



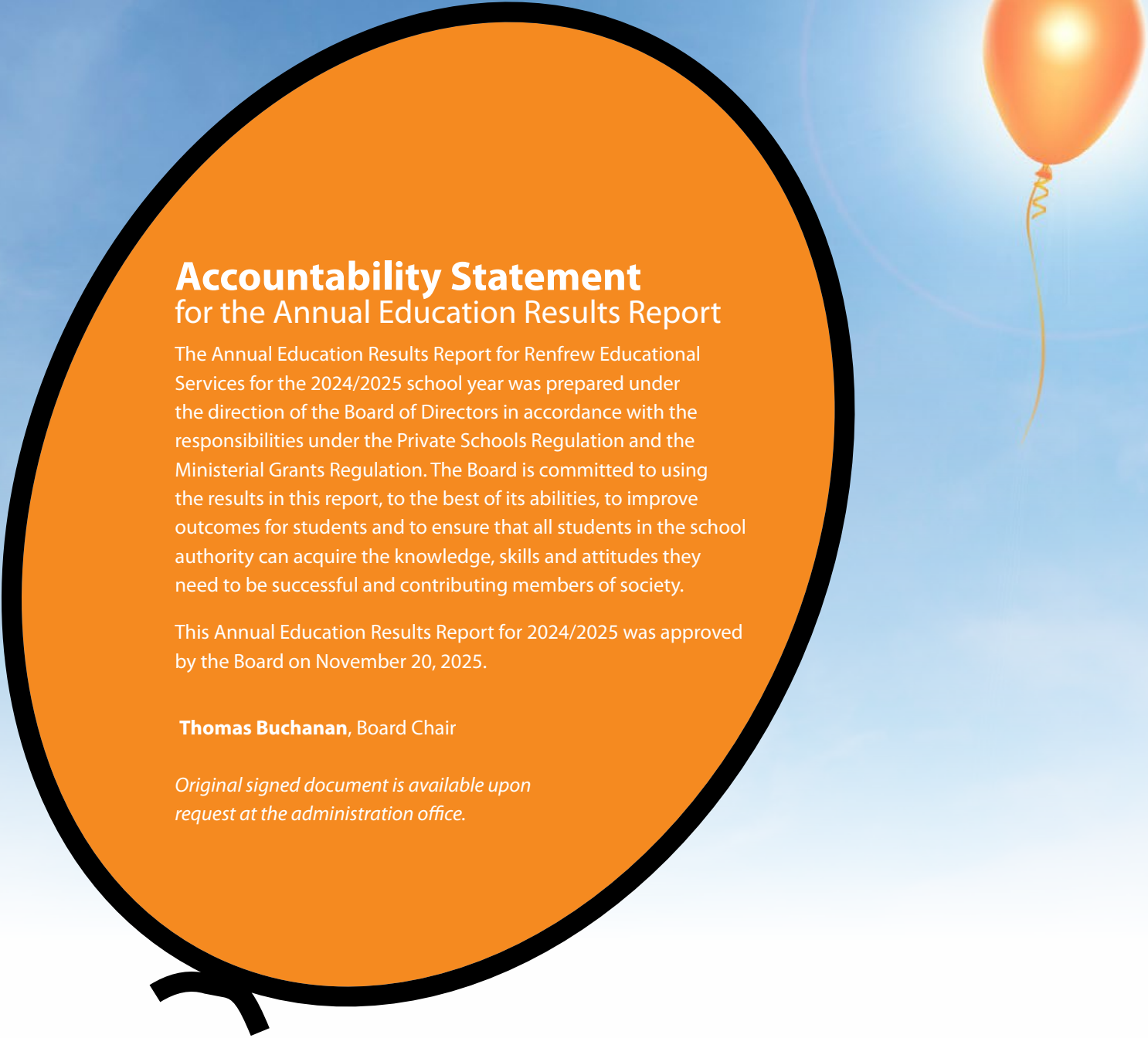
HELPING KIDS SOAR



Annual Education Results Report (AERR) 2024/2025
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 2024/2025 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 2024/2025 was approved by the Board on November 20, 2025.

Thomas Buchanan, Board Chair

Original signed document is available upon request at the administration office.

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.

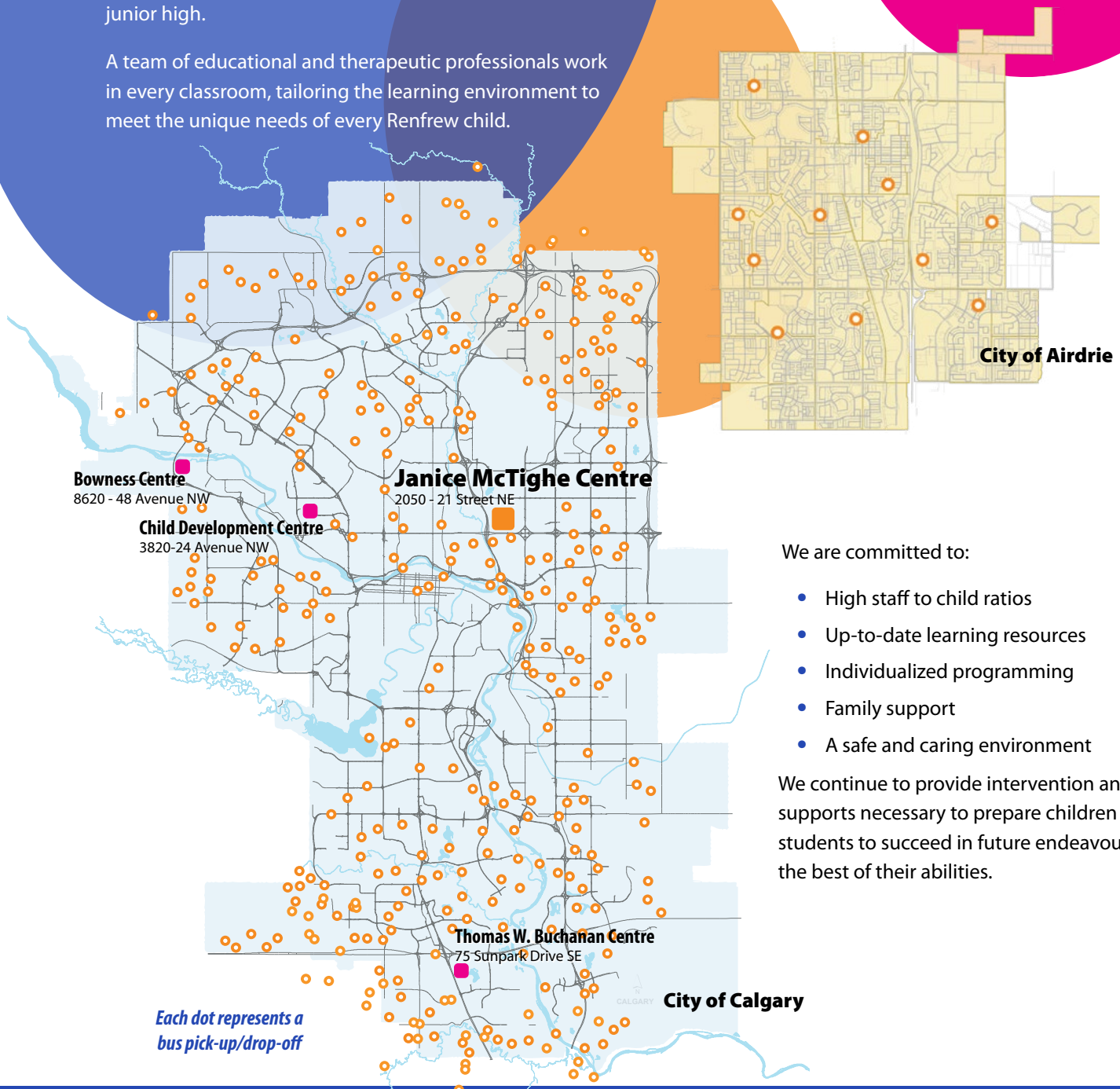
Renfrew recognizes that children and their families need the best possible learning environment in which to grow and work towards their potential.

