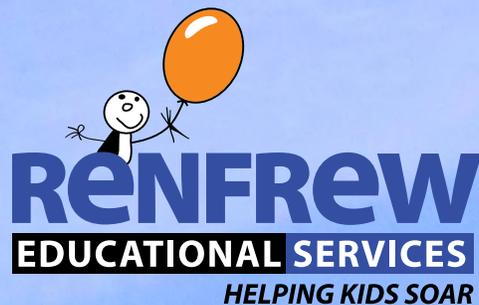




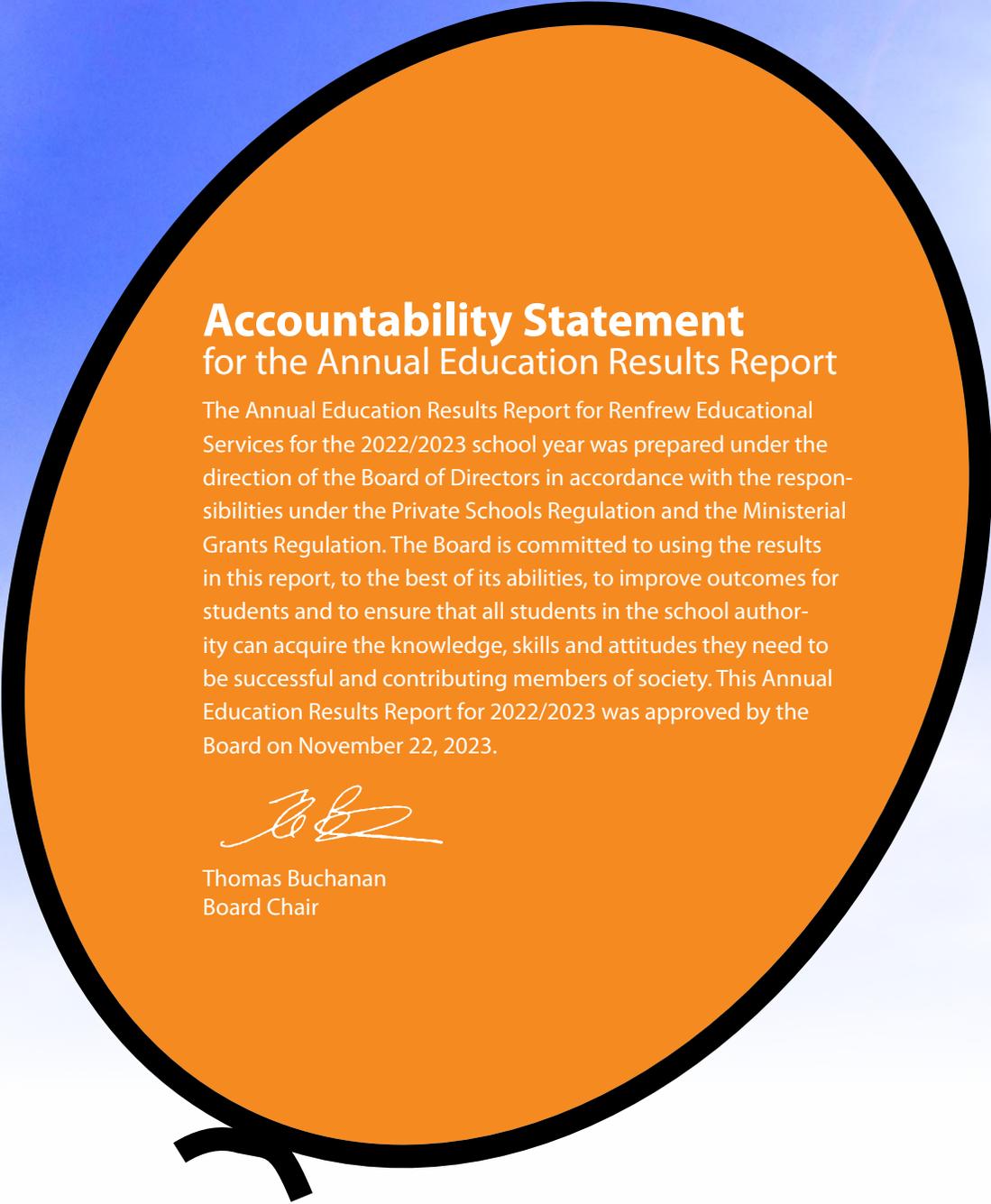
# *HELPING KIDS SOAR*



Annual Education Results Report (AERR) 2022/2023  
for School Authorities

# Table of Contents

<b>3</b>	Accountability Statement
<b>4</b>	Foundational Statements
<b>5</b>	Who We Are
<b>6</b>	School Authority Profile
<b>8</b>	Summary of Accomplishments
<b>12</b>	An Excellent Start to Learning
<b>13</b>	Domains and Performance Measures
<b>26</b>	Summary of Financial Results



## Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for Renfrew Educational Services for the 2022/2023 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial 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 2022/2023 was approved by the Board on November 22, 2023.



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 families since 1974. We provide an enhanced learning environment for children with disabilities.

