



HELPING KIDS SOAR



Annual Education Results Report (AERR) 2021/2022
for School Authorities

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Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for Renfrew Educational Services for the 2021/2022 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2021/2022 was approved by the Board on November 23, 2022.



Thomas Buchanan
Board Chair

Foundational Statements

OUR VISION

To create exceptional learning and supportive experiences in an optimal environment, opening a world of possibilities for every child, youth and adult while welcoming and supporting families and caregivers.

OUR MISSION

We exist to serve and to provide the best possible programs and services so that children, and youth can grow and work towards their potential.

OUR CORE VALUES

- Respect for each child, youth, and family/caregiver
- Commitment to continual learning and innovation
- Honour our commitment to staff to provide the resources needed to do the job, a safe inclusive environment and opportunities for growth and professional development
- Dedication to safe and caring environments
- Commitment to meet the needs of children, youth, adults, families/caregivers, and staff
- Committed to a diverse and inclusive workplace
- Honour and value diversity in the workplace, classrooms, families and in the community
- Honouring our legacy into the future

OUR GUIDING PRINCIPLES

- **We believe** that intervention is crucial to the development of every child and youth.
- **We believe** that children and youth deserve the best intervention and program planning, based on current best practices and research to reach their full potential.
- **We believe** that both the dignity and worth of the family must always be respected and enhanced.
- **We believe** in family centered practice.
- **We respect** the cultural and diverse needs of our families/caregivers. Our programs and services are flexible and responsive to their inherent differences.
- **We are committed** to supporting staff to develop the knowledge, attitudes, and skills necessary to meet the needs of children, youth, adults and their families.
- **We believe** in providing a continuum of programs and services creating a wrap-around approach for children, youth, adults, families/caregivers.

Who We Are

Renfrew Educational Services is a not-for-profit society and registered charity that has been welcoming children and parents since 1974. We provide an enhanced learning environment for children with special needs.

Renfrew recognizes that children and their families need the best possible learning environment in which to grow and work towards their potential.

In several locations across Calgary, Renfrew has worked miracles in the lives of young children from preschool through the elementary grades.

A team of educational and therapeutic professionals work in every classroom, tailoring the learning environment to meet the unique needs of every Renfrew child.

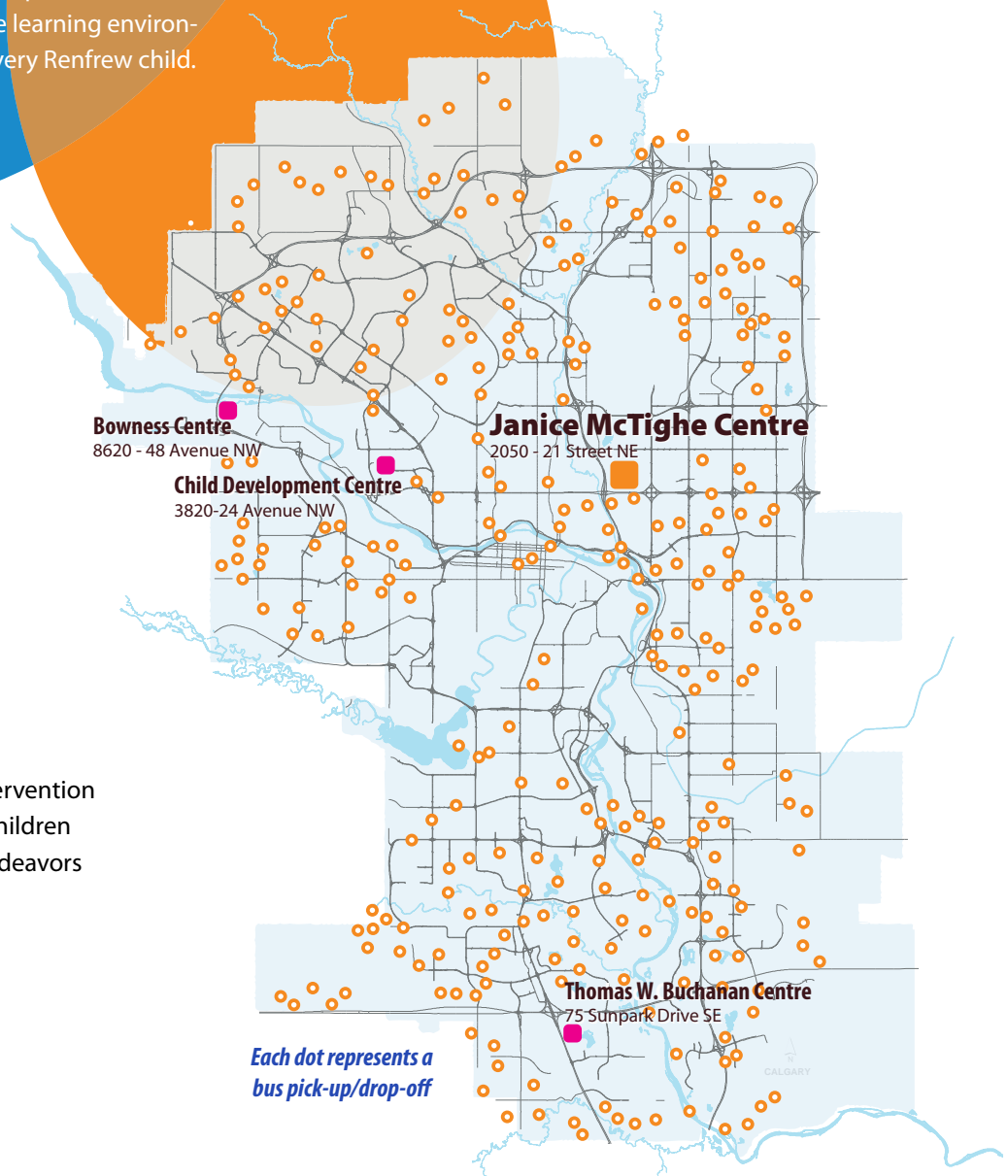
4 SCHOOL SITES

48 BUS ROUTES

We are committed to:

- High staff to child ratios
- Up-to-date learning resources
- Individualized programming
- Family support
- A safe and caring environment

We continue to provide the early intervention and supports necessary to prepare children and students to succeed in future endeavors to the best of their abilities.



School Authority Profile

We serve children aged 2.8 to 12 years or grade 6 age and their families, who live in Calgary and the surrounding area. Currently, we have four locations in Calgary: Janice McTighe Centre, Bowness Centre, Child Development Centre and Thomas W. Buchanan Centre. Renfrew Educational Services is a Designated Special Education School in Alberta.

Our preschool classrooms consist of children with mild/moderate and severe needs. Each classroom team is led by a qualified teacher. Children are supported in the classroom by child development facilitators. Children to adult ratios vary according to the needs of the children.

