



CALGARY
GIRLS
CHARTER
SCHOOL



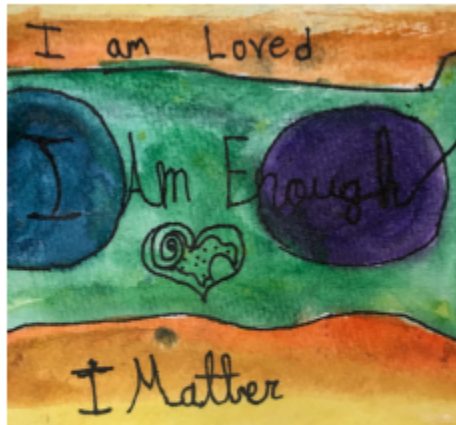
THE RETURN

CGCS Family Arts Night

Art, Jazz, Theatre, Ensembles
May 18, 2022
6:30 OR 7:15
More info to follow

SAVE THE DATE

admission by donation to CGCS arts



Grade 5 Student Piece - The above is an exemplar of a resilience card, where students identify tools and strategies for times when they require self/emotional regulation.



Grade 9 Computer Science students collaboratively working together to build robots, coding for movement and design.

Calgary Girls Charter School

2021-2022 ANNUAL EDUCATION RESULTS REPORT November 2022

MESSAGE FROM THE BOARD CHAIR



The Calgary Girls Charter School Board of Directors is proud of the complement of students, staff, teachers, leadership, and families that we are privileged to serve. We are amazed by the rich learning opportunities that are afforded to our students, the curriculum and programming that is delivered, and the welcoming environment that is fostered in the halls of our schools.

This past year has seen a significant shift from virtual to in-person learning and events. While the health and wellbeing of our entire population remains paramount, our students and community have been excited to return to a semblance of normal. Between a full-scale production of a Shakespearean twist on “Back to the Future”, evolving our technology footprint, speaking out on women’s rights through our Social Impact Lab, and a growing emergence of appreciation of different cultures, student leadership and participation has never been stronger.

The careful work that has gone into creating an environment for multi-faceted learning is shown through the positive results enclosed in this report. Exceptional delivery of the core curriculum partnered with influential experiences to enhance learning empowers students to be the most confident versions of themselves. This is truly a testament to the dedication of our teachers who have demonstrated a passion for their craft and unwavering perseverance alongside the curious nature of our students who in many ways lead their educational experience. However, our work continues in response to the results, and we will seek to continue our robust engagement model to ensure ongoing growth. A range of internal and external stakeholders will remain engaged to provide unique insights that will inform our priorities and decisions.

As we look forward to our 20 th anniversary next year, we look to our roots and our longstanding goal to create generations of strong, confident young women. As a proud alumna myself, I can attest to the impact that the Calgary Girls Charter School has on the lives of its students, and I look forward to making that a possibility for many more students in the years to come. On behalf of the Board of Directors, thank you to everyone who is committed to our students; past, present, and future.

Sincerely,

A handwritten signature in black ink that reads "Christine Jackson".

Christine Jackson
Board Chair and Calgary Girls School Society President

Accountability Statement

The Annual Education Results Report for Calgary Girls Charter School for the 2021/2022 **school year** was prepared under the direction of the Board of directors in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2021/2022 was approved by the Board on January 18, 2023

On behalf of the Board of Directors,



January 18, 2023

Christine Jackson
Board Chair and CGS Society President

Date

Board of Directors: Christine Jackson (Chair), Ashley Jensen (Vice Chair) Gary Care, Sheri Doell, Sharon Fleming, Carmen Jeam, Kerri Savage, Mike Bolitho, Barbara Holden

HIGHLIGHTS

- CGCS maintained excellent results from all members of the school community in the Citizenship Assurance domain and Program of Studies domain.
- We were happy to see extremely high rates of satisfaction in the Parental Involvement section of the Governance Domain, following two years of limited involvement due to COVID-19.
- CGCS students achieved above provincial standards on PATs despite multiple learning disruptions from previous years.



