



**CALGARY  
GIRLS  
CHARTER  
SCHOOL**

# **Annual Education Results Report 2018-2019 & Three-Year Education Plan 2019-2022**



For a summary of the AERR visit the following link: <https://calgarygirlsschool.com/important-documents/>

CGCS welcomes questions or feedback on the AERR and Multi-Year 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 learning community. 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 at the Calgary Girls Charter School.

Over the past year, in concert with our community partners and parents, we continued to achieve excellence in a multitude of ways. To enable maximum flexibility in our learning environment, we moved to a 'Bring Your Own Device' learning model. Students are able to use the devices that are most comfortable and familiar to them. As well, after years of fundraising and planning, our flexible outdoor presentation space was created to provide alternative ways to engage in learning. Enhanced communication with our learning community was achieved with the adoption of weekly communiques from the school administration. Finally, professional learning was enhanced with dedicated support for staff to enhance capacity around inclusive education and social-emotional learning.

In the spring, the Board hosted the annual Speak Out for Parents and received rich feedback regarding the work of the Board. 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 hard work is ongoing in a number of areas. We continue to face challenges in our transportation budget. Despite the deficit in this area, the Board approved funding from reserves to support an additional bus that would ease pressures on route times. We experienced substantial transition with our senior leadership, with the retirement of our long-serving superintendent, an interim superintendent and hiring of a new superintendent. Similarly, there was end of year transition with our school-based leaders. With these transitions, our commitment to learning and culture-building remains a focus.

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. We are proud of our school's accomplishments. We are impressed with our students and their many accomplishments. We appreciate our staff for their commitment to excellence. And we are grateful for 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 'Natalya Nicholson'.

Natalya Nicholson, B.Sc. M.Sc.  
Board Chair and CGS Society President

## Accountability Statement

The Annual Education Results Report for the 2018-2019 school year and the Three-Year Education Plan commencing September 1, 2019 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 2018/2019 school year and the three-year Education Plan for 2019/2022 on November 20, 2019.

On behalf of the Board of Directors,



Ms. Natalya Nicholson, Board Chair

Board of Directors: Gary Care\*\*, Christine Jackson, Carmen Jeam\*, Ashley Jensen, Angela MacLeod\*, Margo Purcell (Vice Chair), Bronwhyn Simmons and Stanley Wong

\*Parent Member of the Charter Board

\*\* Parent member for 2018-2019



## Profile of the Calgary Girls Charter School

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 team work 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.



Embracing a disposition of inquiry, the students acquire the knowledge, skills, and attitudes necessary to develop the competencies 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 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)				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Acceptable Standard %	93.3	85.1	92.1	89.6	91.8	75.0	75.5	75.5	75.6	75.7
Standard of Excellence %	33.8	27.1	32.2	28.3	40.7	20.0	20.5	20.6	21.1	21.6

**Comment on Results**

With consistency, year over year, student achievement on Provincial Achievement Tests substantially exceeds the provincial average achievement. In 2019, the students' achievement improved in both the acceptable standard, by 2.2% from 2018 as well as the standard of excellence, increasing by 22.4% over 2018 results. With an underpinning and infusing the core curriculum with the Go Girls curriculum, achievement in all curricular subjects was improved.

\* Note: 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 curricular alignment, both horizontally and vertically
2. Where appropriate, capitalize on opportunities to provide cross-curricular programming, using inquiry-based learning
3. Intentionally use research-based learning strategies specific to girls' brain development and learning (i.e. collaborative tasks, experiential learning, growth mindset approach, habits of mind)
4. 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
5. The Professional Learning Advisory Committee will recommend and help support and provide learning opportunities for staff in support of students' learning.

**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)				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
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.	88.3	89.4	86.2	88.0	84.9	83.0	83.4	83.3	82.5	82.3
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.	86.9	88.5	83.5	81.7	79.1	74.2	74.5	74.4	73.9	73.5

**Comment on Results**

The results for CGCS 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 2.6%. Characteristics of active citizenship were noted as 4.6% higher at CGCS compared to the provincial average. Access to extra-curricular activities including leadership, athletics and fine arts helped create a safe and caring atmosphere. Additionally, explicit focus on the Go Girls curriculum helped develop capacity regarding confidence and positive, appropriate interpersonal interactions.

**Strategies**

1. Offer a wide variety of multi-aged extra-curricular activities including sports, clubs, leadership and fine and performing arts, to support students' social development through mentorship, practice and modelling. (i.e. student buddies' system)
2. 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
3. Create a regular cadence of opportunities for whole school activities where Bel Aire and Lakeview students are able to congregate to build a greater sense of community.
4. 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
5. Staff will engage in targeted and threaded professional learning to enhance capacity for supporting social emotional learning for girls. i.e. incorporation of strategies shared by Lorraine Beaudry as identified by the Neufeld Institute

