

Creating generations of strong, confident, empowered women



Calgary Girls Charter School

2022-2023 ANNUAL EDUCATION RESULTS REPORT

November 2023

MESSAGE FROM THE BOARD CHAIR



The Calgary Girls Charter School Board of Directors is proud of the legacy that our students, staff, teachers, leadership, and families continue to build, and we feel privileged to serve a community that continues to evolve. As we celebrate our 20th anniversary this year, we are fortunate to both reflect on where we've come from as well as look forward to a future rich with opportunity.

Our school community is busy as ever supporting students in their journey to become well-rounded social citizens with inquisitive and innovative, complemented with respectful, attitudes. From the newly designed Career and Technology Foundations (CFT) Lab, partnerships with organizations to foster participation in sports, the inaugural year of the robotics team, productions of *The Epic Quest of Damsels in Distress* and *DriTech Industries Improves Morale* and everything in between, the curriculum continues to be supplemented with unique and engaging experiences.

Academic focus remains a focal point within the walls of our schools and once again, we are proud of the achievement represented in the enclosed report. As is often said, behind every child that believes in themselves is a teacher that believed in them first and that could not be more evident. Our teachers demonstrate a resounding passion for teaching and that is mirrored by students, evidenced through their dedication to and interest in learning. We have expanded our staffing to bolster support for students with specialized learning needs and have seen momentum in their progress. Ensuring a welcoming and supportive environment for all learners has been and will remain a key pillar of our work.

Just as we celebrate the positive results, we use this as an opportunity to improve. Starting with careful internal analysis, our leadership team and members of staff are keen to implement robust strategies to both maintain and improve delivery of the curriculum and grow program offerings. Intentional conversation with other stakeholders, such as parents and community members, will further inform strategic plans and ongoing initiatives. As we approach the completion of the modernization of our facilities, we also look forward to the culture, collaboration, and student leadership that will be infused because of having all students and staff at the same campus.

For 20 years, we have created 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 cursive script, appearing to read '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 2022/2023 **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 Reporting 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 2022/2023 was approved by the Board on November 29, 2023

On behalf of the Board of Directors,



November 29, 2023

Christine Jackson
Board Chair and CGS Society President

Date

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

HIGHLIGHTS

- CGCS students returned to their typical high achievement levels in Provincial Achievement Tests, following several years of suspension of the testing program.
- Students and staff identified a high level of support for the work of the Student Services team; resourcing student needs in this area was a priority for CGCS this year.
- CGCS staff exhibited strong knowledge of the program of studies and individual curricula. CGCS has worked hard to support teachers in their professional learning.



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: 470
Number of Teachers 29.2 FTE 32 certificated staff
Support Staff 6.4 FTE 7 support staff

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

INTRODUCTION

CGCS is a “high touch” school, committed to providing a healthy, safe and caring learning environment for our community. The relationships that exist among students, families, staff, the Board of Directors and our service providers serve to enhance experiences that we all enjoy at CGCS. We are a school that is committed to growth and learning as a way to enhance student academic and social emotional success. Recently, the school was given an award from the Critical Thinking Consortium (TC2), based on a staff critical inquiry into the question “How do we create a community where every person feels seen, heard, and cared for?” The learning that has taken place through this inquiry led staff to reconsider and re-envision elements of what it means to be part of this learning community and has supported the school in creating a stronger culture of belonging. The award will be presented at the International Congress for School Effectiveness and Improvement (ICSEI) in Dublin, Ireland, January 2024. To inform and support our continued growth and improvement, the school values and appreciates the results garnered from the Alberta Education Assurance Measures (AEAM). This survey provides data which informs 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 2022 Three-Year Education Plan, inclusive of our [Charter](#) goals.



Fall 2023 Required Alberta Education Assurance Measures - Overall Summary*

Assurance Domain	Measure	Calgary Girls' School Society			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.8	85.4	85.4	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	87.9	90.0	90.8	80.3	81.4	82.3	Very High	Declined	Good
	PAT: Acceptable	81.3	86.4	n/a	63.3	64.3	n/a	High	n/a	n/a
	PAT: Excellence	21.0	28.2	n/a	16.0	17.7	n/a	High	n/a	n/a
Teaching & Leading	Education Quality	89.5	92.0	93.0	88.1	89.0	89.7	High	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.5	92.5	92.5	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	83.9	81.1	81.1	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	83.4	89.7	86.9	79.1	78.8	80.3	Very High	Maintained	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.

