak Out* forum will continue to serve as a model for our community engagement.

### Student Services

- With a new administrative team, there was a review and analysis of the model of support for students with exceptional learning needs. The collaborative and research-based development of a Response to Intervention (R.T.I.) model, with simultaneous staff professional learning, was the start point to provide more robust support for all learners. This included the additional focus on Universal Design for learning (U.D.L.) as well as R.T.I. Hiring a Child Development Advisor as part of this model, was integral in the process.

### Infrastructure Development

- With COVID19, the provincial government approved our application for Emergency Maintenance and Renewal funding. New boilers for both Lakeview and Bel Aire campuses were installed. For both schools, touchless fixtures were installed for elevated safety and sanitation. New doors were also installed on both campuses. In addition to the emergency funding, a new ramp and back step were constructed at the Lakeview campus to provide universal access to the building.

## Trends and Issues: Choice and Future Planning

### Support for Charter Schools and Niche Programming

Alberta's public education system is applauded for choice, competition, and innovation. While charter schools contribute significantly to the success of the learning system, these unique schools are often misunderstood and misrepresented in public discourse. Despite the new Choice in Education Act, enacted in September 2020, which supports public charter schools, there still remains opportunity for clarity, communication and advocacy with respect to equity in funding for public charter schools. The Choice in Education Act was a significant move to the benefit of all students in Alberta, and to charter schools. We believe that, in future, CGCS will garner more support and be able to further provide opportunity for students and their parents to choose a charter based the unique learning environment we offer.

### Equitable Funding and Accessible Opportunity

Since their inception, public charter schools' funding has not been completely aligned with other public schools, thereby raising questions of equity. The new funding model, with a weighted moving average based on student registration, provides some increased stability in our funding projections. What remains an ongoing challenge for CGCS, is the funding allocated for transportation of students. As our learners come from all quadrants of the city, the transportation costs are significantly higher than for other public schools. Our catchment area is more closely aligned with a rural jurisdiction in its expanse, than an urban jurisdiction and the subsequent fees we must levy to families are considerable. A re-examination of our model, our routes to inform our future approach, will be undertaken in 2020-2021.

### Enrollment

Part of the work for 2020-2021 will continue to be focusing on increasing enrollment to reach our cap of 600. A concerted educational and marketing plan will continue with the goal of increasing enrollment. Solutions to time in transit to and from the school from across the city, will continue to be explored to eliminate the barrier this presents for enrollment. In 2019-2020, the trajectory was such that we were on target to meet a goal of 535 registrants when, COVID19 disrupted our work. Economies of scale for programming and services can be garnered with a student population at the 600 mark.

### Classroom Complexity and Diversity

As a school of choice, CGCS is known for its safe and caring learning environment. As such, the diversity and complexity of our students is comparable to any public school; consequently, supports required for students and staff success were increased in the past year and will remain a focus for the foreseeable future. Learning support funding for charter schools is significantly less than in other public schools and remains a challenge. Our commitment is to supporting our students, particularly in light of the increasing social- emotional and academic needs that are surfacing through the pandemic.

## Summary of Financial Results

The Audited Financial Statements, Budget 2020-2021, and the Summary of the Facility and Capital Plan can be found on the CGCS Website under Important Documents at the following link:

<http://calgarygirlsschool.com/about-cgs/important-documents/>

A report on School Generated Funds is available in the Notes to the Audited Financial Statements at the link noted above.

The Provincial roll up of AFS for all school authorities can be found at the following link:

[https://www.alberta.ca/k-12-education-financial-statements.aspx?utm\\_source=redirector](https://www.alberta.ca/k-12-education-financial-statements.aspx?utm_source=redirector)

For more detailed information, please contact Wendy Juergens, Secretary-Treasurer at the Business Office of the Calgary Girls Charter School.