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 intervention and supports necessary to prepare children and students to succeed in future endeavours to the best of their abilities.

School Authority Profile

We serve children aged 2.8 to 15 years or grade 9 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 a teacher and child development facilitators. Children to adult ratios vary according to the needs of the children.

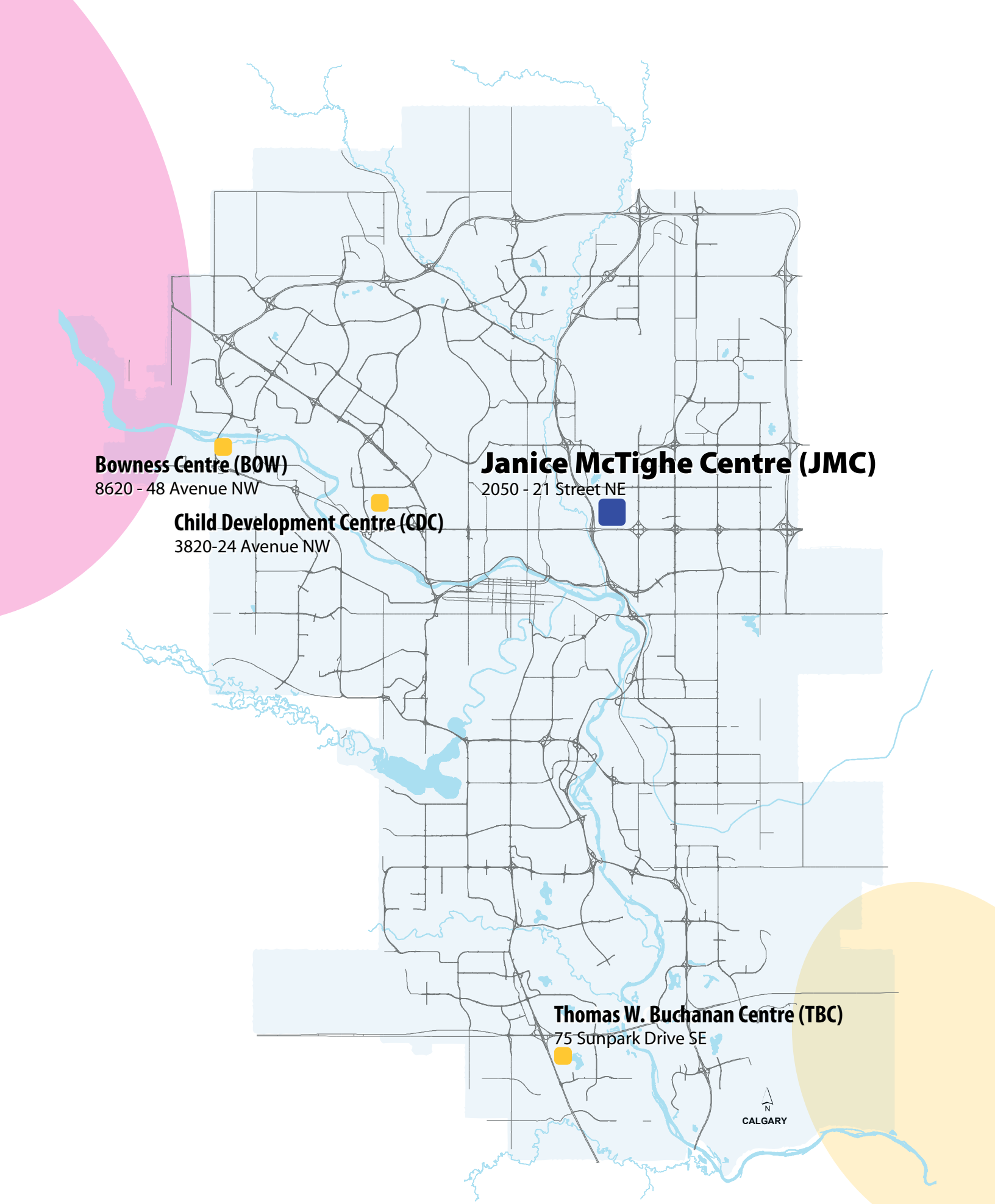
Our school aged classes age 6 to 15 years are small in size, approximately 13 students. Grades classrooms are multi-age, comprised of students with a range of strengths, skills and needs. Teachers focus on providing dynamic, authentic activity-based programming utilizing not only the classroom environment 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 therapists, physiotherapists and music therapists, low incidence augmentative communication specialists, blind and visually impaired consultant, Deaf and Hard of Hearing consultant 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 (BOW)

8620 - 48 Avenue NW

Child Development Centre (CDC)

3820-24 Avenue NW

Janice McTighe Centre (JMC)

2050 - 21 Street NE

Thomas W. Buchanan Centre (TBC)

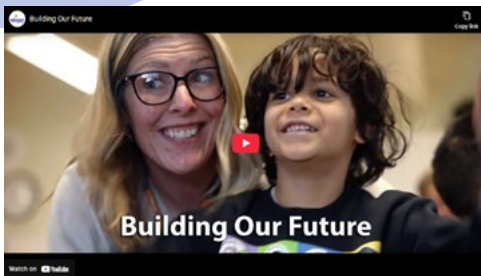
75 Sunpark Drive SE



Summary of Accomplishments

Another Successful Gala!

In March 2025 we celebrated Renfrew's 26th Annual Helping Kids Soar Gala. We were thrilled to host this event at the newly opened BMO Centre as we had outgrown our previous venue. Over 800 guests enjoyed our celebration of 51 years of service with an evening featuring a live and silent auction, while showcasing our children greeting guests and performing in the choir. A special gala video highlighted several families and their experiences throughout their journey with Renfrew. The video also featured one of our junior high students sharing her personal perspective of learning and growing at Renfrew. We were excited to have Alberta legends Paul Brandt and Elizabeth Peterson perform as special musical guests. Additionally local artist Paul Van Ginkel created a one of kind oil painting called "Together for a Bright Future" that was a part of our live auction. This event wouldn't be possible without our Gala Committee led by a Board Member and supported by community stakeholders and Renfrew staff.



