

**ANNUAL EDUCATION
RESULTS REPORT
2023-2024**



**CALGARY
GIRLS
CHARTER
SCHOOL**



Creating generations of
strong, confident,
empowered women

**PREPARED
NOVEMBER 2024**



MESSAGE FROM THE BOARD CHAIR



The Calgary Girls Charter School (CGCS) Board of Directors takes great pride in the legacy that our students, staff, teachers, leadership, and families continue to build together. We are privileged to serve a dynamic and ever-evolving community. This moment offers an opportunity to reflect on our achievements and look ahead to a future filled with possibility and promise.

Our school community continues to grow and thrive as we intentionally develop well-rounded programming that empowers our students to face the world with pride and confidence. Our teachers and staff are passionate and innovative, our students are eager and curious, our parents and families are supportive and trusting, and our community is both inspiring and generous. This collaborative spirit has allowed our students to take on remarkable opportunities: from creating scrapbooks inspired by *Braiding Sweetgrass*, to leading a full-scale theatre production of *Newsies*, to engaging with NASA directors, and even embarking on a "Mission to Mars".

We are immensely proud of the academic achievements outlined in the enclosed report, which reflect the dedication and hard work put forth by our administration, teachers, and staff. Their unwavering commitment to their craft ensures that our students receive a high-quality experience. Our ongoing investment in human capital has proven to be a key factor in supporting our students through both welcoming environments and innovative teaching methods that foster personal and academic growth.

At CGCS, we prioritize critical analysis of reports, surveys, and stakeholder engagement to guide our strategic direction. This data-driven approach has been instrumental in enhancing our programming and cultivating a culture of collaboration and camaraderie. The recent completion of our campus consolidation has further strengthened our ability to work together, and we eagerly anticipate the continued benefits of this development in the years to come.

As we reflect on our 20th anniversary, we are reminded of the profound impact we have on our students' lives. What may seem like a small part of their journey can, in fact, shape them into strong, confident young women who are ready to take on the world. As a proud alumna and one of those stories, I look forward to the continued growth and evolution of CGCS. On behalf of the Board of Directors, I would like to express my deepest gratitude to everyone who remains 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 2023 - 2024 school year was prepared under the direction of the Board of directors in accordance with the responsibilities under the *Education Act* and the *Sustainable 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 2023/2024 was approved by the Board on November 27, 2024.

On behalf of the Board of Directors,



Christine Jackson
Board Chair and CGS Society President

November 27, 2024

Date

Board of Directors: Christine Jackson (Chair), Barbara Holden (Vice Chair), Mike Bolitho, Ashley Kidd, Sharon Fleming, Carmen Jeam, Autumn Howell, Christine McGavern

HIGHLIGHTS FROM 2023-2024



- CGCS students continue to perform academically strong on Provincial Achievement Tests.
- Students, parents and staff have identified a high level of support for the work of the Student Services team, in recognition of the targeted strategies identified in the three-year education plan throughout the past two years
- Staff continue to recognize the high quality professional learning opportunities provided at CGCS, and continue to feel supported in pursuing excellence in areas they have identified as areas of focus and passion.

SCHOOL PROFILE

School Name:	Calgary Girls Charter School
Superintendent:	Dani Sever
Principal:	Jenelee Jones
Vice Principals:	Amy Park and Marlene Vazquez
Address	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
Student Population:	518
Number of Certificated Staff	33 certificated staff
Number of Non-Certificated Staff	10 non-certificated 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 close-knit school community dedicated to fostering a healthy, safe, and supportive learning environment for all. The strong relationships among students, families, staff, the Board of Directors, and our service providers enrich the experiences we all share at CGCS. We are committed to continuous growth and learning, both academically, socially and emotionally, to ensure the success of all our students. We strive to create cultures of belonging where everyone feels heard, cared for and seen. We value intentional and authentic collaboration, within classroom learning experiences and among teaching teams. As is noted throughout this report, Calgary Girls Charter School continues to demonstrate strong levels of satisfaction in each domain, from all members of our community. CGCS statistical data is shown to generally outperform provincial average.