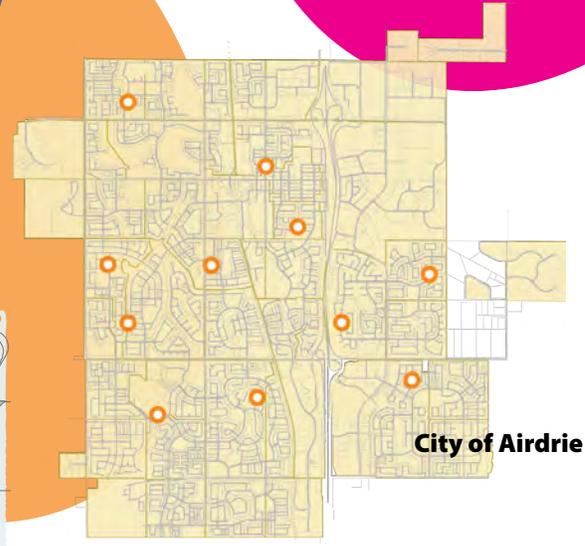
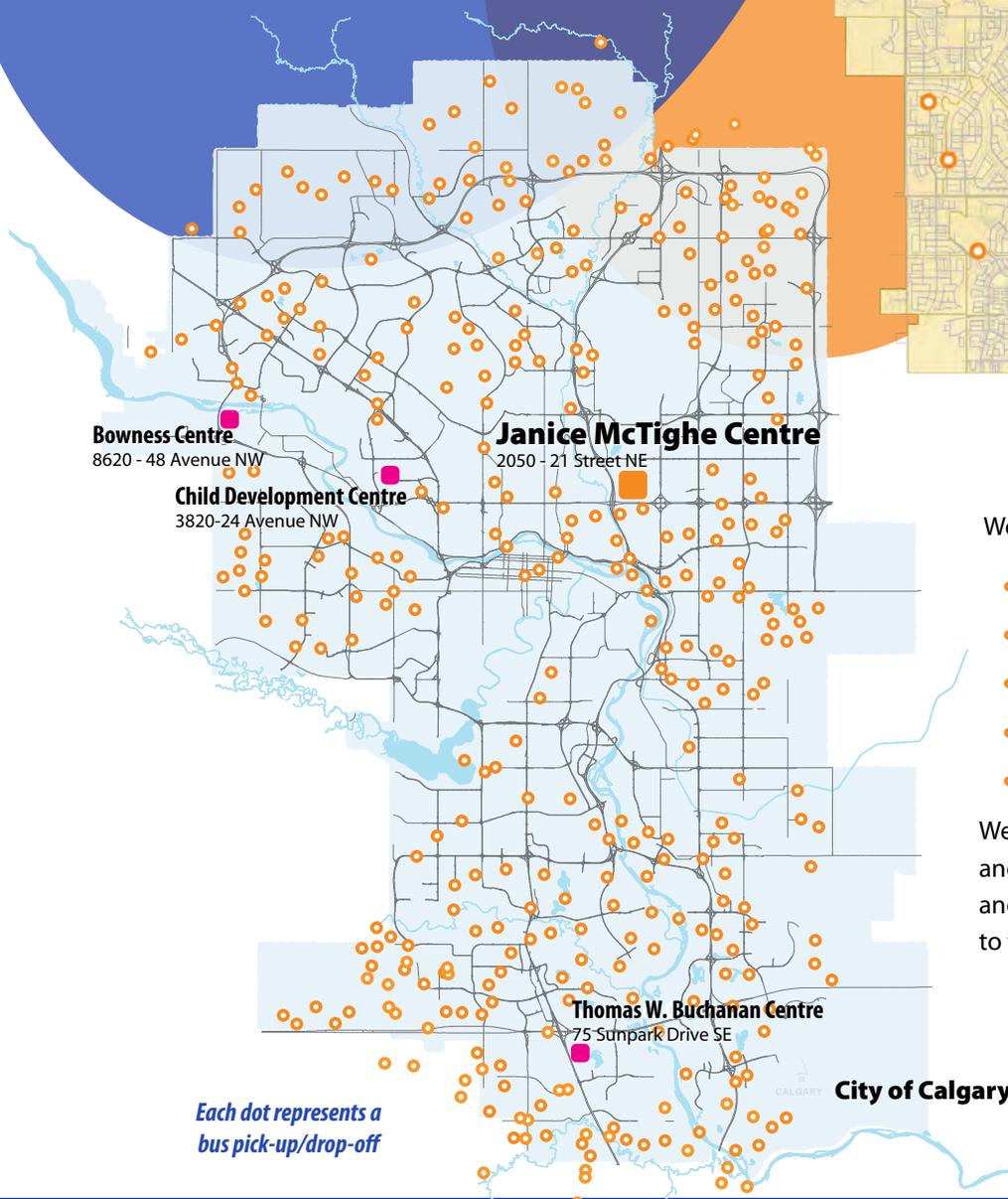
Renfrew recognizes that children and their families need the best possible learning environment in which to grow and work towards their potential.

In several locations across Calgary, Renfrew has worked miracles in the lives of children from preschool to junior high.

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 endeavours to the best of their abilities.

*Each dot represents a bus pick-up/drop-off*

# School Authority Profile

We serve children aged 2.8 to 13 years or grade 7 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.