Click [HERE](#) to watch our video



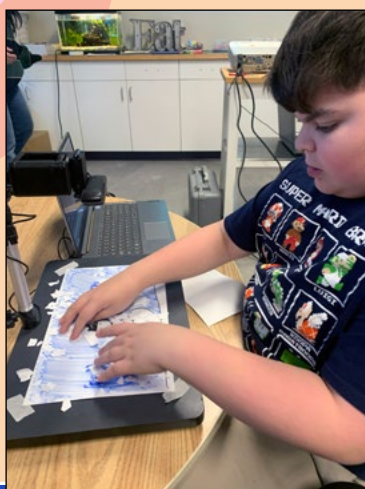
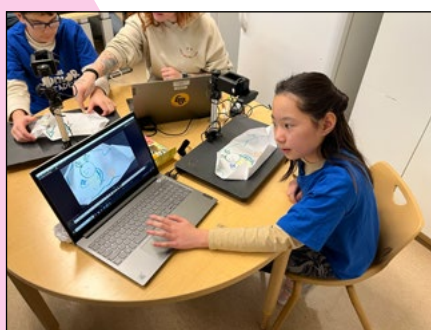
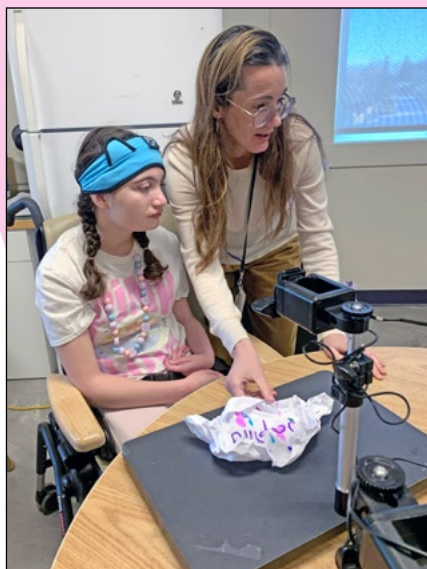
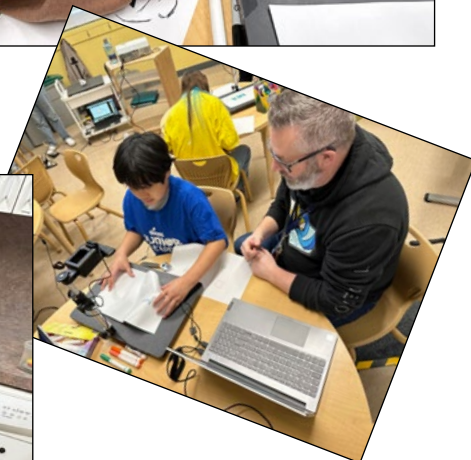
Flames Foundation continues to support Renfrew

The Flames Foundation made a generous donation of 1.5 million dollars toward the construction of our Legacy School in Bearspaw. We have welcomed them into our school community through a variety of special events including the Easter Festival. Students enthusiastically engaged in many activities along side mascots Harvey the Hound and Blasty the Bronco as well as Wranglers players and Flames Alumni. Thanks to our relationship with the Flames Foundation, the Renfrew choir was invited to sing “Oh Canada” to open the Calgary Canucks’ first game of the Centennial Cup Junior Hockey League Tournament.



Quick Draw Animation Experience

Through a grant from the Alberta Foundation for the Arts, we were able to partner with Quick Draw Animation Society. The students had the opportunity to create 3 separate animations that were later showcased in the school Celebration of the Arts. The students were very engaged as they created each animation based on their interests and experimented with new techniques and media. This project supported a range of curriculum areas including art composition, exploring 2 and 3D dimension, presentation skills, social/emotional development and numeracy.



Nutrien Grant

At JMC and TBC, we were excited to receive a grant from Nutrien to support agricultural learning. One project focused on building and cultivating a vegetable garden where students were able to see the growth from seed to harvest. The students enjoyed growing a variety of vegetables including cucumbers, zucchini, pumpkins, tomatoes and a variety of herbs. Our other project focused on selecting and cultivating seeds for flowers that attract our native pollinators such as bees and butterflies. The students enjoyed the process of planting and caring for the flowers as well as the opportunity to hold a plant sale in June. This project helped teachers integrate curriculum concepts related to food, financial literacy, life cycle of plants, agricultural industry and environmental sustainability.



Nutrien®

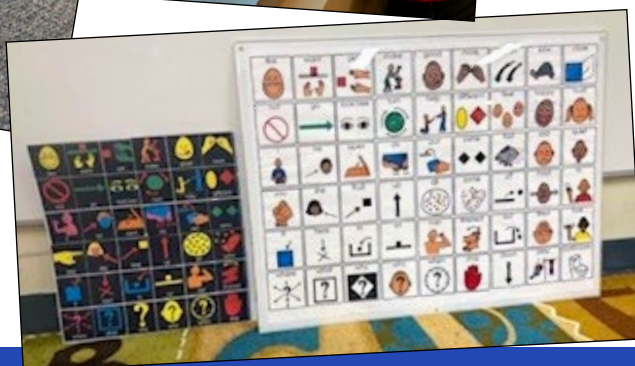
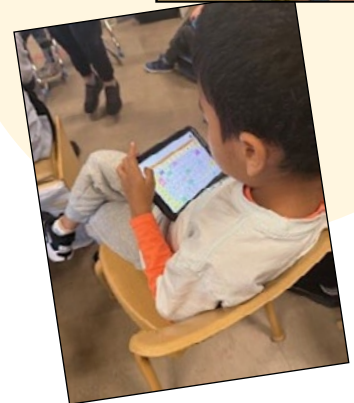


An Excellent Start to Learning

Renfrew Educational Services follows the 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 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 therapists to enhance children's musical skills and understanding.
- Project Core 36: Core Vocabulary Boards and Core Word 3D printed Modellers were created for staff to wear in order to support communication and vocabulary development.
- More accessible room signs were created for schools, featuring high-contrast colours, Braille, and Picture Communication Symbols.
- 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 continued to work with community partners to support child development.
- Renfrew continued to collaborate with external specialized services program providers.



High contrast and regular contrast core word communication boards

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. This data aligned with our local data which reinforces programing decisions made to ensure a safe learning environment for children and students. 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.	100%
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Family Survey

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

My child is safe at Renfrew.	100%
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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										Measure Evaluation		
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	16	100.0	19	94.0	14	100.0	17	98.4	8	100.0	n/a	Maintained	n/a
Parent	5	*	8	91.9	3	*	8	96.9	n/a	n/a	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	16	100.0	11	96.1	14	100.0	9	100.0	8	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. This data reinforces programming decisions made to ensure we continue to offer appropriate supports and services. 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.	100%
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Family Survey

The majority of families 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.	96%	4%
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The majority of families 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.	98%	2%
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Provincial Measure

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

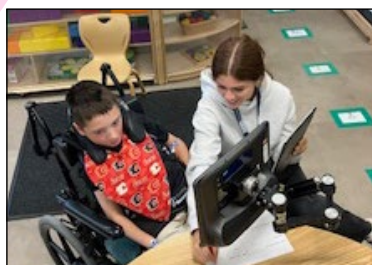
	Renfrew Educational Services										Measure Evaluation		
	2021		2022		2023		2024		2025				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	16	100.0	19	98.8	14	100.0	17	97.4	8	100.0	Very High	Maintained	Excellent
Parent	5	*	8	97.5	3	*	8	94.9	n/a	n/a	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teacher	16	100.0	11	100.0	14	100.0	9	100.0	8	100.0	n/a	Maintained	n/a

As a Designated Special Education Private School, Renfrew is unable to offer english language learner supports for neurotypical children.