In addition, the school highly values the insights provided by the Alberta Education Assurance Measures (AEAM) survey. This data helps guide our ongoing efforts to improve and grow, ensuring that we continue to build on our progress in teaching, learning, and community development. This Annual Education Results Report is based upon the Spring of 2023 Three-Year Education Plan, inclusive of our [Charter](#) goals.



OVERALL SUMMARY

Fall 2024 Required Alberta Education Assurance Measures - Overall Summary*

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

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 1128 Calgary Girls Charter School

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	80.3	83.0	83.3	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	83.3	87.9	88.7	79.4	80.3	80.9			Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	96.2	90.8	90.8	68.5	66.2	66.2			
	PAT6: Excellence	35.4	31.6	31.6	19.8	18.0	18.0		Maintained	
	PAT9: Acceptable	82.8	78.5	78.5	62.5	62.6	62.6		Maintained	
	PAT9: Excellence	18.3	17.9	17.9	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3		n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	88.3	88.9	90.2	87.6	88.1	88.6		Maintained	
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.1	89.4	90.7	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	85.4	83.6	81.5	79.9	80.6	81.1	n/a	n/a	n/a
Governance	Parental Involvement	83.1	82.6	85.5	79.5	79.1	78.9		Maintained	

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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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



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. 201-206 Funding Manual for School Authorities 2024/2025 school year.)

June 2024 Provincial Achievement Test (PAT) Results for Specific Courses*

Alberta Education Assurance Survey

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

		Grade 6 Results (in percentages)									
		2020		2021		2022		2023		2024	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	n/a	n/a	n/a	n/a	93.7	28.8	n/a	n/a	n/a	n/a
	Province	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4	n/a	n/a
Mathematics 6	Authority	n/a	n/a	n/a	n/a	82.0	14.4	81.6	29.6	n/a	n/a
	Province	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9	n/a	n/a
Science 6	Authority	n/a	n/a	n/a	n/a	92.8	36.9	85.7	39.8	92.4	41.8
	Province	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8
Social Studies 6	Authority	n/a	n/a	n/a	n/a	91.0	35.1	90.8	31.6	96.2	35.4
	Province	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8

* Students in the province of Alberta did not write the Grade 6 Mathematics or Grade 6 ELAL PAT, as new curriculum was introduced.

		Grade 9 Results (in percentages)				
		2020	2021	2022	2023	2024
Acceptable Standard	Authority	n/a	n/a	84.8	78.5	82.8
	Province	n/a	n/a	62.9	62.6	62.5
Standard of Excellence	Authority	n/a	n/a	25.9	17.9	18.3
	Province	n/a	n/a	16.8	15.5	15.4

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- "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.
- 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.
- 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.
- 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.
- 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 2023 - 2024 school year.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

Authority: 0152 Calgary Girls' School Society (FNMI)

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
	PAT6: Acceptable	*	*	n/a	48.7	45.3	45.3	*	n/a	n/a
	PAT6: Excellence	*	*	n/a	7.3	6.5	6.5	*	n/a	n/a
	PAT9: Acceptable	*	*	n/a	41.4	39.4	39.4	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	6.1	5.3	5.3	*	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
- Participation in the PATs 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.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- 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

English Alternative 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 Alternative Language students registered in each of the PAT grade 6 and grade 9 courses for the 2023 - 2024 school year.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 1128 Calgary Girls Charter School (EAL)

Assurance Domain	Measure	Calgary Girls Charter School (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
	PAT6: Acceptable	*	93.8	93.8	64.6	65.4	65.4	*	*	*
	PAT6: Excellence	*	6.3	6.3	16.5	15.7	15.7	*	*	*
	PAT9: Acceptable	*	*	n/a	52.7	55.3	55.3	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	10.1	11.0	11.0	*	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
- Participation in the PATs 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.
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- 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

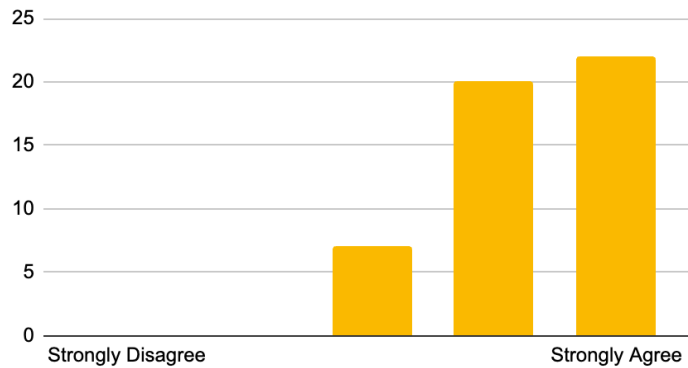
Girls Only Provincial Achievement Test (PAT) Data - CGCS and Provincial Fall 2024 Alberta Education Assurance Measures Supplementary Data