### 2019-2020

#### Revenues

<b>Government of Alberta</b>	<b>\$5,031,905</b>
<b>Parents Fees</b>	<b>\$537,752</b>
<b>Other Revenue</b>	<b>\$27,330</b>
<b>Investment Income</b>	<b>\$28,514</b>

<b>Total Revenue</b>	<b>\$5,625,501</b>
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#### Expenses (by Program)

<b>Instruction</b>	<b>\$4,448,574</b>
<b>Plant, Operations &amp; Maintenance</b>	<b>\$515,115</b>
<b>Transportation</b>	<b>\$579,489</b>
<b>Board &amp; System Administration</b>	<b>\$243,709</b>

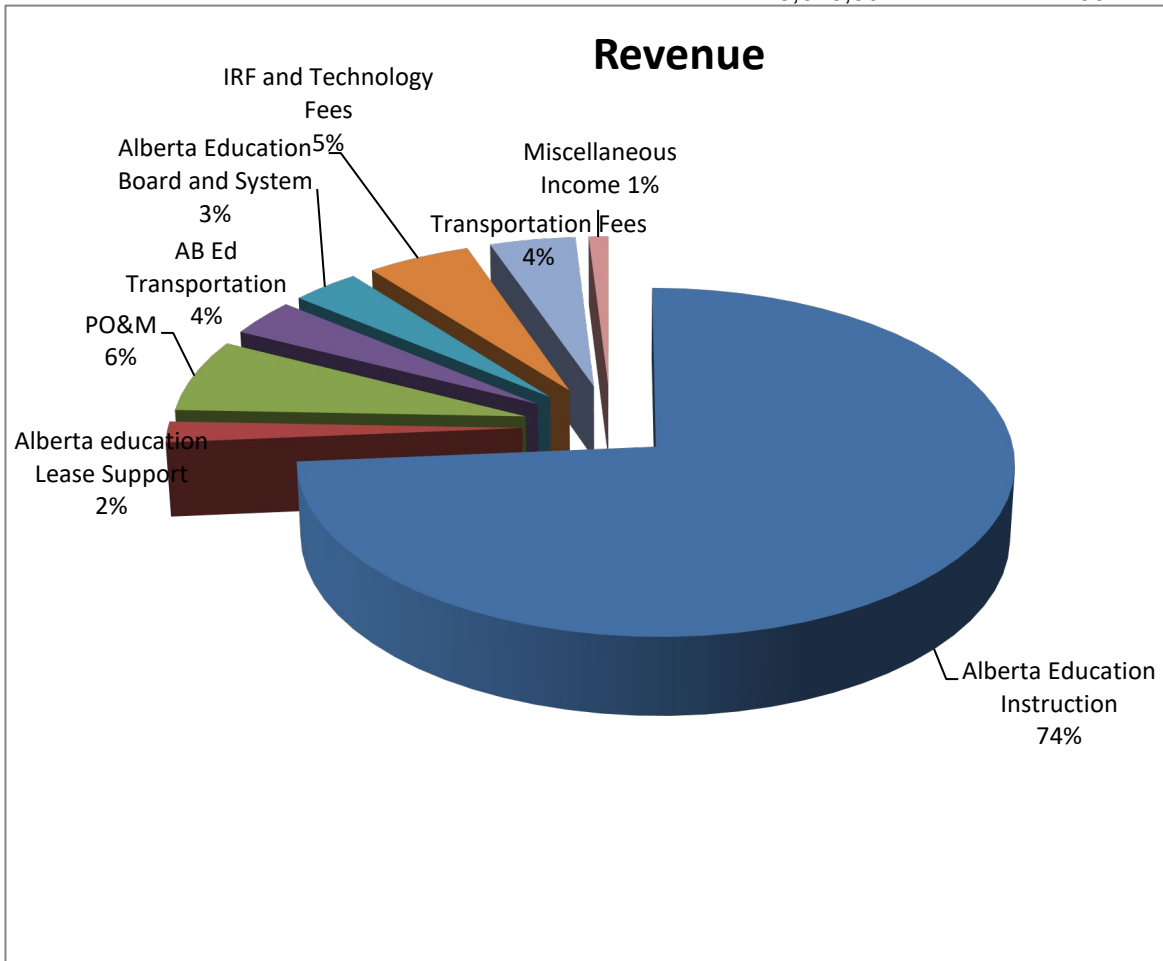
<b>Total Expenses</b>	<b>\$5,786,887</b>
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<b>Operating Surplus/(Deficit)</b>	<b>-\$ (161,386)</b>
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Note: The 2019-2020 operating deficit includes expenses that are in addition to the 2019-2020 approved Budget, including a \$138,942 transportation deficit resulting partly from the closure of the school from March 15, 2020 to June 30, 2020. Government funding for Transportation was reduced during this period although there was a requirement to pay a percentage of the bus transportation contract price for those months. Parent Fees for April and May were also refunded as per Board recommendation. Furthermore, the Board approved additional expenditure for Covid-19 of \$100,000, actual \$84,022 and a school technology upgrade of \$200,000, actual \$100,687.