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/students with disabilities. A multi-disciplinary team of specialists (classroom teachers, child development facilitators, administration, occupational therapists, music therapists, psychologists, speech-language pathologists, physiotherapists, low incidence augmentative communication specialists, blind and visually impaired consultant, Deaf and Hard of Hearing consultant) 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 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 enhanced learning opportunities for children/students. For example, speech generating communication devices, low tech or no tech communication boards and books, lite or mid-tech devices and sign/gestures and written tools.

Innovative activities that would meet the needs of all children/students were collaboratively planned by classroom staff – examples: spirit days, book week,

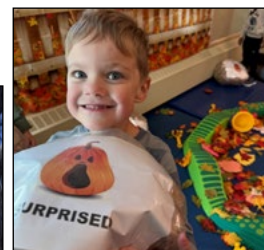


Continuum of Supports continued

sports day, student art showcase, Terry Fox Run, Science Fair, etc. Staff continue to participate in a number of in-services provided through the expertise of Renfrew staff as well as outside experts to enhance programs for children/students. Families will continue to be actively involved in the development 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. 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. These opportunities and results support outcome one, two and three of our 3 year education plan.

Local Measures:

- 57 students used Alternative Communication Devices across all schools and programs. Devices included iPads with TouchChat (with WordPower), TD Snap, Unity and LAMP as well as other devices such as GoTalk, NovaChat, Accent and Tobii Dynavox I-13 (eye gaze).
- 56 iPads were designated for universal strategy supports in 27 classrooms with a range of language access programs as tools for all students to facilitate communication and language learning.
- 26% of students use mobility equipment, for example manual and power wheelchairs, standing frames, canes, walkers and Trexos. Mobility equipment is personalized to support the individual physical needs of each student including additional padding, straps, harnesses, bolsters and stabilizers.
- 98% of respondents to the Family Support Year End Survey agreed that Renfrew Family Support helped them feel supported. 95% of respondents identified that their contact with Family Support helped to reduce personal or family stress.
- 147 referrals were sent to the Low Incidence Team for support with children/students with complex communication needs (CCN). Equipment trials included a variety of augmentative and alternative communication (AAC) tools, ranging from paper flip books and PODD communication books to mid-tech devices such as GoTalks and CheapTalks to high-tech AAC systems including iPads with AAC apps, Accents, NovaChats, and eye gaze systems.
- 51 children/students with vision concerns, and 12 children/students identified as d/Deaf or Hard of Hearing were supported by the Low Incidence Team. Consultation around equipment management, specialized tools/strategies, environmental and educational supports was provided.



First Nations, Metis and Inuit Student Success

Renfrew is committed to 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 grades program in consultation with families, were given the opportunity to participate in the provincial achievement tests using supports as permitted. Renfrew children/students, teachers and school leaders were provided with opportunities to learn about First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools. For example a Sharing Circle was introduced by an Elder from the Drift Pile Cree Nation during a fall teachers meeting. They lead a Sharing Circle and smudge and spoke to the importance of this tradition. Renfrew had staff working with First Nations health and education programs to share information from FNMI training opportunities with teachers, school leaders and support staff. Renfrew provided 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 were provided with opportunities to broaden their understanding of FNMI reconciliation. For example, a member of the Mini Thni nation presented the Land Acknowledgment and welcome song as part of the staff years of service celebration. Other opportunities to broaden understanding of different cultural perspectives including Indigenous people were provided through a variety of workshops and cultural diversity committee events. For example a Grass dance performer and his wife provided professional development for teachers on the importance of moccasins in indigenous cultures across North America. The story of moccasins and art activity to create moccasins with natural materials was experienced by teachers as professional development. Teachers then shared the story and art activity with students and support staff in the classroom. These opportunities and results support outcome one and three of our 3 year education plan.



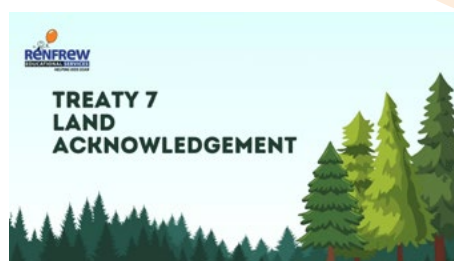
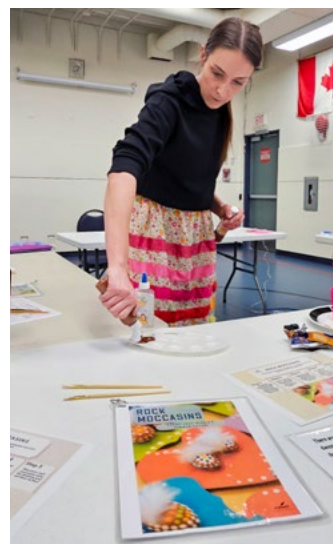
FMNI Grant Funds

FMNI Grant Funds received for Student Self-Identified Allocation
2024-2025: \$7,077.84

- Funds were used for the following activities and support strategies for programming:
- Honorariums for Indigenous presenters including Sharing Circle, Grass Dancer and traditional singer.
- Moccasin workshop fees for teacher professional development.
- Books for classroom programming featuring indigenous authors and indigenous content and perspectives.
- Classroom programming materials with indigenous themes e.g. puzzles, games, manipulatives.

Local Measures

- 90% of Grades teachers reported that since the fall meeting they have implemented the less formal talking circle to create a safe environment in which students can share their point of view with others.
- 100% of school leaders report that school community relationships with a range of indigenous nations members, elders and Nation school personnel have expanded beyond a ceremonial focus to more understanding of Indigenous perspectives and experiences.



Click to view the video



Required Alberta Education Assurance Measures - Overall

Fall 2025

Authority: 9672 Renfrew Educational Services Society (FNMI)

Assurance Domain	Measure	Renfrew Educational Services (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
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	59.8	58.6	58.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	69.7	69.4	69.6	n/a	n/a	n/a
	PAT9: Acceptable	*	n/a	n/a	41.6	41.4	40.4	*	n/a	n/a
	PAT9: Excellence	*	n/a	n/a	6.3	6.1	5.7	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	77.5	76.9	75.9	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	11.9	11.8	11.6	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

Student Growth and Achievement

Student Learning and Engagement

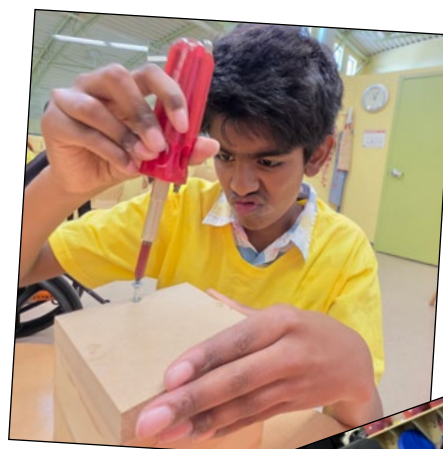
Provincial and local measures reflect that the majority of families and teachers agree/strongly agree that children/students are engaged in their learning at school. Our local data reinforces programming decisions made to ensure students are engaged in their learning. These opportunities and results 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 participated 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 had the opportunity to practice a variety of skills including public speaking as emcees during assemblies and engaging in a variety of pre-vocational skills during fundraising and concession events. These skills are an asset in future school or work environments and a part of lifelong learning.