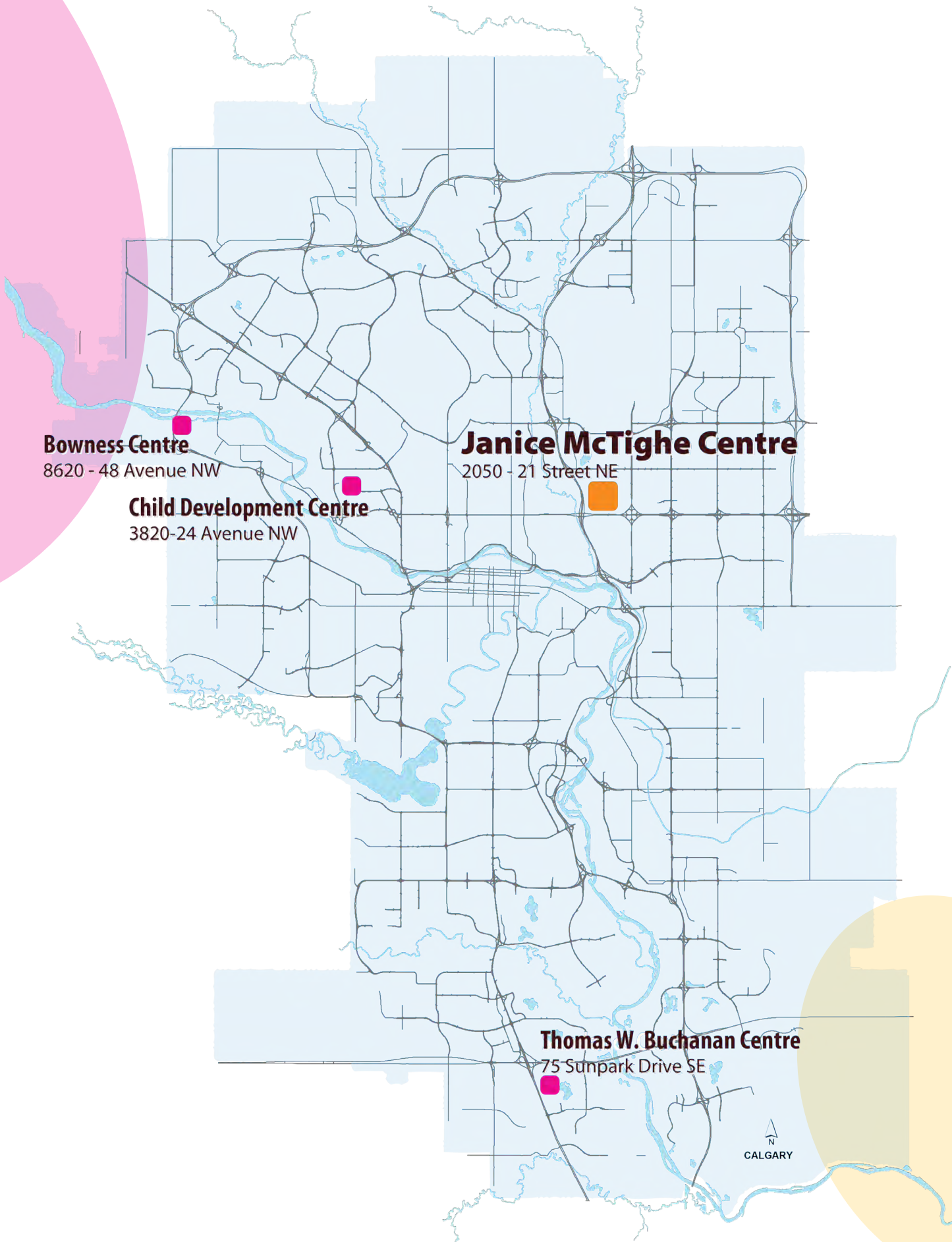
Our school aged classes age six to twelve years are small in size, approximately 12 students. Elementary classrooms are multi-age, comprised of children with a range of strengths, skills and needs. Teachers focus on providing dynamic, authentic activity-based programming utilizing not only the classroom environment but other spaces inside and outside the school. Students are supported in the classroom by a teacher and child development facilitators.

Child development facilitators in all classrooms are responsible for working on the goals outlined in each child or student's IPP (Individual Program Plan)/ ISPP (Individual Service Program Plan), under the direction of the teacher.

IPP/ISPPs are designed by a team made up of the child's parents/guardians, classroom teacher, child development facilitator and site manager/principal. Appropriate personnel – speech language pathologists, occupational and physiotherapists, low incidence augmentative communication specialists, teacher of the blind and visually impaired, teacher of the Deaf and Hard of Hearing and psychologists also assist in designing, implementing and evaluating program plans. Medical professionals or outside agencies are consulted when required.

Our Family Support Team is dedicated to the wellbeing of the families and children we serve. They provide family-centered services to facilitate connections and support in the home and in the community.





Bowness Centre
8620 - 48 Avenue NW

Child Development Centre
3820-24 Avenue NW

Janice McTighe Centre
2050 - 21 Street NE

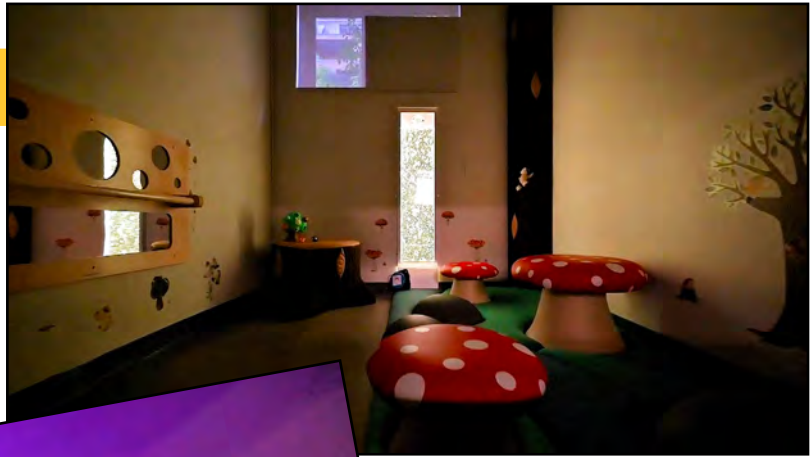
Thomas W. Buchanan Centre
75 Sunpark Drive SE

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CALGARY

Summary of Accomplishments

Bowness Centre - The River Room

The River Room is an interactive room that is inspired by the nature that surrounds the location. While children are jumping over logs and stumps, jumping on lily pads, sitting on mushrooms, and balancing on rocks they are developing gross motor balancing skills. When they reach the end of the river there is an amazing bubble wall to explore.



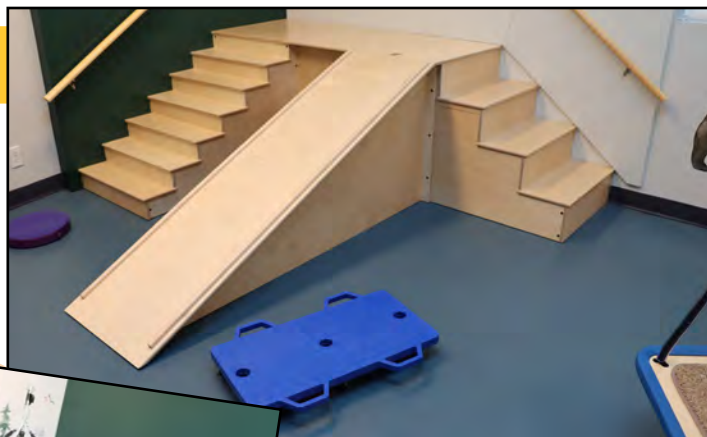
Bowness Centre - The Tree House

We are excited to announce the re-creation of our Sensory Gym, our new Tree House! This room is an exploration space with fun and engaging experiences for all the senses. Sensory regulation opportunities can be found by climbing, sliding, swinging, rolling and more! Children love to explore this space to see what kind of wonderful magic they can create in the Tree House!