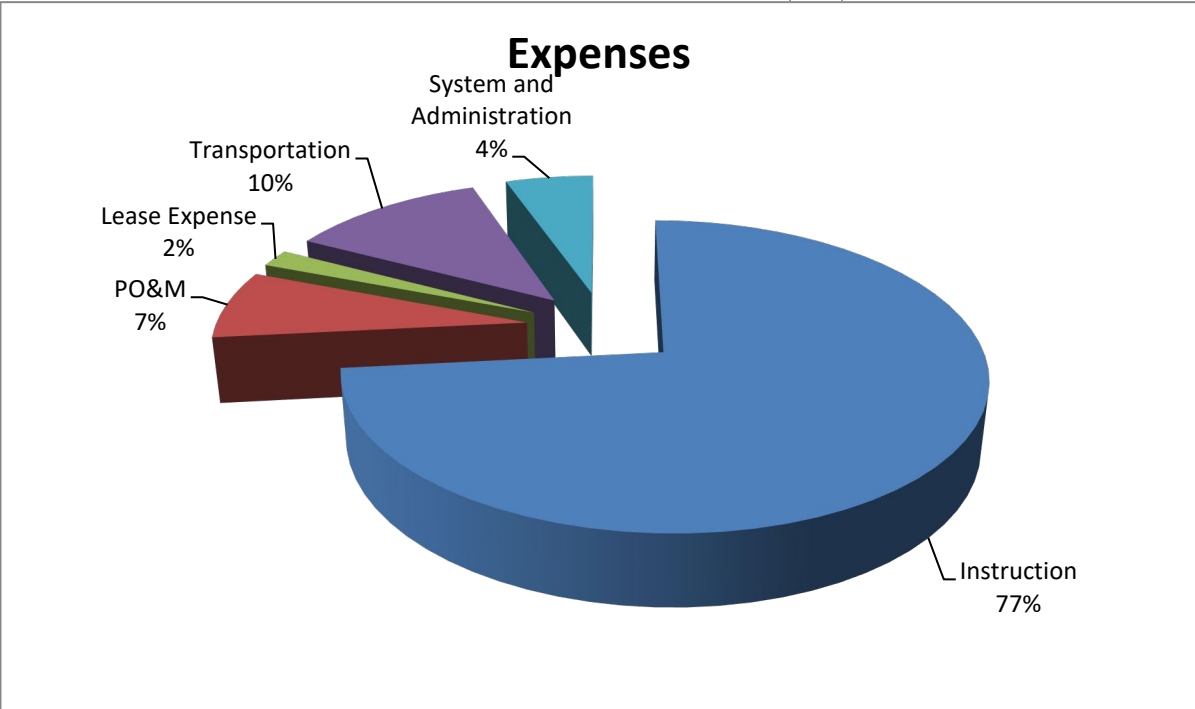
**Statement of Revenue 2019-2020**

	\$	%
Alberta Education Instruction	4,143,388	74
Alberta Education Lease Support	110,082	2
Alberta Education PO and M	386,533	6
Alberta Education Transportation	197,209	4
Alberta Education Board and System	194,693	3
Instructional and Technology Fees	294,413	5
Transportation Fees	243,339	4
Miscellaneous Income	55,845	1
<b>Total</b>	<b>5,625,502</b>	<b>100</b>



**Statement of Expenses 2019-2020**

	\$	%
Instruction	4,448,574	77
Plant Operations and Maintenance	405,033	7
Lease Expense	110,082	2
Transportation	579,489	10
System and Administration	243,709	4
Total	5,786,887	100



## Budget Summary

The Spring Budget 2020-2021 projects a total deficit of \$(690,119), which includes an operating deficit of \$(90,119) plus a \$600,000 Board approved transfer from reserves to afford services of a school technologist and Human Resources Contractor, as well as a proposed renovation of the Lakeview Campus office area. The Board has again approved to fund, from the accumulated surplus, an extra student transportation bus to support enrolment and reduce bus ride times. In line with the new Alberta Education funding model enrolment was based on the Weighted Moving Average (WMA) of 528.