Our Junior High students were introduced to a variety of electives including: carpentry, fishing, sewing, foods, drama, art, yearbook, photography and podcasting. Each student had the opportunity to participate with adapted materials and equipment as needed. For example, non-ambulatory students were provided with switch adapted fishing rods and sewing machines.

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 provided weekly newsletters to communicate the topics and skills being worked on. Information about each child/student's learning was reflected in the progress report and family meetings. Renfrew used children/student's interests to create just the right challenge to make learning fun and motivating. These topics provided 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 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 were used in small group activities or projects as appropriate. Children/students who required communication devices were using this technology throughout the day. Numeracy and literacy was embedded in all program activities. There was also specific time dedicated to skill development in these areas. In our literacy program Renfrew used Reading and Writing the Four Blocks Way which provided opportunities for developing early literacy and reading skills as well as word work and writing skills. Renfrew's library spaces were utilized for literacy exploration as well as for active, hands-on activities. The math program used a variety of materials to develop understanding of number concepts, number operations, pattern and sequence, shape and space, measurement and data.



Student Learning and Engagement continued

Renfrew's Local Measures

■ Strongly Agree ■ Agree

Teacher Survey

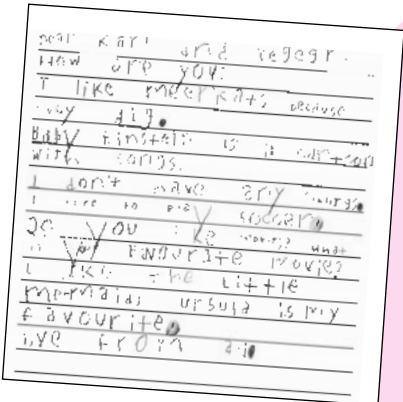
The majority of teachers strongly agree that programming meets the individual needs of children/students.

Programming at Renfrew meets the individual needs of children/students.	100%
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Provincial Measure

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

	Renfrew Educational Services												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	16	100.0	19	95.8	14	100.0	17	100.0	8	100.0	n/a	Maintained	n/a
Parent	5	*	8	91.7	3	*	8	100.0	n/a	n/a	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	16	100.0	11	100.0	14	100.0	9	100.0	8	100.0	n/a	Maintained	n/a



Renfrew students wrote letters to their pen-pals at Calgary Waldorf School



Citizenship

Provincial and local measures reflect that the majority of families and teachers agree/strongly agree that children/students model the characteristics of active citizenship. This data reinforces programing decisions made to ensure we continue to offer opportunities for children/students to develop citizenship skills. 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, helping one another, 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. Students were welcomed by local assisted living centres where they visited with residents and also performed as a choir. The Renfrew choir was also invited to sing “Oh Canada” to open the Calgary Canucks’ first game of the Centennial Cup Junior Hockey League Tournament.

These activities in addition to building community connections and active citizenship also target many curricular areas including, financial literacy, reading and writing, presentation skills, social/emotional skills and fine arts. These opportunities and results support outcome one and three of our 3 year education plan.



*Morgan Stanley Financial
Literacy Lessons*

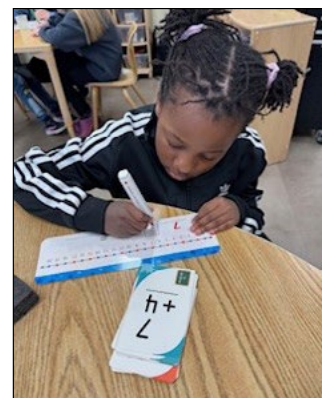
Provincial Measure

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

	Renfrew Educational Services												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	16	97.5	19	87.4	14	100.0	17	96.3	8	100.0	Very High	Maintained	Excellent
Parent	5	*	8	82.1	3	*	8	92.5	n/a	n/a	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	16	97.5	11	92.7	14	100.0	9	100.0	8	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

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.	100%
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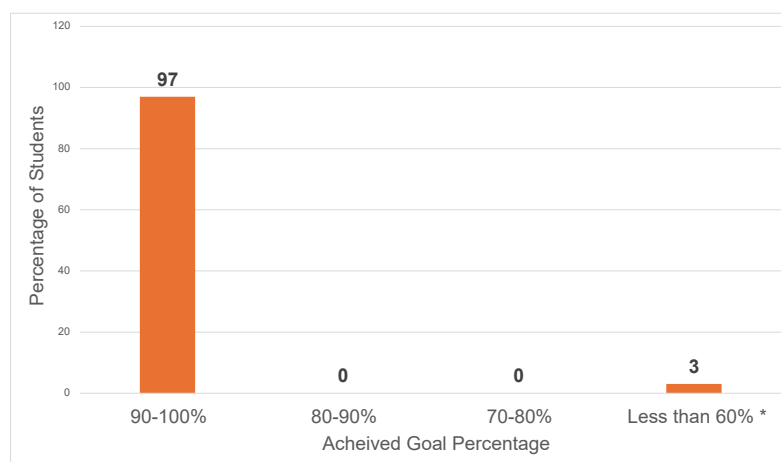
Family Survey

The majority of families 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.	97%
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June 2025 IPP Goals

Data from Individual Program Plan (IPP) goals from Gr. 4-9 age students.



PAT Grade 6 Acceptable/Excellence data not available.

PAT Grade 9 Acceptable/Excellence

	Renfrew Educational Services					Measure Evaluation		
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall
N	n/a	n/a	n/a	n/a	3	n/a	n/a	n/a
Acceptable Standard %	n/a	0.0	0.0	0.0	*	*	*	*
Standard of Excellence %	n/a	0.0	0.0	0.0	*	*	*	*

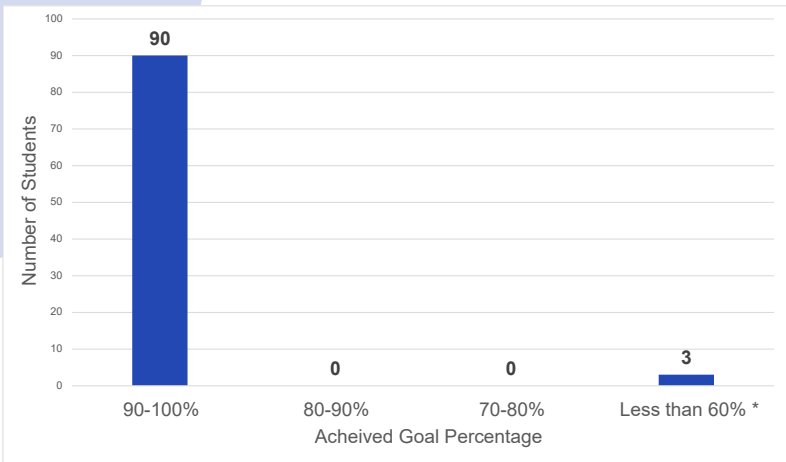
Early Years Literacy and Numeracy Assessments

As a Designated Special Education Private School, Kindergarten to grade 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.