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



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 2023 Provincial Achievement Test (PAT) Results for Specific Courses*

Alberta Education Assurance Survey

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

		Results (in percentages)									
		2019		2020		2021		2022		2023	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	96.1	39.2	n/a	n/a	n/a	n/a	93.7	28.8	n/a	n/a
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4
Mathematics 6	Authority	85.3	14.7	n/a	n/a	n/a	n/a	82.0	14.4	81.6	29.6
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9
Science 6	Authority	96.1	50.0	n/a	n/a	n/a	n/a	92.8	36.9	85.7	39.8
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8
Social Studies 6	Authority	93.1	53.9	n/a	n/a	n/a	n/a	91.0	35.1	90.8	31.6
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0
English Language Arts 9	Authority	94.4	39.3	n/a	n/a	n/a	n/a	92.8	26.5	92.9	28.2
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4
Mathematics 9	Authority	86.4	33.0	n/a	n/a	n/a	n/a	79.3	22.0	65.9	10.6
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5
Science 9	Authority	92.0	44.3	n/a	n/a	n/a	n/a	85.5	26.5	78.8	15.3
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1
Social Studies 9	Authority	92.1	52.8	n/a	n/a	n/a	n/a	80.7	30.1	76.5	17.6
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. 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.

* Calgary Girls Charter School participated in the piloting of the Grade 6 English Language and Literature curriculum and therefore students did not write the English Language Arts 6 PAT.

**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 2022 - 2023 school year.

**First Nations, Metis and Inuit
Fall 2023 - Required Alberta Education Assurance Measures - Overall Summary**

Assurance Domain	Measure	Calgary Girls' School Society (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
	PAT: Acceptable	*	94.7	n/a	40.5	43.3	n/a	*	n/a	n/a
	PAT: Excellence	*	15.8	n/a	5.5	5.9	n/a	*	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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 2022 - 2023 school year.

**English as an Additional Language (EAL)
Fall 2023 Required Alberta Education Assurance Measures - Overall Summary**

Assurance Domain	Measure	Calgary Girls' School Society (EAL)			Alberta (EAL)		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	PAT: Acceptable	89.3	47.1	n/a	57.9	59.7	n/a
	PAT: Excellence	10.7	29.4	n/a	12.2	13.7	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

Girls Only Provincial Achievement Test (PAT) Data - CGCS and Provincial Fall 2023 Alberta Education Assurance Measures Supplementary Data

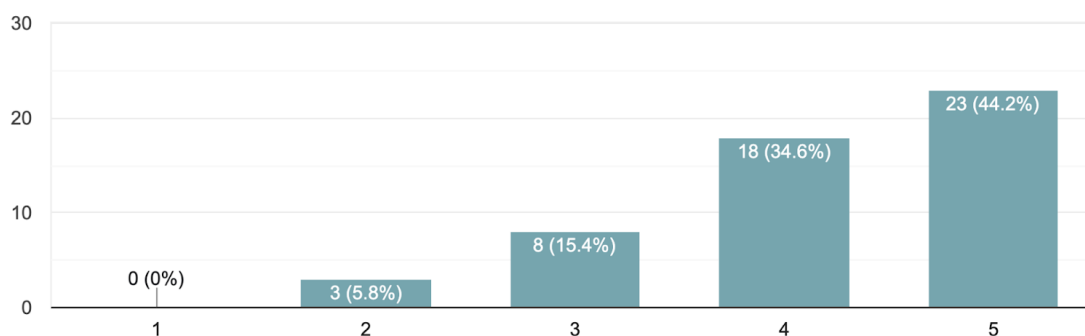
Performance Measures* The percentage of <i>girls</i> in Grades 6 and 9 who achieve Acceptable Standard or Standard of Excellence on the Provincial Achievement Tests exceeds the provincial averages in grades 6 and 9.	Girls' Results (in percentages)					Provincial Results (in percentages)				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Acceptable Standard %*	92.0	n/a	n/a	86.4	81.3	73.1	n/a	n/a	65.5	64.2
Standard of Excellence %*	44.2	n/a	n/a	28.2	21.1	21.9	n/a	n/a	18.5	16.3

*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.

October 2023 Student Growth and Achievement Supplementary Local Measure

On a scale of 1 to 5 with 5 being 'Very Satisfied' and 1 being 'Very Dissatisfied', please indicate your Satisfaction that the assessment and reporting help me to understand my student as a learner.

52 responses



Qualitative Feedback From Families

- *My child has been encouraged and challenged to further develop her academic interests. She is excelling in this program and has confidence because of that.*
- *She has the freedom to be herself and feels empowered as a female. She has learned to self-advocate.*
- *The most positive element of CGCS' program is "Learning problem solving skills and girl-centred learning" and "STEAM program and Go Girls!! Positive female role models."*

Interpretation of Results

Calgary Girls Charter School students continue to show marked high levels of achievement, as indicated by a number of different measures both provincially and by our own school authority.