SCHOOL PROFILE

School Name: Calgary Girls Charter School
Principal: Dani Sever
Vice Principals: Jenelee Jones and Marlene Vazquez
Address Bel Aire Campus 1011 Beverley Blvd. SW., Calgary, AB T2V 2C4
Lakeview Campus 6304 Larkspur Way SW, Calgary, AB T3E 5P7
Phone: 403-220-0745
Email: office@calgarygirlsschool.com
Website: calgarygirlsschool.com

Grade Configuration: Grades 4 to 9
Grades 4 – 5 Bel Aire Campus
Grades 6 – 9 Lakeview Campus

Student Population: 507
Number of Teachers 29.4 FTE 30
Support Staff 6.4 FTE 7

Unique Features of Our School Include:

- Girls Only Learning
- Collaborative learning culture for students and staff
 - Collaborative time embedded within teaching schedules
 - Purposeful and intentional vertical and horizontal norming among teaching teams early in the school year
- *Go Girls* Curriculum
 - Self-Advocacy, Leadership, Community, Women’s History
 - Cross curricular opportunities to engage in critical inquiry to build an understanding of *Go Girls* themes within the context of other subject areas

Charter School Goals

- Girls’ academic achievement is enhanced in an all-girls learning environment.
- Girls’ social development and awareness are enhanced in an all-girls learning environment.
- The school community is supported through teamwork and collaboration.
- Staff is supported in pursuing excellence.

The Charter School goals have been addressed and met through the Assurance Domains, Alberta Education Assurance Measures (AEAMS) and local measures as shared within this document.

Foundation Statements

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

INTRODUCTION

CGCS remains committed to providing a healthy, safe and caring learning environment for our community post-pandemic. It is a testament to the resiliency of our students, the professionalism and dedication of our staff, the commitment of our Board of Directors, and the support of our families that the overall results from this Alberta Education Assurance Measures' (AEAMs) survey were very positive. As we progressed through the pandemic, CGCS staff and students became more nimble in the teaching and learning process and were able to adapt although there were high-absenteeism rates due to isolation requirements and illness. The ability to return to in-person and collaborative learning environments was embraced by all members of the community and allowed for a renewed focus on best practices that support girls' growth, development and learning. The results garnered from the AEAMs provide data that will inform our practice as we look ahead to another year of teaching, learning and community building. This Annual Education Results Report is based upon the November 2021 Three-Year Education Plan, inclusive of our [Charter](#) goals.



ASSURANCE DOMAIN – Student Growth and Achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations. (p. 20 Funding Manual for School Authorities 2022/23 School Year)

Fall 2022 Required Alberta Education Assurance Measures - Overall Summary*

(*measures not applicable to the CGCS context have been removed)

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	85.4	87.2	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	90	91.1	89.9	81.4	83.2	83.1	Very High	Maintained	Excellent
	PAT: Acceptable	87.7	n/a	91.8	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	27.6	n/a	40.7	18.0	n/a	20.6	n/a	n/a	n/a
Teaching & Leading	Education Quality	92	92.3	92.7	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.5	92.9	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	81.1	85.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	89.7	84.1	84.3	78.8	79.5	81.5	Very High	Improved	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. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
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), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.



Provincial Achievement Test (PAT) Results for Specific Courses*

(*measures not applicable to the CGCS context have been removed)

		Results (in percentages)									
		2018		2019		2020		2021		2022	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	97.9	29.8	96.1	39.2	n/a	n/a	n/a	n/a	93.7	28.8
	Province	83.5	17.9	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9
Mathematics 6	Authority	88.3	10.6	85.3	14.7	n/a	n/a	n/a	n/a	82.0	14.4
	Province	72.9	14.0	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6
Science 6	Authority	94.7	44.7	96.1	50.0	n/a	n/a	n/a	n/a	92.8	36.9
	Province	78.8	30.5	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7
Social Studies 6	Authority	95.7	46.8	93.1	53.9	n/a	n/a	n/a	n/a	91.0	35.1
	Province	75.1	23.2	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1
English Language Arts 9	Authority	90.4	29.8	94.4	39.3	n/a	n/a	n/a	n/a	92.8	26.5
	Province	76.1	14.7	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9
Mathematics 9	Authority	72.0	9.7	86.4	33.0	n/a	n/a	n/a	n/a	79.3	22.0
	Province	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7
Science 9	Authority	88.2	21.5	92.0	44.3	n/a	n/a	n/a	n/a	85.5	26.5
	Province	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6
Social Studies 9	Authority	88.3	30.9	92.1	52.8	n/a	n/a	n/a	n/a	80.7	30.1
	Province	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2

Notes:

- "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
- Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

First Nations, Metis and Inuit
Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Calgary Girls' School Society (FNMI)			Alberta (FNMI)		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	PAT: Acceptable	92.9	n/a	83.3	46.4	n/a	54.0
	PAT: Excellence	14.3	n/a	25.0	6.4	n/a	7.4

Notes:

1. Participation in the Provincial Achievement Tests (and Diploma Exams) was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 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), Social Studies (Grades 6, 9, 9 KAE).
3. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

First Nations, Metis and Inuit
Provincial Achievement Test (PAT) Results for Specific Courses

Data values have been suppressed where the number of respondents/students is fewer than 6. Calgary Girls Charter School has fewer than 6 First Nations, Metis and Inuit students registered in each of the PAT grade 6 and grade 9 courses for the 2021 - 2022 school year.