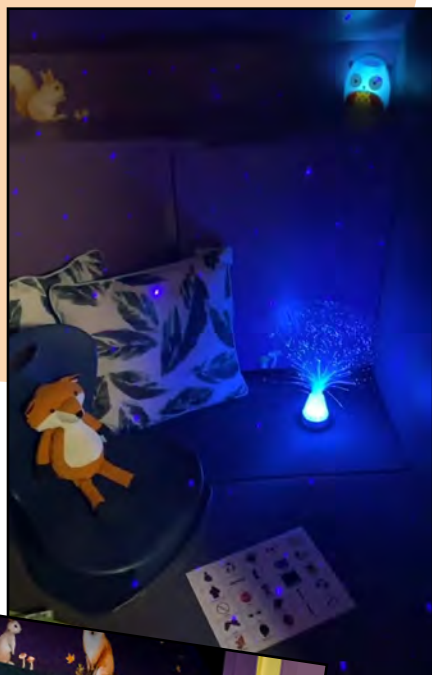
Thomas W. Buchanan Centre - Mount Brave

Mount Brave was specially designed for children with movement challenges; it provides a safe and fun environment where children can work towards their gross and fine motor goals while fostering play skills and communication. This designed therapy space with a forested, Rocky Mountain theme inspires children to climb ladders, ascend stairs, and explore 'rocky' terrain.



Janice McTighe Centre - Calming Cave

The Calming Cave is new regulation space for preschool children at the Janice McTighe Centre. This space can be used by Renfrew staff when they see signs that children need a break from the classroom. This space offers access to a variety of sensory regulation tools and provides social-emotional learning opportunities for children to practice regulation techniques.



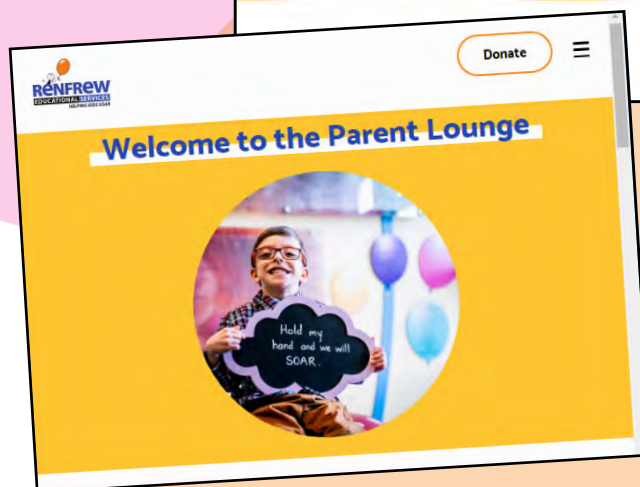
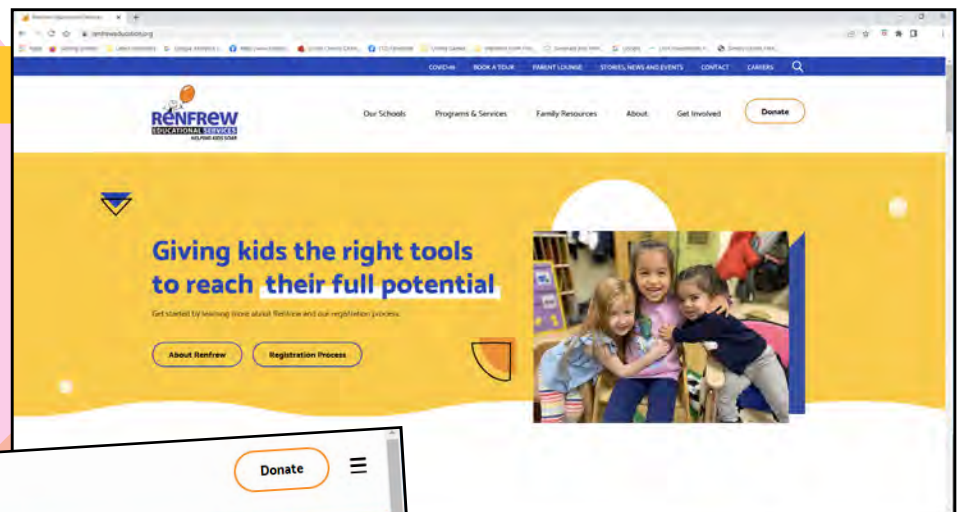
Bearspaw Land Purchase

Land was purchased in Bearspaw just off Township Road 254 and Highway 1A for future development of a new K-12 school.



Our New Website

Renfrew launched a new website to better reflect our programs as well as to provide more information for our families which included the new Parent Lounge and Family Resources features.



Come and Play Day

Schools were excited to invite families to come into the school when COVID mandates were dropped in the spring. Families were invited to “Come and Play” with their children in the classroom to experience the play-based activities their children engage in daily. It was wonderful to welcome families in our schools once again!



Elementary Farewell

After two years of online elementary farewell celebrations our schools were excited to welcome families to be a part of this event once again!



Renfrew's June Family Day

Renfrew was able to host its annual June Family Day event at all of our schools. Family friendly activities were provided with plenty of opportunities for families to visit with the staff who worked with their children during the year as well as to meet other Renfrew families.



An Excellent Start to Learning

Renfrew Educational Services follows the Kindergarten Program Statement set out by Alberta Education which has a strong focus on early literacy, early numeracy, citizenship and identity, environment and community awareness, personal and social responsibility, physical skills and well-being, creative expression. Research and theory continue to support play as essential to quality of life in childhood and a primary means of understanding the world. Renfrew has always recognized the value and importance of play and continues to see it as a foundation for program development.

Strategies

- Teachers continued to plan a wide variety of developmentally appropriate, play based activities to target the Kindergarten Program Statement learning areas.
- Teachers continued to nurture the love of the arts by planning a variety of art and drama activities as well as collaborating with our music specialists to enhance children's musical skills and understanding.
- Teachers continued to meet regularly to share and discuss best practices in program planning.
- Teachers continued to be encouraged to participate in professional development opportunities and conferences.
- Renfrew will continued to work with community partners such as the Palix Foundation to support child development.
- Renfrew continued to collaborate with post-secondary and Alberta Education partners in supporting new curriculum initiatives that support contemporary research and theory.
- Renfrew continued to support the Family Support for Children with Disabilities and Program Unit Funding Common Approach program model, working together with other service providers to provide services for children and families.



Learning Supports

Welcoming, Caring, Respectful, and Safe Learning Environment

Provincial and local measures reflect that the majority of families and teachers agree/strongly agree that children/students are safe at school, on the bus, treated fairly by adults and school is a welcoming place to be. The 2021-2022 school year continued to be an impactful year for families. Provincial measure data may have been impacted by families experiencing the ongoing impact of COVID changing learning environments from a combination of online and in-person to in-person in 2021-2022. In 2021 very few families participated in the survey, resulting in data being suppressed. In 2022 both parent and teacher data was able to be shared which now provides Renfrew with a better baseline of combined data that we can refer to moving forward. These opportunities and results support outcome one of our 3 year education plan.



Renfrew's Local Measures

■ Strongly Agree ■ Agree

Teacher Survey

The majority of teachers strongly agree children/students are safe while attending school.

Children/Students are safe while attending school.	76%	20%
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Parent Survey

The majority of parents who participated in the local survey strongly agree that their child is safe while attending school.