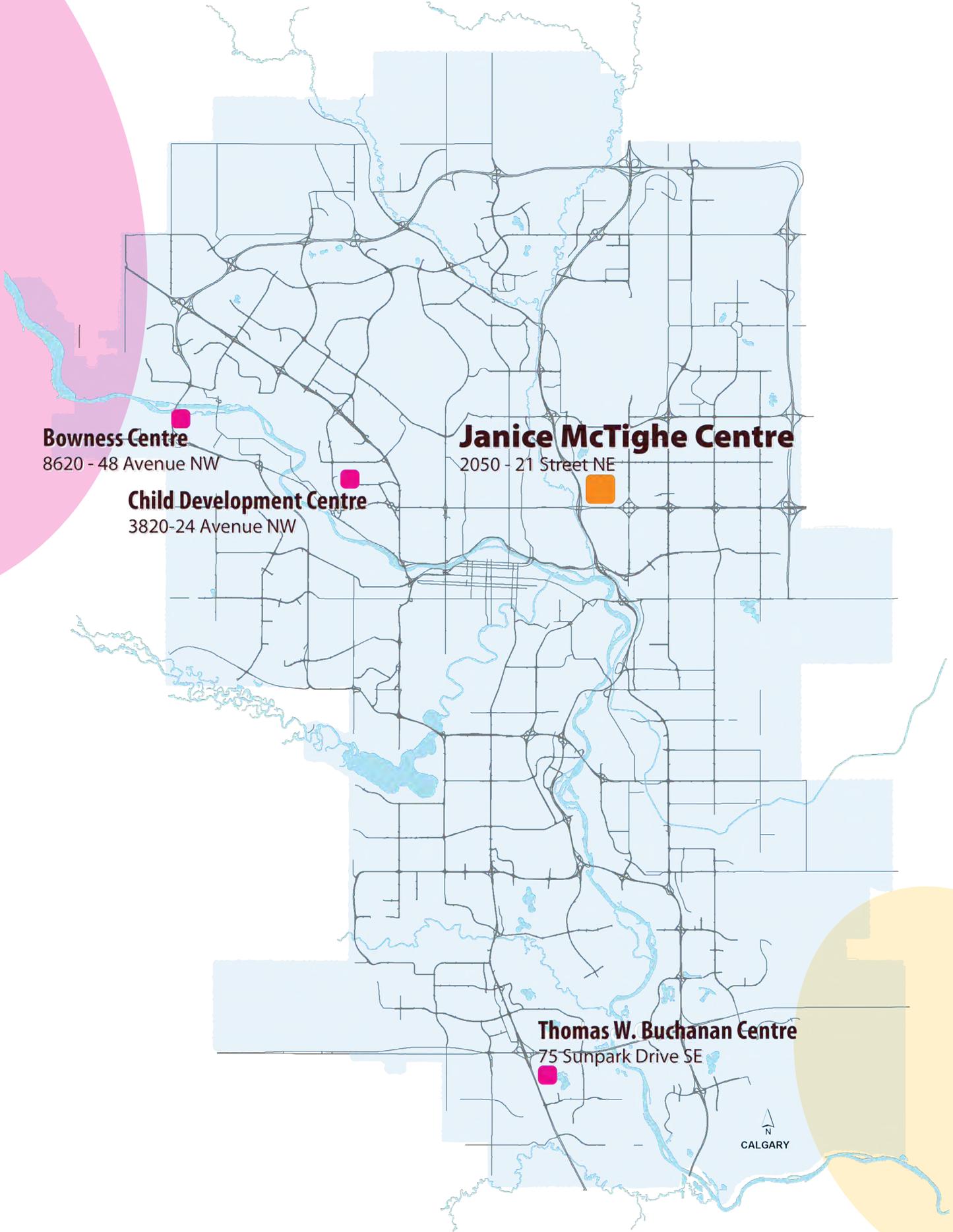
Our school aged classes age six to thirteen years are small in size, approximately 13 students. Elementary/junior high classrooms are multi-age, comprised of students with a range of strengths, skills and needs. Teachers focus on providing dynamic, authentic activity-based programming utilizing not only 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

N  
CALGARY

# Summary of Accomplishments

## Senior Leaders Program

As our program grew to include new Junior High students, we were excited to also expand our student leadership program to include Senior leaders. Our leaders have the opportunity to practice a variety of skills including public speaking, being role models for younger students, organizing school community events as well as engage in a variety of new pre-vocational skill activities. The program also provides valuable and developmentally appropriate learning opportunities for students to demonstrate the values and attitudes of leadership.



## 3-D Printers

Renfrew purchased an additional 3-D printer for the Low-Incidence team to expand their capacity in creating assistive technology supports for students. The new printer has the capacity to create larger and more complex tools for students to expand access to communication devices, switch access, assistive technology equipment as well as specialized low vision and braille signage.



*Specialized tokens, 3-D printed, to support vision impaired students for hot dog sales.*



## Janice McTighe Centre - Fitness Room Update

A new space theme was incorporated into the renovated fitness room at JMC. Space invites curiosity and exploration which matches well with students exploring their own outer limits while having fun.



**BEFORE**



**AFTER**



## Bowness Centre - Library

We are excited to reveal a new interactive library designed as an exploration space inspired by nature with opportunities for learning in a fun and interactive way. Focusing on creative ways to expose children to literacy opportunities this new space includes several soft learning spaces, a book nook, a quiet cube and accessible book and toy shelves.

The library also features comfortable chairs and an ottoman that is a great space for family meetings.

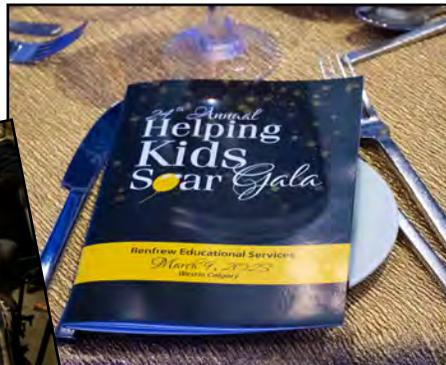


## Legacy School

Our 24th Annual Charity Gala signifies the kick-off of our Capital Campaign to build our Legacy School. Renfrew is excited to announce that we are embarking on a new project to revolutionize education for children with severe disabilities in Calgary and the surrounding areas. Funds raised at the Gala directly supported this new build which will include the expansion of our services to include Junior and Senior High School.



## Our Gala Returns!



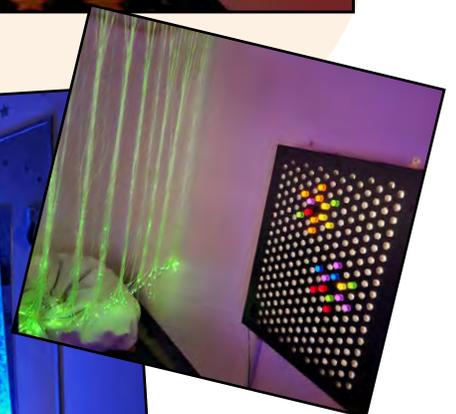
## Thomas W. Buchanan Centre Life Skills Room

The Lifeskills room was expanded to create a dedicated full-sized kitchen and work area as well as separate multi-use space where students can engage in a wide range of lifeskills and pre-vocational activities.



## Thomas W. Buchanan Centre Sensory Room update

Students were excited to explore the renovated sensory room which was redesigned to provide access and interactivity to meet the sensory-based needs of each student. This space offers access to a variety of sensory regulation equipment and tools that provides students with opportunities to practice regulation techniques, promote attention and adaptive functioning.