### 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)				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
The percentage of <b>teachers, parents and students</b> indicating that the school has improved or stayed the same over the last three years.	85.2	88.8	82.2	71.5	79.3	79.6	81.2	81.4	80.3	81.0
The percentage of <b>teachers and parents</b> satisfied with parental involvement in decisions about their child's education exceeds provincial average.	82.0	88.2	84.7	75.9	84.5	80.7	80.9	81.2	81.2	81.3

**Comment on Results**

The results show a significant increase over the 2018 results which represented a substantial drop. The challenges and upheaval from the devastating 2018 loss of a staff member and transitions in leadership seem to have been mitigated somewhat in 2019. An increase of 7.8% from 2018 in student, teacher and parent belief that the school improved or stayed the same was heartening and indicated that some of the explicit strategies undertaken to address this area were successful. Specifically, responsiveness by staff to assessment and reporting concerns, with support to achieve that, resulted in positive outcomes for students, staff and parents. Engaging with parents through Speak Out and weekly communiques from the administrative team, was well received and elevated teacher and parent satisfaction regarding parent involvement by 8.6% from the previous year.

**Strategies**

1. Provide purposeful, meaningful and engaging opportunities for stakeholders to contribute and be part of the learning community such as: parent education evenings, Staff Book Club, Celebrations of Learning, and Student-Led Conferences.
2. With regular cadence, invite parent feedback in a variety of capacities such as: School Council meetings, parent surveys and Speak Out opportunities.
3. Continue to support transparency among all members of the community through regular communication. This includes: Teacher Weekly Updates to families, Principal's Weekly Message to families, Specialists' Monthly Update to families, Principal's Monday Memo to Staff
4. Intentionally support teams' collaborative processes by providing resources such as scheduling regular common team meeting times, establishing team norms for collaboration and other 'just in time' supports as they emerge.
5. Establish a research committee that is dedicated to sharing data and research to support staff capacity building relating to girls' education.

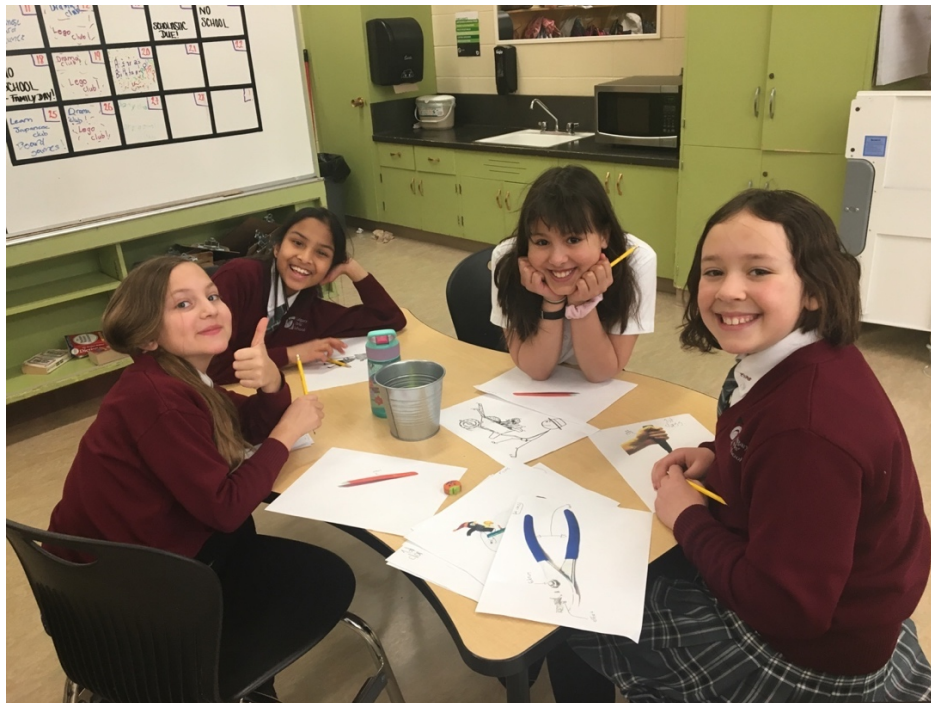


**Charter Goal Four: Staff is supported in pursuing excellence.**

**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)				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
The percentage of teachers reporting professional development is focused, systematic and contributed significantly to their ongoing professional growth exceeds provincial averages.	93.1	98.2	93.7	75.5	94.6	82.4	83.9	84.3	84.3	85.2
<b>Comment on Results</b>										
<p>The measure of teachers reporting positive results of targeted professional learning was substantially improved over the 2018 results, increasing by 19.1% and exceeding the provincial average by 9.4%. Clarification of the link between the Charter and Provincial Goals that are part of our Accountability Measures, and the professional learning available to and provided for staff to help meet those goals, was overt.</p> <p>Explicit use of Merit Funds for professional growth aligned with the school priorities and growth plans also contributed to improved results in this measure. Statistically, only one person expressed dissatisfaction regarding this measure which was an improvement from five staff in 2018.</p>										
<b>Strategies</b>										
<ol style="list-style-type: none"> <li>1. Formation of a Staff Professional Learning Advisory Committee to ensure that professional learning is relevant and a shared responsibility.</li> <li>2. In consultation with the Staff Professional Learning Advisory Committee, Administration will develop the school's Professional Learning Plan, which will have specific and threaded learning themes throughout the year</li> <li>3. 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>4. Merit Funds will be approved for use for professional growth aligned with Professional Growth Plans and/or school goals and priorities.</li> <li>5. Staff Professional Development funds will be used to provide targeted, priority, professional learning for staff to attain school priority goals and outcomes. i.e Level B Testing, ASIST Training, Wilderness Safety Training, Middle School Math Instruction and Assessment</li> </ol>										