English Second Language (ESL)
Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Calgary Girls' School Society (ESL)			Alberta (ESL)		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	PAT: Acceptable	53.1	n/a	n/a	65.8	n/a	70.2
	PAT: Excellence	31.3	n/a	n/a	15.2	n/a	16.4

Notes:

1. Participation in the Provincial Achievement Tests (and Diploma Exams) was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 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), Social Studies (Grades 6, 9, 9 KAE).
2. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

English Second Language
Provincial Achievement Test (PAT) Results for Specific Courses

Data values have been suppressed where the number of respondents/students is fewer than 6. Calgary Girls Charter School has fewer than 6 English Second Language students registered in each of the PAT grade 6 and grade 9 courses for the 2021 - 2022 school year.

Girls Only Provincial Achievement Test (PAT) Data - CGCS and Provincial Fall 2022 Alberta Education Assurance Measures Supplementary Data

Performance Measures* The percentage of <i>girls</i> in Grades 6 and 9 who achieve Acceptable Standard or Standard of Excellence on the Provincial Achievement Tests exceeds the provincial averages in grades 6 and 9.	Girls' Results (in percentages)					Provincial Results (in percentages)				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Acceptable Standard %*	89.6	91.8	n/a	n/a	87.7	75.6	75.7	n/a	n/a	68.7
Standard of Excellence %*	28.3	40.7	n/a	n/a	27.6	21.1	21.6	n/a	n/a	18.7

*Note - This Performance Measure is comparing achievement of CGCS students to all girls in Alberta. The information is from a custom report generated for CGCS through Alberta Education's Extranet site.

Interpretation of Results

CGCS published three (3) formal report cards and held two (2) virtual student conferences to inform parents and students of ongoing student progress. Administrators reviewed all reporting and noted that overall, students were achieving at grade-level standard. Where there were identifiable issues, interventions were applied. CGCS did not offer dual streams for in-school and at-home learners; all learners engaged in in-person learning.

Consistent with previous years, intentional response to intervention (RTI) strategies were used in classes to support learning. These strategies aligned with *Universal Design for Learning*. To assist with programming, diagnostic assessments for learning were also administered. These included math assessments (MIPI) in grades 4 - 9 for all students, to identify students who were at, above and below grade level and diagnostic assessments in reading to ensure teachers were aware of their students' reading levels and able to provide interventions and enrichment where required. These, alongside student achievement in class and teacher observation, assisted with effective programming for student success.

To address disruption to the learning process, which emerged due to students and staff being required to isolate when ill, CGCS continued to send out regular communications by grade group (Weekly Overview) and school-wide (Family Communication) to minimize back and forth transitions. Secondly, CGCS continued to use one Learning Management System (Google Classroom) so that students had a consistent place to view assigned tasks and communicate with regularity with classroom teachers.



WHAT DOES GO GIRLS LOOK LIKE?

In Go Girls, students engage in learning activities that analyze and deconstruct cultural and societal norms, messages, and values. As they learn to thoughtfully question the world around them, students develop the skills they need to actively decide who they are, who they want to become, and what kind of society they want to live in.

The ultimate goal of Go Girls is to encourage students to be reflective around their own developing values and beliefs, empowering them to explore their identity and their roles in their diverse communities.

Citizenship Alberta Education Assurance Survey																							
	Calgary Girls' School Society										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	701	88.7	632	88.2	647	91.6	590	91.1	580	90.0	Very High	Maintained	Excellent	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	136	88.0	118	88.1	137	93.0	110	93.1	80	91.5	Very High	Maintained	Excellent	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	531	81.7	483	79.1	484	85.0	451	81.6	469	80.6	Very High	Maintained	Excellent	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	34	96.5	31	97.4	26	96.9	29	96.6	31	96.1	Very High	Maintained	Excellent	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

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

Interpretation of Results

At CGCS, students model the characteristics of active citizenship, demonstrate deep care toward their community, respect one another, and are encouraged to maximize their potential. CGCS staff continue to show high satisfaction in this area due to a continued focus on citizenship and intentional work with students in the *Go Girls* program. As evidenced by their consistently high satisfaction rate, which exceeded the provincial rate by more than 10%, parents recognize the deliberate work done by CGCS to develop citizenship skills. Parents remained very supportive of student initiated activities that are organized and sponsored by the students and their classes.