- Related to PATs, CGCS students significantly outperformed the province in the acceptable standard across all subject areas and more often than not CGCS students outperformed students in mixed-gendered environments across the province within the standard of excellence. The only exception to this mixed gender result was in Math 9 and Science 9, where the provincial results exceeded CGCS in standard of excellence. However, when comparing CGCS results against all other girls across the province, CGCS results were significantly higher overall.
- CGCS published two formal report cards, held two student, parent, teacher conferences and one student-led conference to inform families and students of ongoing student progress. Through each of these measures, CGCS students continually demonstrate high levels of academic strength.
- 25% of the CGCS student population identify as having mild, moderate or severe learning needs. To ensure consistent support for learners, CGCS implemented response to intervention (RTI) strategies to support learners and utilized strategies aligned with Universal Design for Learning (UDL). Resources were allocated toward an on-site school counselor and designated learning strategist time to support student’s social emotional growth and identify learning needs and necessary interventions and enrichment.
- Students and staff continue to use a unified learning management system to establish clear and effective communication related to expectations related to learning.

Fall 2023 Citizenship Alberta Education Assurance Survey

	Calgary Girls' School Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	632	88.2	647	91.6	590	91.1	580	90.0	537	87.9	Very High	Declined	Good	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	118	88.1	137	93.0	110	93.1	80	91.5	97	88.4	Very High	Maintained	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	483	79.1	484	85.0	451	81.6	469	80.6	415	77.7	Very High	Declined	Good	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	31	97.4	26	96.9	29	98.6	31	98.1	25	97.6	Very High	Maintained	Excellent	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Interpretation of Results

CGCS continues to promote the characteristics of active citizenship and supports students to demonstrate care toward all members of their community, respect one another and themselves, and to maximize their potential. Due to the intentional work with students through the Go Girls program there is continued focus on citizenship and relationship building. CGCS parents and teachers continue to be highly satisfied in this area. Our overall satisfaction rate, which is 7% higher than the provincial average, is evidence of parental and teacher recognition of the deliberate work done at CGCS to develop citizenship skills. While there has been a marginal decline in the satisfaction of students in this area, CGCS remains well above provincial average and in good and excellent standing.

Opportunities for active citizenship at CGCS during the 2022-2023 school year included:

- CGCS Art students partnered with Animal Rescue Foundation (ARF) to better understand the work this organization does to support animal adoption. Students painted portraits of the animals to raise awareness and auctioned off their portraits to donate the proceeds to ARF.
- CGCS students worked closely with Andrea Mann, a graduate student enrolled in the Poo'miikapii: Niitsitapii Approaches to Wellness program at the University of Calgary. Through this opportunity, CGCS students learned from Indigenous partners to better understand symbolic

representation, and concepts around balance, wellness, listening, story and wisdom and Indigenous languages.

- For their grade 9 legacy project, CGCS students collaborated with a local bookstore, The Next Page, to secure books for our school library that have a focus on Go Girls topics and concepts such as building resiliency, fostering positive relationships, and supporting marginalized populations.
- As a continuation of the external period product drive CGCS students organized and facilitated in the 2021-2022 school year, students ran an internal period product drive for the students of CGCS. The goal of this work was to enhance accessibility and equity for all students within our school. Through partnership with the CGCS School Council, these students were able to secure period product dispensers for student bathrooms and provide free period products for all.
- CGCS hosted our first annual school-wide International Women’s Day Conference, where students eagerly participated in sessions with 18 diverse female facilitators. Some session facilitators included: Mrs. Canada Lorelei Higgins, elected councillor for Ward 3 Jasmine Mian, and award-winning Cree Metis recording artist, Sandra Sutter.



Fall 2023 Student Learning Engagement Alberta Education Assurance Survey

	Calgary Girls' School Society										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	590	87.2	580	85.4	537	83.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	110	91.2	80	88.2	97	84.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	451	76.3	469	73.3	415	67.9	n/a	Declined	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	29	94.3	31	94.6	25	98.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

Qualitative Feedback From Families

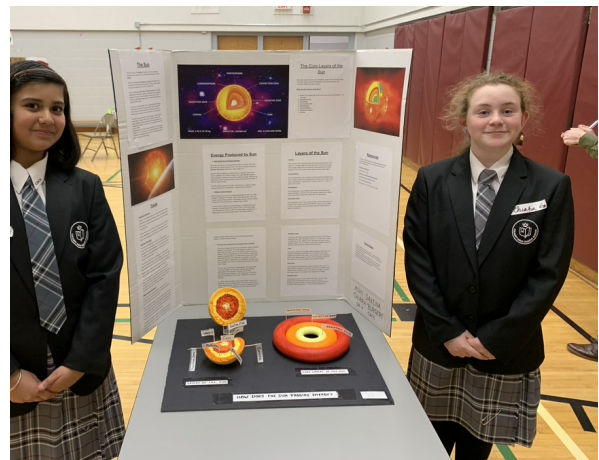
- Focus on developing a growth mindset and engaging with her own learning path.
- She has the freedom to be herself and feels empowered as a female. She has learned to self-advocate.