My child is safe at Renfrew.	89%	11%
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Provincial Measure

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

	Renfrew Educational Services												
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	n/a	n/a	16	100.0	19	94.0	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	5	*	8	91.9	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	16	100.0	11	96.1	n/a	n/a	n/a

Access to Support & Services

Provincial and local measures reflect that the majority of families and teachers agree/strongly agree that children/students have access to the appropriate supports and services at school. The 2021-2022 school year continued to be an impactful year for families. Provincial measure data may have been impacted by families experiencing the ongoing impact of COVID changing learning environments from a combination of online and in-person to in-person in 2021- 2022. In 2021 very few families participated in the survey, resulting in data being suppressed. In 2022 both parent and teacher data was able to be shared which now provides Renfrew with a better baseline of combined data that we can refer to moving forward. These opportunities and results support outcome one of our 3 year education plan.



Renfrew's Local Measures

■ Strongly Agree ■ Agree

Teacher Survey

The majority of teachers strongly agree that programming meets the individual needs of children/students.

Programming at Renfrew meets the individual needs of children/students.	72%	28%
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Parent Survey

The majority of parents who participated in our local survey indicated that they strongly agree that their child has access to the appropriate supports and services at Renfrew.

My child has access to the appropriate supports and services at Renfrew.	87%	11%
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The majority of parents who participated in our local survey indicated that they strongly agree that their child receives help from the Renfrew team.

The teacher, therapists, family support and other professionals at Renfrew help my child.	89%	10%
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Provincial Measure

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

	Renfrew Educational Services												
	2018		2019		2020		2021		2022				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	n/a	n/a	16	100.0	19	98.8	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	5	*	8	97.5	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	16	100.0	11	100.0	n/a	n/a	n/a

Ensuring students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

We continued to support the development of preschool children with special needs, regardless of their disability. A transdisciplinary team of specialists (classroom teachers, child development facilitators, administration, occupational therapists, psychologists, speech-language pathologists, physiotherapists, Low Incidence augmentative communication specialists, teacher of the blind and visually impaired, teacher of the Deaf and Hard of Hearing) worked together to develop individual program plans, classroom strategies and a variety of educational experiences for children/students with moderate or severe disabilities. We continued to be committed to appropriate class sizes with low child/student to staff ratios. Educational and therapy strategies designed to assist each child/student to reach their potential were implemented. The Low Incidence (Assistive Technology Team) continued to service the needs of children/students who had severe expressive language difficulties, physical challenges and learning challenges. We continue to expand teacher expertise and use of various types of technology to provide more learning opportunities for students. Innovative activities that would meet the needs of all children/students were collaboratively planned by classroom staff – examples: “school wide special days”, reading week activities to meet all levels of ability, sport’s day, etc. Staff continue to participate in a number of in-services provided through the expertise of RES staff as well as outside experts to enhance programs for children/students. Families will continue to be actively involved in the development of and revision of IPP/ISPP goals for their child through formal and informal meetings throughout the year. Renfrew will continue to develop IPP/ISPPs that reflect children/students’ individual learning styles, strengths and areas for growth. Families will be provided opportunities throughout the year to discuss their child’s progress through IPP/ISPP revisions, progress reports, family/teacher conferences and informal discussions with classroom staff. Staff will complete observations, assessments and inventories that assist Renfrew in developing appropriate programs and teaching strategies for the children/students. These opportunities and results support outcome one, two and three of our 3 year education plan.



Improving First Nations, Metis and Inuit Student Success

Improving First Nations, Metis and Inuit (FNMI) student success and ensuring all students, teachers and school leaders learn about FNMI perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. Self-identified FNMI students will participate in the curriculum, modified as appropriate for their individual learning needs. Self-identified FNMI students in the elementary program in consultation with families, will be given the opportunity to participate in the provincial achievement tests using supports as permitted. Renfrew children/students, teachers and school leaders will be provided with opportunities to learn about the First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools. Renfrew will have staff currently working with First Nations health and education programs to share information from FNMI training opportunities with teachers, school leaders and support staff. Renfrew will provide resources to reflect First Nations perspectives in classrooms as well as to support teachers in their work with children/students. Renfrew children/students, teachers and school leaders will be provided with opportunities to broaden their understanding of FNMI reconciliation. They will also be

provided with opportunities to broaden their understanding of different cultural perspectives including Indigenous people through a variety of workshops, parent panel discussions and cultural diversity committee events. These opportunities and results support outcome one and three of our 3 year education plan.



Student Growth and Achievement

Student Learning and Engagement

Provincial and local measures reflect that the majority of families and teachers agree/strongly agree that children/students are engaged in their learning at school. The 2021-2022 school year continued to be an impactful year for families. Provincial measure data may have been impacted by families experiencing the ongoing impact of COVID changing learning environments from a combination of online and in-person to in-person in 2021-2022. In 2021 very few families participated in the survey, resulting in data being suppressed. In 2022 both parent and teacher data was able to be shared which now provides Renfrew with a better baseline of combined data that we can refer to moving forward. These opportunities and results support outcome one of our 3 year education plan.

Junior Leaders is a program designed for children to develop leadership abilities, refine life skills and work on socialization opportunities. Providing a role model for the younger children, Junior Leaders aspire everyone to be a leader. Through grocery shopping, assisting in assemblies, and serving food in school bake sales, Junior Leaders are the heart of the school.

Our program is structured to provide foundational skills such as; taking turns, sharing, self-care and hygiene, and working as part of a group. Junior Leaders have the opportunity to practice a variety of skills including public speaking as MCs during assemblies, practice a variety of life skills during fundraising and concession events as well as be role models for younger students. These skills are an asset in future school or work environments and a part of lifelong learning. In our classrooms learning zones are designed to support a variety of skill levels and topics. Using a variety of resources and best practices, emphasis is placed on active learning and developmentally

appropriate practices. Teachers provide weekly newsletters to communicate the topics and skills being worked on. Information about each child/student's learning is reflected in the progress report and family meetings. Renfrew uses children/student's interests to create just the right challenge to make learning fun and motivating. These topics provide the springboard to develop learning new skills. Exploration and Learning time is intentionally planned by teachers to include a variety of topics including literacy, math, social studies, science, drama, fine arts, and health. Children/students were engaged in the learning zones/centres practicing a variety of skills such as measuring, writing/recording, acting/performing, comparing and drawing/art. Technology such as iPads and Smart Boards are a part of regular programming and are used in small group activities or projects as appropriate. Children/students who require communication devices are using this technology throughout the day. Numeracy and literacy are embedded in all program activities as well as specific time dedicated to skill development in these areas. In our literacy program Renfrew uses Reading and Writing the Four Blocks Way which provides opportunities for developing early literacy and reading skills as well as word work and writing skills. Renfrew's library spaces are utilized for literacy exploration as well as for active, hands-on activities. The math program uses a variety of materials to develop understanding of number concepts, number operations, pattern and sequence, shape and space, measurement and data.



*Junior Leader's
Plant Sale*



Student Learning and Engagement continued

Renfrew's Local Measures

■ Strongly Agree
 ■ Agree

Teacher Survey

The majority of teachers strongly agree that programming meets the individual needs of children/students.

Programming at Renfrew meets the individual needs of children/students.