Renfrew’s Local Measures

June 2025 Functional Communication Goals

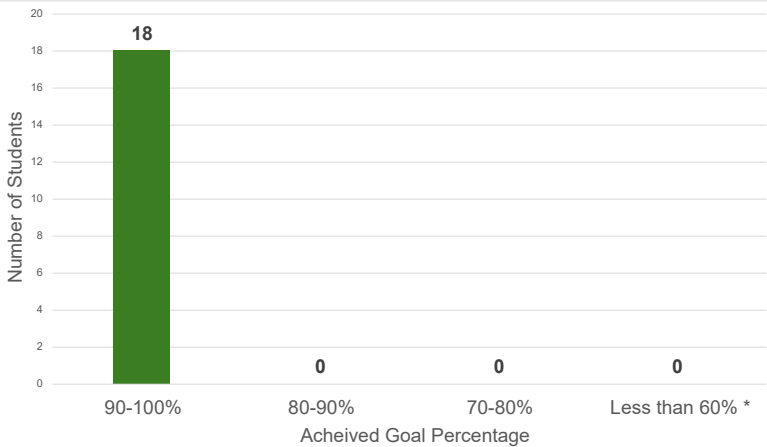
Data from Individual Program Plan (IPP) goals from all Gr. K-3 age students.



Functional communication is foundational for early literacy and language development. Children/Students are complex communicators including non-speaking and emerging verbal communicators. Supports for multi-modal communication includes, Pragmatic Organization Dynamic Display (PODD) books, core word boards, sentence strips, visual schedules, iPads with TouchChat, LAMP and WordPower, Go Talk devices, switches such as Big Mack, Jellybean, step-by-step and randomizers. These tools are individualized for each child/student to meet their specific needs and abilities. For example, a TouchChat is programmed to include the recreational interests, peers, family, pets and teachers of each child/student as well as modifications based on vision needs such as contrast and tile size.

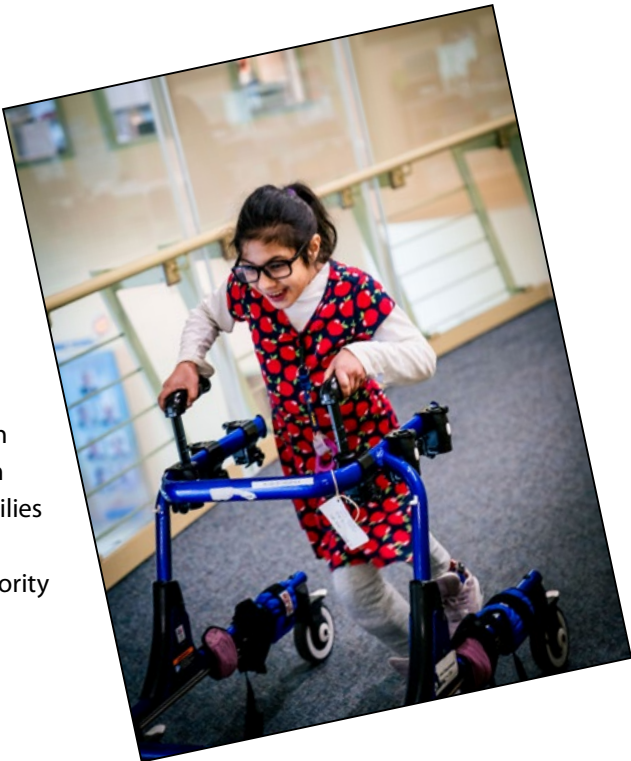
June 2025 Literacy and Numeracy Goals

Data from Individual Program Plan (IPP) goals from all Gr. K-3 age students.



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. This data reinforces programing decisions made to ensure we continue to offer developmentally appropriate educational programs to meet the individual needs of each child/student. 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

Family Survey

The majority of families 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		
	2021		2022		2023		2024		2025				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	16	100.0	19	85.2	14	98.8	17	94.8	8	100.0	Very High	Maintained	Excellent
Parent	5	*	8	73.3	3	*	8	89.6	n/a	n/a	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	16	100.0	11	97.0	14	98.8	9	100.0	8	100.0	Very High	Maintained	Excellent

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

Renfrew supports teaching and leadership quality through local policies: “A teacher may be evaluated at the request of the teacher or the Principal or designate”; “The principal of the school or a qualified designated evaluator will provide ongoing supervision to all teachers.”

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. A more reflective peer coaching program was implemented in 2024-25 based on teacher feedback and evaluation of the previous model. Teachers identified areas of their practice that they wanted to further develop. A partner teacher observed and provided specific feedback and suggestions to initiate generative dialogue to support reflection and growth throughout the year.

School and agency-wide teacher meetings also contributed to the capacity building of our teachers. Teachers and administration shared their annual Professional Growth Plan and also participated in our Renfrew annual performance review which asks staff to reflect on their performance and set goals. Teachers participated in many school based in-services that provided further development of skills that support the children/students they work with in the classroom. For example, teachers collaborated with the Low Incidence team, Blind and visually impaired consultants, Deaf and Hard of Hearing consultants to integrate resources and technology, especially communication devices into their classrooms. Teachers and school leaders were encouraged to participate in other professional development opportunities that will support their goals and practice. New learning was shared with the teaching and leadership team on a regular basis. Additionally, 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

Teacher Survey

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

Professional development, in services and training have improved my professional skills.	100%
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Family 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 9 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.

Parents have a variety of ways to connect with Renfrew staff and participate in our school.	100%
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Family Survey

The majority of families 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.	98%
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Provincial Measure

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

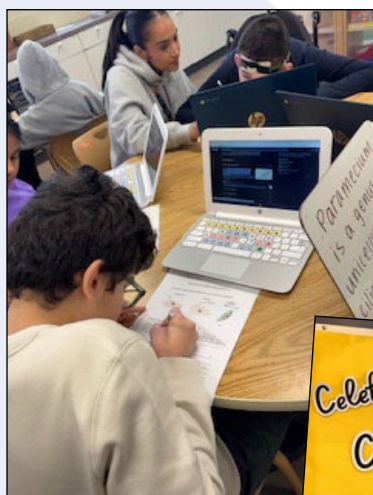
	Renfrew Educational Services										Measure Evaluation		
	2021		2022		2023		2024		2025				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	16	100.0	19	96.5	14	100.0	17	95.0	8	100.0	Very High	Maintained	Excellent
Parent	5	*	8	94.9	3	*	8	90.0	n/a	n/a	n/a	n/a	n/a
Teacher	16	100.0	11	98.2	14	100.0	9	100.0	8	100.0	Very High	Maintained	Excellent