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)				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Acceptable Standard %*	Gr 6			91.0	90.8	96.2			69.6	67.9	70.0
	Gr 9	n/a	n/a	84.8	78.1	84.1	n/a	n/a	63.9	63.2	63.2
Standard of Excellence %*	Gr 6			35.1	31.6	35.4			20.7	18.00	19.7
	Gr 9	n/a	n/a	25.9	17.8	18.6	n/a	n/a	17.6	15.9	15.9

*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 2024 Student Growth and Achievement
Supplementary Local Measure**

Percentage of families who indicated agreement that their student was engaged with their learning at CGCS



Qualitative Feedback From Families

- *Staff and teachers' commitment, a really great atmosphere, girls are empowered and challenged in the best possible way, exposure to doing work individually and in groups (small and big) is great and it teaches girls how to work well as part of a team, collaborate, debate ideas, etc.*
- *[The strongest part of CGCS's program is the] engagement with teachers and their dedication to students' success.*

Interpretation of Results

Consistent with previous years, 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 Provincial Achievement Tests, CGCS students in Grades 6 and 9 significantly outperformed the province in the both acceptable standard and standards of excellence across curricular subject areas. Relative to other girls in the province, students at CGCS significantly outperformed other girls in both standards of acceptable and excellence, in grades 6 and 9, for all subject areas tested.

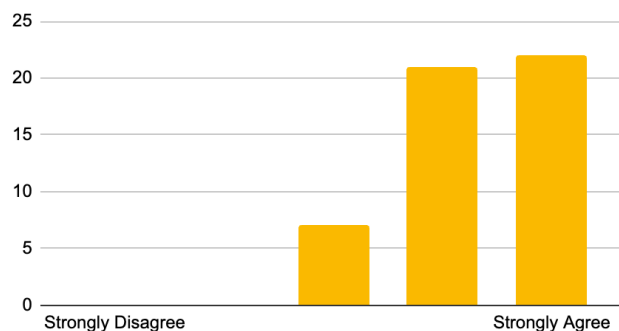
- Additional local measures highlighting student achievement, would indicate that CGCS students are meeting or exceeding the learning outcomes identified by the province. Based on two formal report cards, two student-parent-teacher conferences and one student-led conference, staff, parents and students are informed of student growth and achievement.
- 33% of the CGCS student population are diagnosed 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 a Specialized Support Coordinator and a Complex Learning Strategist to support student’s social emotional growth and identify learning needs and necessary interventions and enrichment. Students also had access to occupational therapy, addressing executive functioning and emotional regulation in 8 week group sessions with an external occupational therapist.
- Students and staff continue to use a unified learning management system to establish clear and effective communication between students, families and staff related to expectations related to learning, as well, families receive regular grade group updates which current curricular areas of student learning.

Fall 2024 Citizenship Alberta Education Assurance Survey

	Calgary Girls' School Society										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	647	91.6	590	91.1	580	90.0	537	87.9	515	84.9	Very High	Declined Significantly	Acceptable	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	137	93.0	110	93.1	80	91.5	97	88.4	86	86.2	Very High	Maintained	Excellent	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	484	85.0	451	81.6	469	80.6	415	77.7	397	72.7	Very High	Declined Significantly	Acceptable	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	26	96.9	29	98.6	31	98.1	25	97.6	32	95.6	Very High	Maintained	Excellent	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

October 2024 Supplementary Local Measure Citizenship

Percentage of families who indicated agreement that CGCS promotes and engages students to be active citizens in their community.