**Combined 2019 Accountability Pillar Overall Summary**

Measure Category	Measure	Calgary Girls Charter School			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	92.2	92.6	93.7	89.0	89.0	89.3	Very High	Declined	Good
Student Learning Opportunities	Program of Studies	87.5	86.4	90.2	82.2	81.8	81.9	Very High	Declined	Good
	Education Quality	91.4	88.6	91.2	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.7	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	91.8	89.6	88.9	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	40.7	28.3	29.2	20.6	19.9	19.6	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	90.7	85.8	90.1	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	88.2	88.7	91.1	82.9	83.0	83.5	Very High	Declined	Good
Parental Involvement	Parental Involvement	84.5	75.9	82.9	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	79.3	71.5	80.9	81.0	80.3	81.0	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.
5. 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).
6. 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.
7. 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.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. 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.
10. 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.
11. 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.



## Measure Evaluation Reference

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

#### Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

### Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

### Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	93.3	85.1	92.1	89.6	91.8	100	Very High	Maintained	Excellent	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).	33.8	26.9	32.3	28.3	40.7	40	Very High	Improved Significantly	Excellent	30	30	30

### Comment on Results

The results remain very high and the percentage of students achieving the standard of excellence increased dramatically from 2018. The results are well above provincial average.

The number of CGCS students participating in all PAT exams in grades six and nine (96.6%) is significantly higher for every exam compared to the province (89.8%), exceeding the overall average participation by 6.8%.

The Grade 6 math results show an increase of 4% from 2018 in the standard of excellence to 14.9%. Science 6 improved in the standard of excellence from 45.7% in 2018 to 50%. Social Studies 6 standard of excellence increased from 47.8% in 2018 to 54.5% in 2019. English Language Arts 6 also improved excellent results with 40% in 2019 compared to 30.4% in 2018. Overall, the achievement is stellar at Grade 6.

Grade 9 showed a significant improvement in mathematics at both the acceptable and standard of excellence. Acceptable standard increased by 18.4% over 2018 and standard of excellence increased by 25.4%. This achievement is remarkable when one sees that provincially, about 32.6% of students did not achieve acceptable standard in math.

Results for Science remain very high with the percentage of students achieving standing of excellence increasing from 22.2% in 2018 to 47% in 2019. English language arts results attained a milestone marker with 100% of students achieving acceptable standard, up by 5.6% from 2018. The ELA standard of excellence also increased by 10.6% over the previous year's results. Social Studies results also improve significantly as acceptable standard rose from 92.2% in 2018 to 97.6% in 2019. Impressively, the social studies standard of excellence increased by 23.8% to 56% in 2019, as a higher percentage achieved the acceptable standard.

In every measure from participation to acceptable standard to standard of excellence, the PAT results from 2019 were exceptional.

### Strategies

1. Provide teacher support and team-teaching opportunities where teachers are able to receive peer coaching in specific subject areas
2. To address achievement in math results, in consultation with the Staff Professional Learning Advisory Committee, offer professional learning in the instruction of mathematics as part of an ongoing cohort
3. Build shared understanding of strategies that develop mathematical competency in the five areas noted by NCTM:
  - a) Conceptual understanding: comprehension of mathematical concepts, operations and relations
  - b) Procedural fluency: skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
  - c) Strategic competence: ability to formulate, represent, and solve mathematical problems
  - d) Adaptive reasoning: capacity for logical thought, reflection, explanation, and justification
  - e) Productive disposition: habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.
4. Vertically align and scaffold instruction and assessment of literacy and numeracy, particularly in foundational curriculum (e.g. number line, base ten/units, and transitions, syntax (sentence patterns), technical vocabulary, and strategies for interpreting texts.)

### 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		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.2	2.2	0.0	0.0	0.0	0.0	Very High	Maintained	Excellent	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. 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. Foster alumni connections through the annual "Chips and Chat" event that sees large numbers of former students returning to reconnect with previous teachers and current students.
2. Engage students in the planning of the *Speaker Series*, an event that features successful women in both traditional and nontraditional career paths. The speakers encourage girls to stay in school and to explore the many roads that can lead to success through persistence. (October/January/March/May)
3. Continue 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. Provide one-to-one guidance (administration, grade team teachers) to support girls in making effective transitions to high school.
5. 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.