# An Excellent Start to Learning

Renfrew Educational Services follows the Kindergarten Program Statement/Alberta Curriculum 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 and 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/Alberta Curriculum 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 continue to work with community partners 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. In 2023 very few families participated in the Alberta Education survey, resulting in data being suppressed. Renfrew’s local survey provided parent data that better reflected the satisfaction of our parent community. These opportunities and results support outcome one of our 3 year education plan.



### Renfrew’s Local Measures

■ Strongly Agree ■ Agree

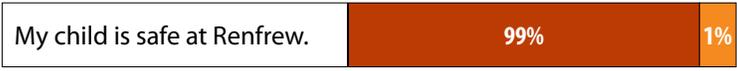
#### Teacher Survey

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



#### Parent Survey

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



### Provincial Measure

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

	Renfrew Educational Services										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	16	100.0	19	94.0	14	100.0	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	5	*	8	91.9	3	*	*	*	*
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	16	100.0	11	96.1	14	100.0	n/a	Maintained	n/a

# Access to Supports & 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. In 2023 very few families participated in the Alberta Education survey, resulting in data being suppressed. Renfrew's local survey provided parent data that better reflected the satisfaction of our parent community. These opportunities and results support outcome one of our 3 year education plan.

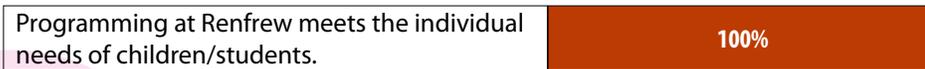


## Renfrew's Local Measures

■ Strongly Agree ■ Agree

### Teacher Survey

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

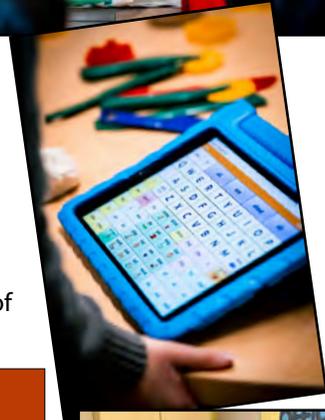
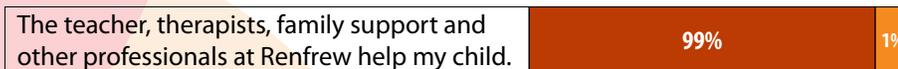


### Parent Survey

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.



The majority of parents who participated in our local survey indicated that they strongly agree that their child receives help from the Renfrew team.



## Provincial Measure

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

	Renfrew Educational Services										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	16	100.0	19	98.8	14	100.0	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	5	*	8	97.5	3	*	*	*	*
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	16	100.0	11	100.0	14	100.0	n/a	Maintained	n/a

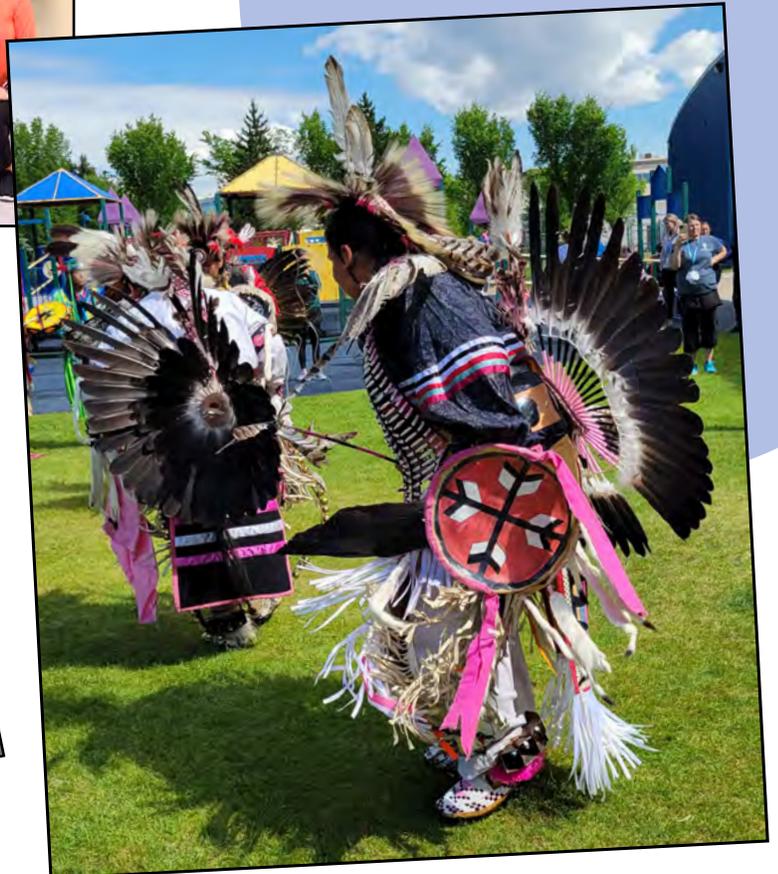
## Ensuring students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

We continued to support the development of children with disabilities. 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/junior high 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 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. In 2023 very few families participated in the survey, resulting in data being suppressed. These opportunities and results support outcome one of our 3 year education plan.

Junior/Senior Leaders is a program designed for students to develop leadership abilities, pre-vocational skills and work and socialization opportunities. Providing a role model for the younger children, our leaders participate in daily announcements, buddy reading and greeting at bus time. Through grocery shopping, assisting in assemblies, and serving food in school bake sales, our leaders are the heart of the school. Leaders have the opportunity to practice a variety of skills including public speaking as MCs during assemblies, engage in a variety of pre-vocational 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 life-long learning.