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. Due to the continued intentional work with students through the Go Girls program there is a focus on citizenship and relationship building. Local measurement data collected by the school is evidence of parental recognition of the deliberate work done at CGCS to develop citizenship skills. While there has been a decline of 3% in the overall satisfaction of students, teachers and parents in this area, CGCS remains well above the provincial average. Student satisfaction showed the largest decline (5%) from the previous school year which was likely due to a mid-year consolidation that left grade 8 students without a designated homeroom space and required grade 4/5 students moving to the new campus after spring break.

Opportunities for active citizenship at CGCS during the 2023-2024 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.
- For their grade 9 legacy project, CGCS students raised funds and created care baskets for Trellis Society, an organization that supports young mothers.
- Grade 7 preschool connections at NGP, where students formed connections with
- CGCS hosted our second annual school-wide International Women’s Day Conference, where students eagerly participated in sessions with 18 diverse female facilitators. Some session facilitators included: bestselling author Miranda Krogstad, Mrs. Universe 2019 Lisa Harrigan and president of the Centre for Newcomers Calgary, Anila Umar.

Fall 2024 Student Learning Engagement Alberta Education Assurance Survey

	Calgary Girls' School Society										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	590	87.2	580	85.4	537	83.8	514	83.0	n/a	Maintained	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	110	91.2	80	88.2	97	84.8	86	86.4	n/a	Maintained	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	451	76.3	469	73.3	415	67.9	396	68.0	n/a	Maintained	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	29	94.3	31	94.6	25	98.7	32	94.6	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

Qualitative Feedback From Families

- *The amount of growth and huge positive changes since she started in grade 4. The difference is huge.*
- *[An increase in] self confidence and good education*
- *Our daughter is finding her voice and her voice is being heard by her teachers and the CGCS staff*
- *My daughter shares more and feels as though she is respected for her thoughts and ideas*
- *My daughter really loves the school and seems eager to learn.*

Interpretation of Results

Core programming and learning frameworks at CGCS continues to value collaboration, inquiry-based and experiential learning, where teachers design learning with the intention of drawing students into the learning progress. During the 2023-2024 school year, there were a number of initiatives that were meant to increase student engagement, as identified below, resulting in CGCS’s statistical data being consistent with previous years, and on-par with provincial averages, in spite of our school consolidation and space

modernization at the Lakeview campus, which displaced the front office and a number of learning spaces the entire school year.

Some examples of opportunities designed to increase student engagement:

- Grade 4 and 5 electives program was introduced to allow students to explore areas of interest related to digital music, engineering principles, self-discovery (the inner hero), french, wildlife leadership
- The development of the Grade 5 Brave Girl program which focused on resilience and risk taking in students (Camp River Edge, YYC beach)
- Students in Grade 4 and 5 participated in a Alien Inline skating residency to support their physical education, while all students participated in a wheelchair basketball and wrestling residency
- Students in grades 4 and 5 participated in a week-long residency with Jenna Planden, focused on *Process Over Product: Art is Play*. Students in Grade 9 worked with Katie Green, an artist in residence, who explored mask creation through emotional connectedness.
- CGCS partnered with Capstone Engineer Academy for the school year to support robotics and programming in grades 4, 5 and 7 two to three times a week
- Students in grades 4 through 9 participated in a wide range of field trips; for example Grade 6 went to Three Herons Conservatory and the Calgary Flight Centre, grades 7 - 8 went to the Women and Outdoor Careers Conference in their outdoor education option, and experienced the Calgary Climbing Centre. Outdoor Education students also camped at Dinosaur provincial park. Band students attended music clinics at Mount Royal University Conservatory, grade 4 attended the Shepard Landfill, Art students visited Contemporary Calgary, Grade 9 explored the Calgary Zoo and participated in the River Watch program, Drama students attended Central Memorial High School Musical, and grade 7's explored the Calgary Zoo while Grade 5's visited the Ghost Lake Watershed.
- Students in grades 4 - 9 hosted a variety of guest speakers - Amanda Krogstead with A Spoken Word , grade 5 and 9 participated in Junior Achievement, Paul Davies spoke to all students about online safety, alongside a parent education session, grade 4's learned about composting with Alejandra Rojas Verma, grade 6's learned from Leah Cheshier-Mustachio, a director for NASA (virtual), CGCS hosted 2 MLA visits, grade 9's learned from the PACES program from Calgary Communities Against Sexual Abuse, grade 7's learned from Inside Education - Little Green Thumbs Agriculture.
- CGCS students in grades 7 and 9 attended a multi-day overnight camp, where they spent time forming stronger understandings of self, building trusting relationships in their learning community, and building resilience skills.
- CGCS produced a Grade 6 - 9 school production of Newsies, which had close to 100 participants and sold out all three nights of performance.
- 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.
- CGCS brought in an Indigenous People's atlas giant floor map of Canada, which took up the entire floor space in the main gym to support Indigenous Education and promoted reconciliation through learning.
- To support highschool transitioning, 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 as part of our Planning Pathways program, as well, CGCS staff hosted a parent information session on transitioning to highschool