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	92.5	94.0	90.6	88.7	88.2	90	Very High	Declined	Good	90	90	90

**Comment on Results**

The percentage of satisfied stakeholders (88.2%) with respect to students modeling active citizenship exceeds the provincial average of 82.9% by 5.3%. Parent satisfaction in 2019 increased by 13.3% over 2018 results from 77.7% to 91% satisfaction. As this is a key outcome for all Alberta students, this is an area requiring explicit attention. The authentic and active citizenship activities undertaken by students in 2019 may not have been recognized specifically as such when the survey was completed.

**Strategies**

1. Capitalize on the opportunities presented through the Go Girls curriculum to engage in explicit acts of citizenship, through community serve and age-appropriate community-based social justice projects. A matrix of activities, carefully scaffolded from grades four to nine, will be developed that can be incorporated into each grade program.
2. Teachers will continue to incorporate digital citizenship into all curricular areas.
3. Utilize self-assessment tools and/or select structured tools such as inventories, that will support student reflection on social/emotional growth and their contributions to the greater community.
4. 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. Provide opportunities for School Council to advise on strategies to address this performance measure.

**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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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	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	30	High	n/a	n/a	30	30	30

### Comment on Results

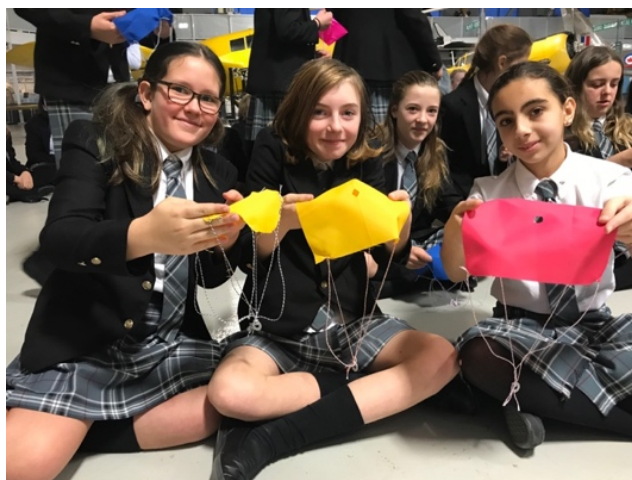
Where the number of identified FNMI students at CGCS is fewer than six, data is suppressed and indicated by an asterisk. Compared to the provincial results, our students' achievement of acceptable standard at 83.3% exceeded the provincial average of 54% by 29.3%. Students' attainment of standard of excellence (25%) exceeded the provincial average of 7.4%.

### 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 work within the school. This will include: inviting Elders and Knowledge Keepers to work with the school to advise of protocols, as well as share authentic Indigenous perspectives with the school community.
2. Staff understanding regarding Indigenous ways of knowing will be systematically enhanced using the 'Stepping Stones' 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, Metis and Inuit people
4. All staff will receive the fingertip book, 'Truth and Reconciliation: Calls to Action'
5. Utilize resources which present Indigenous perspectives when supporting student learning. Authentic resources are intended to develop an understanding of the history of Treaties and collective rights legislation for Indigenous populations as well as understanding Indigenous ways of knowing.

### 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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	90.5	92.5	91.9	86.4	87.5	93	Very High	Declined	Good	92	92	92

**Comment on Results**

The target of 92% satisfaction was not met although results improved by just over 1% measuring against our 2018 result. Specifically, the staff and parents indicated increased satisfaction in this measure, with an increase of 4.1% and 1% respectively from the previous year. Student results, however, declined by 2.7% from the previous year. The combined result of 87.5% exceeded the provincial average of 82.2% and overall, results exceed provincial average by 5.3%.

**Strategies**

1. Plan to offer more focussed complementary courses that align with the existing Career and Technology Foundations (CTF) Program of Studies. Courses focus on communication, collaboration and problem-solving skills, meet any student's learning needs and are inclusive.
2. Support classroom teachers' choice/development of CTF offerings to capitalize on their skills and passions to engage and inspire students.
3. Have curriculum specialists teaching physical education, language and fine arts options (i.e. Art, Music, French, Drama)
4. Offer Choir, Music and Art to students at the Bel-Aire campus and Music, Art, French and Drama to grade six students at Lakeview campus.
5. Offer more educational experiences relating to and that integrate technology and leadership in grades 7 to 9.
6. Be more intentional and transparent to students/parents in the ways teachers are integrating STEAM into learning.
7. 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)

**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/TFM (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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	93.0	95.1	93.3	92.6	92.2	94	Very High	Declined	Good	93	93	93
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.8	92.6	92.4	88.6	91.4	93	Very High	Maintained	Excellent	92	92	92
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.	86.9	94.8	89.6	85.8	90.7	92	Very High	Maintained	Excellent	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>	73.3	77.0	75.9	68.0	72.9	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.	82.0	88.2	84.7	75.9	84.5	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.	85.2	88.8	82.2	71.5	79.3	83	High	Maintained	Good	82	82	82

### Comment on Results

All but one result in this outcome, were positive, either maintained or improved, and speak to the general satisfaction of stakeholders with the learning community. That said, with a mindset of 'continuous improvement' and with the influx of new staff in 2019-2020, there are additional ways that these results can be maintained and improved for the 2019-2020 school year.