Alberta Education Assurance Measures - Overall Summary

Fall 2025

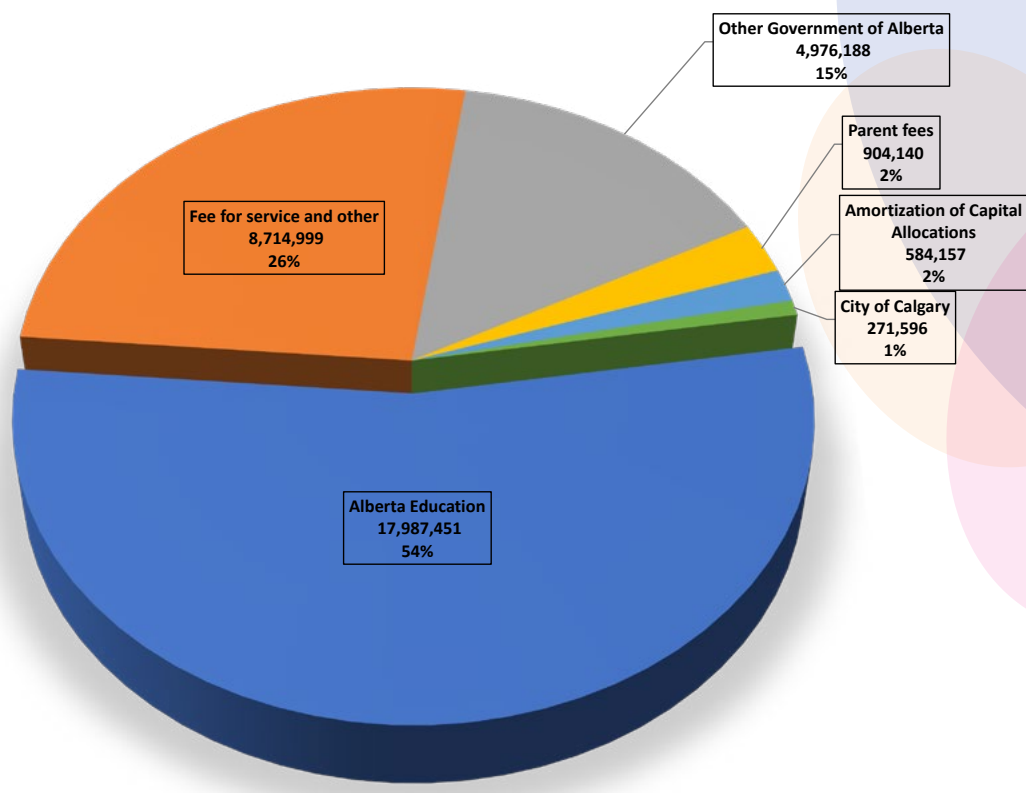
Authority: 9672 Renfrew Educational Services Society

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	Student Learning Engagement	100.0	100.0	98.6	83.9	83.7	84.4	n/a	Maintained	n/a
	Citizenship	100.0	96.3	94.5	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	*	n/a	n/a	62.5	62.5	62.6	*	n/a	n/a
	PAT9: Excellence	*	n/a	n/a	15.6	15.4	15.5	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
	Education Quality	100.0	94.8	92.9	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	100.0	98.4	97.5	84.4	84.0	84.9	n/a	Maintained	n/a
	Access to Supports and Services	100.0	97.4	98.7	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	100.0	95.0	97.2	80.0	79.5	79.1	Very High	Maintained	Excellent

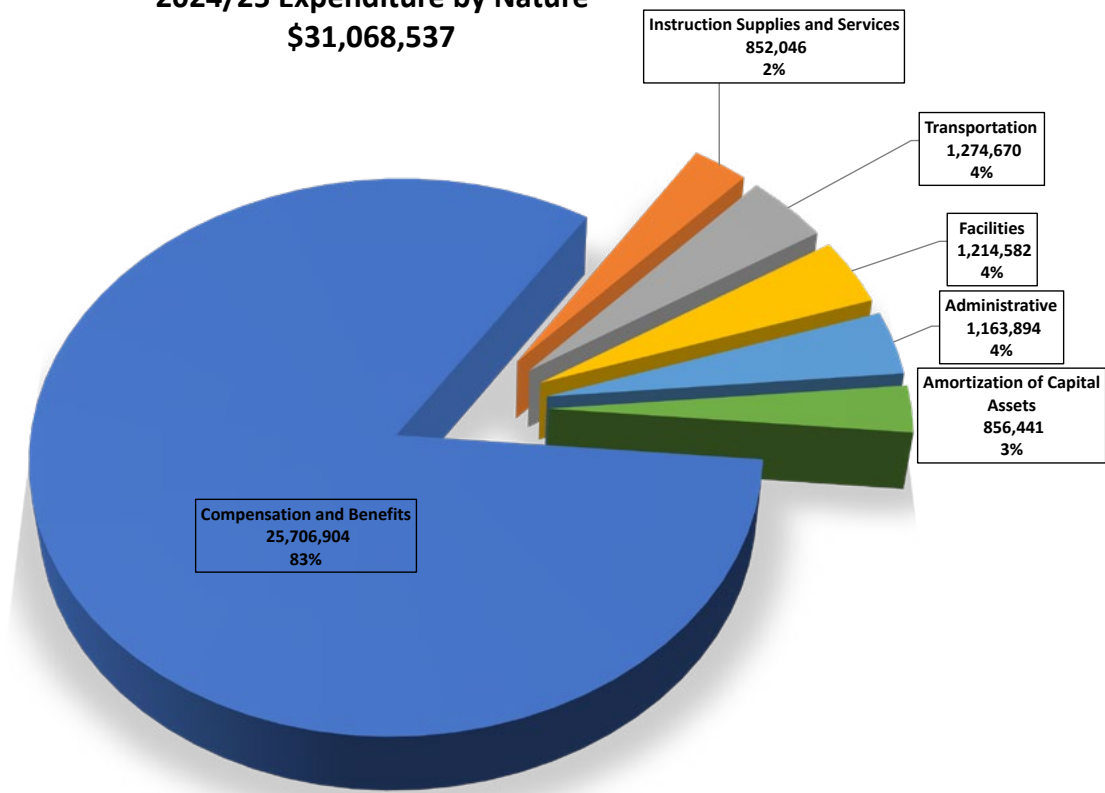


Summary of Financial Results

2024/25 Revenue by Source
\$33,438,531



2024/25 Expenditure by Nature
\$31,068,537



	2024/25 ACTUAL	2023/24 ACTUAL	<u>Difference</u>
REVENUE SUMMARY			
Alberta Government	\$ 22,963,639	\$ 22,468,253	\$ 495,386
Other Revenue			
Tutions	904,140	728,963	\$ 175,177
Fundraising/gifts	128,810	237,781	\$ (108,971)
All Other	8,857,785	8,818,029	\$ 39,756
Amortization of Capital Allocations	584,157	606,930	\$ (22,773)
TOTAL REVENUES	\$ 33,438,531	\$ 32,859,956	\$ 578,575

EXPENDITURE SUMMARY

Instruction	\$ 12,464,118	\$ 12,438,152	\$ 25,966
Administration	3,027,683	3,036,746	\$ (9,063)
Operations and Maintenance	1,995,582	2,093,500	\$ (97,918)
Transportation	2,774,756	2,374,869	\$ 399,887
Other	9,949,957	9,680,885	\$ 269,072
Amortization of Tangible Capital Assets	\$856,441	\$850,227	\$ 6,214
TOTAL EXPENDITURES	\$ 31,068,537	\$ 30,474,379	\$ 594,158

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

Stakeholder Engagement

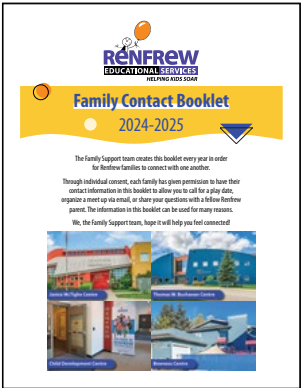
Renfrew recognizes that in a rapidly changing world and with increased expectations being placed on educators and schools, supporting children and students cannot be accomplished in isolation. In our 51 year history we have recognized the importance of effective partnerships within our community, post-secondary institutions, First Nations, Métis and Inuit (FNMI), 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.