72%

28%

Provincial Measure

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Renfrew Educational Services												
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	n/a	n/a	16	100.0	19	95.8	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	5	*	8	91.7	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	16	100.0	11	100.0	n/a	n/a	n/a



Citizenship

Provincial measures reflect that the majority of families and teachers agree/strongly agree that children/students model the characteristics of active citizenship. Provincial measure data may have been impacted by families experiencing the ongoing impact of COVID changing learning environments from a combination of online and in-person to in-person in 2021- 2022. In 2021 very few families participated in the survey, resulting in data being suppressed. In 2022 both parent and teacher data was able to be shared which now provides Renfrew with a better baseline of combined data that we can refer to moving forward. Many families tend to question what “active citizenship” may mean for their child/student who has significant special needs. Renfrew’s program is structured to provide foundational skills such as; taking turns, sharing, self-care and hygiene, and working as part of a group. These foundational skills are key to becoming active members of our school and larger community. While mindful of COVID health restrictions, Renfrew encouraged involvement in the community through children/student participation in several projects such as; Terry Fox Run, Calgary Food Bank drive the Holiday Helping Hands program and various “sales” with proceeds going to agencies such as the United Way. Teachers will continue to share more in-depth information through progress report and discussions with families, children/students and staff regarding children/students who are demonstrating characteristics of active citizenship. Children/students will be given the opportunity to participate in our Junior Leaders Program which emphasizes leadership and mentoring as part of active citizenship. A dedicated Life Skills space with a full kitchen and other equipment such as lockers continues to be used to increase authentic opportunities for learning and hands-on practice. Renfrew participated in a collaborative learning opportunity with a junior high class from a local private school. These opportunities and results support outcome one and three of our 3 year education plan.



Students made cards supporting Kids Up Front

Provincial Measure

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

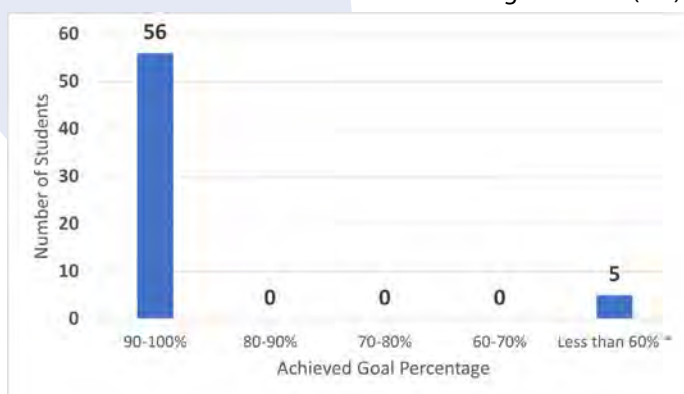
	Renfrew Educational Services												
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	32	89.1	32	90.4	40	93.1	16	97.5	19	87.4	Very High	Maintained	Excellent
Parent	13	78.1	18	80.9	18	86.2	5	*	8	82.1	Very High	Maintained	Excellent
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teacher	19	100.0	14	100.0	22	100.0	16	97.5	11	92.7	High	Declined	Acceptable

PAT Acceptable/Excellence

Local measures reflect that the majority of families and teachers agree/strongly agree that students are growing and learning as they achieve their IPP goals. The learning team will continue to encourage student and FNMI student participation in the PATs when it is developmentally/academically appropriate. Students and FNMI students in consultation with families, will be given the opportunity to participate in provincial Achievement Tests (PATs) using supports as permitted. Renfrew continued to focus on developmentally appropriate programming for the areas of mathematics, reading, written expression, social studies and science. As a Designated Special Education Private School, Renfrew will use classroom assessments, progress reports and IPP goals to plan, assess, monitor and report to improve the quality of education provided to students. These opportunities and results support outcome one and three of our 3 year education plan.

Renfrew's Local Measures

Data collected from June 2022 Individual Program Plans (IPP) from all Gr. 4- 6 age students.



Strongly Agree Agree

*Extremely limited attendance due to COVID related factors IPPs could not be reviewed.



Teacher Survey

The majority of teachers strongly agree that programming meets the individual needs children/students.

Programming at Renfrew meets the individual needs of children/students.

72%

28%

Parent Survey

The majority of parents who participated in our local survey indicated that they strongly agree that their child has access to the appropriate supports and services at Renfrew.

My child has access to the appropriate supports and services at Renfrew.

87%

11%

Provincial Measure

Provincial measure data for this area has not yet been released. When this information is shared Renfrew will update this report with that data.

Required Alberta Education Assurance Measures - Overall Summary
Fall 2022
Authority: 9672 Renfrew Educational Services Society

Assurance Domain	Measure	Renfrew Educational Services			Alberta			Measures 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	95.8	100.0	N/A	85.1	82.6	N/A	N/A	N/A	N/A
	Classroom Climate	87.4	97.5	91.8	81.4	83.2	83.1	Very High	Maintained	Good
	Student High School Completion	N/A	N/A	N/A	83.2	83.4	81.1	N/A	N/A	N/A
	Student High School Completion	N/A	N/A	N/A	87.1	88.2	85.6	N/A	N/A	N/A
	PAT - Acceptable	8.9	N/A	0.0	67.3	N/A	73.8	N/A	N/A	N/A
	PAT - Excellence	8.9	N/A	0.0	18.0	N/A	20.6	N/A	N/A	N/A
Teaching & Learning	Options, Availability	N/A	N/A	N/A	75.2	N/A	82.6	N/A	N/A	N/A
	Options, Excellence	N/A	N/A	N/A	18.2	N/A	24.0	N/A	N/A	N/A
	Education Quality	85.2	100.0	95.3	88.0	88.6	90.3	Intermediate	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WRCSE)	84.0	100.0	N/A	86.1	87.8	N/A	N/A	N/A	N/A
	Access to Supports and Services	88.8	100.0	N/A	81.6	82.5	N/A	N/A	N/A	N/A
Governance	Parental Involvement	96.5	100.0	94.7	78.6	79.6	81.8	Very High	Maintained	Excellent

Teaching and Leading

Education Quality

Provincial and local measures reflect that the majority of families and teachers agree/strongly agree that they are satisfied with their child's overall quality of basic education. The 2021-2022 school year continued to be an impactful year for families. Provincial measure data may have been impacted by families experiencing the ongoing impact of COVID changing learning environments from a combination of online and in-person to in-person in 2021-2022. In 2021 very few families participated in the survey, resulting in data being suppressed. In 2022 both parent and teacher data was able to be shared which now provides Renfrew with a better baseline of combined data that we can refer to moving forward. The impact of COVID on how parents perceived education quality may have been influenced by online and in person learning changes. For the majority of Renfrew's families switching back and forth between in person and online learning was not an effective way for their children to learn. Provincial survey questions do not necessarily reflect our population. Families may have challenges interpreting questions in the context of their child who has significant special needs. It is important to note on the provincial measure 100% of families were either satisfied or very satisfied with the quality of education their child is receiving at school. Local measures reflect similar results. These results support outcomes one and three of our 3 year education plan.



Renfrew's Local Measures

■ Strongly Agree ■ Agree

Parent Survey

The majority of parents who participated in our local survey indicated that they strongly agree that their child has access to the appropriate supports and services at Renfrew.

My child has access to the appropriate supports and services at Renfrew.	87%	11%
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Provincial Measure

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

	Renfrew Educational Services										Measure Evaluation		
	2018		2019		2020		2021		2022				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	32	91.1	32	93.0	40	97.7	16	100.0	19	85.2	Intermediate	Declined	Issue
Parent	13	83.1	18	86.0	18	95.3	5	*	8	73.3	Low	Declined	Issue
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teacher	19	99.1	14	100.0	22	100.0	16	100.0	11	97.0	High	Maintained	Good

Parent - All

How satisfied or dissatisfied are you with the quality of education your child is receiving at school?

	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
2022	63	38	0	0	0	100

Renfrew supports teaching and leadership quality through professional learning, supervision and evaluation processes.