### 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 i.e. new family entry survey, technology use survey, to make better informed decisions regarding operation of the school
3. 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)
4. Continued implementation and responsive revision to OH&S program and procedures to proactively ensure the safety and health of staff
5. Provide regular, frequent and ongoing opportunities for parents to connect with the school such as:
  - a) Parent – Teacher and Student-Led Conferences (September/December/March)
  - b) Parent/Teacher/Student meetings as needed and requested by parents
  - c) Weekly updates from each grade to families, that highlight the learning in core subjects, Go Girls and important upcoming dates
  - d) Monthly updates from the specialist team (PE, Fine Arts, French) that showcase the learning and work from these classes
  - e) Weekly communiques from the principal that include upcoming events, parent education opportunities and school initiatives
  - f) Report Card comments that clearly inform families of their student's achievement on the Program of Studies as well as their social/emotional development, including anecdotal individualized comments (3 times annually)
  - g) Engage students, staff, families and the community by participating in Celebrations of Learning, key assemblies and field studies





## Summary of Accomplishments

### Academic Excellence

- The tradition of academic excellence continues to be maintained as part of the foundational focus and subsequent achievement in this learning community. The dedication of staff, the commitment of the students, the support of the parents and the guidance and direction of the Board, all converge to ensure the academic success of all learners. This is something of which all members of the learning community can be very proud.

### Capacity Building

- Professional Learning was coordinated and supportive of the Charter, School and provincial goals. Learning was facilitated for staff as well as parents. The following topics were included:
  - Assessment - Alberta Assessment Consortium – Pat Lore
    - Parent Information Evening – School Administration Team
  - Gender Studies – University of Calgary – Joe Kadi
  - Social Emotional Learning – Dr. Allan Donsky
    - School Council Presentation on Anxiety – Dr. Allan Donsky
  - Google Suite – Colin Christensen and Tyler Capton
  - Numeracy – University of Calgary – Dr. Olive Chapman
  - Indigenous Ways of Learning – Shannon Loutitt
  - Administrator Leadership Certification – ATA-AISCA-CASS

### Community Outreach and Engagement

- The Board hosted the annual parent *Speak Out* event on the topic of School Identity Rebranding. Results indicated high levels of parental engagement with the opportunity to meaningfully interact with other parents, directors and staff.
- The School Council continued to organize many activities in support of enhanced programming. A key focus was the development of an outdoor teaching and performance area. Also, as had been done in previous years, the annual back to school BBQ was hosted by Council and they arranged a Speaker Series. This noon hour activity invited successful women from traditional and non-traditional careers to speak to the students about career pathways. The Council offered a used uniform sale, provided healthy snacks, and organized fun lunches.
- School communication with parents was refined and improved in multiple ways. There was a regular Principal's Weekly Message to parents, Grade Team Weekly updates, Specialists' Monthly updates as well as the new website.
- Student leaders, supported by the CGCS staff, reached out to the community to garner food donations for the 'Stuff a Bus' campaign, with the donations earmarked for the Calgary Interfaith Foodbank. The Children's Hospital was the beneficiary of another student-led initiative, a book drive, resulting in hundreds of books being donated to the hospital.

### Technology

- CGCS fully implemented a unified learning management system, Google Classroom, within the Google Suite for Education. With the learning that was provided to staff, opportunities for students to learn in collaborative ways was maximized.
- CGCS ended the leased technology program so when devices depreciate, CGCS transfers ownership to students without additional buy out costs. This represents a significant savings to parents. CGCS implemented a bring-your-own-device for students

in grades four to seven and those new to the school. All students have access to technology for learning through short- and long-term loans as required. They have increased comfort using their own devices.

### Assessment and Reporting

- Having received feedback from students, staff and parents, CGCS successfully implemented its new Report Card to better align with the requirements of the *Guide to Education*. Important in this new report card was the incorporation of anecdotal feedback and purposeful assessment of the 'Go Girls' curriculum. Support for this implementation, and review, was provided by the Alberta Assessment Consortium.
- Clevr, a new system for Individual Program Plans and benchmarking students' achievement was adopted. Consistency and access to student goals and assessments was elevated with the new system.

### Programming

- Performance Arts were again a highlight at CGCS. Almost twenty percent (20%) of the school population was involved in the bi-annual musical production, 'Dear Edwina'. The result was the highest grossing production in the school's history. The Winter and Spring Choral and Band performances were very well attended by the greater community. The musical ensembles (junior band, senior band and jazz band) performed at various elementary and high schools and all Choral groups received highest honours at Choral Fest.
- Experiential learning was foundational in grades four to nine, providing leadership, team-building and growth opportunities, with direct ties to curriculum. These activities included multiple field trips and grade level outdoor education camps.
- The student achievement on standardized tests supports that effective and rich learning experiences are provided for CGCS students. Overall grade six and grade nine provincial achievement test results were higher for the 2018-2019 school year in both the acceptable standard and standard of excellence in 15 of 16 measures.