Some opportunities for active citizenship included:

- Our year long commitment and relationship with Canadian Women for Women in Afghanistan - CGCS was awarded the Champions in Education for Education in Afghanistan for 2022.
- CGCS students were invited to present their initiatives at a number of national and international conferences, such as the British Columbia Council for International Cooperation conference and the Breaking Barriers to Education: In Calgary and Beyond our Borders.
- CGCS partnered with Junior League of Calgary to bring awareness to period inequity and conducted a Period Product Drive where items were donated to local charities to benefit adolescents and women in need. Following the initial school-wide product drive, a group of students began the work of planning ways to collect and distribute free menstrual products to our own school community.
- Art education had a three month partnership with Mike Hooves, a Beltline Mural Artist, to create a large-scale mural for Lakeview Campus called "Oasis".
- Service learning options, such as the Social Impact Lab and Leadership classes, conducted a Winter Clothing Drive and organized opportunities for food and financial donations of over \$10,000 for the Calgary Interfaith Food Bank.
- In the 2020-2021 school year, for their grade 9 Legacy Project, CGCS students designed and built a classroom for the students of Hera. Hera is a year-round program in Calgary focused on supporting and educating youth girls at risk. During 2021-2022, the Grade 9 Legacy Project focused on building a classroom library for the girls who are supported through Hera, affirming the importance of the relationship CGCS has built with this organization.
- Students and staff organized a month-long celebration in honour of Black History Month where, through the arts, diversity in culture and notable figures were recognized and celebrated by the entire school community.
- Students collaborated to celebrate Pride in June by organizing a week of activities, including Rainbow Day, with the support of the Gender and Sexuality Alliance (GSA), following a year of more intentional action in partnering with SOGI 123 and the province-wide Charter School GSA cohort.

Student Learning Engagement Alberta Education Assurance Survey																				
	Calgary Girls' School Society										Alberta									
	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	590	87.2	580	85.4	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	110	91.2	80	88.2	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	451	76.3	469	73.3	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	29	94.3	31	94.6	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5

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

Interpretation of Results

Staff continued to facilitate collaboration and inquiry in programming for students. The utilization of a common learning management system, Google Classroom, provided continuity of learning for all students if they needed to isolate at home due to illness. It is important to note that students may have been relatively less engaged in school than in previous school years because of the continuing effects of the pandemic and its impact on their social, emotional and academic lives. This school year continued to be a difficult year for many students, families and staff.

The 2021-2022 school year had many interruptions in learning due to the number of staff and students away because of illness and isolation. That said, the quantitative results of the AEAMS indicate that CGCS navigated the year with success.

Even in the absence of some regular field studies, staff worked within the safety protocols to bring diverse learning opportunities to students. Many teachers took advantage of the accessibility provided by technology to host virtual guest speakers to connect with students. Other teachers worked within the restrictions to offer authentic learning opportunities. For example, Grades 4 and 5 worked closely with Indigenous Artist in Residence, Shirley Hill, to enhance their understanding of traditional knowledge, through a focus on Indigenous Arts and Regalia.

Toward the end of the school year, once restrictions were lifted, we were able to bring the school campuses together, participate in field studies, attend camp and reintroduce student lunch clubs. Mayor Gondek visited grades 6 and 9 students at the Lakeview campus and our school community hosted a Family Arts Night. The grade 8 classes wrote, produced and performed a play for CGCS students, staff and families. The CGCS choir hosted their first choir concert since 2019, featuring a performance from the Jazz Band. The entire school community came together to celebrate National Indigenous Peoples Day where Kyle Young-Pine and Nevada Ouellette danced for the school community and Chester Natoosi, Kainai Day Chief, spoke to students and staff.



ASSURANCE DOMAIN – Teaching and Leading

Teaching and Leading refers to teachers and leaders analyzing the learning context: attending to local and societal consideration; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching leading and optimum learning for all. (p. 20 Funding Manual for School Authorities 2022/23 School Year)

Program of Studies Alberta Education Assurance Survey																							
	Calgary Girls' School Society										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	461	86.4	408	87.5	429	88.6	388	86.7	348	89.2	Very High	Maintained	Excellent	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9
Parent	136	82.8	118	86.9	137	87.2	109	88.6	80	90.6	Very High	Maintained	Excellent	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4
Student	291	82.6	259	80.9	266	85.8	250	78.9	237	85.2	Very High	Maintained	Excellent	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9
Teacher	34	93.7	31	94.7	26	92.8	29	92.6	31	91.9	Very High	Maintained	Excellent	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3