Interpretation of Results

Collaboration and experiential, inquiry based learning continued to be central to programming for students at CGCS. During the 2022-2023 school year, there were a number of initiatives that were meant to increase student engagement. It is interesting to note that CGCS staff and parents continued to affirm high levels of student learning engagement, while students felt less engaged, particularly in division 2, in both the APORI and on parent surveys.

Some examples of opportunities for students to engage in impactful learning included:

- CGCS students in grades 4 and 5 participated in a week-long residency with Trickster Theatre focused on dramatic performance. Through this residency they developed, rehearsed and enhanced their improv skills through prop play, and skit creation.
- CGCS students in grades 5 ,7 and 9 attended overnight camp where they spent time forming stronger understandings of self, building trusting relationships in their learning community, and building resilience skills.
- CGCS grade 6 students enhanced their understanding of mechanical systems and light and optics through Mobile Escapes, where facilitators set up trailers and stations that required students to collaboratively solve puzzles, use critical thinking skills, and develop communication skills.
- Students in grades 7-9 participated in engineering and applied technology courses in the newly renovated Computers and Applied Technology Lab. Through their learning, students developed their skills with 3D printers and experimenting with digital design, built hard drives, and enhanced their coding skills by creating a robot and utilizing a robotics playing field.
- Students in grade 9 participated in Take Your Kid to Work Day and the Try a Trade program. Students in grade 9 also participated in a Career Fair where they were introduced to a range of careers and learned more about the education required for each, to support them in their transition to high school.
- CGCS had its first competitive robotics team, composed of grade 6-9 students, who competed against students in middle and high school and participated in the provincial championship.
- Students at Lakeview and Bel Aire campuses participated in a Literacy Week, with a focus on promoting a love for reading.
- The CGCS band and CGCS choir hosted 2 concerts, featuring a performance from the first ever, student initiated, CGCS Rock Band. As well, students participated in an Arts and Second Languages evening, where the focus was on celebrating student creativity, learning process, and accomplishment.
- CGCS hosted a school-based science fair where over 60 students presented projects to professionals in the field. As a result of this event, CGCS sent 16 students to Calgary Youth Science Fair where 3 students were awarded gold medals, 3 students were awarded silver medals, 5 students were awarded bronze medals and two projects won further monetary awards.



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)

Fall 2023 Program of Studies Alberta Education Assurance Survey

	Calgary Girls' School Society										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	408	87.5	429	88.6	388	86.7	348	89.2	350	88.5	Very High	Maintained	Excellent	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9
Parent	118	86.9	137	87.2	109	88.6	80	90.6	97	88.0	Very High	Maintained	Excellent	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2
Student	259	80.9	266	85.8	250	78.9	237	85.2	228	82.8	Very High	Maintained	Excellent	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4
Teacher	31	94.7	26	92.8	29	92.6	31	91.9	25	94.5	Very High	Maintained	Excellent	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3

Fall 2023 Education Quality Alberta Education Assurance Survey

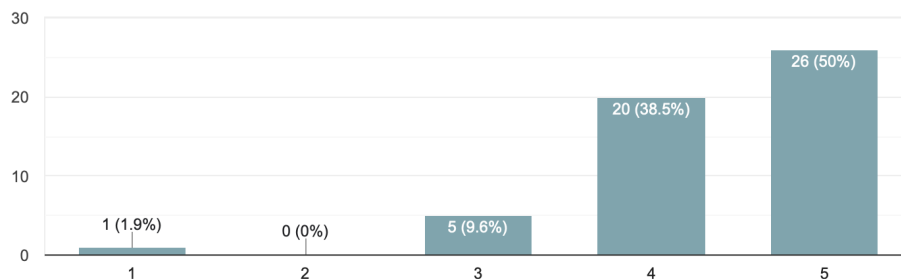
	Calgary Girls' School Society										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	632	91.4	647	94.0	589	92.3	579	92.0	538	89.5	High	Declined Significantly	Issue	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	118	88.7	137	93.2	110	90.7	80	89.3	97	82.4	High	Declined	Acceptable	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	483	89.2	484	92.7	450	90.2	468	89.5	416	87.4	High	Declined	Acceptable	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	31	96.2	26	96.2	29	96.0	31	97.3	25	98.7	Very High	Maintained	Excellent	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

October 2023 Supplementary Local Measure Program of Studies/Education Quality

On a scale of 1 to 5 with 5 being 'Very Satisfied' and 1 being 'Very Dissatisfied', please indicate your Satisfaction that Go Girls support the development of confidence, risk taking and self awareness in your student.