### Refresh Brand and Launch

- In April of 2019, the new Calgary Girls Charter School name and logo were launched.
- Incorporation of the word 'Charter' to the name clarified our public school mandate.
- Our dynamic new website was created with positive reception by our greater learning community.
- The marketing campaign was coordinated with the goal of highlighting and reinforcing our CGCS identity as well as growing enrollment.



## **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. The jurisdiction highlighted this by revising the name to Calgary Girls Charter School. As the provincial government is revisiting the concept of choice in education, with solicitation of feedback from provincial stakeholders, we believe that CGCS will garner more support and be able to further provide opportunity for students and their parents to choose a unique learning environment.

### **Equitable Funding and Accessible Opportunity**

Since their inception, public charter schools' funding has not been completely aligned with other public schools raising questions of equity. In particular fees for transportation, resources and inclusive education have been disparate from non-charter public schools. With the development of a new educational funding formula for 2020-2021, CGCS has high hopes that the new allocation will provide more equitable funding for students in public charter schools. Just as teachers have been differentiating instruction to most effectively meet the needs of learners in their diverse and complex classrooms, a radical new approach to the provincial funding formula will hopefully attend to the individual, unique and powerful educational contexts that public charter schools offer.

Fees for transportation and resources represent a significant barrier to students. CGCS serves girls from all quadrants of the city. The percentage of learners with diverse and more complex learning needs continues to grow while resources to support these students are more limited than in non-charter public schools.

### **Enrollment**

Part of the work for 2019-2020 will continue to be focusing on increasing enrollment. Over the past two years, new and modernized schools in neighborhoods from which CGCS traditionally drew many students were able to eliminate transportation and resource fees and as a consequence, CGCS students shifted back to their more conveniently located home schools. 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.

### **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 increased; consequently support required for students and staff success increased. With uncertainty in the funding for public charter schools compared to other public schools, it is anticipated that provision of robust support may remain a challenge. Maximum utilization of resources will require additional professional learning. This will remain the case for the foreseeable future as our reputation as a safe and caring learning environment precedes us.

### **Leadership Continuity**

The past four years have seen significant transition in the school-based and jurisdictional administrative leadership roles due to retirements and transfers. The leadership personnel in place for the 2019-2020 school year intends to stem that trend and bring long-term stability and consistency to the learning organization.

## Summary of Financial Results

The Audited Financial Statements, Budget 2019-2020, Fall Budget Update 2019-2020, 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>

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

### 2018/2019

#### Revenues

<b>Government of Alberta</b>	<b>\$4,809,276</b>
<b>Parents Fees</b>	<b>\$684,075</b>
<b>Other Revenue</b>	<b>\$88,574</b>

<b>Total Revenue</b>	<b>\$5,581,925</b>
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#### Expenses (by Program)

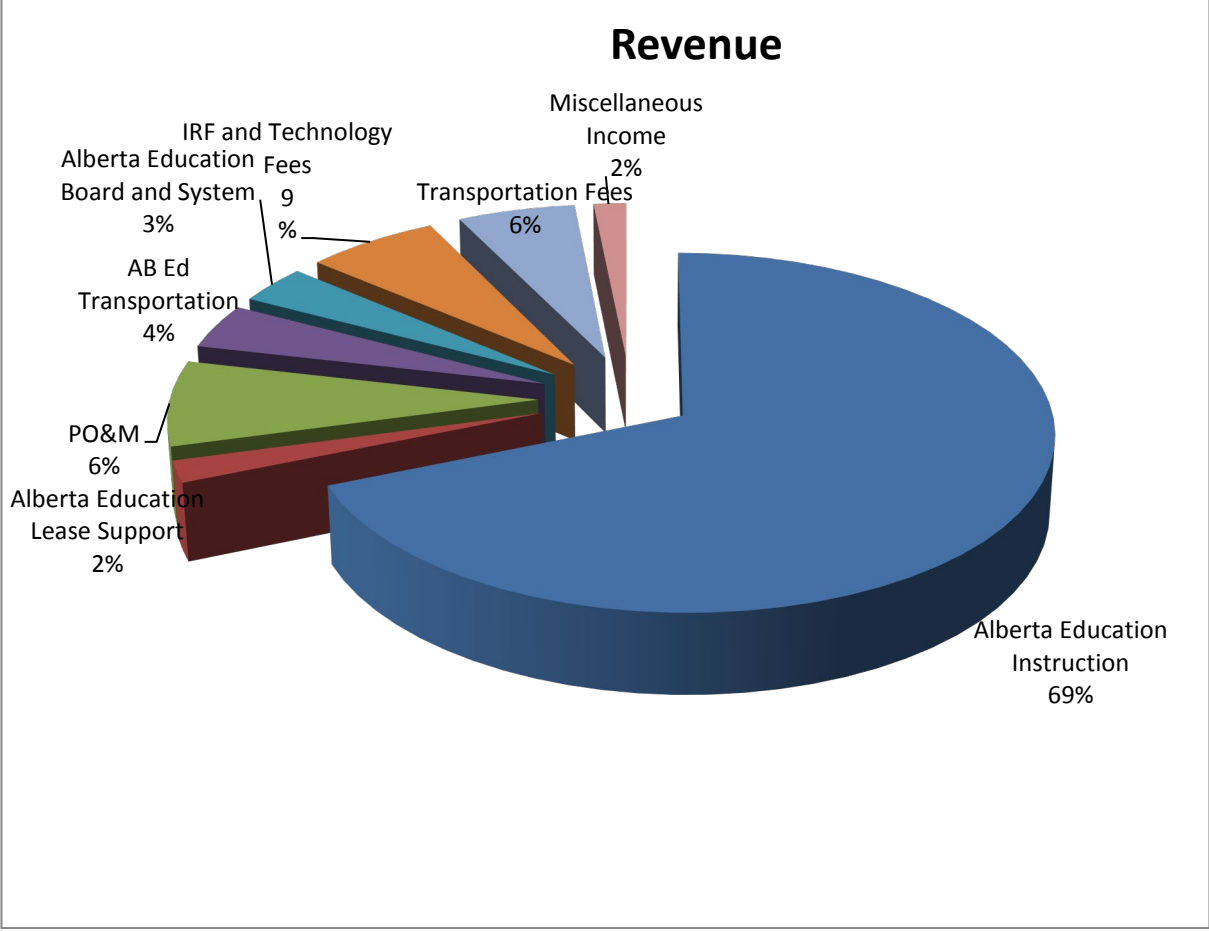
<b>Instruction</b>	<b>\$4,248,438</b>
<b>Plant, Operations &amp; Maintenance</b>	<b>\$540,415</b>
<b>Transportation</b>	<b>\$690,800</b>
<b>Board &amp; System Administration</b>	<b>\$310,151</b>