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

Education Quality Alberta Education Assurance Survey																							
	Calgary Girls' School Society										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	701	88.6	632	91.4	647	94.0	589	92.3	579	92.0	Very High	Maintained	Excellent	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	136	84.9	118	88.7	137	93.2	110	90.7	80	89.3	Very High	Maintained	Excellent	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	531	88.9	483	89.2	484	92.7	450	90.2	468	89.5	Very High	Maintained	Excellent	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	34	92.1	31	96.2	26	96.2	29	96.0	31	97.3	High	Maintained	Good	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

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

Interpretation of Results

Within the domain of teaching and leading, teacher growth, supervision and evaluation practices contribute to high quality teaching and delivery of effective educational programmes. A regular cadence of reflection, discussion and revision of practice is part of this intentional annual work. All staff engage in professional growth planning, identifying goals to move their practice forward in the service of students. Teacher-Administration formal meetings occurred many times throughout the year, which allowed the leadership team to tailor professional learning to address and support professional growth and leadership goals.

The overall results in this domain, which exceeded the provincial average, were a result of staff commitment to excellence in education. This commitment was demonstrated through regular communication with students and parents about learning outcomes, assignments and varied forms of assessment that were provided by each grade team, the use of Google Classroom and/or weekly newsletters and whole school weekly communications to families.

There were a number of mechanisms implemented during the year to support staff excellence. Each staff member received a professional learning allocation to support their professional growth goals, as aligned with CGCS SEP goals. CGCS staff continued to be highly engaged in professional learning, capitalizing on a number of opportunities that emerged throughout the 2021-2022 school year, both internally and externally. CGCS professional learning focused on more intentional support of student learning. Staff

continued their learning in Communities of Practice that met frequently throughout the year. The focused work done in each Community of Practice aligned with staff professional growth plans. Additionally, CGCS partnered with Usha James from the Critical Thinking Consortium, based out of Toronto, Ontario, for school-wide professional learning focused on Diversity, Equity, and Inclusion.

Other PL opportunities and evening sessions included:

- 7 Habits of Highly Effective People
- CGCS hosting the province wide TAAPCS Conference - Theme "*Future Focused: Where Instructional Design, Learning Needs, and Equity Intersect*"
- School partnership with Dr. Brent MacDonald, The MacDonald Group - sessions with Dr. MacDonald focused on supporting students with complex learning needs. Specific sessions included, *Understanding ADHD in Girls, Identity Development in Adolescent Girls*, as well as, *Development Stages of Adolescent Girls* and *Developing Individual Program Plans*

Staff worked in collaboration with Cheryl Babin, from the Calgary Regional Consortium and CGCS alumni to begin a review of the current *Go Girls* curriculum, a locally developed program fundamental to the CGCS Charter. 2021-2022 marked the first year of the curriculum review and rewrite in a three year process.

CGCS also proudly hosted the Charter School Leadership Network (CGCS facilitated with Calgary Regional Consortium), which brought together Learning Leaders and Administrators of charter schools from across the province. Virtual meetings served to bring together leaders that wouldn't otherwise have access to leadership meetings. Common themes that were explored in the Charter School Leadership Network included bringing communities together, DEI initiatives in charter schools, rebuilding and restructuring following COVID, as well as support for students and staff.

The utilization of a common learning management system, Google Classroom, provided continuity of learning for all students even when they needed to isolate at home due to illness. All families were provided weekly overviews and learning resources to support student learning. Restrictions on activities, due to continued COVID protocols for most of the school year, are reflected in student satisfaction rates, which decreased compared with the previous year. Although this is true, CGCS student results are still above the provincial average.

There was an increase to parent satisfaction rates from the previous year, likely due to a return to in-school programming for students.

ASSURANCE DOMAIN – Learning Supports

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and learning for all. (pp.20-21 Funding Manual for School Authorities 2022/23 School Year)

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Alberta Education Assurance Survey																					
	Calgary Girls' School Society												Alberta								
	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	590	92.9	580	92.5	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	110	96.3	80	95.1	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	451	84.4	469	82.9	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29	98.0	31	99.5	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6

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

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Alberta Education Assurance Survey																							
	Calgary Girls' School Society												Alberta										
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	701	92.6	632	92.2	647	94.5	590	93.6	580	94.1	Very High	Maintained	Excellent	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	136	92.8	118	93.7	137	95.9	110	96.6	80	96.5	Very High	Maintained	Excellent	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	531	88.0	483	84.9	484	89.1	451	87.1	469	86.4	Very High	Maintained	Excellent	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	34	97.1	31	98.1	26	98.5	29	97.2	31	99.4	Very High	Maintained	Excellent	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

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

Interpretation of Results

Similar to previous years, this year's *safety* at school also included creating a safe environment for staff and students by adjusting COVID-19 protocols to align with the government regulations. There were a number of mechanisms to support this concept of *safety*, in addition to a more conventional understanding of academic, social and emotional safety at school. As of March 2022, CGCS was able to transition back to a restriction-free learning environment.