- CGCS had its second year of competitive robotics team, composed of grade 6-9 students, who competed against students in middle and high school and participated in the local tournaments. worked with AC robotics to learn to code with JAVA, the received the CONNECT award for intentionally building various and teamwork connects through the calgary first robotics league
- Students at Lakeview and Bel Aire campuses participated in a Literacy Week, with a focus on promoting a love for reading in January 2024
- Students in our band program performed in a winter and spring concert, with the Bel Aire campus choir performing in their first choir concert.
- CGCS hosted a school-based science fair where over 11 students presented projects to professionals in the field. As a result of this event, CGCS sent students to Calgary Youth Science Fair.
- CGCS continues to have a vibrant athletics program, with a number of offers to students in grades 4 - 9, from cross country running, to volleyball, basketball and track and field, to name a few.



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. 201-206 Funding Manual for School Authorities 2024/2025 school year.)

Fall 2024 Program of Studies Alberta Education Assurance Survey

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Calgary Girls' School Society										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	429	88.6	388	86.7	348	89.2	350	88.5	366	86.1	Very High	Declined	Good	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
Parent	137	87.2	109	88.6	80	90.6	97	88.0	86	86.3	Very High	Maintained	Excellent	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	266	85.8	250	78.9	237	85.2	228	82.8	248	80.5	Very High	Declined	Good	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7
Teacher	26	92.8	29	92.6	31	91.9	25	94.5	32	91.6	Very High	Maintained	Excellent	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2

Fall 2024 Education Quality Alberta Education Assurance Survey

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Calgary Girls' School Society										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	647	94.0	589	92.3	579	92.0	538	89.5	516	89.6	Very High	Maintained	Excellent	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	137	93.2	110	90.7	80	89.3	97	82.4	86	86.4	Very High	Maintained	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	484	92.7	450	90.2	468	89.5	416	87.4	398	87.2	High	Maintained	Good	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	26	96.2	29	96.0	31	97.3	25	98.7	32	95.3	Intermediate	Maintained	Acceptable	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

Qualitative Feedback From Families

- *My daughter is HAPPY. She talks about what they are doing at school. She is excited about and enjoying what they are doing. She LOVES the girls supporting girls' culture.*
- *[My daughter values] the opportunity to be more involved as an active learner [and] building confidence.*
- *[We value] the format and style of learning.*
- *I think the staff at CGCS is very good. Everyone is fully engaged and committed to providing a wonderful educational experience.*

Interpretation of Results

Calgary Girls Charter School offers options focussed in the areas of fine arts, french, health and wellness, applied technology and engineering, leadership and social activism. The chart related to the program of studies showed an overall decline in satisfaction of 2.5%, with overall results in this domain that continue to exceed the provincial average in all areas. This overall decrease could be related to the increased demand of certain options being offered to students. For example, many students were not able to take the full year option of outdoor education due to its popularity and then needed to select a different option that wasn't at capacity.

Teacher, parent and student scores show a higher satisfaction with the quality of education at Calgary Girls Charter School compared to the provincial data. Overall satisfaction of CGCS parents, teachers and students with the program of studies was maintained for this school year. It is important to note that teacher satisfaction in this category decreased by 3.4%. This would be an indication of teachers continuing to effectively implement new curriculum in grades 4 to 6.

Through qualitative data collected from families it is clear that families and students appreciate the culture, learning and experiences at CGCS.