52 responses



Qualitative Feedback From Families

- *My child has been encouraged and challenged to further develop her academic interests. She is excelling in this program and has confidence because of that.*
- *Amazing quality of friendships at this school. My girls are very engaged and empowered academically. She has been to 1 other charter and 1 public school, and CGCS has by far helped her excel academically.*
- *Focus on developing a growth mindset and engaging with her own learning path.*

Interpretation of Results

Although the chart above notes that there has been a decline in satisfaction of 2.5%, the overall results in this domain continue to exceed the provincial average in all areas, with over 90% of our population noting overall satisfaction in education quality.

There are a number of strategies in the 2022-2023 school year that have led to positive results in the education quality provided at CGCS:

- CGCS continues to have rigorous methods for staff supervision and evaluation, with an on-going cadence of regular reflection, discussion and revision of practice as part of our teaching focus. All CGCS staff engaged in professional growth planning and identified goals to move their professional learning and practice forward in the service of students. Administrators met with staff multiple times throughout the year in support of staff professional growth. Additionally, these conversations supported the Administration team in tailoring professional learning to the needs of the collective.
- To enhance foundational knowledge of First Nations, Metis and Inuit ways of being and knowing, CGCS staff participated in professional learning with Haida/Settler Sara Davidson focused on Indigenous resources for the classroom. Additionally, many CGCS staff participated in a drum making workshop with Cree Knowledge Keeper, Chantal Chagnon.
- A committee of CGCS teachers and Administration worked closely with Cheryl Babin, from Calgary Regional Consortium, to continue the revision and re-writing of our locally developed course, Go Girls. This work was part of a three year process to revise and pilot the Go Girls curriculum.
- CGCS Leadership Team, composed of Administration and 4 learning leaders, participated in year-long professional learning through the Charter School Leadership Network where sessions were focused on developing strong leadership skills as outlined in the Leadership Quality Standard. The Leadership Team also worked closely with Usha James, Executive Director of the Critical Thinking Consortium, to support their leadership competency in facilitating staff learning focused on Equity, Diversity and Inclusion and attended various other learning opportunities provided for leadership development.
- Supported by Usha James and the Critical Thinking Consortium, professional learning provided for whole-staff development was threaded and on-going throughout the 2022-2023 school year and focused on deepening staff's understanding of Equity, Diversity, and Inclusion. This work resulted in a Class Act Award being awarded to CGCS for our work with the consortium, as well as an acceptance to present at the International Council for Education and School Improvement Conference in 2024.
- Grades 4-6 teachers participated in professional learning focused on new curriculum implementation in English Language Arts and Literature with Kim Tackaberry, from Calgary Regional Consortium.
- CGCS thoughtfully narrowed the selection of complementary courses offered to students to ensure each course supported the vision and mission of the charter and provided opportunity to learn more in areas related to health and wellness, service learning, STEAM and leadership. CGCS

was able to offer 3 new courses in the area of applied technology and engineering to grades 7-9 students. Additionally, the Planning Pathways course provided focused learning related to considering high school transition and possible career choices for grade 9 students.

ASSURANCE DOMAIN – Learning Supports

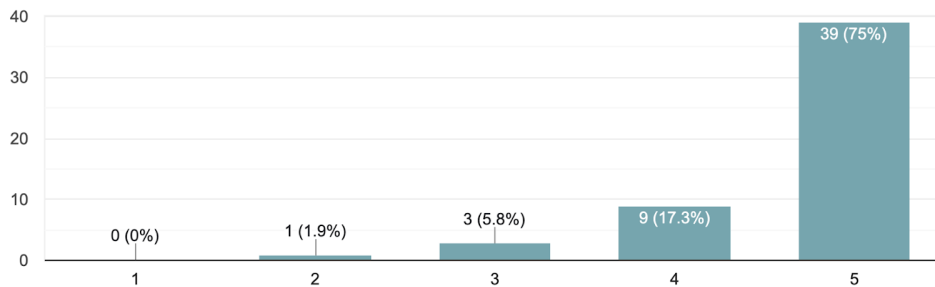
Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and learning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

Fall 2023 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Alberta Education Assurance Survey

	Calgary Girls' School Society										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	590	92.9	580	92.5	537	89.5	n/a	Declined	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	110	96.3	80	95.1	97	90.4	n/a	Declined	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	451	84.4	469	82.9	415	80.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	29	98.0	31	99.5	25	97.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

October 2023 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Supplementary Local Measures

On a scale of 1 to 5 with 5 being 'Strongly Agree' and 1 being 'Strongly Disagree', please indicate your agreement that CGCS provides a welcoming, sa...and caring school environment for your student.
52 responses



Qualitative Feedback From Families

- My daughter's confidence has improved since attending CGCS. The staff is amazing and my daughter feels that school is a safe and supportive place. I could not be happier.
- She feels valued, welcome and safe at school.
- CGCS has a strong community of staff who work together to create the best environment for each student.

- [My daughter] is a very nervous child who gets overwhelmed easily. She has told me CGCS feels very calm and everyone is so, so nice. It is exactly what she needs.
- The most positive aspect of CGCS's program is "passion of the teachers to provide the highest quality education, welcoming and environment due to students and staff, engaging learning.