Several virtual and in-person teacher and guest teacher information sessions were held so that all staff, including substitute teachers, were knowledgeable about all safety protocols in place at CGCS. Staff and Guest Teacher Handbooks were shared with all staff.

School staff presented at the National Coalition of Girls Schools (NCGS) in June 2021, with the focus of the presentation on *Creating Cultures of Belonging*. The content of this presentation set the direction for leadership and staff professional learning for the latter part of the 2021-2022 school year. All staff engaged in professional learning that increased awareness and understanding of the importance of equity, diversity, inclusivity and access for the diverse learners who attend CGCS. The extremely high percentage (99.4%) of staff who noted CGCS as a safe and caring learning environment is evidence of the success of this whole-school-focused professional learning.

CGCS also worked with our broader community, serving as an extension of our work with students. As most of CGCS students are bussed to and from school, it was important to create relationships with all our bus drivers. CGCS hosted a transportation orientation to welcome our bus drivers and to share the yearly school plan.

These strong survey results demonstrate that students, teachers and parents feel CGCS is a safe, welcoming and respectful place for children to learn.

Access to Supports and Services Alberta Education Assurance Survey																				
	Calgary Girls' School Society										Alberta									
	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	590	85.4	579	81.1	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	110	83.5	80	83.5	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	451	83.3	468	81.0	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	29	89.4	31	78.7	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3

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

Interpretation of Results

Our small learning community, although of modest means, is rich with care, compassion and professionalism. Students identified as requiring additional support or programs are assisted in a multitude of ways. This includes academic, social-emotional, behavioral and physical supports. This focused and intentional level of student support has yielded positive results with student success and parent satisfaction.

Individual Program Plans (IPP), as living documents, were formally generated and reviewed three times throughout the school year for students with identified mild/moderate/severe learning needs. IPPs were developed, shared and communicated with parents, coupled with beginning-of-the-year meetings between parents and teachers. At the end of the 2021-2022 school year, student transition plans were developed to ensure smooth transition between grades and teachers for the upcoming year.

The nature of the pandemic - with students being in and out of school, home due to illness, isolated from friends and unable to receive the regular touch-points of their peers and teachers at school - accounted for students' need for additional support that the school was endeavoring to provide. However, the school was unable to maintain the required level of social-emotional support required.

Shifts in funding accounted for a 2.0 reduction in support staff, which translated into less in-class support. Teachers would have experienced this shift while trying to support the extraordinary social-emotional needs caused by tumult of the pandemic. As teachers continued to provide support, the level of demand was growing and teachers were unable to continue to meet all the extraordinary needs. The *Specialized Learning Support (SLS)* audit brought much needed and welcomed additional funding, which allowed CGCS to provide additional support in March 2021, but not with enough time so that the benefits could be reflected in the Spring survey.

Through teachers' intentional facilitation of our *Go Girls* curriculum, identified topics relating to behavioral, social-emotional and physical supports were addressed. External support such as on-site counseling and occupational therapy, with OT Jill Foreman, offered through teacher referral, supported

students’ social-emotional needs. Ms. Foreman focussed on areas of organization, emotional regulation and attention.

In partnership with Brent MacDonald, CGCS hosted a professional learning and parent education series dealing specifically with the learning needs of girls. The series included sessions about *Identity Development in Adolescent Girls*, *Girls diagnosed with Attention Deficit Hyperactive Disorder*, and the *Development Stages of Girls: From Pre-teen to Adult*.

CGCS updated its parent and staff handbooks to outline different student supports that were available internally, along with creating a systematic referral process. CGCS updated its Student Support Handbook for staff, thus reflecting the new supports that were in place for students for the 2021-22 school year.

While we did not have a designated support person for assisting students with diverse learning needs, Administration continued weekly learning support meetings to strategize ways to assist and program for identified high-needs’ students or students referred for support.

Building capacity for students, staff and families with respect to Indigenous ways of knowing, including learning about First Nations, Metis, and Inuit perspectives continued to be an important focus in 2021-2022. Very specifically, we partnered with Shirley Hill, Siksika Elder, over a six week period to infuse Indigenous Arts into Grade 4 and 5 programming. Additionally, students at both campuses welcomed Indigenous artists, like Kyle and Nevada Young Pine, and Chantal Chagnon, throughout the year, who supported the important work embedded in curriculum, as well as during important marked days, such as the Day of National Truth and Reconciliation and Indigenous People’s Day.