Teachers and school leaders participate in a variety of activities that support their professional learning. Teachers participate in the peer coaching program where they have an opportunity to provide feedback to their peer as well as observe new practices and ideas to take back with them. In 2021- 2022 teachers successfully participated in a modified peer coaching program in order to maintain school cohort groups. Feedback was very positive, teachers found visiting other classrooms improved their teaching practice.

Teachers share their annual Teacher Professional Growth Plan and also participate in our Renfrew annual performance review which asks staff to reflect on their performance. Teachers participate in many on-site in-services that provide further development of skills that will support the children they work with in the classroom. For example, Teachers collaborated with the Low Incidence Team (augmentative communication specialists, teacher of the blind and visually impaired, teacher of the Deaf and Hard of Hearing) to integrate resources and technology especially communication devices into their classrooms. Teachers and school leaders were encouraged to participate in other professional development opportunities, conferences that will support their goals and practice as well as then share their learning with their peers. Travel to conferences or in-person professional development opportunities were very limited last year. Some online opportunities were accessed by teachers during the year. These results support outcome three of our 3 year education plan.



Renfrew's Local Measures

Strongly Agree Agree

Parent Survey

The majority of teachers agree that professional development has improved their professional skills.

Professional development, in services and training have improved my professional skills.

49%

49%

Provincial Measure

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Renfrew Educational Services												
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	19	98.2	14	100.0	21	100.0	16	100.0	11	97.0	Very High	Maintained	Excellent
Teacher	19	98.2	14	100.0	21	100.0	16	100.0	11	97.0	Very High	Maintained	Excellent

Parental Involvement

Local and provincial measures indicate Renfrew families are pleased with the opportunities to be involved with their child's school. Families participated in Parent Advisory Council virtually due to COVID restrictions. When safety protocols changed during the school year, we welcomed our families as volunteers in classrooms, at special school events and on field trips. Renfrew supports families to understand how our programs (ECS - grade 6 age) provide foundational skills that are used for lifelong learning by providing opportunities such as family-teacher conferences, transition information sessions, informal and formal IPP/ISPP meetings, progress reports and family workshops. Families were updated on school events and encouraged to participate as much as possible through newsletters, handouts and social media. These opportunities and results support outcome two of our 3 year education plan.



Renfrew's Local Measures

Strongly Agree Agree

Teacher Survey

The majority of teachers strongly agree that families have variety of ways to connect and participate with their child's school.

Parents have a variety of ways to connect with Renfrew staff and participate in our school.	76%	24%
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Parent Survey

The majority of parents who participated in our local survey indicated that they strongly agree that they are satisfied with opportunities to be involved with their child's school.

I am satisfied with the opportunities to be involved with my child's school.	65%	30%
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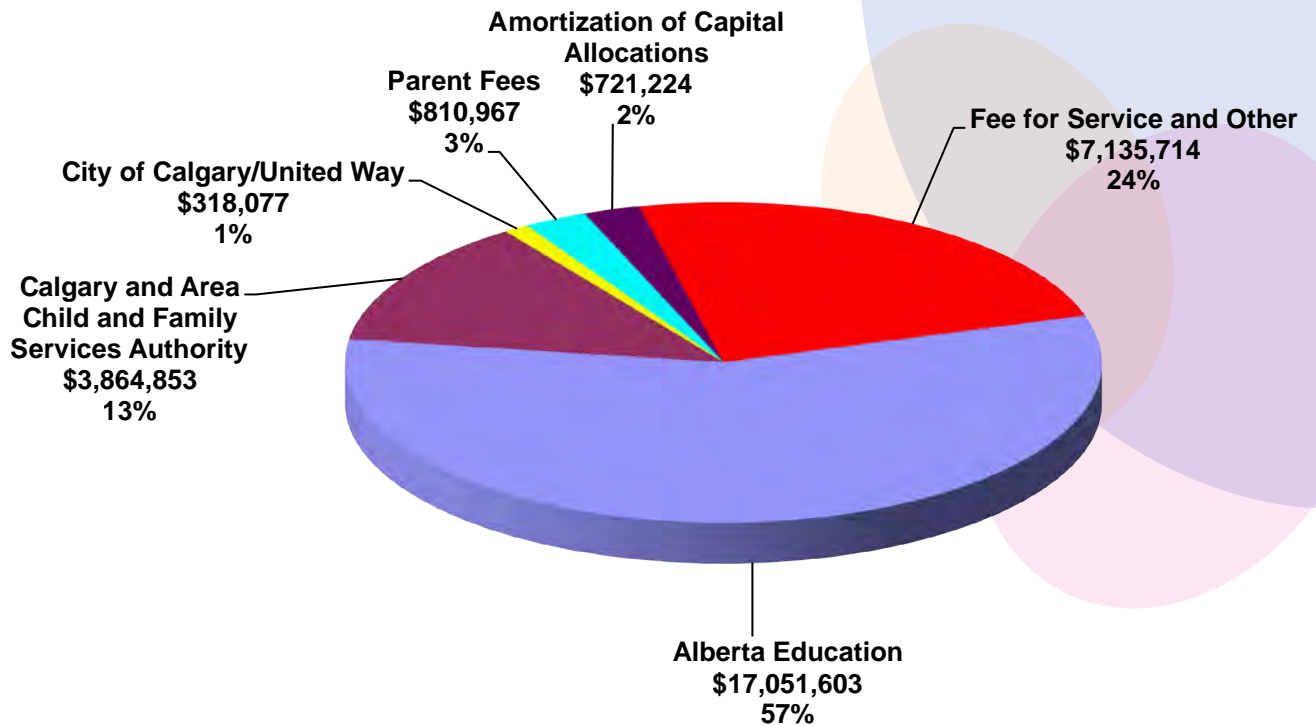
Provincial Measure

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

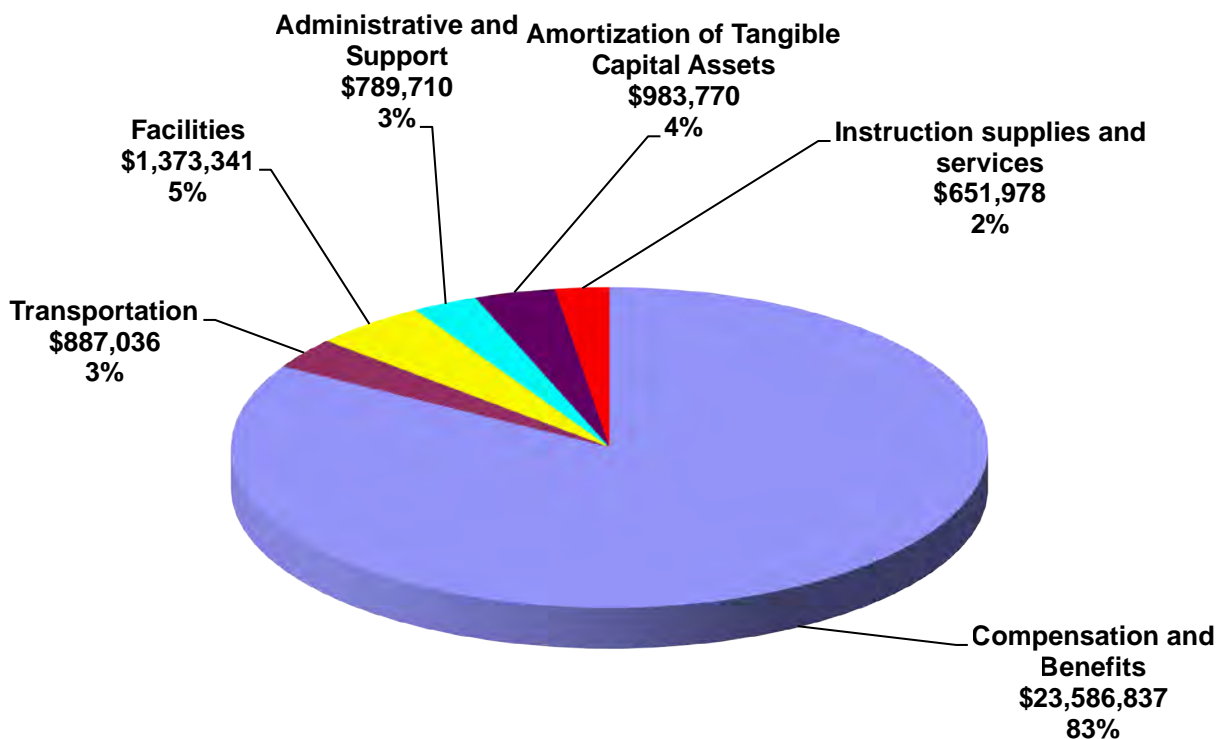
	Renfrew Educational Services										Measure Evaluation		
	2018		2019		2020		2021		2022				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	32	95.4	32	92.8	40	96.6	16	100.0	19	96.5	Very High	Maintained	Excellent
Parent	13	90.8	18	85.6	18	93.1	5	*	8	94.9	Very High	Maintained	Excellent
Teacher	19	100.0	14	100.0	22	100.0	16	100.0	11	98.2	Very High	Maintained	Excellent