Our program is structured to provide foundational skills such as; taking turns, sharing, self-care and hygiene, and working as part of a group. 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 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 engage 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. There is also 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/Senior  
Leader's Hot  
Dog Day*



## 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.	<b>100%</b>
-------------------------------------------------------------------------	-------------

### Provincial Measure

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

	Renfrew Educational Services										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	16	100.0	19	95.8	14	100.0	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	5	*	8	91.7	3	*	*	*	*
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	16	100.0	11	100.0	14	100.0	n/a	Maintained	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. In 2023 very few families participated in the survey, resulting in data being suppressed. Many families tend to question what “active citizenship” may mean for their child/student who has significant disabilities. 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. Renfrew encouraged involvement in the community through children/student participation in several projects such as; Terry Fox Run, clothing drive, bottle drive, bake sales, plant sales and the Holiday Helping Hands program. Teachers will continue to share more in-depth information through progress reports and discussions with families, children/students and staff regarding children/students who are demonstrating characteristics 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. Students will be given the opportunity to participate in our Junior/Senior Leaders Program which emphasizes leadership and mentoring as part of active citizenship. Providing a role model for the younger children, our leaders participate in daily announcements, buddy reading and greeting at bus time. Through grocery shopping, assisting in assemblies, our leaders are the heart of the school. Renfrew also continued it’s 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.



## Provincial Measure

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

	Renfrew Educational Services										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	32	90.4	40	93.1	16	97.5	19	87.4	14	100.0	Very High	Improved	Excellent
Parent	18	80.9	18	86.2	5	*	8	82.1	3	*	*	*	*
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	14	100.0	22	100.0	16	97.5	11	92.7	14	100.0	Very High	Maintained	Excellent

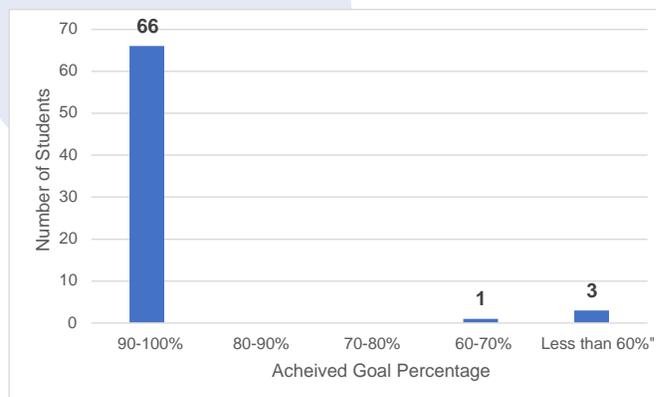
## PAT Acceptable/Excellence

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 2023 Individual Program Plans (IPP) from all Gr. 4-7 age students.



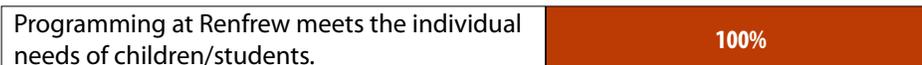
\*IPPs could not be reviewed due to extremely limited attendance related to health related factors..



■ Strongly Agree ■ Agree

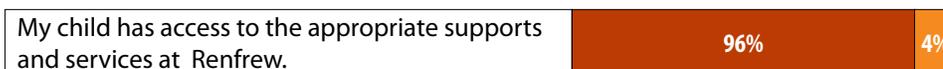
## Teacher Survey

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



## 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.



## PAT Acceptable/Excellence

	Renfrew Educational Services							
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall
<b>N</b>	16	n/a	n/a	14	19	n/a	n/a	n/a
<b>Acceptable Standard %</b>	0.0	n/a	n/a	0.0	0.0	Very Low	n/a	n/a
<b>Standard of Excellence %</b>	0.0	n/a	n/a	0.0	0.0	Very Low	n/a	n/a

## Early Years Literacy and Numeracy Assessments

As a Designated Special Education School, grade one to three age students were exempted from literacy and numeracy assessments in consultation with families as they would not be developmentally appropriate or provide useful data. Renfrew continued to focus on developmentally appropriate programming for the areas of literacy and numeracy. Teachers used classroom assessments, progress reports and IPP goals to plan, assess, monitor and report each student's growth and achievement.



# 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. In 2023 very few families participated in the survey, resulting in data being suppressed. Provincial survey questions do not necessarily reflect our population. Families may have challenges interpreting questions in the context of their child who has significant disabilities. Interest in our elementary and junior high program continues to grow as families in the Calgary and surrounding area are aware of the specialized supports available to students. Local measures reflect that the majority of families were either satisfied or very satisfied with the quality of education their child is receiving at school. 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.



## Provincial Measure

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

	Renfrew Educational Services										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	32	93.0	40	97.7	16	100.0	19	85.2	14	98.8	Very High	Maintained	Excellent
Parent	18	86.0	18	95.3	5	*	8	73.3	3	*	*	*	*
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	14	100.0	22	100.0	16	100.0	11	97.0	14	98.8	Very High	Maintained	Excellent

## 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 peers as well as observe new practices and ideas to take back with them. In 2022-2023 teachers successfully participated in the peer coaching program. Feedback was very positive, teachers found visiting other classrooms and having the opportunity to collaborate with their colleagues improved their teaching practice. School and agency-wide teacher meetings also contribute to the capacity building of our teachers. Teachers share their annual Professional Growth Plan and also participate in our Renfrew annual performance review which asks staff to reflect on their performance and set goals. Teachers participate in many school based 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 and conferences that will support their goals and practice as well as then share their learning with their peers. Additionally, some online opportunities were also accessed by teachers during the year. These results support outcome three of our 3 year education plan.

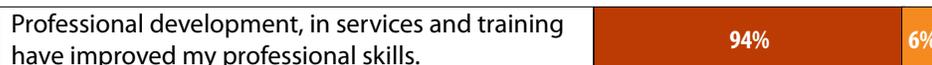


### Renfrew's Local Measures

■ Strongly Agree
 ■ Agree

#### Teacher Survey

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



### 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										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	14	100.0	21	100.0	16	100.0	11	97.0	14	100.0	Very High	Maintained	Excellent
Teacher	14	100.0	21	100.0	16	100.0	11	97.0	14	100.0	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 and in person. We once again 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 7 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.