<b>Total Expenses</b>	<b>\$5,789,804</b>
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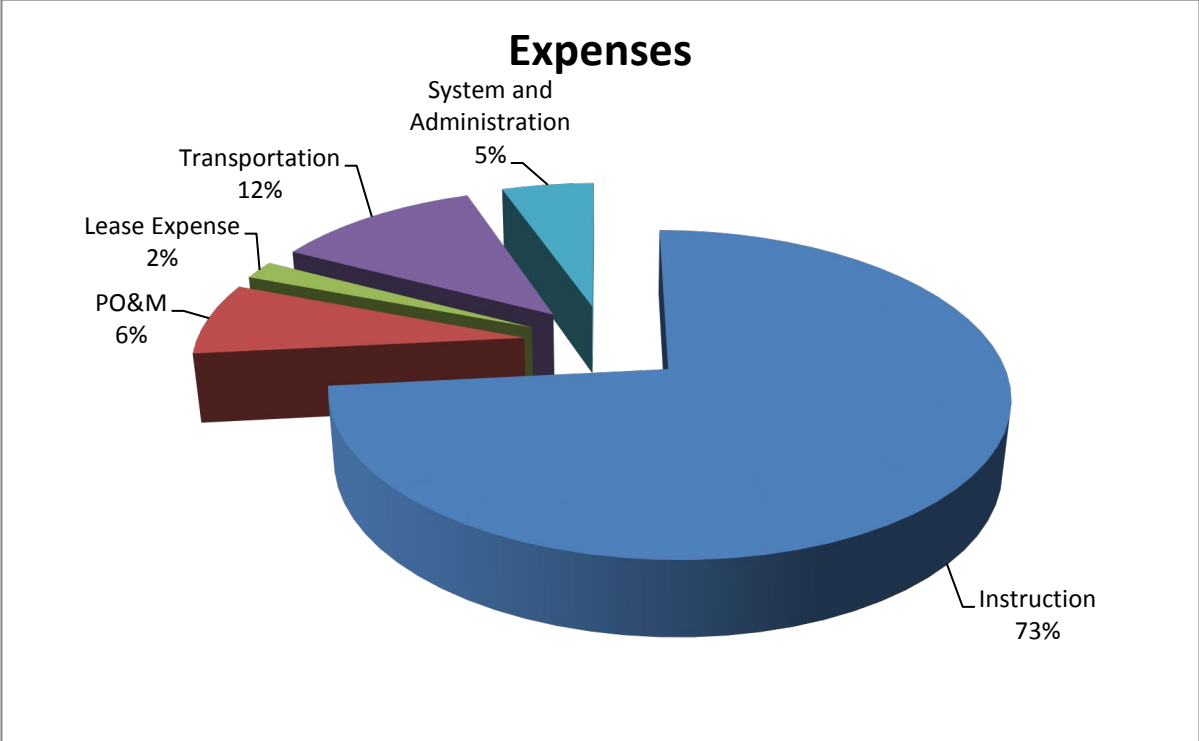
<b>Operating Surplus/(Deficit)</b>	<b>-\$207,879</b>
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Note: The 2018-2019 operating deficit includes expenses that are in addition to the 2018-19 approved Budget, including a \$141,527 transportation deficit resulting from there being no enrolment or fuel escalation adjustment as well as increased un collected fees and fee subsidies. In addition, Board approved additional expenditures for a new brand marketing project of \$59,465.