Summary of Financial Results

2021/22 Revenue by Source
\$29,902,438



2021/22 Nature of Expenses
\$28,272,672



	<u>2021/22</u> <u>ACTUAL</u>	<u>2020/21</u> <u>ACTUAL</u>	<u>Difference</u>
REVENUE SUMMARY			
Alberta Government	21,005,373	21,753,943	(748,570)
Other Revenue			
Tutions	382,925	528,180	(145,255)
Fundraising/gifts	188,654	148,860	39,794
All Other	7,604,262	8,121,041	(516,779)
Amortization of Capital Allocations	721,224	688,810	32,414
TOTAL REVENUES	<u>\$29,902,438</u>	<u>\$31,240,834</u>	<u>\$(1,338,396)</u>
EXPENDITURE SUMMARY			
Instruction	12,278,898	12,604,174	(325,276)
Administration	2,556,714	2,297,929	258,785
Operations and Maintenance	1,679,570	1,591,474	88,096
Transportation	2,169,178	2,157,755	11,423
Other	8,604,542	9,208,084	(603,542)
Amortization of Tangible Capital Assets	983,770	866,436	117,334
TOTAL EXPENDITURES	<u>\$28,272,672</u>	<u>\$28,725,852</u>	<u>\$(453,180)</u>

A complete set of financial statements, with the report of our auditors, is available on request by calling the administration office at 403.291.5038.

Stakeholder Engagement

Renfrew recognizes that in a rapidly changing world and with increased expectations being placed on educators and schools, supporting children and students cannot be accomplished in isolation. In our 48 year history we have recognized the importance of effective partnerships within our community, post-secondary institutions, First Nations, service providers, various government ministries, and with our corporate supporters.

We have worked to maintain long-established partnerships while reaching out to build new ones in support of providing quality programs and services to our children, students and families.

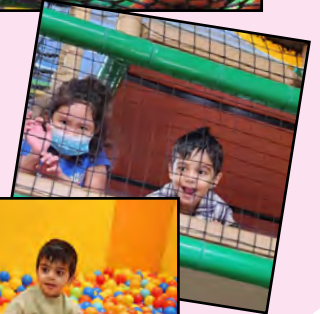
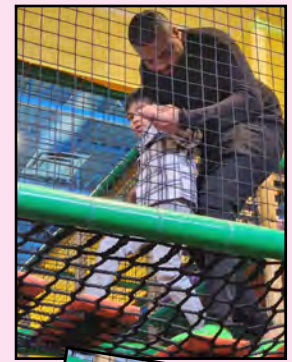
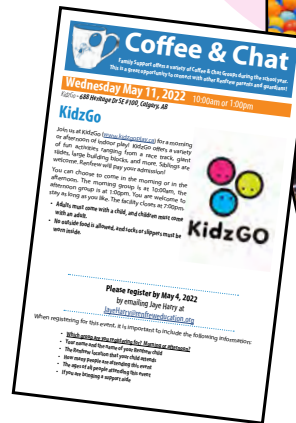


Family Engagement

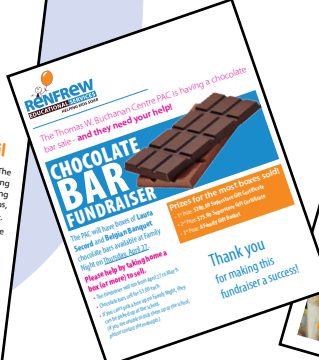
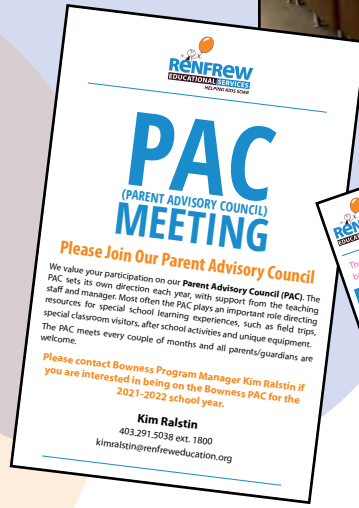
Families were involved in the development of the education plan in a variety of ways. Families provided feedback on programs and services through surveys and discussion. For example families complete pre/post-surveys when participating in our Family Parenting program, parents provide program feedback during PAC meetings. Parents also participate in the Alberta Education Assurance (AEA) survey. This information and data is used to report and review our local priorities. Family Support is funded by City of Calgary - Family and Community Support (FCSS).

Family Engagement

Renfrew's Family Support team provides many services to our families.