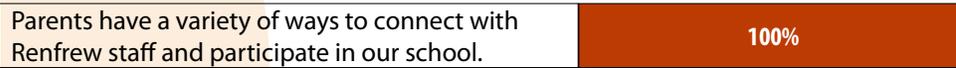


### Renfrew's Local Measures

■ Strongly Agree ■ Agree

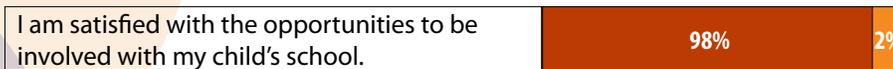
#### Teacher Survey

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



#### 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.



### Provincial Measure

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

	Renfrew Educational Services										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	32	92.8	40	96.6	16	100.0	19	96.5	14	100.0	Very High	Maintained	Excellent
Parent	18	85.6	18	93.1	5	*	8	94.9	3	*	*	*	*
Teacher	14	100.0	22	100.0	16	100.0	11	98.2	14	100.0	Very High	Maintained	Excellent

# Alberta Education Assurance Measures - Overall Summary

Fall 2023

Authority: 9672 Renfrew Educational Services Society

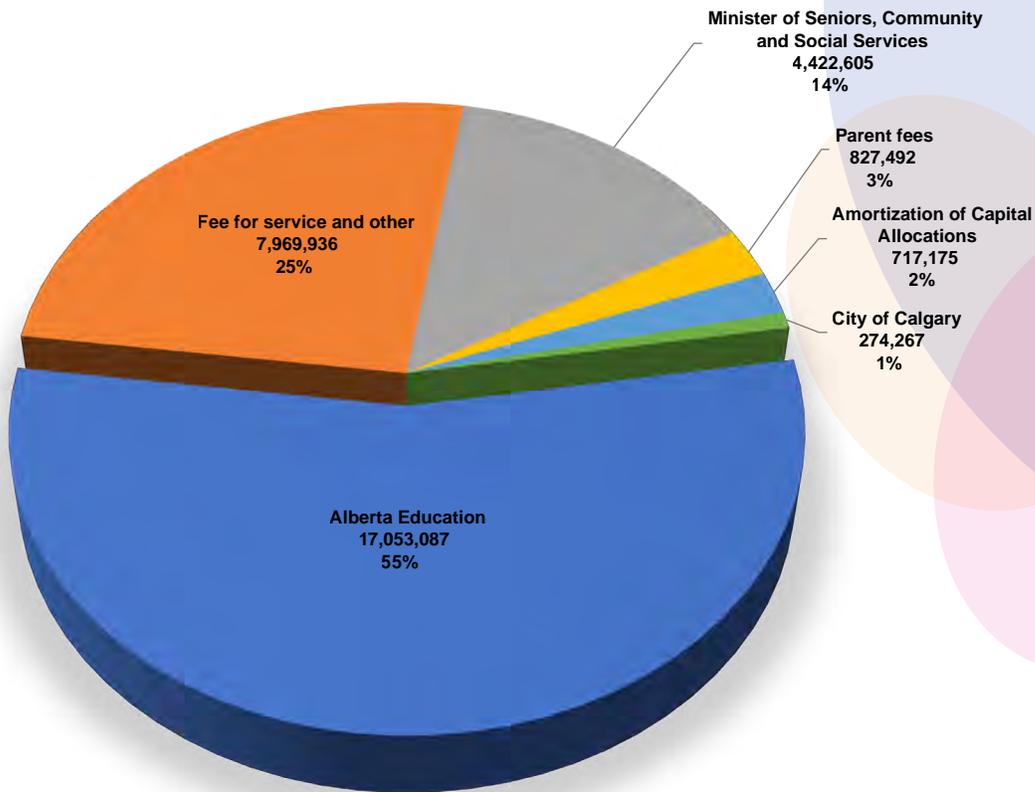
Assurance Domain	Measure	Renfrew Educational Services			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	100.0	95.8	95.8	84.4	85.1	85.1	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	100.0	87.4	90.2	80.3	81.4	82.3	Very High	Improved	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	0.0	0.0	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	<a href="#">PAT: Excellence</a>	0.0	0.0	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	98.8	85.2	91.4	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)</a>	100.0	94.0	94.0	84.7	86.1	86.1	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	100.0	98.8	98.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	100.0	96.5	96.5	79.1	78.8	80.3	Very High	Maintained	Excellent



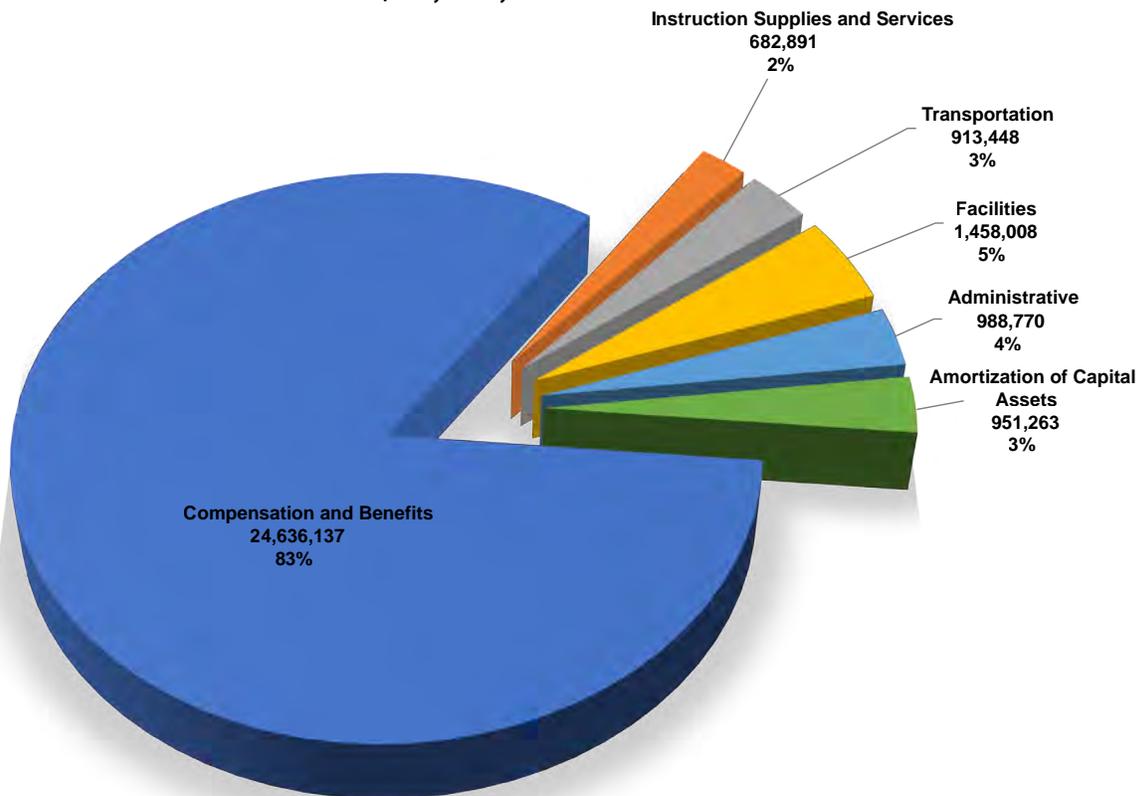
Large Core Boards were installed in all playgrounds and gyms to support communication