Interpretation of Results

While CGCS shows a slight decline in this domain, our results related to Welcoming, Caring, Respectful and Safe Learning Environments are still well above the provincial average for all stakeholders. Year over year, CGCS continues to exceed provincial averages in this domain due to our focus on ensuring students, families, and teachers understand their importance within our community and feel a sense of belonging.

In the 2022-2023 school year, CGCS staff were thoughtful to utilize resources in ways that create welcoming, caring, and safe learning environments for all members of our community:

- Consistent with previous years, 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.
- As mentioned previously, CGCS staff focused deeply on *creating cultures of belonging* in our professional development work with Usha James. All staff actively examined their personal beliefs and practices related to creating equitable and inclusive learning environments.
- CGCS staff and students formed the first Student Equity Committee. In their first year, the committee met monthly to determine ways to create a more equitable and inclusive learning environment for all students. They analyzed the data from a sexual orientation and gender identity survey and utilized the results to inform actionable items for the year. This committee was foundational in the founding of a multi faith prayer space at CGCS and administered a survey about the school uniform to determine if the clothing options available are meeting the needs of all students.
- CGCS Administration and staff worked diligently to build strong, supportive relationships with a number of stakeholders, from bus drivers, to mental health workers and psychologists. Despite our struggles with transportation, due to the provincial shortage in bus drivers, we continued to work hard to build strong relationships with our transportation provider and the drivers that served CGCS. It should be noted that throughout the 2022-2023 school year, we had 4-6 routes that struggled to secure permanent drivers. This may have impacted our results as seen on the APORI survey results.

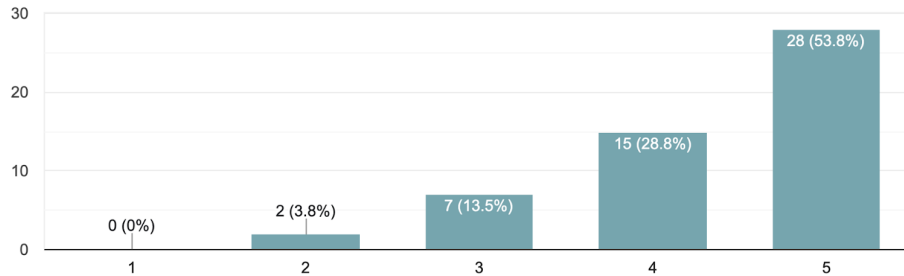
**Fall 2023 Access to Supports and Services
Alberta Education Assurance Survey**

	Calgary Girls' School Society										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	590	85.4	579	81.1	537	83.9	n/a	Improved	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	
Parent	n/a	n/a	n/a	n/a	110	83.5	80	83.5	97	76.0	n/a	Declined	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	
Student	n/a	n/a	n/a	n/a	451	83.3	468	81.0	415	80.6	n/a	Maintained	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	
Teacher	n/a	n/a	n/a	n/a	29	89.4	31	78.7	25	95.2	n/a	Improved	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	

October 2023 Access to Supports and Services Supplementary Local Measures

On a scale of 1 to 5 with 5 being 'Strongly Agree' and 1 being 'Strongly Disagree', please indicate your agreement that CGCS provides access to students' academic, social and emotional learning needs.

52 responses



Qualitative Feedback From Families

- *Both of my daughters' main teachers have been right on top of my daughter's learning and challenges, they have provided support and insight for what we can do at home.*
- *The most positive aspect of CGCS's program is the "positive constructive teaching and sense of belonging," and "the positive atmosphere in the class, emphasis on inclusion and supporting students and their individual needs"*
- *The specialized resources available (counselor and occupational therapist)*
- *The most positive aspect of CGCS's program is "smaller class size, access to Occupational Therapist, meetings with teachers for IPP's"*

Interpretation of Results

In the 2022-2023 year, CGCS saw an overall reported improvement in satisfaction with support and services provided to students, as noted by teachers and students. The increase in these results is reflective of thoughtful changes that were implemented. As in previous years, CGCS continues to support a diverse population of students, with complex learning, social and emotional needs. Mild, moderate and severe needs of CGCS students continues to hover around 25% of our student population.

- CGCS allocated the equivalent of 1.0 FTE toward learning and social emotional support. We continued to outsource and subsidize educational assessments and occupational therapy and provided targeted interventions appropriate for supporting adolescent students. We refined our process for referrals for support and effectively triaged needs to allow for more efficient identification of need and access to support.
- IPPs continued to be used as living documents at CGCS and were formally reviewed three times a year. As part of this process, there were opportunities provided for parent review and revision. Transition meetings were held at the beginning and end of the school year and assisted in continuity of care for students who have additional academic, social and emotional needs.
- CGCS staff implemented a *Universal Design for Learning* approach and teachers worked with intentionality to support students with strategies as they transition through adolescence, using the Go Girls curriculum.