Budget 2020-2021 was approved by the Board and submitted to Alberta Education on May 31, 2020. See page 17 of this document for website link.

The Spring Budget is summarized below.

<b>Revenues</b>	
<b>Government of Alberta</b>	<b>\$4,945,759</b>
<b>Fees from Parents</b>	<b>\$647,220</b>
<b>Other Revenue</b>	<b>\$40,000</b>
<b>Total Revenue</b>	<b>\$5,632,979</b>
<b>Expenses (by program)</b>	
<b>Instruction</b>	<b>\$4,420,326</b>
<b>Plant, Operations and Maintenance</b>	<b>\$755,326</b>
<b>Transportation</b>	<b>\$750,000</b>
<b>Board and System</b>	<b>\$310,326</b>
<b>External Services</b>	<b>\$87,120</b>
<b>Total Expenses</b>	<b>\$6,323,098</b>
<b>Operating Surplus/(Deficit)</b>	<b>\$(690,119)</b>



## Summary of Facility and Capital Plans

In the Capital Plan 2021-2024, completed and submitted to Alberta Education and Alberta Infrastructure in April 2020, the Calgary Girls Charter School repeated its request for major renovation of the Lakeview School and expansion to support consolidation at one site. The estimated cost was stated as \$13.3 million in April 2017. To date the project has not been approved but details of the submission can be found on the CGCS website as shown below:

<https://calgarygirlsschool.com/wp-content/uploads/2020/11/Capital-Plan-2021-2022.pdf>

Calgary Girls Charter School (CGCS) continues to require support for the lease of the gymnasium space at North Glenmore Community Association. North Glenmore Community Association has completed a number of upgrades that have made the space much more suitable for school use.

## Parental Engagement

Parents are partners in the education of their students at the Calgary Girls Charter School. In light of the COVID pandemic, our partnership has taken on even greater importance as our community has to come together to support our students' education. With the choice of in-person or at-home learning, to provide necessary flexibility to families, parents and staff are working even more closely in the 2020-2021 school year.

Opportunities for parents to be involved in person in the school as they have in the past are limited due to the pandemic and are carefully considered to ensure the safety and security of students, families and staff. Previously, parents were encouraged and invited to participate in the learning community of CGCS by volunteering, joining their daughters for special events, attending assemblies, offering expertise in the classroom or for extra-curricular clubs and activities. We continue to re-imagine how we will virtually keep parents involved in similar meaningful ways within the school for the 'new reality'.

Work with the School Council continues, in a virtual space, to maintain the important connection between the parents and the school community. All parents of enrolled girls are members of the School Council which holds bi-monthly meetings. The in-person meetings shifted to virtual meetings in March 2020. School Council prepares an annual plan at its AGM in June and provides its annual report to the Board by the end of September. The Report includes a summary of key decisions, meeting minutes and financial records. School Council agendas, minutes and reports are located on the CGCS website at the following link: <http://calgarygirlsschool.com/updates/school-council/>

The School Council is a valued part of the school community and supports the school in innumerable ways. In fall 2019, School Council hosted its annual back-to-school family BBQ to welcome new and returning families. The School Council organized used uniform sales, hot lunches, a Speaker Series, special events, and various fund-raising activities. The Council also organized parent education activities in person, and virtually after the spring school closures.

Regardless of the medium, in person or virtually, the principal reports the Accountability Pillar Results to the School Council and invites input on the Three-Year Education Plan. Feedback informs the continuous improvement priorities. An annual parent Speak Out event provides a facilitated opportunity for consensus building on successes, challenges, and ideas for the future. In 2019-2020 our focus on Technology Policy development was the topic for the fall Speak Out event.