# Summary of Financial Results

**2022/23 Revenue by Source**  
**\$31,264,562**



**2022/23 Expenditure by Nature**  
**\$29,630,517**



	<u>2022/23</u> ACTUAL	<u>2021/22</u> ACTUAL	<u>Difference</u>
<b>REVENUE SUMMARY</b>			
Alberta Government	\$21,475,692	\$20,916,456	\$559,236
Other Revenue			
Tuition	418,590	382,925	\$35,665
Fundraising/gifts	186,230	188,654	\$(2,424)
All Other	8,466,875	7,672,676	\$794,199
Amortization of Capital Allocations	717,175	721,224	\$(4,049)
<b>TOTAL REVENUES</b>	<b><u>\$31,264,562</u></b>	<b><u>\$29,881,935</u></b>	<b><u>\$1,382,627</u></b>

#### EXPENDITURE SUMMARY

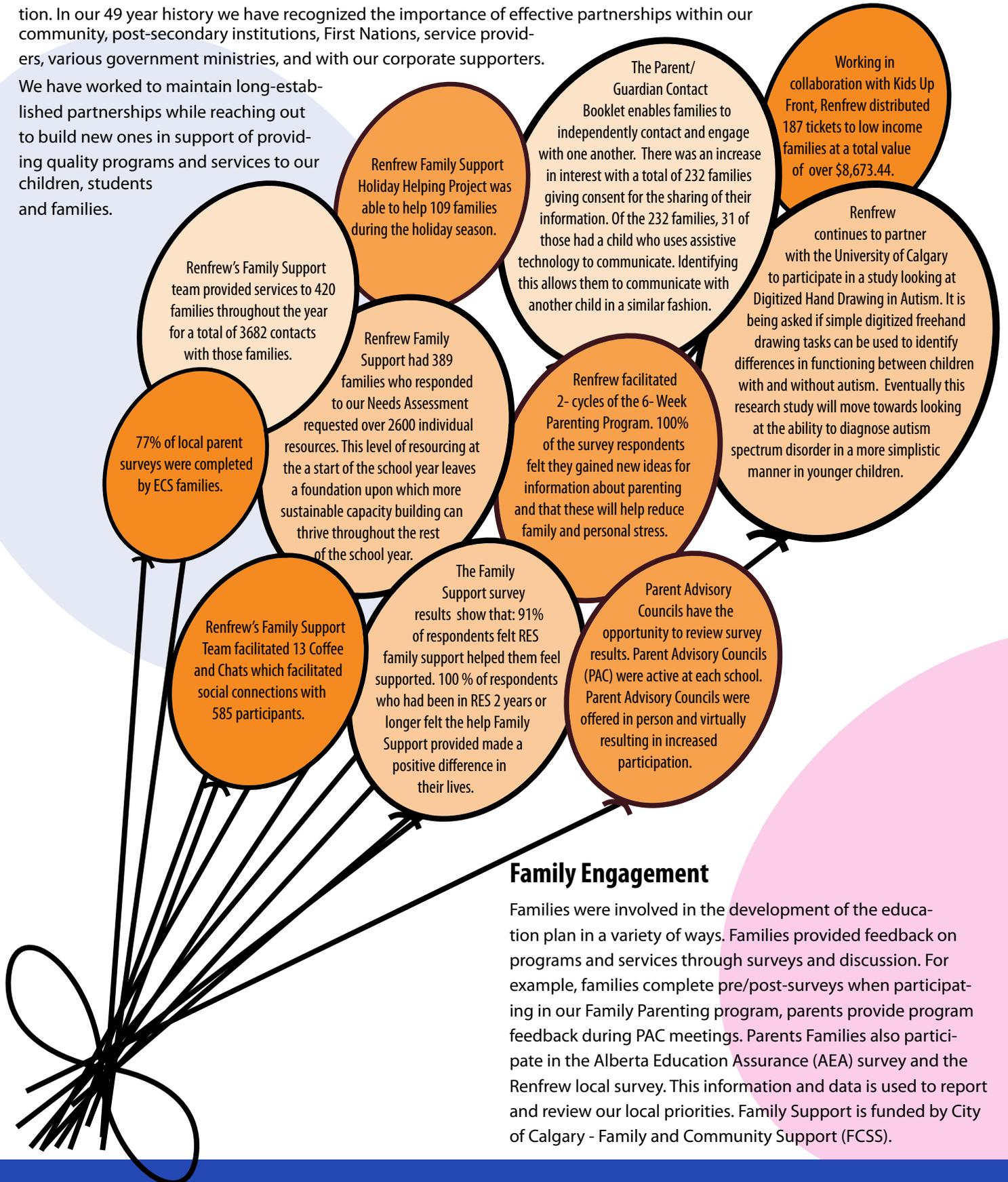
Instruction	\$12,705,653	\$12,278,898	\$426,755
Administration	2,854,343	2,556,714	\$297,629
Operations and Maintenance	1,659,466	1,679,570	\$(20,104)
Transportation	2,209,556	2,169,178	\$40,378
Other	9,250,236	9,059,542	\$190,694
Amortization of Tangible Capital Assets	\$951,263	\$983,770	\$(32,507)
<b>TOTAL EXPENDITURES</b>	<b><u>\$29,630,517</u></b>	<b><u>\$28,727,672</u></b>	<b><u>\$902,845</u></b>