- CGCS created a High School Transition handbook and hosted a High School Transition Information Evening for grade 9 students and families to share information about processes related to registering in a new school and beginning high school in grade 10. We also welcomed back CGCS alumni to speak to grade 9 students about their experiences transitioning to high school and to answer pressing questions students brought forward.



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)

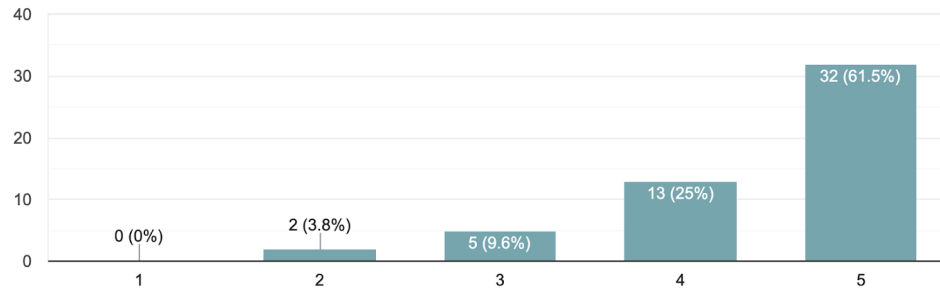
Fall 2023 Parental Involvement Alberta Education Assurance Survey

	Calgary Girls' School Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	149	84.5	160	84.1	138	84.1	110	89.7	122	83.4	Very High	Maintained	Excellent	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	118	73.5	134	77.7	109	73.1	79	85.2	97	74.9	Very High	Declined	Good	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	31	95.5	26	90.6	29	95.2	31	94.2	25	91.9	High	Maintained	Good	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

October 2023 Parental Involvement Supplementary Local Measures

On a scale of 1 to 5 with 5 being 'Strongly Agree' and 1 being 'Strongly Disagree', please indicate your agreement that CGCS promotes and encourages parent involvement and engagement.

52 responses



Interpretation of Results

While the satisfaction of teachers related to parental involvement was maintained in the 2022-2023 school year, there was a slight decline in the satisfaction of parents. Although there were various opportunities for parent engagement throughout the year, this decline could be a result of fewer stakeholder engagement events being held, relative to previous years.

Opportunities for parental involvement included:

- The administration of surveys to gather parent feedback.
- In-person coffee talks with Administration and parent education meetings to discuss various topics that were of interest to parents, such as technology and learning, Go Girls, and gender identity.
- High School Transition Information evening where parents of grade 9 students were able to learn more about high school registration processes and high school programming.
- Career and Technology Foundations Option Information evening where teachers shared pertinent information about option programming to support students in complementary class selection.
- Opportunities to volunteer on the CGCS School Council in an executive, member at large, or parent committee position and/or opportunities to attend monthly School Council meetings, which were held virtually and in person throughout the year.
- Opportunities for parents to volunteer on field studies with students across all grades.

ENGAGEMENT & ASSURANCE PROCESS

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, including active participation of the School Council. In addition to seeking students' authentic input, parents and guardians are invited to provide feedback on all aspects of our operation, as well as our Three Year Education plan and Alberta Education Results Report. Stakeholder engagement occurs through the following:

- Open-Door Policy
 - School generated surveys
 - 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 (quarterly)
 - Social Media Profiles
 - School-Council-School-Based Administration – priority spending discussions

The results in this report are shared with all stakeholders, including board members, school administrators, teaching and support staff and school council members. The data from this report, in addition to other feedback from stakeholders, will be used to inform future education plans. The results of this report have been presented to the Board of Directors and School Council during November, 2023.

BUDGET HIGHLIGHTS FOR 2022-2023

The Audited Financial Statements (AFS) 2022-2023, Budget 2022-2023, and the Summary of the Facility and Capital Plan can be found on the CGCS Website under Important Documents at the following link:

[Important Documents | Calgary Girls Charter School \(calgarygirlsschool.com\)](https://www.alberta.ca/k-12-education-financial-statements.aspx?utm_source=redirector)

A report on the School Generated Funds is available in the Notes to the AFS 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