There were a number of strategies in the 2023-2024 school year that have led to positive results in the education quality provided at CGCS:

- Go Girls curriculum redrafting was completed, field tested by teaching staff and was approved by the Board of Directors as a locally developed course.
- CGCS implemented the new Math curriculum in grades 4 - 6 and staff participated in targeted, threaded professional learning, under the leadership of our New Curriculum Learning Leader.
- 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.
- 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 and attended a leadership retreat to deepen their leadership capacity, under the mentorship of Judy Riege. The Learning Leader team members oversaw specific portfolios, related to new teacher mentorship, new curriculum, educational technology and supporting students with mild, moderate learning disabilities.
- Staff participated in targeted and threaded professional learning to support the implementation of the updated Go Girls curriculum, under the mentorship of Cheryl Babin, with the Calgary Regional Consortium. CGCS staff also attended the bi-annual Association of Alberta Public Charter Schools conference held in October 2023. To support immediate needs, staff participated in a number of workshops with targeted skill development, such as IPP development and executive function with Caroline Buzanko and Understanding Assistive Technology with Cathi Graveline.
- Staff formed an Educational Technology committee, focused on developing mission, vision and guiding principles to guide the use of educational technology at CGCS. The committee worked with external consultants to set the direction of the committee, as they built a framework for their year-long work together
- CGCS staff presented their work from the 2022-2023 school year with Usha James, of the Critical Thinking Consortium, at the International Council for Education and School Improvement Conference in 2024, in Dublin Ireland, highlighting our staff's professional learning journey through creating a deeper understanding of diversity, equity and inclusion in education.

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. (p. 201-206 Funding Manual for School Authorities 2024/2025 school year.)

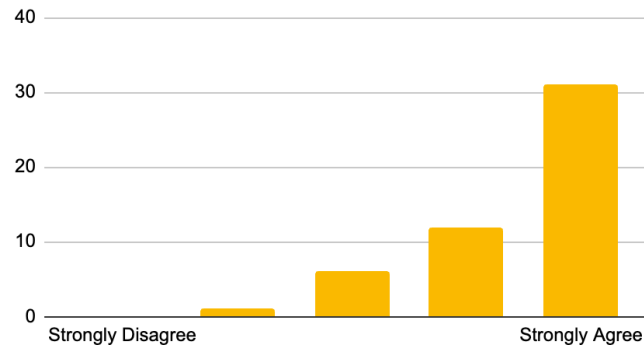
Fall 2024 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Alberta Education Assurance Survey

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Calgary Girls' School Society										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	590	92.9	580	92.5	537	89.5	515	88.3	n/a	Declined	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	110	96.3	80	95.1	97	90.4	86	90.3	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	451	84.4	469	82.9	415	80.3	397	76.7	n/a	Declined	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	29	98.0	31	99.5	25	97.7	32	97.8	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

October 2024 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Supplementary Local Measures

Percentage of families who indicated agreement that CGCS is welcoming, caring, respectful and safe



Qualitative Feedback From Families

- *[CGCS] fosters an environment of inclusion and acceptance.*
- *[We value] the welcoming environment and the enthusiasm of the teachers and staff.*
- *[The most positive aspect at CGCS is] meeting new teachers who are more helpful and very supportive as per the child. If they are happy, we as parents are happy too.*
- *The program has definitely provided a safe and engaging space for my child socially. She has never been a happier kid.*
- *The community is so warm and welcoming, and there is flexibility that lets them have fun at random times of the day. I feel that the staff really gets to know every single girl. I am really grateful that this community exists for our girl.*

Interpretation of Results

CGCS results related to Welcoming, Caring, Respectful and Safe Learning Environments continue to be well above the provincial average for all stakeholders. Our parent and teacher results remain consistent from the previous year. Student results, on the other hand, show a slight decrease, which is likely attributed to the consolidation of schools and students feeling disconnected from a space of their own within the school. Year over year, CGCS continues to exceed provincial averages in this domain due to our continued focus on ensuring students, families, and teachers understand their importance within our community and feel a sense of belonging.

In the 2023-2024 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:

- Under the leadership of our Complex Learning Strategist, the CGCS Reads Program was initiated, supported by parent volunteers, targeting girls who benefited from more intensive reading interventions.
- Student services coordinated a weekly peer tutoring program, which encouraged student mentors to support younger students in their academic development.
- Consistent with previous years, several virtual and in-person new 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.
- CGCS staff and students carried forward the Student Equity Committee. The committee set targets for their second year, with student projects and initiatives intended to consider the diversity of CGCS students and how to create more inclusive learning environments. The student equity committee was instrumental in the introduction of new uniform pieces in response to the work of the committee from the previous school year.
- 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.