ASSURANCE DOMAIN – Governance

Governance refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all. (p. 20 Funding Manual for School Authorities 2022/23 School Year)

Parental Involvement Alberta Education Assurance Survey																							
	Calgary Girls' School Society												Alberta										
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	169	75.9	149	84.5	160	84.1	138	84.1	110	89.7	Very High	Improved	Excellent	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	135	70.1	118	73.5	134	77.7	109	73.1	79	85.2	Very High	Improved	Excellent	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	34	81.8	31	95.5	26	90.6	29	95.2	31	94.2	Very High	Maintained	Excellent	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

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

Interpretation of Results

Parent and community involvement opportunities increased substantially from the previous two years, as COVID-19 restrictions were not as prevalent. Some of the changes that were made during COVID-19 proved to serve our community better, such as on-line meetings, virtual coffee talks, and more frequent surveys to gather parent feedback. These practices were retained into the 2021-2022 school year. Parents were ready to re-engage and provide their insights and sharing throughout the 2021-2022 school year. The CGCS community has become more adept at using a virtual platform and involving stakeholders in conversations, information sessions, and data gathering. Additionally, when we were able to meet and gather in-person we quickly moved to this format while still abiding by the provincial restrictions and the COVID-19 guidelines of CGCS. 2021-2022 saw an increased parent participation at School Council meetings, likely because of the flexibility to attend virtually.

Due to the modifications made to COVID-19 restrictions, parents and community members had greater access to the school, school personnel, and community events, and were able to create stronger levels of engagement with their child's learning and school experience. Parents were active members of the CGCS community as volunteers, community coaches and School Council members. They were also attendees of many community events such as Fine and Performing Arts evenings, concerts, parent information sessions, and athletic events.

ENGAGEMENT

The engagement process at Calgary Girls Charter School is iterative. Throughout the year, the teachers, school-based administrators, senior administration and Board of Directors connect regularly with stakeholders. In addition to seeking students' authentic input, parents and guardians are invited to provide feedback on all aspects of our operation through a variety of mechanisms which include but are not limited to:

- Open-Door Policy
- Surveys
 - Transportation
 - School-Based Priorities
 - Early Exit
 - Alumnae
- Weekly Communiques – School Based
- School Council Meetings
 - Executive Meetings with the Principal
- Annual General Meeting of the Society
- Public Board Meetings
- Board Engagement Sessions
 - Technology
 - Transportation
 - School Education Plan Development
- Coffee with the Principal – Open House (quarterly)
- Social Media Profiles
- School-Council-School-Based Administration – priority spending discussions

Over the past two years, there has been increased fluidity in conversation between the parent/guardian community and the school staff. With the ability to utilize a virtual platform for meetings, which arose out of necessity from COVID, greater numbers of people have been actively engaged in providing insights and learning about the operations of the school. This is an area on which we will continue to focus in the future.



STEAM EDUCATION

Science. Technology. Engineering. Arts. Mathematics.

Fueling passion in STEAM is about more than a career; it's about making an impact.

A UNIQUE ENVIRONMENT FOR GIRLS



Our Administration, staff and Board of Directors are committed to aligning our all-girls learning methodology to the standard Alberta Education curriculum. We are consistently applying research findings about girls and their learning to the structure of our program. This includes but isn't limited to:

- Exploring the historical impacts of societal change and innovation on women and girls
- Examining and understanding current portrayals of girls and women in society (including media representation of girls and women)
- Discussing and acknowledging the impact of these portrayals

CGCS continues to review our methods to ensure they are relevant and appropriate. We strive to create an environment that creates space for girls to find their voice, learn to navigate social issues, develop greater aspirations for themselves and society, and celebrate the role of women from past to present.

BUDGET HIGHLIGHTS FOR 2021-2022

The Audited Financial Statements, Budget 2021-2022, and the Summary of the Facility and Capital Plan can be found on the CGCS Website under Important Documents at the following link:

<https://calgarygirlsschool.com/important-documents/>

A report on the 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

Summary Financial Results for 2021-2022 support the priority areas for Calgary Girls Charter School. The audited financial statements can be retrieved at:

[2021-2022 CGCS AFS](#)