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

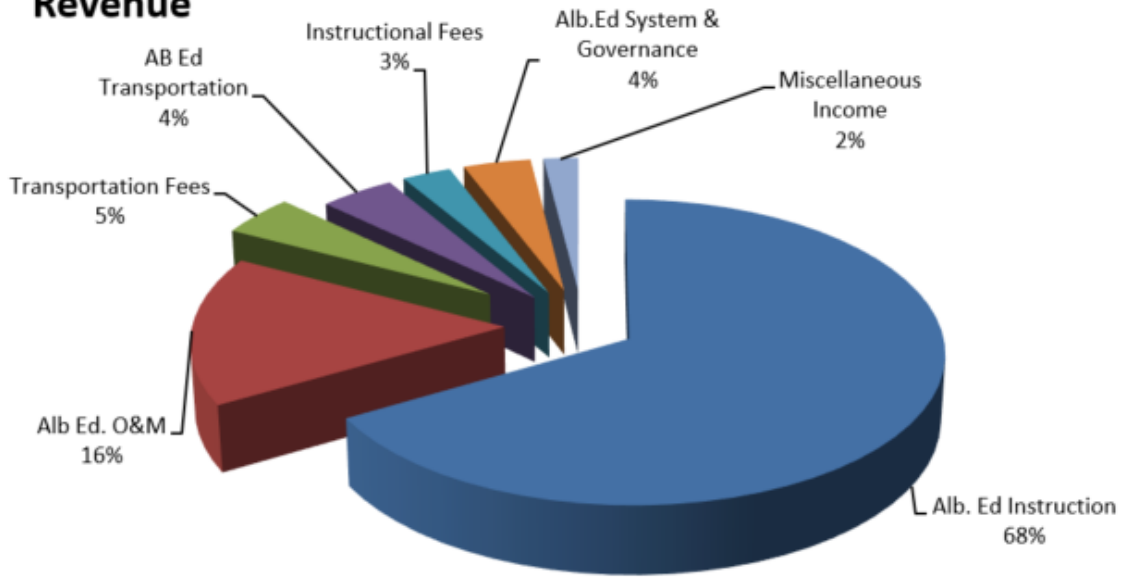
The 2022-2023 Budget was approved by the Board on May 18, 2022 and submitted to Alberta Education May 31, 2022. This budget included a deficit of (\$233,500) based on a Weighted Moving Average (WMA) of 506.9 students. Actual verified student enrollment for the 2022-2023 school year was 473.

As seen on the Statement of Operations within the AFS 2023, the total revenue, expenses and operating deficit for the Calgary Girls Charter School for Budget, Actuals, as well as variance analysis for year ended August 31, 2023 is as follows:

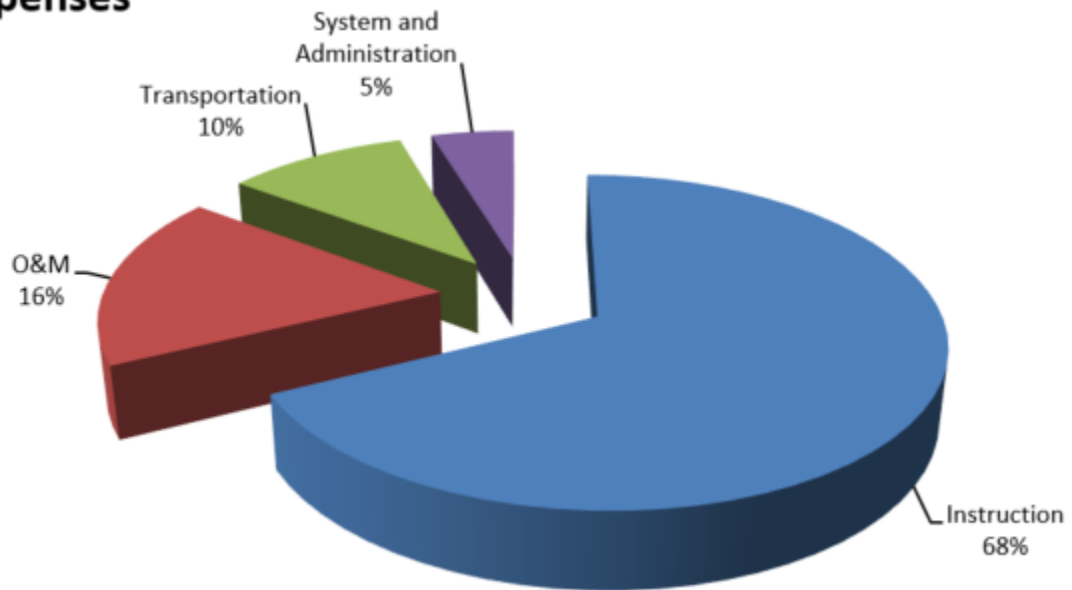
	AFS 2022-2023	Budget 2022-2023	Variance - Actual vs Budget	Variance %
Revenue	\$ 6,626,236	\$ 6,683,783	-\$ 57,547	-1%
Expenses	\$ 6,855,179	\$ 6,917,283	-\$ 62,104	-1%
Operating Surplus/(Deficit)	(\$228,943)	(\$233,500)	\$ 4,557	-2%

Actual results for 2022-2023 show a total operating deficit of (\$228,943) versus a budgeted deficit of (\$233,500).

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 2022-2023 school year, the Designated Officer received no disclosures of wrong-doing under the Whistleblower Protection legislation.