<b>Statement of Revenue 2018-2019</b>	<b>\$</b>	<b>%</b>
Alberta Education Instruction	3,841,474	69
Alberta education Lease Support	110,082	2
Alberta Education PO and M	434,607	8
Alberta Education Transportation	228,384	4
Alberta Education Board and System	194,729	3
Instructional and Technology Fees	363,186	7
Transportation Fees	320,889	6
Miscellaneous Income	88,574	2
<b>Total</b>	<b>5,581,925</b>	<b>100</b>



<b><u>Statement of Expenses 2018-2019</u></b>	<b>\$</b>	<b>%</b>
Instruction	4,248,438	73
Plant Operations and Maintenance	430,333	7
Lease Expense	110,082	2
Transportation	690,800	12
System and Administration	310,151	5
<b>Total</b>	<b>5,789,804</b>	<b>100</b>



## Budget Summary

The Fall Budget 2019-2020 Update projects a deficit of \$(85,620), in line with the Spring 2019-2020 Budget, with enrolment of 510. In addition, the Board have again approved to fund, from the accumulated surplus, an extra student transportation bus to support enrolment and where possible reduce bus ride times.

In response to the lower enrolment, Certificated Staff was reduced by 3.6 FTE and non-certificated staff was reduced by 0.2 FTE. These reductions were achieved by attrition.

PO&M funding is based on the prior's year's enrolment. Therefore, the 2019-2020 PO&M budget reflects funding based on the student enrolment of 503 that was confirmed September of 2018-19. Year over year, enrolment dropped in each of the past two years.

Budget 2019-2020 was approved by the Board and submitted to Alberta Education in May 2019 based on a projected student count of 510.

The Fall Budget Update which is summarized below.

<b>2019-2020 Fall Budget Update</b>	
<b>Revenues</b>	
<b>Government of Alberta</b>	<b>\$4,883,975</b>
<b>Fees from Parents</b>	<b>\$687,035</b>
<b>Other Revenue</b>	<b>\$59,500</b>
<b>Total Revenue</b>	<b>\$5,630,510</b>
<b>Expenses (by program)</b>	
<b>Instruction</b>	<b>\$4,135,379</b>
<b>Plant, Operations and Maintenance</b>	
<b>Transportation</b>	<b>\$485,383</b>
<b>Board and System</b>	<b>\$701,881</b>
<b>Expernal Services</b>	<b>\$308,154</b>
	<b>\$85,333</b>
<b>Total Expenses</b>	<b>\$5,716,130</b>
<b>Operating Surplus/(Deficit)</b>	<b>\$(85,620)</b>

## Summary of Facility and Capital Plans

In the Capital Plan 2020-2023, completed and submitted to Alberta Education and Alberta Infrastructure in April 2016, 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 2015. To date the project has not been approved but details of the submission can be found on the CGS website as shown below:

<https://calgarygirlsschool.com/wp-content/uploads/2019/07/Capital-Plan-2019-2022a.pdf>

Calgary Girls Charter School (CGCS) continues to require support for the lease of the gymnasium, dance space and kitchen facilities 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 Involvement

All parents of enrolled girls are members of the School Council which holds bi-monthly meetings. 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. Every fall, School Council hosts a back-to-school family BBQ to welcome new and returning families. The School Council organizes used uniform sales, hot lunches, a Speaker Series, special events, and various fund-raising activities. The Council also organizes parent education activities.
- Parents are 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.
- 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.
- The school's website is updated regularly and frequently to include parents in school news. A weekly email from the Administrative team informs parents about school 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 in particular, is also used to share day-to-day educational activities.
- Staff identified "improving communication with parents" as a key outcome for continuous improvement. Student led conferences and the Celebration of Learning, new for 2019-2020, provide increased opportunity for parents to have deeper engagement in curriculum exploration within CGCS.



## 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 2020);
- host professional learning sessions to provide a venue for educators and parents to gather and share best practices in girls' only education; (September/December 2019)
- host educators from other school jurisdictions (and countries) to share best practices and engage in collaborative initiatives and partnerships; (April 2020)
- Research and propose submissions or presentations in untapped educational sphere i.e. uLead, National Coalition of Girls Schools, Education Leadership – ongoing
- participate in the TAAPCS bi-annual conference as presenters –(October 2019);
- 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 2020, February and March 2020
- participate in TAAPCS to increase public visibility and understanding of Charter schools;
- 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; (January 2020)
- 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 (December 2019); and
- as part of the AERR and 3YEP cycle, utilize, analyze and share data from APORI (February) and school developed surveys (October/May) 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 January 6, 2020 <https://calgarygirlsschool.com/wp-content/uploads/2020/02/v6-Combined-3YEP-AERR-S.1128-November-2019212.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 compassion 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 titled *Whistleblower Protection* supports employees in making good faith reports of unlawful or improper conduct.

During the 2018-19 school year, the Designated Officers received no disclosures of wrong-doing and therefore no investigations occurred.



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