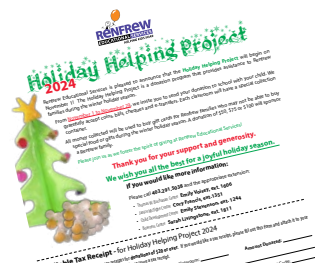
Family Engagement

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, parents provide program feedback during Parent Advisory Councils (PAC) meetings. Parents 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).

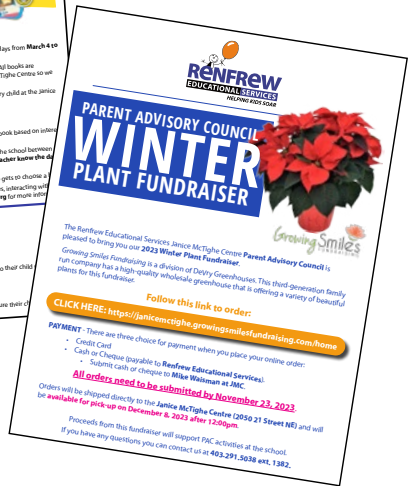
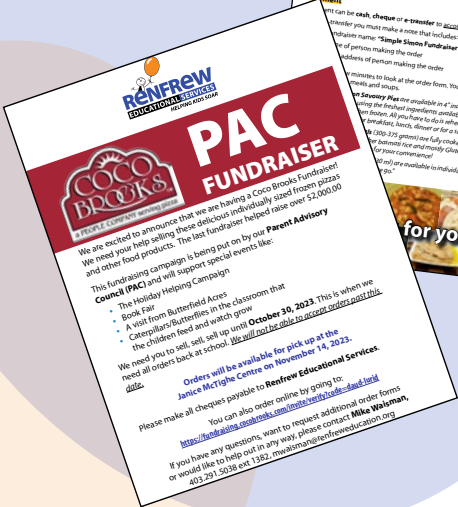
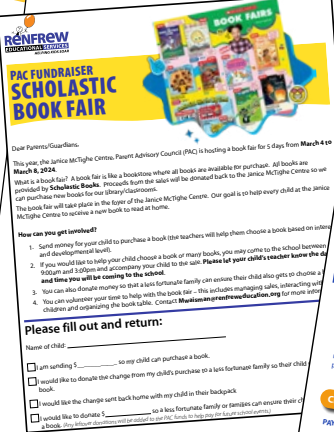
Family Engagement



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

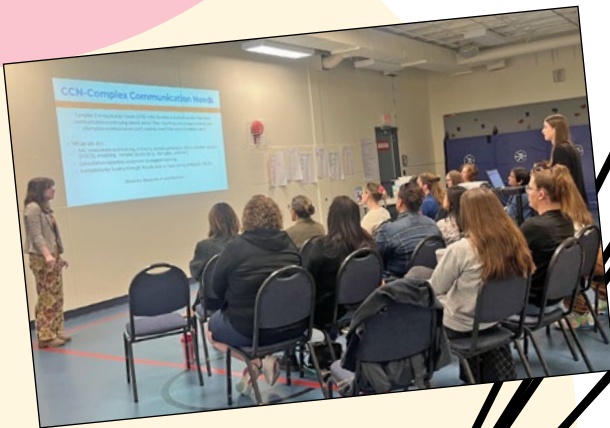
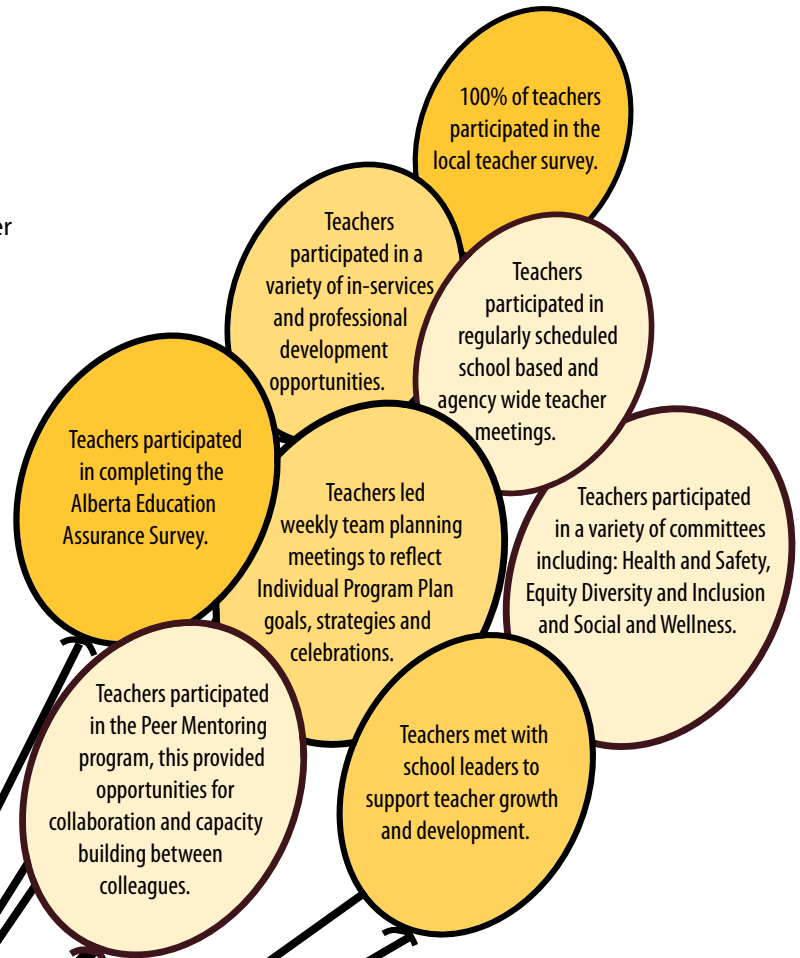


Parent Advisory Councils were active at all our schools organizing fundraising to support special events and initiatives



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 was gathered through meetings, working groups and informal discussions that provided insights to add or update the local priorities in our education plan.



Community Engagement

Renfrew hosted a seating clinic day for families that offered one stop shop services with a variety of vendors and occupational therapists and physiotherapists from Alberta Children's Hospital.



Magna Charity Golf Tournament

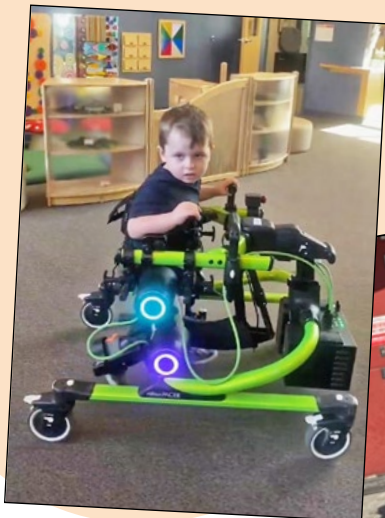


Calgary Italian Open



The Flames Foundation

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



Rogers Birdies for Kids



Basically Babies partnership.

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 2024-2025 school year.