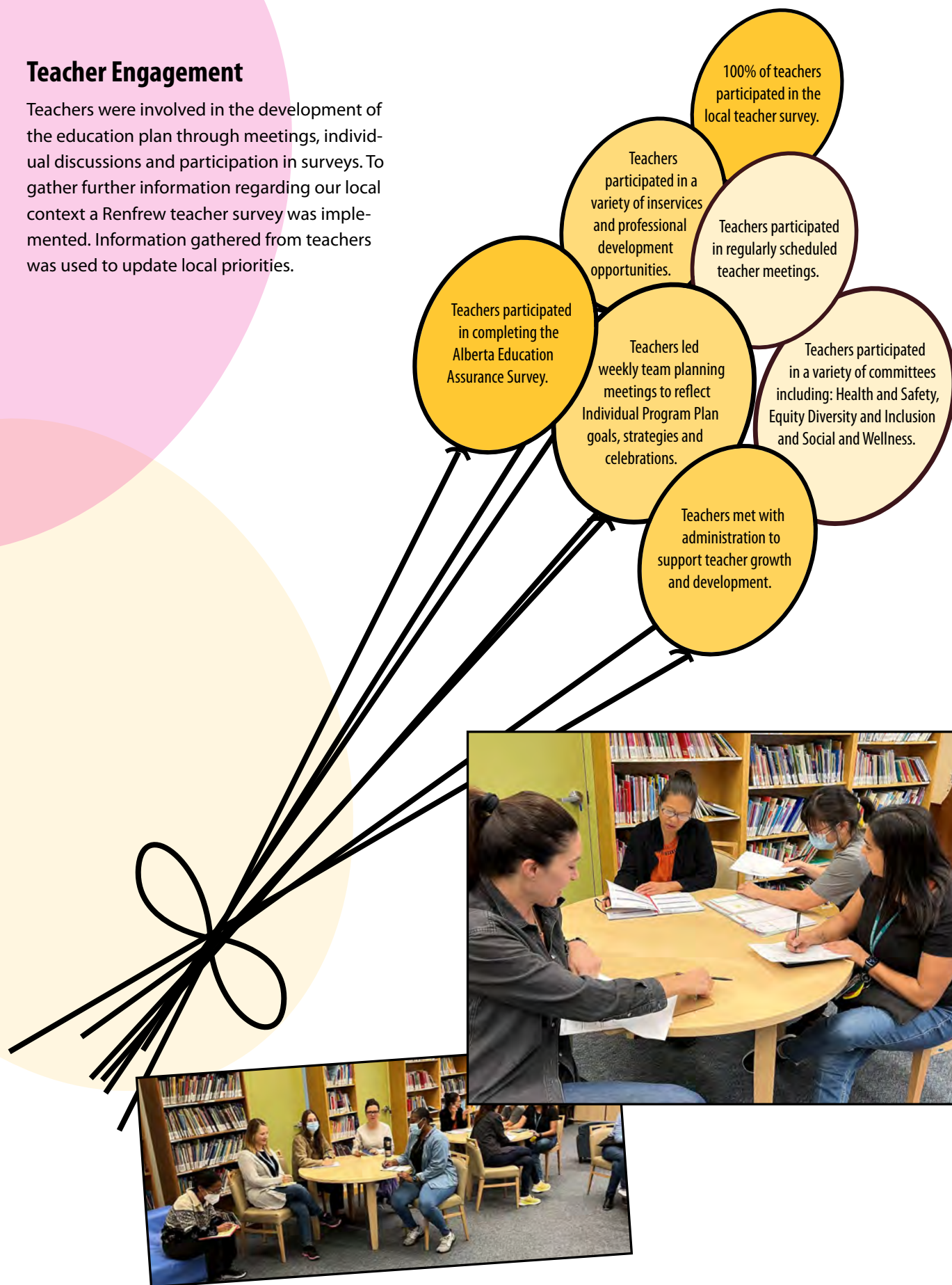


Parent Advisory Councils were active at all our schools organizing fundraising to support special events and initiatives



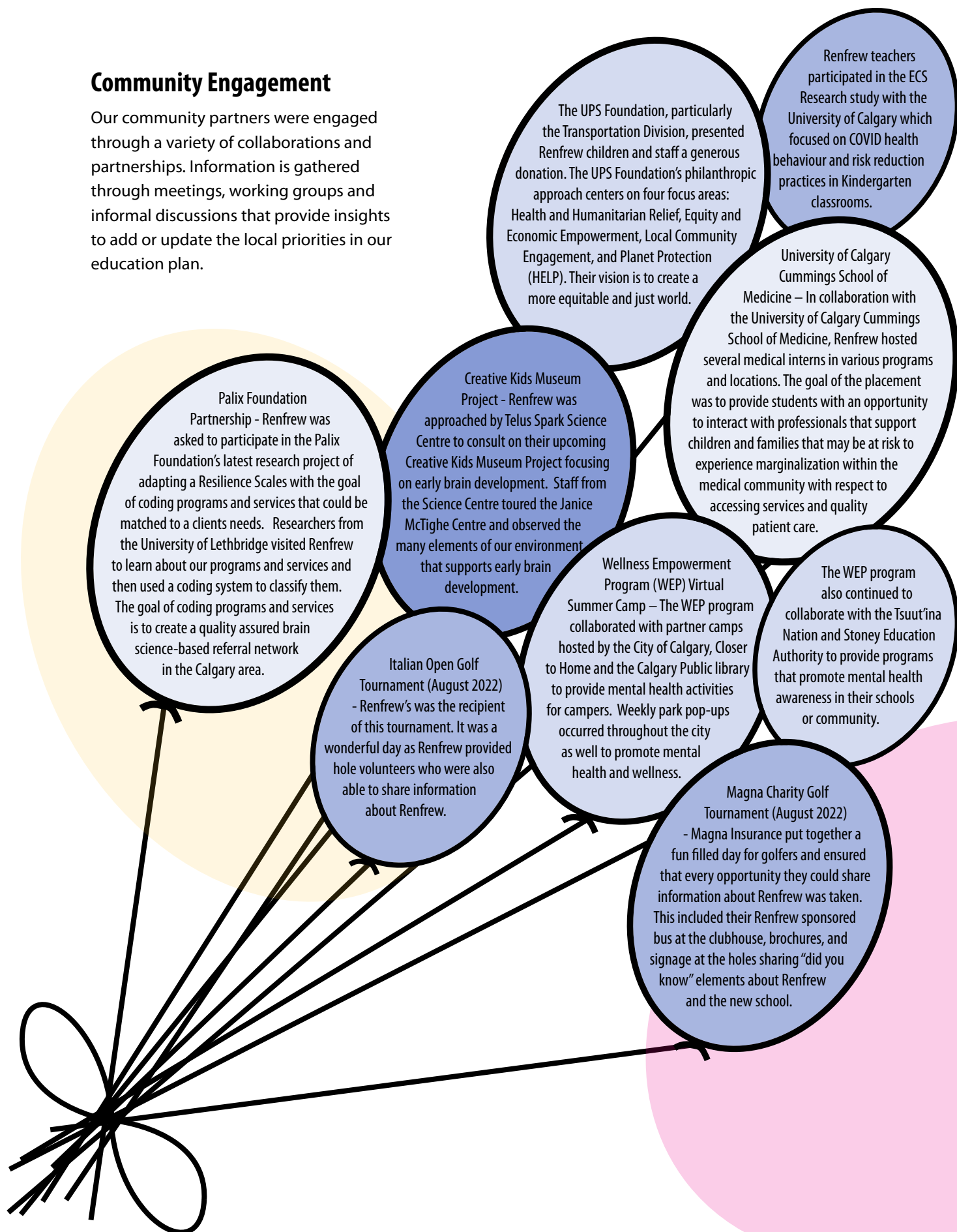
Teacher Engagement

Teachers were involved in the development of the education plan through meetings, individual discussions and participation in surveys. To gather further information regarding our local context a Renfrew teacher survey was implemented. Information gathered from teachers was used to update local priorities.



Community Engagement

Our community partners were engaged through a variety of collaborations and partnerships. Information is gathered through meetings, working groups and informal discussions that provide insights to add or update the local priorities in our education plan.



Community Engagement



Wellness Empowerment Program (WEP)
Virtual Summer Camp



WEP collaboration with the Tsuut'ina
Nation and Stoney Education Authority



UPS Foundation Donation



Magna Charity Golf Tournament

Design illustration of the Creative
Kids Museum sensory space



Accountability/Assurance System

Renfrew as a school authority coordinates information gathered between all schools to provide continuity and information sharing to stakeholders. Schools work with a common purpose to provide assurance for continuous improvement.



Whistleblower Protection

Renfrew Educational Services did not receive any disclosures under the Public Interest Disclosure (Whistleblower Protection) Act during the 2021-2022 school year.