A complete set of the Audited Financial Statements is available on request by calling the administration office at 403.291.5038 ext. 1399.

# 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 49 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 Families also participate in the Alberta Education Assurance (AEA) survey and the Renfrew local 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).



## 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.



100% of teachers participated in the local teacher survey.

Teachers participated in a variety of inservices and professional development opportunities.

Teachers participated in regularly scheduled school based and agency wide teacher meetings.

Teachers participated in completing the Alberta Education Assurance Survey.

Teachers led weekly team planning meetings to reflect Individual Program Plan goals, strategies and celebrations.

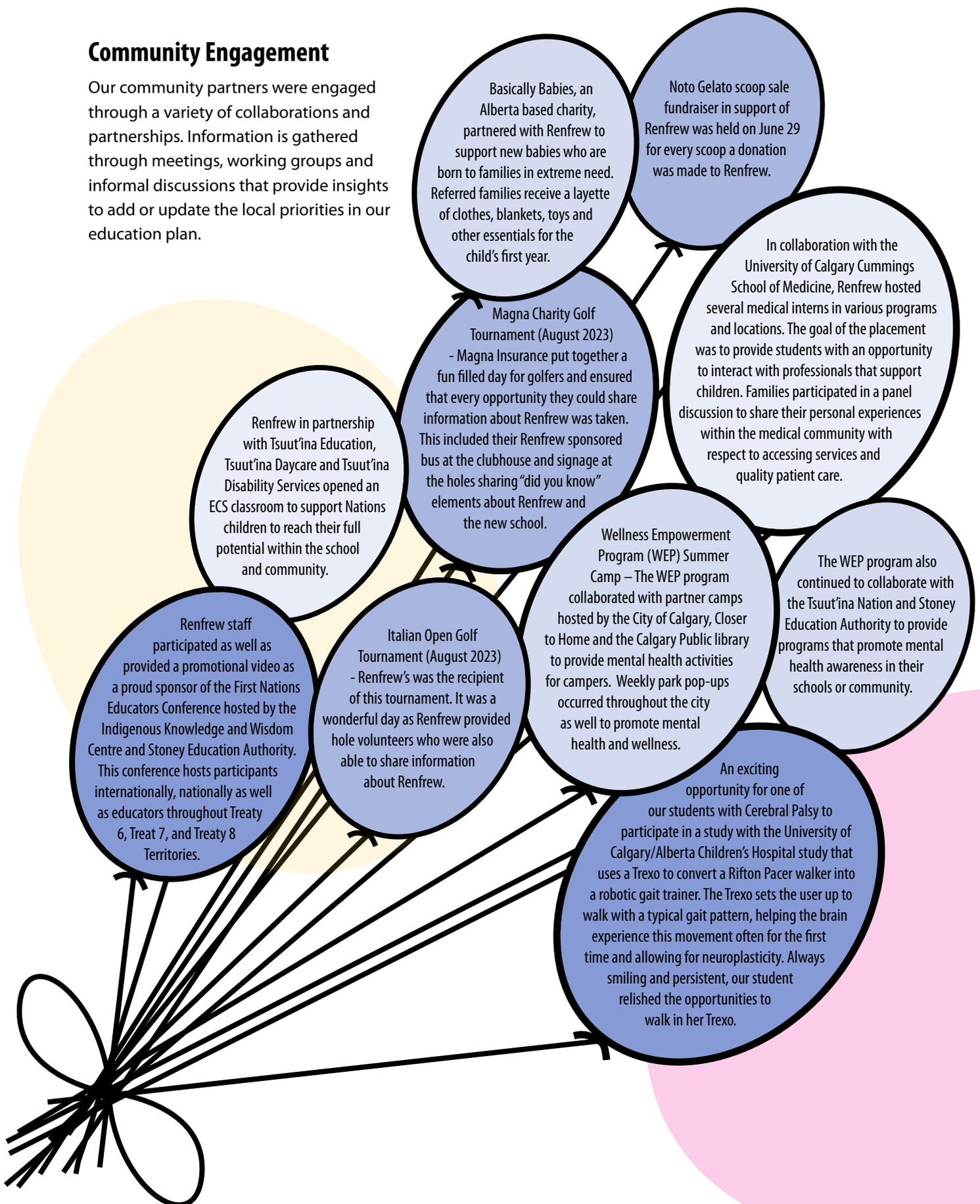
Teachers participated in a variety of committees including: Health and Safety, Equity Diversity and Inclusion and Social and Wellness.

Teachers participated in the Teacher Observation Mentoring program, this provided opportunities for collaboration and capacity building between colleagues.

Teachers met with administration to support teacher growth and development.

## 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



**CLICK HERE TO WATCH THE VIDEO**

*Renfrew's Partnership with Stoney Nakoda Nation.  
Click on the link above to watch the video on YouTube*



*WEP at the Tsuut'ina Wellness Fair and hosting a family event at Bow Habitat*



*Tsuut'ina Classroom Opens*



*Trexo conversion of a Rifton Pacer walker into a robotic gait trainer.*



*Magna Charity Golf Tournament*



*Basically Babies partnership.*



*Noto Gelator Fundraiser*

## 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 2022-2023 school year.