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

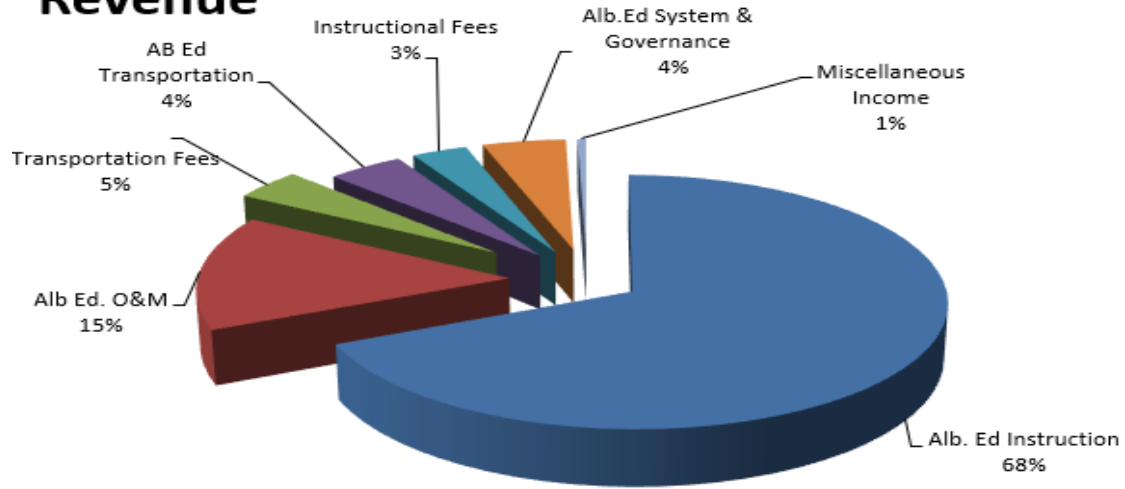
The 2021-2022 Budget was approved by the Board on May 19, 2021 and submitted to Alberta Education May 31, 2021. This budget included a deficit of \$(442,269) based on a Weighted Moving Average (WMA) of 519.7 students. Actual verified student enrollment for the 2021-2022 school year was 505.

As seen on the Statement of Operations within the Audited Financial Statements 2022, the Total Expenses for the Calgary Girls Charter School for Budget, Actuals, as well as variance analysis for year ended August 31, 2022 is as follows:

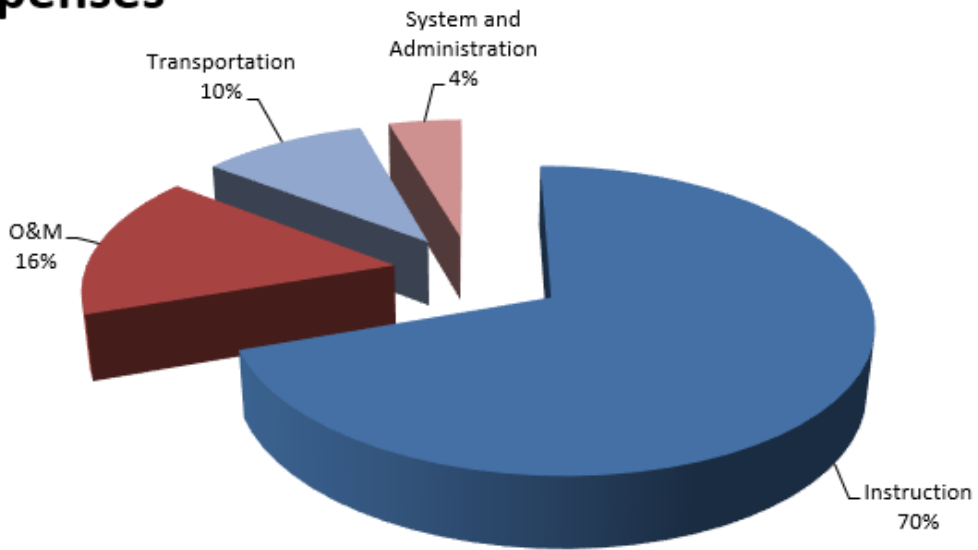
	AFS 2021-2022	Budget 2021-2022	Variance - Actual vs Budget	Variance %
Expenses	\$6,878,258	\$5,976,830	\$901,428	15%

Actual results for 2021-2022 show a total operating deficit of \$(316,581) versus a budgeted deficit of \$(442,269). Although, SLS funding was increased in March 2022, the deficit is primarily due to the result of higher service, contracts and supplies, higher operations and maintenance, reduced transportation fees (due to lower ridership), unbudgeted for amortization of CMR assets, lower rental and investment income which was partially offset by overfunding impact.

Revenue



Expenses



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 2020-2021 school year, the Designated Officer received no disclosures of wrong-doing under the Whistleblower Protection legislation.