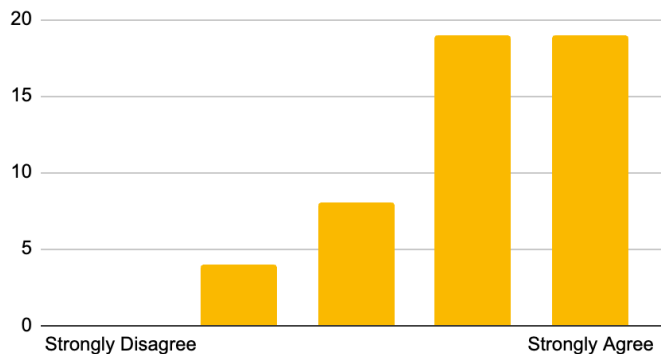
Fall 2024 Access to Supports and Services Alberta Education Assurance Survey

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Calgary Girls' School Society										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	590	85.4	579	81.1	537	83.9	515	87.5	n/a	Improved Significantly	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	110	83.5	80	83.5	97	76.0	86	81.5	n/a	Maintained	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	451	83.3	468	81.0	415	80.6	397	81.8	n/a	Maintained	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	29	89.4	31	78.7	25	95.2	32	99.4	n/a	Improved	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

October 2024 Access to Supports and Services Supplementary Local Measures

Percentage of families who indicated agreement that CGCS provides their student support and services



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 2023-2024 year, CGCS saw an overall significant improvement in satisfaction with support and services provided to students, as noted by all stakeholders. The increase in these results is reflective of thoughtfully maintained changes that have been implemented and sustained over the past couple of years. 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 33% of our student population.

- CGCS increased our staffing in Student Services, with the addition of a Complex Learning Strategist, who coordinated targeted interventions and programming for students with mild, moderate and severe needs. This position complimented the work of our school counsellor, whose primary job was to provide targeted interventions for students with social and emotional

need. We continued to outsource and subsidize educational assessments and occupational therapy. We continued to refine 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 our diverse population 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. 201-206 Funding Manual for School Authorities 2024/2025 school year.)

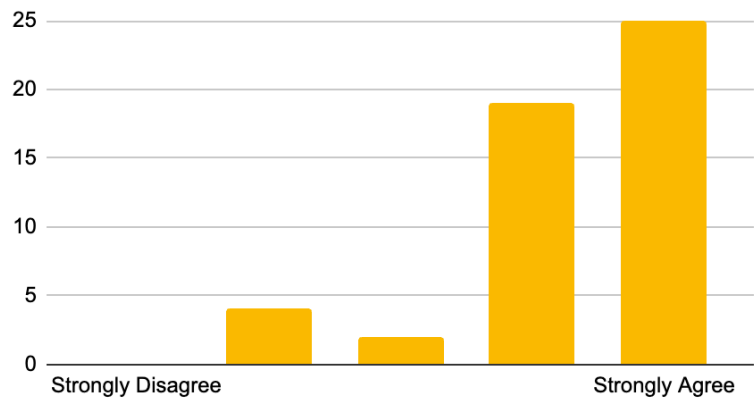
Fall 2024 Parental Involvement Alberta Education Assurance Survey

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Calgary Girls' School Society										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	160	84.1	138	84.1	110	89.7	122	83.4	118	84.5	Very High	Maintained	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	134	77.7	109	73.1	79	85.2	97	74.9	86	75.9	Very High	Maintained	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	26	90.6	29	95.2	31	94.2	25	91.9	32	93.1	Very High	Maintained	Excellent	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

October 2024 Parental Involvement Supplementary Local Measures

Percentage of families who indicated agreement that CGCS promotes and encourages parent involvement and engagement.



Interpretation of Results

The statistical data collected to measure our parental involvement within the Governance domain has shown growth throughout this past year, and is above provincial averages as ranked by both parents and teachers. These preliminary results could be an indication of the success of the strategies that were put into place in our most recent three-year education plan, where we specifically examined ways in which we could encourage higher rates of parental involvement and engagement, in response to the decreasing numbers we were starting to see post-Covid.