In the digital world, the school's website is updated regularly and frequently to include parents and guardians in school news. A weekly communique from the Administrative team celebrates the achievements of the students at the school as well as provides an overview of key information pertaining to school activities and upcoming events. Through Google Classroom, parents have access to student portfolios, updates, announcements, and information about learning supports. This provides continuous opportunity to be informed about their daughters' learning. Social media, Twitter, Facebook and Instagram in particular, is also used to share day-to-day educational activities.

Student led conferences are part of our practice to provide increased opportunity for parents to have deeper engagement in curriculum exploration within CGCS.

Finally, to provide greater informal opportunities for parent communication with the school, the principal is hosting virtual 'Coffee and Conversation with the Principal' one Friday per month, to foster communication and attend to any matters that might be surfacing in the learning community.

More than ever, the partnership with parents and guardians is key to serving the students of CGCS effectively.

## Timelines and Communication

### Objectives:

To share our effective practices and innovative approaches to girls' only education for the benefit of Alberta's education system.

### Key Audiences:

- the greater education community including Alberta Education, post-secondary institutions, and educators of female learners in Alberta and beyond;
- currently-enrolled Calgary Girls Charter School students, their parents, and alumnae;
- Calgary Girls Charter School's teachers, support staff, administrators, School Council executive members, and Board members;
- prospective students and their parents, prospective staff and the general public; and
- girls' advocacy groups.

### Key Strategies:

- a dynamic and updated school website with comprehensive information about our school and our programs; (ongoing monitoring)
- create a blog component on our website for curated student, staff, parent, administrator, Board submissions; (February to June 2021);
- access communications intern to develop a social media information campaign; (August 2020 – May 2021)
- host professional learning sessions to provide a venue for educators and parents to gather and share best practices in girls' only education; (three times throughout year)
- host educators from other school jurisdictions to share best practices and engage in collaborative initiatives and partnerships; (September 2020, March 2021)
- Research and propose submissions or presentations in untapped educational sphere i.e. uLead, National Coalition of Girls Schools, Education Leadership – ongoing
- engage in networking and partnerships with post-secondary institutions such as the Partner Research Schools with the U of C, Mount Royal University, Ambrose University, other schools, gifted organizations and interested parties; ongoing
- re-establish research partnerships with post-secondary institutions; ongoing
- facilitate research projects relevant and beneficial to improving practice in girls' only education; ongoing
- distribute information materials as appropriate; Open House – January to February 2021;
- participate in TAAPCS to increase public visibility and understanding of Charter schools; (ongoing)
- participate in appropriate educational forums to increase knowledge about Calgary Girls Charter School programming; ongoing
- meet with local MLA to advocate for and share learning about girls only education; (Spring 2021)
- continue to host education practicum students from Mount Royal University; ongoing
- meet with our respective Community Associations (Mayfair-Bel Aire and North Glenmore Park Community Associations) to build understanding and relationship (January 2021); and
- as part of the AERR and 3YEP cycle, utilize, analyze and share data from APORI (February) and additional student, parent, staff and community engagements in a continuous reflection cycle to inform and drive future practices.

The Zone Director for Alberta Education is notified when the Three-Year Education Plan and Annual Education Results Report is posted to the school's website. The permalink is included in the email that is sent by November 30 <https://calgarygirlsschool.com/wp-content/uploads/2020/11/Approved-2019-2020-AERR1128.pdf>

### **Whistleblower Protection**

Calgary Girls Charter School provides a caring, respectful environment in which staff are safe to disclose wrongdoing without fear of reprisal, consistent with the Public Interest Disclosure (Whistleblower Protection) Act and related Regulations of the Province of Alberta.

CGCS values courage, integrity and community among its enduring values and expects all staff to demonstrate high ethical standards in their work. In return, staff should expect a positive, trusting and accountable workplace. An Administrative Procedure entitled *Whistleblower Protection* supports employees in making good faith reports of unlawful or improper conduct.

During the 2019-20 school year, the Designated Officers received no disclosures of wrong-doing and therefore no investigations occurred.

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