Strategies related to increasing opportunities for parental involvement include:

- Strategically planned surveys for alumni, parents and former families, intended to gather information about programming

- 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.
- Opportunities for parents to volunteer for the CGCS Reads program.
- Invitations to school wide events (ie. family barbecue, concerts).
- The CGCS community came together to celebrate our 20th Anniversary at an evening hosted by School Council, with dinner, silent auction and keynote speakers

ASSURANCE DOMAIN – LOCAL & SOCIETAL CONTEXT 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, such as our Charter Evaluation, professional development
 - Early Exit surveys
 - AER Supplementary Surveys
 - Alumnae surveys
 - Weekly Communiques – School Based, from classroom teachers, Administration and the Superintendent
 - School Council Meetings
 - Executive Meetings with the Principal
 - Coffee Talks with Senior Leadership
 - Annual General Meeting of the Society
 - Public Board Meetings
 - Board Engagement Sessions
 - Technology
 - Transportation
 - School Education Plan Development
 - School Calendar
 - 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 in November and 2024, respectively.

BUDGET HIGHLIGHTS FOR 2023-2024

The Audited Financial Statements (AFS) 2023-2024, Budget 2023-2024, 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.calgarygirlscharter.ca/important-documents)

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

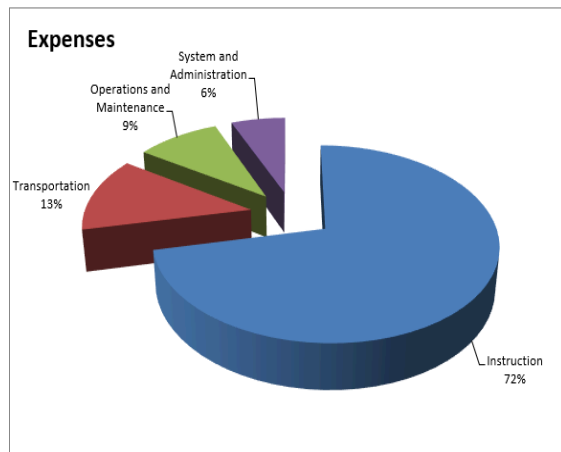
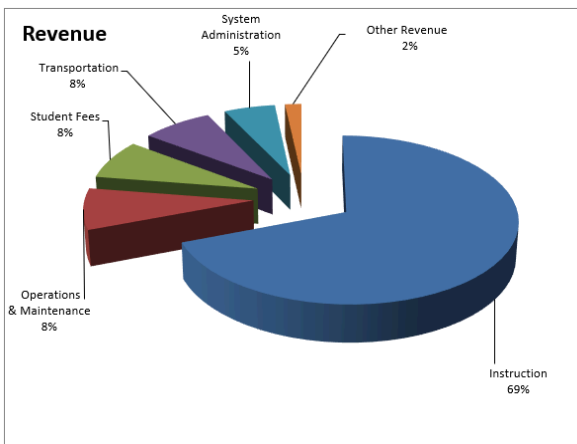
For more detailed information, please contact Susan Penner, Secretary-Treasurer at the Business Office of the Calgary Girls Charter School.

The 2023-2024 Budget was approved by the Board on May 24, 2023 and submitted to Alberta Education May 31, 2023. This budget was a break even budget (\$0) based on a Weighted Moving Average (WMA) of 500.4 students. Actual verified student enrollment for the 2023-2024 school year was 469.

As seen on the Statement of Operations within the AFS 2024, 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, 2024 is as follows:

	AFS 2023-2024	Budget 2023-2024	Variance - Actual vs Budget	Variance %
Revenue	\$ 6,299,283	\$ 6,390,473	-\$ 91,190	-1%
Expenses	\$ 6,454,919	\$ 6,390,473	-\$ 64,446	1%
Operating Surplus/(Deficit)	(\$155,636)		-\$155,636	

Actual results for 2023-2024 show a total operating deficit of (\$155,636) versus a break even budget of \$0.



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 2023-2024 school year, the Designated Officer received no disclosures of wrong-doing under the Whistleblower Protection legislation.